

## Introduction to Poetry: Learning Checklist

	Red	Amber	Green
<b>Context: Knowledge</b>			
• English and European society at the beginning of the 19 <sup>th</sup> Century			
• The Beauty and Importance of the Natural World			
• Romanticism or The Romantic Movement			
• The Sublime			
• Civil Rights Movement and Activism			
• Biography of Langston Hughes			
• Martin Luther King Jr.'s 'I Have a Dream' speech			
• The American Dream			
• The Black Lives Matter protests			
• Institutional Racism and Privilege			
• Child Labour in Victorian England			
• Modern Child Labour			
• The Impact that Capitalism and Consumption have on society			
• Treatment of Members of Society			
• The Role of Government			
• Homelessness in the UK			
• World War Two and The Holocaust			
• LGBTQ+ Discrimination and Rights			
• Spoken Word as Activism			
<b>Context: Skills</b>			
I understand how the above contextual information can influence meaning.			
I can use specific contextual details in my analysis and interpretations.			
<b>Poetic terminology</b>			
I can:			
• Identify these terms in a poem.			
• Use these terms when writing about poetry.			
Poetic terminology:			
• Imagery			
• Theme			
• Tone			
• Mood			
• Simile			
• Metaphors			
• Personification			
• Symbolism			
• Alliteration			
• Onomatopoeia			
• Repetition			

• Rhyme			
• Rhyme Scheme			
• Stanza			
• Enjambment			
• Speaker			
<b>Analysis: Skills</b>			
I can write a PETAL (Point, Evidence, Technique, Analyse, Link) paragraph.			
I can 'zoom in' and explain multiple interpretations of a word or phrase.			
I can identify and analyse imagery.			
I understand how a poem is structured and shaped and how this contributes to meaning.			
I can infer meaning from a text.			
<b>Writing: Skills</b>			
I can use SPAG correctly in my analytical and creative writing.			
I can use sophisticated vocabulary to impress the reader of my writing.			
I can write formally and use Standard English in analytical writing.			
I can use lots of language and structural devices in my poetry writing.			
<b>Speaking and Listening: Skills</b>			
I can speak clearly during my performance.			
I can make eye contact with the audience.			
I can perform my poem without laughing or getting distracted.			
I can use my tone to emphasise certain points.			
I can use an appropriate pace during my performance.			
I can use a wide range of non-verbal techniques for specific effects, such as:			
• Hand gestures			
• Eye contact			
• Pauses			
• Confident body language			
• Facial expressions			