

YEAR 10: POETRY

POETIC TECHNIQUES



1. SIMILE

Where two things are compared using the words 'like' or 'as' E.g. Her eyes shone like two of the brightest stars in heaven.



2. METAPHOR

One thing is directly referred to as if it is another thing. E.g. Mr. Neck storms into class, a bull chasing thirty-three red flags.



3. PERSONIFICATION

Where an inanimate object is given human characteristics. E.g. the sun smiled down on us.



4. TONE

An attitude of a poet towards the topic of the poem. Tone is generally shown through the choice of words, or the viewpoint of a writer on a particular subject.



5. ALLITERATION

Two or more words with the same letter or sound at the beginning. E.g. Peter Piper picked a peck of pickled peppers.



6. SIBILANCE

Alliteration using the letter 'S' – this creates a number of effects, depending on the context of the poem. 1) a hissing sound often associated with creating a sinister tone, 2) a soft 's' sound as though it is secretive and being softly whispered, or 3) can symbolise a continuation of something as an 's' sound doesn't have an abrupt end like a hard consonant 't', 'k' or 'd' sound.



7. ONOMATOPOEIA

Where the word imitated the actual sound. E.g. clack, whirl, zip, ding-dong.



8. SEMANTIC FIELD

A group of words that are linked by a theme or idea. E.g. presents, festive, red, wrapping, cards, turkey, Santa – all belong to a semantic field of Christmas.



9. JUXTAPOSITION

It is a type of opposition between two objects, highlighted to emphasize their differences. E.g. Happy and sad.



10. SPEAKER

The character narrating the poem if it is written in 1st person – 'I wandered, lonely as a cloud' - not necessarily the poet's voice, but the 'voice' of a character they have created.

POETIC STRUCTURE



1. STANZA

The grouping of lines in poetry. This is similar to paragraphs in prose. They can be different lengths.



2. RHYME SCHEME

The pattern of rhyme that comes at the end of each line or verse. E.g. the rhyme scheme ABAB means the first and third lines of a stanza, or the "A"s, rhyme with each other, and the second line rhymes with the fourth line, or the "B"s rhyme together. This can either create a pleasant and even, controlled structure, or can be used to make something stand out if it suddenly *deviates* from the rhyme scheme of the poem.



3. RHYTHM

Rhythm can be described as the beat and pace of a poem. Rhythm is created by the pattern of stressed and unstressed syllables in a line or verse.



4. IAMBIC PENTAMETER

10 syllables in a line, one stressed and one unstressed. It mimics the dee-dum-dee-dum sound like a heartbeat E.g. 'Shall I compare thee to a summer's day?'



5. SYLLABLE

A syllable is a single, unbroken sound of a spoken or written word. Sometimes syllables are referred to as the 'beats' of spoken language. E.g. 'read-ing' is 2 syllables. This might be useful to comment on if there is a juxtaposition between



6. RHYMING COUPLET

When the end of two lines of poetry, which come after one another, rhyme. E.g. 'For sweetest things turn sourest by their **deeds**; / Lilies that fester smell far worse than **weeds**.'



7. BLANK VERSE

Poetry written with unrhymed lines (but almost always in iambic pentameter).



8. TURN or VOLTA

A change or shift in the tone or the idea of the poem. For instance, the first 10 lines may describe childhood as fun and full of mischief, then on line 11 there is a volta that begins to describe it as being restrictive.



9. CAESURA

When punctuation is used to cause a pause or end a sentence within a line of poetry, rather than at the end of the line.



10. END STOPPED LINE

When punctuation is used to end a sentence at the end of a line, and the next line begins a new sentence.



11. ENJAMBEMENT

When there is no punctuation at the end of a line, and the sentence continues with no pause onto the next line or stanza.

ANALYTICAL VERBS	
1. CONNOTE	to suggest (certain meanings, ideas, etc.) in addition to the literal meaning.
2. CONVEYS	gets across a message/ idea/ theory.
3. DEMONSTRATES	provides a clear explanation/ example.
4. DENOTE	to present something literally.
5. EMPHASISES	Draws special attention to something.
6. EVOKES	to make the reader feel an emotion.
7. HIGHLIGHTS	making something stand out.
8. ILLUSTRATES	creates a distinct image.
9. IMPLIES	suggests something beyond the obvious / literal – a synonym for ‘connotes’
10. INDICATES	acts as a clear pointer or signpost.
11. PORTRAYS	shows or represents something / someone in a certain way.
12. PRESENTS	introduces as an idea.
13. REVEALS	makes a meaning/ interpretation clear.
14. SIGNIFIES	using a word or a sign to make the meaning clear.
15. CONTRASTS	is intentionally different to something else to highlight the difference

SELF QUIZZING

1. POETIC TECHNIQUES 1-10
2. POETIC STRUCTURE 1-11
3. ANALYTICAL VERBS
4. ALL OF THE ABOVE

How to use this knowledge organiser

- 1) Learn the KNOWLEDGE in the given section – you can do this by repeating it out loud, copying it up, colour coding it, drawing an image to represent it in a new way... anything that helps you to learn it. Then PRACTISE this knowledge – use look, cover, write, check to test yourself on the knowledge. Alternatively, cover the information and look at the icon / image, say the term out loud and uncover it to check if you were right, then say the definition out loud and uncover it to see if you were right.
- 2) In the self-quiz, write your answer to the best of your ability
- 3) After you have answered all of the questions, CHECK your answers against this knowledge organiser. If you got ALL of it right, code it G (green), for SOME of the answer right, code it A (amber), for an incorrect or missed answer, code it R (red).
- 4) For amber or red answers, use the knowledge organiser to add your corrections in the final column.
- 5) These corrections are things that you should now prioritise in your revision. To be really effective and independent, you should test yourself AGAIN on these things as part of your ongoing home learning and revision.