



English Literature

Edexcel scheme of work for Unit 2 Understanding Poetry

Week	Content coverage/ key questions	Learning outcomes	Exemplar activities	Exemplar resources
Question One - response to one unseen poem				
1	Making sense of the poem Non-standard forms	Students will have an understanding of: <ul style="list-style-type: none"> How to gain an informed overview of the theme and subject matter of the poem How a poet might use non-standard form to create tone How non-standard forms help the delivery of the theme 	<p>In pairs, students should be given a copy of a poem they have not seen before and be invited to look for clues to facilitate understanding. They could be guided to look at:</p> <ul style="list-style-type: none"> The title - connotations and ideas The first line The final line Lexical fields and their connotations <p>Individually, students write a brief response to the poem. They then share their responses in pairs, then pairs join to form groups of 4.</p> <p>The teacher ensures that students understand the difference between standard and non-standard forms</p> <p>In pairs, students should be given a copy of a poem that contains non-standard forms such as dialect and slang. They should read the poem aloud, then highlight nonstandard forms.</p> <p>In groups of 4, students compare notes and annotate two examples in a way that shows how they create tone and help to reinforce the theme.</p>	Edexcel Poetry Anthology teacher guide pages 160-163
2	Imagery and sound	Students will be able to write about: <ul style="list-style-type: none"> How a poet uses imagery to present themes and ideas How a poet uses alliteration and onomatopoeia to create tone and atmosphere 	<p>Give each pair of students an image to explore. Students could sit back to back to sketch the image sketch the image individually, then compare notes and discuss differences of interpretation.</p> <p>In pairs students discuss the connotations of words and the mood created by the image. They should guess the theme of the poem from which the image was taken.</p> <p>Pairs share a summary of their discussion with the whole class. The whole class then labels the image - simile, metaphor, personification.</p> <p>Students are given a poem to explore. In pairs they highlight any imagery and annotate the text with comments on the effectiveness of key images.</p> <p>Students are reminded of the meaning of the terms 'alliteration' and 'onomatopoeia'.</p>	Edexcel Poetry Anthology teacher guide pages 164-167

			<p>Each pair of students is given a poem; they should identify examples of onomatopoeia and alliteration.</p> <p>The teacher demonstrates how to write a critical comment on imagery and sound and either offers a writing frame or draws one up with the help of students.</p> <p>The students are given success criteria based on the mark scheme.</p> <p>Students use the writing frame to write a critical comment on the poet's use of either imagery or sound in one of the poems they have explored.</p> <p>In groups of 4 students use the success criteria to discuss the comments they have written. Each student identifies one SMART target based on this discussion.</p>	
3	Rhyme and rhythm Form and structure Voice	<p>Students will be able to write about:</p> <ul style="list-style-type: none"> • how the use of rhyme and rhythm supports the delivery of the theme • the poet's choice of structure and form • the significance of stanza patterns • the author's voice 	<p>Give students a poem (with an easily-identifiable rhyme scheme) that has been cut into strips. In pairs they put the strips into order.</p> <p>Each pair shares their response, then has to explain the reasons for their choices. Ask how significant rhyme and rhythm was when they discussed the order.</p> <p>Give the students a poem with an irregular form. In pairs, students discuss the differences between the poems. Give the students a list of themes and ask them to decide whether a regular or irregular form would be more effective for each theme.</p> <p>Make sure that students understand the meaning of the terms 'form' and 'structure'. Explain how to label a rhyme scheme.</p> <p>In pairs, students label the rhyme scheme in the first poem they studied.</p> <p>Discuss the concept of the author's voice. In pairs, students discuss how they can identify the author's voice in a poem.</p> <p>Remind students of the writing frame and success criteria from last week. Individually, students write a critical comment on one of the two poems, focussing particularly on rhyme, rhythm, form and structure.</p> <p>In groups of 4, students assess their group's responses using the success criteria.</p>	Edexcel Poetry Anthology teacher guide pages 168-171
4	Exam practice and target setting	<ul style="list-style-type: none"> • Students will understand how to plan their response to the exam question • Students will be able to write an effective response to the whole question within the allocated time. • Students will be able to evaluate their work against the 	<p>Give the students the Edexcel sample paper for their tier of entry.</p> <p>In pairs, students produce an action plan for deciphering the meaning of the poem.</p> <p>Students share their ideas with the whole class, then use the mark scheme to produce a writing frame to help to tackle the question. Foundation Tier students will need to use the bullet points to produce this.</p> <p>Mock exam question in 45 minutes.</p>	Sample question paper from Edexcel getting started pack. Edexcel poetry Anthology teacher guide pages 172-175

		<p>marking criteria.</p> <ul style="list-style-type: none"> Students will set a SMART target for improved exam performance. 	<p>The teacher models how to mark an answer using the mark scheme.</p> <p>Before the teacher marks the work, students work in groups to assess the answer of each member of the group against the mark scheme. Students should annotate the answers to make their decisions explicit.</p> <p>Each student sets himself/herself a SMART target for improvement based on this exercise. Teacher confirms the target after marking.</p>	
Question Two - response to two poems from the anthology collection				
1	Introduction - 1 lesson	<p>Students will know which set of poems they are studying.</p> <p>Students will be aware of the major themes in the poems.</p> <p>Students will be aware that they will be using the same analytical tools as for the study of the unseen poem.</p> <p>Students will understand the PEEE method of analysis.</p>	<p>Students are given a quiz on the work already covered on question one. The teacher emphasises that the analytical skills required for question 2 are the same.</p> <p>The teacher introduces the theme for the anthology, inviting comments on what sort of issues might be covered in a collection with that title. Students can extend this by exploring the titles of all the poems in the collection. They could be encouraged to draw or create verbal images of the thoughts and feelings evoked by the titles.</p> <p>Students should be told the assessment objectives for this paper.</p> <p>Students should be reminded of the PEEE method of analysis: Point Evidence Explain Explore</p>	Edexcel Poetry Anthology teacher guide pages 16-17, 52-53, 88-89, or 128-129
1, 2, 3, 4	A detailed study of each poem in the collection chosen	<p>Students will have a detailed understanding of each poem</p> <p>Students will be able to write an essay that compares two poems with similar theme</p>	<p>Students should study, in some depth, each poem in the collection. A detailed scheme of work on each poem is available in the Edexcel Poetry Anthology teacher guide.</p> <p>For each poem students should explore the following aspects:</p> <ul style="list-style-type: none"> Theme Imagery Language Choice Diction Form Structure Rhyme and rhythm Voice <p>As the poems are studied students should be encouraged to make connections, especially thematic ones, with other poems. It is helpful to keep a log of these as the lessons progress.</p> <p>The teacher shows the students a sample essay question and a generic mark scheme.</p>	Edexcel Poetry Anthology teacher guide



			<p>In groups students produce a writing frame for a comparative essay question - this is particularly important for Higher Tier students. They then write an essay plan for the essay question. Groups exchange work and assess how far the essay plan meets the criteria of the mark scheme.</p> <p>As a class, devise some hot tips for tackling a comparative question; these should be displayed in the classroom.</p>	
5	Connections, exam practice and target setting	<p>Students will understand the connections between the poems</p> <p>Students will have produced a written response to an exam-style question within the allocated time. Students will be able to assess their own writing against the marking criteria.</p> <p>Students will have learned how to set a SMART target to improve their exam performance.</p>	<p>Students should explore in some depth the connections between the poems - differences and similarities. They could develop the log/chart they have already made, contribute towards a classroom display on the poems or pool ideas in groups or as a whole class and produce one on computer.</p> <p>The poems in the collection should be shared out so that each pair becomes an expert on one poem. The teacher then introduces an aspect of the theme and each group comments on how its poem relates to that aspect.</p> <p>The students are given the mock exam; they plan an answer in pairs.</p> <p>Mock exam question 2a in 30 minutes</p> <p>The teacher models how to mark an answer using the mark scheme.</p> <p>Before the teacher marks the work, students work in groups to assess the answer of each member of the group against the mark scheme. Students should annotate the answers to make their decisions explicit.</p> <p>Each student sets himself/herself a SMART target for improvement based on this exercise. Teacher confirms the target after marking.</p> <p>This process is then repeated for question 2b. Higher Tier students in particular should be reminded of the comparative element to this question</p>	