

Groups:

Blessing: Owen, George, Wirfaan, Toma, Hamaiz, Lucy, Summer

Sea Fever: Lucas, Daniel, John, Jaylin, Archie, Matthew, Molly

The Echoing Green: Jean Pierre, Abiyaz, Mario, Oscar P, Bryony, Anabel

Storm on the Island: Jackson, Ryan, Oscar A, Bianka, Luke, Ysabelle

KQ: how does the poet use language and other poetic techniques in “ ... ” ?

Follow these Instructions CAREFULLY – STEP-BY-STEP:

1. Read the whole poem to yourself several times and annotate your main ideas in terms of what you think it is about. You may use your devices to help.
2. With your group, share ideas: what did you annotate/work out?
3. With your group, decide how you will read the poem out to the class. **YOU MUST ALL HAVE A PART** (could be acting/sound effects etc too).
4. Split the poem up so that each of you has a **VERY SPECIFIC PART AND QUOTATION TO ANALYSE IN DETAIL.**
5. **WRITE 1 x PQA paragraph** where you analyse **YOUR QUOTATION PROPERLY** and **PREPARE TO READ OUT YOUR PARAGRAPH TO THE REST OF THE CLASS.**

Therefore, as part of a bigger group, you will all present a very specific part of the poem you have been allocated. Appoint a team leader to **CHECK THAT YOU ARE ALL DOING A DIFFERENT QUOTATION.** Link your PQA paragraph to the question.

Use the space below to organise your ideas:

1. The poem I need to read on my own first is ...
2. When we read the poem to the class, I will ...
3. **The SPECIFIC PART of the poem I need to write my PQA paragraph about is ...**

The PQA sentence starters below are for ideas only (you do not need to use them).

The writer makes the reader imagine ... in his poem by ...

For example, ‘ . . . ’

We imagine the ... because of how he has used to ... meaning ... and making us realise ...