



English Mastery

Year 7 Unit of Work

Literature Unit 3: Poetry

Foundation Pathway

	Lesson title	Key knowledge	Teacher notes
Week 1	Metaphor 'Fog' 'November Night'	The difference between literal and metaphorical language; applying knowledge to analysis of 'Fog' and 'November Night'; composing a metaphorical poem about animals and explaining language choices.	
Week 2	'Dreams' 'Sally'	Unpicking a metaphor using the tenor (the real element) and vehicle (the imagined comparison); using this knowledge to analyse the metaphors used to describe 'Sally'.	
Week 3	'Frogs' 'Pigeons'	Explaining the similarities between the tenor and vehicle (the ground); explaining the choices of metaphorical language in 'Frogs' and 'Pigeons'; applying analysis to a paragraph.	
Week 4	'The Eagle' 'The Tyger' 'Owl' (Unseen Poem)	Applying the analysis of metaphors and paragraph composition to 'The Eagle' and 'The Tyger'; considering the role of the creator in 'The Tyger'; applying analysis to an unseen poem and the process of planning for an unseen essay (with 'Owl').	
Week 5	'A Case of Murder' Assessment	Analysing the metaphors used to describe the cat in 'A Case of Murder'; considering the morality of the murder in the poem; reviewing key vocabulary in 'The Tom Cat'; applying all knowledge from the unit to analysis of an unseen poem.	

Week 1

Key terms:
metaphor, poetry, compare

Lesson 1

Mastery Content

- A literal description tells exactly what happens. It reports.
- A metaphor is non-literal

Lesson guide

Do Now: Students use visual image to elicit descriptions of fog.
Idioms and literal:
Students consider famous idioms and are introduced to figurative terms. Use these idioms as a counter example of the definition of 'literal'. Check for understanding of what 'literal' means – they are statements that report. Students need to consider more examples of idioms and their literal meanings and come up with their own.
Fog:
Recap words from earlier to describe fog. Students need to add to their existing words when watching the video. Share ideas for vocabulary with students and clarify any misconceptions.
Review – Literal and metaphor:
Reiterate 'literal' definition using examples to describe the video. Go through more examples of metaphor to help establish difference. Quiz students on the different literal/metaphorical statements.
Fog:
Before reading fog, introduce vocabulary and check for understanding. Introduce the two main questions: : finding the thing being described and the imaginative thing it is being compared to.
Writing on Fog:
Focus questions and discussion before exploring similarities between the fog and a cat.
Mastery assessment plenary:
Students complete quiz.
If all correct, do extension by asking students to turn a wrong answer into a right one. If incorrect, address misconception and explain correct answer/get other students to explain correct answer.

Resources

Poem: Fog`

Lesson 2

Mastery Content

- A metaphor provides a clear description
- The thing being described can come before or after the comparison
- 'November Night' compares the sound of a leaf breaking from a tree to the sound of passing ghosts

Lesson guide

Do Now:
Students determine which of the statements are metaphors and which are literal.
Location of tenor and vehicle:
Recap the metaphor in 'Fog'. Also identify that the thing being described comes first and what it is being compared to comes afterwards. Show examples of metaphor. Students need to identify what is being described and what it is being compared to. They also need to work out whether the thing being described comes before or after the thing it is being compared to.
Metaphor:
Draw together the activities looked at in this and the previous lesson and explain what a metaphor is. It compares things. You may want to explore other examples from 'Fog' or from the previous activity.
November Night – what is being described and what it is being compared to:
Read the poem. Make sure the thing being described is explicit, as well as its location. Also steer students to what it is being compared to if needed. Review how the metaphor sometimes comes before the subject. As you read the poem again, there are questions to help students develop their ideas for the poem. Students need to think of an appropriate title for the poem. You can then discuss they ways in which the true title is appropriate for the poem.
November Night – metaphor
Use the prompt questions to discuss the metaphor in November Night. Ensure students are secure on what is being described and what it is being compared to before discussing the metaphor in great depth. Following discussion, there is an opportunity for students to write their responses and ideas.
The sight of leaves falling
If time allows, there is an opportunity for students to try to come up with a couple of lines describing the appearance of leaves falling. There are images to help prompt students.
Mastery assessment plenary:
Students complete quiz.
If all correct, do extension by asking students to turn a wrong answer into a right one. If incorrect, address misconception and explain correct answer/get other students to explain correct answer.

Resources

Poem: November Night
Metaphor: The part being described

Week 1

Key terms:
metaphor, poetry, compare

Lesson 3

Mastery Content

- A metaphor provides a clear description
- A metaphor compares two things that are different
- Metaphors can provide imaginative comparisons
- Poems can be precise

Lesson guide

Do Now:

Students think which animal is most similar to snow, and why. Look for the most imaginative and thoughtful answers.

Recap metaphor:

Review definition and examples of metaphor from previous lessons. Emphasise that it is a comparison between two things. It shows how they are similar in interesting ways.

Review students' choices of animals to compare to snow. Look for examples not suggested by the slide,

Opening lines:

Look at two examples of opening lines inspired by 'Fog'. They quickly introduce the animal and provide a thoughtful or illuminating verb to show how the animal is moving in the same way as the weather.

Students need to devise their own opening lines for their poem about snow.

Review students' first lines and hear some interesting ones. You may want a student to express their thought process as they were writing their first lines.

Compare students' examples to another model – how does it compare? Do any students want to edit their opening lines after hearing more examples?

Building the poem:

Look at two more examples of finished poem inspired by 'Fog'. Re-emphasise that the animal is acting or moving in the same way as the weather.

Explain the checklist for writing – the animal moving/acting, brevity, line breaks.

Allow students to complete their poem.

Review and hear good examples.

Independent poem:

Students now need to assimilate the previous activities into one poem. They need to select their own weather and animal (suggestions provided) and complete their own poem independently.

Mastery Assessment Plenary

Students complete quiz.

If all correct, do extension by asking students to turn a wrong answer into a right one. If incorrect, address misconception and explain correct answer/get other student to explain correct answer.

Resources

Writing your own 'Fog' poem

Week 2

Key terms:
Tenor, vehicle

Lesson 4

Mastery Content

- The tenor is the subject of a metaphor
- The vehicle is the imaginative comparison in a metaphor
- In the poem 'Dreams', Hughes thinks life needs to be lived with dreams and aspirations

Lesson guide

Do Now:
Introduce idea of aspirations and dreams of the future by asking students to think about their goals and ambitions for the end of year 7, the end of schooling, and for the time they're 30.

Discussion:
Students discuss ideas about dreams and aspirations.
You may want to share some ideas of your own aspirations, or aspirations you had when you were younger.

Dreams:
Read the poem 'Dreams'. Consider how you will define 'hold fast' and 'barren'. Share initial reactions to the poem with students.

Introducing tenor and vehicle:
We have defined metaphor and we know that it is a non-literal description. To help make our discussions more accurate and precise, we need to use the proper terms for each element of a metaphor.
Carefully explain the idea of a metaphor having two parts: the thing being described (i.e. **tenor**) and the thing it is being compared to (i.e. **vehicle**).
Illustrate this idea with examples from previous lessons.

Finding the tenor and vehicle:
Students need to find the tenor and vehicle in a range of different sentences. Some are idioms, some are from poems. The examples grow increasingly difficult - to the point where the tenor is implied and students need to work out the subject for themselves.

Dreams:
Students apply knowledge of tenor and vehicle to **Dreams** poem.
Students engage with key themes and discuss how these themes are represented through the poet's use of metaphor.
Students use discussion points to answer the question: *How important do you think dreams are to the writer?*

Mastery Assessment Plenary
Students complete quiz.
If all correct, do extension by asking students to turn a wrong answer into a right one. If incorrect, address misconception and explain correct answer/get other student to explain correct answer.

Resources

Tenors and vehicles
Poem: 'Dreams'

Lesson 5

Mastery Content

- The poem Sally describes a lively and difficult girl
- Sally is not academic
- Sally's parents do not like that Sally is not academic

Lesson guide

Do Now:
Briefly review definition of tenor and vehicle – students need to identify the tenor and vehicle in excerpts from poems already studied.

Imagery in Sally:
Ask students to draw comparisons and similarities between the images of Sally. Clarify if there are any pictures students are not sure of. Look for responses suggestion they are wild, natural, found outside, beautiful.

Vocabulary in Sally:
Briefly go through unfamiliar vocabulary in the poem. You may wish to issue students with the poem at this stage so they can signpost where the unfamiliar words will appear in their own copies of the poem.
Pay particular attention to 'elusive' as this is a word that will appear in another poem (Pigeons). There is also a quiz to check students' understanding of these new words.

Reading Sally
Introduce poem – it is about how a girl acts at school and what her parents think of her.
As you read the poem, draw attention to the words introduced in the previous activity.
Capture first impressions of the poem.
Comprehension
There are a number of comprehension questions that you can use to help check for understanding of the poem. The poet wants to portray Sally in a sympathetic way – we are meant to like her even though she does not necessarily fit into conventional behaviours from a child. The writer has great admiration for Sally's connection to nature and the outside world, even if this comes at the cost of academic intelligence. Her parents do not share this liberal perspective.
After discussing the check for understanding questions, students can write down their answers.

Discussion:
There is an opportunity for students to provide a more emotional response to the poem, considering whether they (or someone they know) is like Sally, and whether she would be a good friend or not.

Mastery Assessment Plenary
Students complete quiz.
If all correct, do extension by asking students to turn a wrong answer into a right one. If incorrect, address misconception and explain correct answer/get other student to explain correct answer.

Resources

Poem: 'Sally'

Week 2

Key terms:
Tenor, vehicle

Lesson 6

Mastery Content

- The poem Sally describes a lively and difficult girl
- The poem uses a variety of vehicles to describe Sally
- A metaphor reveals something new or interesting about its tenor

Lesson guide

Do Now:

Review key vocab from poem and which one best describes Sally.

Metaphor

Re-introduce metaphor and key terms. Recap some examples of metaphor from previous poems.

We will be re-reading Sally with a focus on metaphor.

Sally

Re-read Sally to refresh students of the poem. You may also want to review the questions students answered in the previous lesson.

Tenor and vehicle:

Recap definitions of tenor and vehicle. Students need to identify the vehicle for each of the comparisons in the poem. This is essentially a finer-tuned version of the previous activity, ensuring students are growing more accustomed to the terminology of 'tenor' and 'vehicle'.

Exploring imagery in Sally:

Now students have identified the vehicles in the poem, they need to explore what each of them reveal about Sally.

Model the first example (dog-rose kind of girl). Emphasise that students need to write in full sentences for each of their explorations. Ask for at least three good statements per quotation.

Review with students (there are answers in the presentation) and capture other suggestions.

Writing about Sally

There is an opportunity for students to write their answer to the question, **How does the writer of the poem feel about Sally's behaviour in school and at home?**

The question is phrased in this way to allow students to write two clear paragraphs. The question also asks students to discern the difference between the poet's opinion of Sally and her parents'.

Students review their writing.

Fortnightly Quiz

Students complete fortnightly quiz.

Can take feedback and address misconceptions.

Resources

Poem: 'Sally'
Sally – What do we learn?

- A good vehicle draws interesting comparisons
- The ground is the common feature between the tenor and the vehicle
- 'Frogs' compares frogs to a parachutist, Italian tenors, ballet dancers and Buddha

Do Now:

Select the metaphors and the literal statements.

Writing a frogs poem – research:

Watch the three videos about frogs so students can get some ideas on what they are like . **Be warned – the third video (frogs hunting) is a bit gross!**

As students are watching the video, they may want to make notes on the different kinds of things the frogs do and what they may be compared to.

Writing a frogs poem: tenor and vehicle

After watching the frogs videos, students need to choose which vehicles to compare frogs to. There are three suggestions provided for each, though students can generate their own ideas as well. Emphasise the importance of the final column – the things their tenors and vehicles have in common. This will be elaborated in more detail throughout the lesson.

There is a suggested structure and sentence prompts for students to use if needed. A model for the first few lines (using one of the vehicles provided) may be helpful for students.

Frogs – Norman MacCaig:

Before reading MacCaig's poem, go through the unfamiliar vocabulary. **Pay particular attention to 'tenor'** - it is being used in a different context to how we have been using it!

Frogs

Read the poem and ask students to discuss how it differs from their own poems. Which do they prefer? What has MacCaig done well?

Students then need to re-read the poem and list the different vehicles used. After this, they need to make notes on the ground. This is essentially the same activity they completed for their own poems but reversed for reading. Hear ideas and look for interesting and unusual examples of ground.

Introducing ground

Recap the terminology we have already encountered: tenor and vehicle. The things they have in common also has a technical name: the ground.

Explain this and relate to students' own poems, and the column they completed that asked them to consider the ways in which their tenor and ground were similar. Model an example from the poem.

Exploring ground:

Following the example provided, students need to continue to explore the ground between the remaining images in the poem. Students need to complete the final column on their sheets.

Mastery Assessment Plenary

Students complete quiz.

If all correct, do extension by asking students to turn a wrong answer into a right one. If incorrect, address misconception and explain correct answer/get other student to explain correct answer.

Frogs
Poem: 'Frogs'

Week 3

Key terms:
Ground

Lesson 8

Mastery Content

- A poem can have different vehicles for the same tenor
- A poem can present its tenor in different ways
- The ground is the common feature between the tenor and the vehicle
- Poems can appeal to the senses

Lesson guide

Do Now:

Pupils consider whether different possible grounds for a metaphor are good or not. An extension for this activity is to think of another metaphor for the way a frog captures its prey.

Pigeons:

Watch a clip of pigeons and consider different ways to describe them – the way they walk, the way they look, the way they sound. Suggest words on the presentation, explaining words students are not familiar with.

Pigeons – vocabulary:

Run through the definition of words students will encounter in the poem. You may want to provide more examples, or ask students to use them in sentences after being modelled. There is a matching quiz for students to check their understanding after the explanation of each definition.

Pigeons – multiple tenors:

In the poems we have looked at so far, there have been quite broad tenors. In order to help make our analysis more detailed, we need to be as specific as possible when identifying the tenor. This will help us to explore the ground in a more precise way, and allow our answers to be more detailed and interesting.

Outline the different tenors the poet describes throughout the poem and also point them out on the image of a pigeon. The numbers list the order in which they occur in the poem.

Pigeons – finding the vehicles:

Now students have been given the tenors, they need to find the quotation that contains the correct vehicle from the poem. Model one (paddle with staccato feet) and allow them to find the remaining quotations. There are images to help gloss any uncertain areas – these may also prove useful for the activity where students discuss the ground.

Metaphor – Seeing and hearing

Metaphors are very good at helping a reader imagine what it is describing. In this poem, it is not just what a pigeon looks like, but also what it sounds like

Students need to read through the poem line-by-line and consider whether that line helps a reader to see a pigeon, hear a pigeon, or a bit of both.

Mastery Assessment Plenary

Students complete quiz.

If all correct, do extension by asking students to turn a wrong answer into a right one. If incorrect, address misconception and explain correct answer/get other student to explain correct answer.

Resources

Poem: 'Pigeons'
Resource: Pigeons – Label the vehicle

Lesson 9

Mastery Content

- Poems can appeal to the senses
- Pigeons are described in a number of ways
- Discussions of ground should form the majority of an analytical paragraph

Lesson guide

Do Now:

Students review quotations and decide which are related to pigeons and which are related to other poems they have already studied.

Pigeons: Tenor and vehicle

Read the poem again and review with students.

Students then need to find the vehicle for the different tenors that are shown. This is a review of the previous lesson's activity.

Ground: What pigeons sound like

The poem is very good at helping a reader to imagine what pigeons sound and look like.

First, review the metaphors which describe what pigeons sound like. **There is an opportunity for students to mimic the sounds of pigeons before discussing the ground – you may want to consider how (or if) you want students to do this.**

As students review each sound pigeons make, discuss and record notes on the ground.

Ground: What pigeons look like

Students need to continue their exploration of the ground – this time considering the metaphors used to describe what a pigeon looks like.

Writing an analytical paragraph:

Pupils are to write an analytical paragraph on the question: 'How does the poet use metaphors to help you see and hear birds in the poem 'pigeons'?'. A class example is provided. Pupils then use the structure prompts and their notes to write their own.

Mastery Assessment Plenary

Students complete quiz.

If all correct, do extension by asking students to turn a wrong answer into a right one. If incorrect, address misconception and explain correct answer/get other student to explain correct answer.

Resources

Ground in 'Pigeons'

Week 4

Key terms:
explicit

Lesson 10

Mastery Content

- A metaphor can contain lots of things in its ground
- Tennyson portrays the eagle as a strong and awesome creature

Lesson guide

Do Now:

Introduce vocabulary from the poem. Students need to try to use the words in their own writing. You may want to prompt students with an idea of what to write their paragraphs about.

The Eagle – first read:

Read the poem to students **without** the title. Students need to work out – with as much precision as possible – what animal is being written about (i.e. 'bird' is not clear enough – probe for as accurate an animal as possible).

Tenor and Vehicle review:

Review tenors and vehicles in previous poems studied. Students need to try to find examples in The Eagle.

After students have had an attempt (or if they are struggling), list the tenors and vehicles in the poem. Students need to try to match the vehicles to the tenors using an appropriate quotation from the poem.

Thunderbolt (note – thunderbolt is a simultaneous flash of lightning and crash of thunder.

Show the video of an eagle attacking a goat. This clip may be useful to refer to when discussing the final line in the poem. Students need to look at this one quotation in great depth, trying to come up with at least 10 good examples of ground between the eagle and a thunderbolt. Three are given. Some other possible grounds are: quick, deadly, powerful, comes out of nowhere, dangerous, part of the natural world, not man-made / not part of the human world, can't be controlled, wild, untamed, single-minded, unfeeling – no emotions or actively cruel?, can make a noise

Writing about The Eagle:

Students answer: **How does the poet use metaphor to make us feel impressed and in awe of the eagle?**

Allow students to write their own answer **without** a model – the suggested structure should be enough for them to construct a solid attempt to this question.

Students can review their own answer against the model after they have completed their own paragraph.

Take feedback from students.

Mastery Assessment Plenary:

Students complete quiz.

If all correct, do extension by asking students to turn a wrong answer into a right one. If incorrect, address misconception and explain correct answer/get other student to explain correct answer.

Resources

Poem: 'The Eagle'

Lesson 11

Mastery Content

- The Tyger' is a poem about the creation of a tiger
- The poet wonders how the creator of the tiger could have made such an animal
- The tiger is described as 'burning bright'

Lesson guide

Do Now:

Pupils brainstorm how they would describe a tiger. An extension task is to think about what the tiger could be compared to.

Connect:

Pupils consider pictures of works of art and come up with questions that they would like to ask the creators. They then consider what they would ask the creator of the tiger based on their ideas generated in the Do Now.

Vocabulary acquisition:

Pupils are given some background to the poem and are asked to highlight the more difficult vocabulary that is defined for them. These are also highlighted in the poem in a glossary.

Reading the poem:

Inform students that they will be looking at an abridged version of the poem. After that, watch the video reading of the full poem. Make it clear that they will only be focussing on a shorter version of the poem.

There are some check for understanding questions following the poem. You may want to guide students through these as the poem itself is still very hard, even in a shorter form.

The first stanza

Students will consolidate their knowledge of the poem by looking at the first line. Ensure that the first line is understood – the tiger is being described figuratively.

Following this, look at the rest of the first stanza. It is still difficult, so there is a further simplified version for students to look at as well to help aid comprehension.

Use this simplified stanza to discuss the creator of the poet. Link this to the starter activity: the writer is asking how the creator of the tiger could have the tenacity and strength to create such a fierce creature.

Writing about The Tiger

There is a statement about The Tiger. Students need to consider whether they agree or disagree with the statement.

Mastery assessment plenary

Students complete quiz.

If all correct, do extension by asking students to turn a wrong answer into a right one. If incorrect, address misconception and explain correct answer/get other students to explain correct answer.

Resources

Poem: 'The Tyger' – abridged

Week 4

Key terms:
explicit

Lesson 12

Mastery Content

- It is important to read a poem through three times the first time you study it
- Identify the key parts of the poem that you understand
- Use the title of the poem to add to understanding

Lesson guide

Do Now:

Name and explain parts of metaphor: Tenor, Vehicle, Ground.
Explain and consolidate with example on following slide.

Unseen poems

The final assessment will ask students to write about an unseen poem.

This lesson will provide some simple tips on how to read and understand a poem for the first time.

The Title

A poem's title can – at its simplest – tell a reader exactly what the subject of the poem will be. We have studied a number of poems in this vein this term. Review the poems' titles and how they were able to tell the reader what the poem was about. You may also want to draw attention to 'November Night' and 'The Eagle'. We did not know the titles of these poems before we read them. This made it a little harder to know what the poem was going to be about. It also helped to make the poem clearer **after** we had read the poems.

Look at the titles of a number of other poems. What could these poems be about?

Read the poem three times

Iterate the importance of making sure students read the poem a number of times to help establish and consolidate meaning.

Focus on parts that are understood

Poems are difficult, and not every reader will always be able to understand every part of a poem. This is natural. Students should focus on the parts they **do** understand. Rehearse this with Sonnet 18. Just look at 2 quotations and ask students to work out the main messages and points of the poem. In a short poem, this should be enough to help students start writing.

Unseen practice

Students will now practise this with a poem: Owl by Phoebe Hesketh. This is the author of the poem 'Sally' we read earlier in term. Go through the procedure of thinking about the title before reading the poem. There is a clip as well that shows an owl in flight. This background knowledge will also help students when they read a poem for the first time.

Owl

Students answer the question: **How does the poet make the owl sound dangerous?**

Note that the answer is actually contained within this question. The owl is portrayed as dangerous. This can help students when they come to read the poem again and re-direct their reading in a more specific way.

Fortnightly Quiz

Students complete fortnightly quiz.

Can take feedback and address misconceptions.

Resources

Poem: Owl

Week 5

Key terms:
Metaphor, tenor, vehicle, ground

Lesson 13

Mastery Content

- The events of 'A case of murder'
- The sequence of events of 'A case of murder'
- The actions and reactions of the boy in the poem

Lesson guide

Do Now:
Students need to consider the title of the poem 'A Case of Murder', and think about what it could possibly be about. Although the titles we have looked at so far have been quite literal, this is a good opportunity to discuss the importance of a poem's title.

Black cat metaphors:
Students need to write two metaphors about a cat's eyes, and a cat purring. The metaphors need to be clear that they are from the perspective of someone who doesn't like cats.

A Case of Murder – chronology:
Read the poem once to students and capture first impressions. On the second read, the emphasis is on ensuring students have an accurate understanding of the chronological events of the poem.
Outline the summary of poem to students. This may help to clarify any misunderstandings they have on the first read.
Following the first read and the summary, students need to find quotations from the poem that match each summary statement.

A case of murder – enacting the poem
To consolidate students' understanding of the chronology of the poem, they need to enact the poem . Read through the poem again and make notes on passages which would be conducive to role play.
There are three main stages suggested – these will link into students' writing in the next lesson.
These three stages could be used as the three scenes in a performance, or could be used as a freeze-frame.
Allocate roles in threes and allow students to rehearse their reading.

Discussion: Is the boy totally to blame for the death of the cat?
One students have understood the poem, allow the class some time to discuss this question which should encourage them to engage with the underlying suggestion of neglect and abuse in the poem.

Mastery assessment plenary
Students complete quiz.
If all correct, do extension by asking students to turn a wrong answer into a right one. If incorrect, address misconception and explain correct answer/get other students to explain correct answer.

Resources

Poem: 'A Case of Murder'
A Case of Murder - Sequencing

Lesson 14

Mastery Content

- The descriptions of the cat change throughout the poem
- The use of metaphor shows how the cat drove the boy mad
- The use of metaphor shows that the cat is vulnerable
- The use of metaphor shows that the boy feels guilty for what he did

Lesson guide

Do Now:
Following the discussion from the previous lesson, students need to write a brief paragraph that explains whether they think the boy is responsible for the death of the cat.

Finding metaphors:
Students need to re-read the poem as a review of what happens. As they are reading the poem, students also need to list the metaphors that are used to describe the cat.
Review.

Introducing the question:
Students will write on this question: **How does the cat change throughout the poem?**
Outline how the poem can be divided into three sections – the boy hates the cat, the boy attacks the cat, the cat haunts the boy.
The first section will be modelled with the class.

The cat at the start of the poem:
Model finding the tenor and vehicle from the first quotation with the class. Model discussions of the ground as well, and demonstrate how it reveals a lot about the cat and the boy.

Writing a paragraph:
Following the modelled exploration of the first quotation, students need to write an analytical paragraph.
There is a suggested paragraph structure and students can also refer to the notes they made previously. Ask students to complete the own paragraphs before showing them the completed model – by this stage in the unit students should hopefully be able to complete their own paragraphs without seeing a model first.
Show the model paragraph for students to compare their work to. They may want to borrow parts of this paragraph and use it to amend what they have written.

The cat as it is attacked:
Following their work on the first quotation, students need to piece together all the work they have completed and apply it to a different quotation. Students should be encouraged to consider the tenor, vehicle and ground independently before completing their own analytical paragraph on their chosen quotation.

How does the boy feel about the cat's death?
Students can discuss the boy's feeling towards the death of the cat with reference to the final metaphors in the poem.
You may also want students to write up their thoughts on this question.

Mastery assessment plenary
Students complete quiz.
If all correct, do extension by asking students to turn a wrong answer into a right one. If incorrect, address misconception and explain correct answer/get other students to explain correct answer.

Resources

Week 5

Key terms:
Metaphor, tenor, vehicle, ground

Lesson 15

Mastery Content

- The context of the assessment
- Reviewing metaphors
- Vocabulary in The Tom Cat

Lesson guide

Do Now:

Review whether statements are metaphors or literal. If metaphors, students need to identify tenor, vehicle, and ground.

Introducing the assessment:

Explain how the assessment will be on an unseen poem. Look at the ways lessons in the unit have helped prepare students for reading an unseen poem, and the ways students can read a poem to help clarify misunderstandings.

Metaphor

In the assessment, students will be expected to write about metaphors in the poem. Review the parts of a metaphor.

Students need to identify which statements are metaphors and which are literal.

Following this, students need to explore the tenor, vehicle and ground in the two statements that are metaphors.

Unseen poetry

Review the three tips to reading an unseen poem for the first time.

Ask students to briefly discuss what the poem 'The Tom Cat' could be about.

The Tom Cat: vocabulary

The Tom Cat is an old poem and uses words students may be unfamiliar with. Go through the vocabulary with images and explanations. There is a brief matching activity to help students review the new words as well.

It may be useful to remind students that they don't need to analyse every word in a poem. There may well be parts of a poem that they don't understand – this is fine (as we have already seen with The Tyger). Make sure students are confident and able to write about the parts of the poem they feel comfortable with.

The assessment:

Recount the assessment title. Suggest strategies for how to answer the assessment – read the poem three times, summarise the poem briefly, identify some metaphors, explore the tenor, vehicles and ground, answer the question.

Resources

Lesson 16

Mastery Content

- Vocabulary in The Tom Cat
- Reading the poem, The Tom Cat
- Completing a final assessment

Do Now:

Recap vocabulary in The Tom Cat

Introducing the assessment:

Explain how the assessment will be on an unseen poem. Look at the ways lessons in the unit have helped prepare students for reading an unseen poem, and the ways students can read a poem to help clarify misunderstandings.

Suggest strategies for how to answer the assessment – read the poem three times, summarise the poem briefly, identify some metaphors, explore the tenor, vehicles and ground, answer the question.

Read the poem aloud to students

REMEMBER – ONLY FOUNDATION STUDENTS MAY HAVE THE POEM READ ALOUD TO THEM. Please refer to the Assessment Guide for further information on how to administer the assessment for Traditional and Foundation pathway students.

Students complete the assessment

Week 6

Key terms: Assessment

Lesson 16

Mastery Content

- The context of the assessment
- Reviewing metaphors
- Vocabulary in The Tom Cat

Lesson guide

Do Now:

Review whether statements are metaphors or literal. If metaphors, students need to identify tenor, vehicle, and ground.

Introducing the assessment:

Explain how the assessment will be on an unseen poem. Look at the ways lessons in the unit have helped prepare students for reading an unseen poem, and the ways students can read a poem to help clarify misunderstandings.

Metaphor

In the assessment, students will be expected to write about metaphors in the poem. Review the parts of a metaphor.

Students need to identify which statements are metaphors and which are literal.

Following this, students need to explore the tenor, vehicle and ground in the two statements that are metaphors.

Unseen poetry

Review the three tips to reading an unseen poem for the first time.

Ask students to briefly discuss what the poem 'The Tom Cat' could be about.

The Tom Cat: vocabulary

The Tom Cat is an old poem and uses words students may be unfamiliar with. Go through the vocabulary with images and explanations. There is a brief matching activity to help students review the new words as well.

It may be useful to remind students that they don't need to analyse every word in a poem. There may well be parts of a poem that they don't understand – this is fine (as we have already seen with The Tyger). Make sure students are confident and able to write about the parts of the poem they feel comfortable with.

The assessment:

Recount the assessment title. Suggest strategies for how to answer the assessment – read the poem three times, summarise the poem briefly, identify some metaphors, explore the tenor, vehicles and ground, answer the question.

Resources

Lesson 17

Mastery Content

- Vocabulary in The Tom Cat
- Reading the poem, The Tom Cat
- Completing a final assessment

Lesson guide

Do Now:

Recap vocabulary in The Tom Cat

Introducing the assessment:

Explain how the assessment will be on an unseen poem. Look at the ways lessons in the unit have helped prepare students for reading an unseen poem, and the ways students can read a poem to help clarify misunderstandings.

Suggest strategies for how to answer the assessment – read the poem three times, summarise the poem briefly, identify some metaphors, explore the tenor, vehicles and ground, answer the question.

Read the poem aloud to students

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Students complete the assessment

Resources