

Knowledge Organiser

Poems which explore form

Structure and presentation

create rhythm and convey meaning.



Haiku

Line 1: 5 syllables

Line 2: 7 syllables

Line 3: 5 syllables

Cinquain (syllable pattern: 2-4-6-8-2)

Line 1: one word (a noun, the subject of the poem)

Line 2: two words (adjectives that describe the subject in line 1)

Line 3: three words (-ing action verbs / participles that relate to the subject in line 1)

Line 4: four words (a phrase or sentence that relates feelings about the subject in line 1)

Line 5: one word (a synonym for the subject in line 1 or a word that sums it up)

Poetic devices

used to add rhythm and imagery:

- imagery, e.g. *wrathful with everything*
- onomatopoeia, e.g. *whipping*



Performance

enhances the meaning of the poem through use of:

- intonation
- volume
- actions



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Persuasive writing adverts

Superlatives

are used to exaggerate your points. They are words that indicate something of the highest degree.



Superlatives are usually formed by adding the suffix -est to an adjective or an adverb, e.g. *greatest*.

Slogans and direct reader address

are used to attract the attention of and convince the reader, e.g.

Remember, once you press send ...

*Are you creating **messages** or a **mess** that will last for **ages**?*



Rhetorical questions

are questions that does not require a response. They are used to address the reader and draw them in to the advert, e.g. *Is this really going to just one person?*



Powerful vocabulary

is used to entice the reader, e.g. *careless, haunt, demons*.



Presentational and organisational features

are used to emphasise specific information, e.g. bullet points, subheadings, bolding and underlining.



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First person diary entries

Informal tone through use of:



- colloquialisms or idioms, e.g. *Wicked!*
- creative punctuation, e.g. ... *maybe we'll learn about that next?!*
- contracted forms, e.g. *wasn't*.

Prepositions

e.g. *after, before*



Conjunctions

e.g. *so, and, but*



Reported speech

Used to focus on the content of what someone said rather than their exact words, e.g. *Our work was inspected by Rustbeard and he said that he approved!*



First person perspective

Used to convey the events through the eyes of the author, using pronouns I, me, we, our, e.g. *Guthrum told us that the Vikings were skilled fishermen so we practised weaving nets ...*

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Critical analysis of narrative poetry

Third person perspective

3

The text is written in the third person from an outside perspective. The pronouns he, she, they are used, e.g. *One example is the images he creates to describe changes, ...*

Use the present tenses



to show the critical analysis refers to the impact of the poem now, e.g. *The other device Lewis Carroll uses in this poem is copying the rhythm and rhyme from the nursery rhyme Row, Row, Row Your Boat.*

Identify poetic devices



to understand the poem you're critiquing and select quotes for the critique, e.g. *wordplay (Life, what is it but a dream?) or metaphor (Dreaming as the summers die).*

Use direct quotes from the poem



to illustrate your point, e.g. *Carroll explains that the bright sunshine of summer has gone in the line, "Autumn frosts have slain July."*

Use of accurate verbs



to describe the intentions of the poet e.g. *tells, uses, creates, explains.*

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Third person adventure stories

Use of fronted adverbials

to add detail to the action, e.g. *As he picked up the old forest path, ...*



Use and sustain the past tense

Simple past, e.g. *Willow grabbed a lantern and tinder box and stuffed them into his shoulder bag ...*



Past progressive, e.g. *... who was shaking like a lamb ...*

Use a range of descriptive devices

to describe characters and settings:

- powerful verbs, e.g. *crashed, collapsed*
- similes, e.g. *shaking like a lamb*
- expanded noun phrases, e.g. *cold, damp, moss-covered tree trunk*



Include dialogue

“ ”

- Words that are actually spoken should be enclosed in inverted commas.
- A comma, full stop, question mark or exclamation mark is placed at the end of a piece of speech, inside the closing inverted comma.
- Write the reporting clause in the past tense, e.g. *“Don’t be silly, Willow,” snapped Mother.*

Sustain third person perspective

Told from the outside looking in and using the pronouns he, she, they, e.g. *The kindly old woman led him back to the safety and comfort of her home.*

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Clear and simple story plot



1. The main characters are introduced.
2. There is a problem.
3. The main character prepares to go on a journey to find something that will fix the problem.
4. Description of the setting of the journey.
5. The main character finds what they set out for and it is not as scary as they thought.

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News reports

Use of third person perspective

3

to show the events are not the opinion of the reporter, but reported information, e.g. *Local shop owner, Peter Patterson, was one of many townsfolk who were angry about the lack of protection.*

Direct quotations from witnesses

“ ”

to strengthen the key point being made, e.g. *“It was the most frightening thing I have ever witnessed,” said Sasbridge resident, Frances Funnell.*

Use simple and progressive forms of the past tense



to show events and ongoing actions in the past, e.g.

... two rivers burst their banks last Thursday night ... and

... sewage began seeping under doors and cascading into cellars.

Sustain a formal tone



to demonstrate that the news is serious and of high importance, e.g. *Homes and shops were counting the cost of a devastating flood ...*

Structure in clear paragraphs



to provide a structure that enables the reader to follow the development of the text:

- new point, new paragraph
- new paragraph, new line
- leave a line between paragraphs
- logical order