| Form The type of poem that has been written                                                                                                                  | Structure The way the poem is built-up and                                                                               | Interesting Patterns The way the poem's sound and pace is                                                                            | Language The words chosen to express the poem's                                                                                                                                                                                                                                                                                   |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| The type of poem that has been written                                                                                                                       | developed.                                                                                                               | controlled.                                                                                                                          | ideas.                                                                                                                                                                                                                                                                                                                            |
| Sonnet  A type of love poem: 14 lines, one stanza, alternate rhyming couplets with a rhyming couplet at the end, turning point at line 9.                    | Stanza  A paragraph of poetry  Beginning  Where action is introduced  Middle                                             | Repetition (phrases, lines or sections)  Rhyme: where the end words of a line sound the same.  Regular Irregular                     | Imagery: words put an image in your head.  Adjectives (words that describe nouns) Adverbs (words that describe verbs) Emotive verbs (actions linked to feelings)                                                                                                                                                                  |
| Dramatic Monologue  ☐ A speech (first person) delivered by a character who unintentionally reveals information about themselves when describing a situation. | □ Where action develops and climaxes.  End □ Where the action is resolved or ends.  Turning Point / Volta                | ☐ Broken ☐ No pattern  Look out for ☐ Rhyming couplets/triplets (rhyming pairs or threes of lines                                    | <ul> <li>Emotive nouns (actions linked to feelings)</li> <li>Senses (see, hear, smell, touch, taste)</li> <li>Lexical fields (groups of words with a similar meaning)</li> <li>Exaggeration (description that makes something better or much worse than it really is)</li> <li>Oxymoron (opposites put together in one</li> </ul> |
| First-person narrative  A speaker who is taking part in the action presents the events.                                                                      | <ul> <li>□ Where something changes dramatically.</li> <li>Build-up</li> <li>□ Where action or atmosphere gets</li> </ul> | that are next to each other)  Alternate rhyming couplets / triplets (rhyming pairs or threes of lines separated by one other         | description)  Figurative language: descriptions that are not literal!    Simile (one thing is like another)                                                                                                                                                                                                                       |
| Third-person narrative  ☐ A speaker who is not taking part in the action presents the events.                                                                | stronger or tenser.  Juxtaposition  Opposing ideas placed next to one                                                    | line)  Rhythm: the number of beats / syllables                                                                                       | <ul> <li>Metaphor (one thing is another)</li> <li>Personification (an inanimate object is made to sound alive)</li> </ul>                                                                                                                                                                                                         |
| Present tense  ☐ Verbs show an action that is happening now.                                                                                                 | another for contrasting effect.  Framing  Where a story is told within                                                   | per line.  Regular Irregular                                                                                                         | <ul> <li>Symbolism (one thing represents another)</li> <li>Pathetic Fallacy (the weather or nature is used to reflect emotions)</li> </ul>                                                                                                                                                                                        |
| Past tense  Verbs show an action that <i>did</i> happen and have now stopped.                                                                                | another story or setting.  Zoom in  Where a subject or person is examined in close detail.                               | ☐ Broken ☐ No pattern  Look out for                                                                                                  | Sound imagery: using words that create specific sounds when spoken.  Alliteration (same letter at the start of words) Sibilance (s sound at the start of two or more                                                                                                                                                              |
| Future tense  Verbs indicate what will happen  Blank verse                                                                                                   | In media res  Where a subject or person is examined in some detail but not close.                                        | □ lambic pentameter (5 sets of stressed and unstressed syllables) □ Enjambment – the lack of                                         | words)  Assonance (repetition of internal vowel sounds in words)  Consonance (repetition of consonant sounds in words)                                                                                                                                                                                                            |
| <ul> <li>No regular/recognisable rhyme</li> <li>lambic pentameter.</li> <li>Free Verse</li> <li>No rhyme scheme</li> <li>No rhythm</li> </ul>                | Zoom out  Where a subject or person is examined from a distance.  Chronological  Events presented in time order.         | punctuation at the end of the line makes it run on into one the next one.  Caesura – where punctuation mid-line disrupts the rhythm. | Types of words  Standard English (normal words) Broken syntax (words in an abnormal order) Vernacular (words specific to a dialect or region of the world)                                                                                                                                                                        |