

## Year 10 English

### Learning Programme 3

<p>The LORIC skill focus for this LP is: RESILIENCE</p> <p>The values for this LP are COMPASSION and HONESTY</p> <p>Respect - treat others how you would wish to be treated yourself.</p> <p>Justice - our College rules are fair and reasonable</p>		<p><b>Literacy Non-Negotiables:</b></p> <ul style="list-style-type: none"> <li>Capital letters must be used at the start of sentences and for the first letter of proper nouns</li> <li>Full stops must be used at the end of a sentence</li> <li>Question marks must be used at the end of a question</li> <li>Apostrophes should only be used for possession or omission</li> <li>Days of the week and months must be spelled correctly</li> <li>Key words must be spelled correctly</li> <li>Vocabulary to be taught using the Frayer model</li> </ul>	
<p><b>What will I be learning about in this Learning Programme?</b></p> <p>How to analyse a poem in depth, tracking the language use and structure devices, and beginning to make connections between poems by theme.</p>			
<p><b>Where have I seen this learning before?</b></p> <p>How to analyse a poem in depth, tracking the language use and structure devices, and beginning to make connections between poems by theme.</p>			
<p><b>What could I use it for?</b></p> <p>The analytical skills you will develop will be needed in every Literature LP. They are transferable to other subjects too - helping your analysis and critical thinking skills across the curriculum.</p>			
<p><b>In LP3.1, I will know:</b></p> <p>How to recognise different types of poem - via my Ignition Task.</p> <p>How to recognise and make simple comments on a poet's use of language.</p> <p>How to show some understanding of the relationship between poems and the contexts in which they were written</p>		<p>05/01/26 - (WK 2)</p> <p>Frayer Model Words</p> <p>Enjambment.</p>	<p>Homework</p> <p>Rewrite a section 'kamikaze' from the perspective of the soldier.</p> <p>Then write a short paragraph explaining how your version changes the tone, meaning or message.</p>
<p><b>In LP3.2, I will know:</b></p> <p>How to explore how contextual factors or a poet's viewpoint influence the meaning of a poem.</p> <p>How to show understanding of key aspects of a poem with some engagement</p> <p>How to support and justify responses with some direct references</p>		<p>12/01/26 - (WK 1)</p> <p>Frayer Model Words</p> <p>Context.</p>	<p>Homework</p> <p>Write a formal letter to a newspaper editor arguing that the public should pay more attention to the suffering shown in war photographs.</p>
<p><b>In LP3.3, I will know:</b></p> <p>How to make reference to meaning and effects.</p> <p>How to explore in more depth using appropriate references from across a whole poem</p>		<p>19/01/26 - (WK 2)</p> <p>Frayer Model Words</p> <p>Structure.</p>	<p>Homework</p> <p>Choose <b>three</b> quotations from <i>War Photographer</i> that show the contrast between the war zones and the safety of home.</p>
<p><b>In LP3.4, I will know:</b></p> <p>How to attempt an Educas Poetry question</p> <p>How to explore language, structure and form within the exam allocated time.</p> <p>How to use increasingly sophisticated terminology</p> <p>Extended Task.</p>		<p>26/01/26 - (WK 1)</p> <p>Frayer Model Words</p> <p>Form.</p>	<p>Homework</p> <p>Compare any anthology poem studied so far with another poem from the anthology on the theme of conflict.</p>
<p><b>In LP3.5, I will know:</b></p> <p>How to compare two poems by theme.</p> <p>How to explore in more depth, similarities and differences between poems and the contexts in which they were written.</p>		<p>02/02/26 - (WK 2)</p> <p>Frayer Model Words</p> <p>Intent.</p>	<p>Homework</p> <p>Write a magazine article discussing why it is important for younger generations to remember the impact of war. Include: A clear viewpoint; References to ideas from the poem you choose (without analysing it formally).</p>
<p><b>In LP3.6, I will know:</b></p> <p>How to explain how a poet's language choices create mood and tone.</p> <p>How to analyse how structural and formal features (e.g., sonnet form, stanza changes, contrasts) shape the reader's response.</p>		<p>09/02/26 - (WK 1)</p> <p>Frayer Model Words</p> <p>Volta.</p>	<p>Homework</p> <p>Compare any anthology poem studied so far with another poem from the anthology on the theme of identity.</p>
<p><b>LP3 RLW, I will:</b></p> <p>review my learning, recalling and applying key knowledge, and focus on closing any gaps in my knowledge.</p>		<p>23/02/26 - (WK 2)</p> <p>Frayer Model Words</p> <p>Comparison.</p>	<p>Homework</p> <p>Select <b>one</b> poem from the anthology and produce a <b>one-page research sheet</b> explaining the historical or biographical context that influenced the poet.</p>
<p><b>In LP3.7, I will know:</b></p> <p>How to craft a critical, well-structured analysis that compares poems and evaluates which interpretation is most convincing, using precise textual evidence to justify their argument.</p> <p>How to explain how poets communicate key themes such as power, conflict, nature, memory, or identity</p> <p>Extended Task.</p>		<p>02/03/26 - (WK 1)</p> <p>Frayer Model Words</p> <p>Semantic field.</p>	<p>Homework</p> <p>Pick one poem and create a diagram or paragraph explaining how the poet uses structure.</p>
<p><b>Resources to support learning:</b></p> <p>Eduqas poetry anthology. Teacher annotated copies of poems. Writing and planning frames to support analysis and comparison.</p>			
<p><b>FFET Award Challenge for this Learning Programme:</b></p> <p>The Persona Challenge: Write a poem from the viewpoint of: an inanimate object; an animal; an historical figure; someone in a poem from the Eduqas anthology.</p> <p>This will help you develop voice, tone, and empathy.</p>			

PRT Task 1

PRT Task 2