



Key Stage 3 Tasks/ Teacher Guidance

The tasks will allow learners to cover the following:

Oracy

- respond to others' views positively and appropriately when challenged
- defend a point of view with information and reasons, e.g. in role or debate

Reading

- use a range of strategies, e.g. speed reading, close reading, annotation, prediction, to skim texts for gist, key ideas and themes, and scan for detailed information
- use their knowledge of:
 - word roots and families
 - grammar, sentence and whole-text structure
 - content and contextto make sense of words, sentences and whole texts
- read with concentration texts, on-screen and on paper, that are new to them, and understand the information in them
- use inference and deduction to understand layers of meaning

Writing

- select, analyse and present ideas and information convincingly or objectively
- adapt presentation of material according to intended meaning and effect, e.g. choice of how much detail needed to be convincing
- make connections and/or elaborate to ensure full coverage of topic
- in planning writing make choices about content, structure, language, presentation to suit the purpose

Task 1

Learners to consider what each of the images shows them;
What they think the poem is about if they are related to the content of the poem;
Make some notes for each of the images and then discuss with their partner.

Task 2

Cut the poem into strips/ individual lines.

Learners should try to put the cut up pieces of the poem together in a form that makes sense.

Feed learners the clues about the villanelle form one at a time at various times during the exercise.



- The poem has six stanzas, five of which are of three lines each.
- The poem ends with a rhyming couplet.
- There are only two different rhymes in the poem.
- The first and third lines of the first stanza are repeated alternately as the last line of the remaining stanzas.
- The stanza with four lines is the final stanza.
- Look for patterns of words or ideas.

Hand out copies of the original poem for comparison with their own versions and consider how accurate they were.

Task 3

Play the advert clip of the DNGG reading. Ask learners to discuss whether their first impressions of the poem have changed after hearing it read aloud.

Task 4

Learners should complete the diamond 9 activity looking at what imagery, themes or phrases are particularly effective and why. Ask them to rank these in order of importance 1-9.

Task 5

Learners should discuss what their emotional response to the poem is as you read through each stanza. (1= least emotions and 10= strongest emotions)

Task 6

In pairs, learners are to look at the five remaining stanzas and write a brief paragraph explaining what each stanza shows (look at exemplary paragraph with them).

Task 7

Learners should colour the key in three separate colours and focus on

- Death
- Light
- Imperatives

Learners to use three separate colours to complete the key and the annotations on the copy of the poem.

Task 8

Complete the table for Point Evidence Explain in preparation for the analysis task. Learners could possibly discuss the poem in groups before commencing the formal extended written task.