

Sticky Knowledge New Terminology and Vocabulary	Sticky Knowledge	Reading Suggestions	KS2
<p>Alliteration - when a writer repeats the same sound at the start of several words. Example: She sells seashells at the seashore.</p> <p>Assonance - when the writer repeats the same vowel sound in words close to each other. Example: Men sells the wedding bells.</p> <p>End-stopped – when there is punctuation at the end of a line</p> <p>Enjambment – when there is no punctuation at the end of line</p> <p>Free verse – poetry without a set rhyme or rhythm to reflect natural speech</p> <p>Onomatopoeia - When the writer uses a word that sounds like an action that is being described. Example: The car crashed through the window.</p> <p>Repetition - when the writer uses the same word or phrase several times for effect.</p> <p>Rhyme - when the writer repeats the sound of words at the start or ends of lines.</p> <p>Rhythm - when the writer uses syllables and the number of syllables in a word and line to create patterns.</p> <p>Sibilance - when the writer uses a number of sounds, such as sh and s, to create a hissing sound.</p> <p>Sonnet – a 14 lined poem which focuses on one specific idea. Follows the structure – idea / but / however.</p> <p>Stanza – a group of lines separate from others in a poem</p> <p>Syllable – a unit of sound when pronouncing things – usually will have one vowel sound. [a] [though]</p> <p>Stressed syllable – if a word has more than one syllable, then one of those syllables will be a stressed syllable. When you say the sound, there will be a greater level of emphasis or pitch on the word. [a] [though]</p> <p>Unstressed syllable –when you say the sound, there less emphasis on it than other syllables [a] [mend] [ed]</p> <p>Voice- the person talking in the poem - not to be confused with the writer</p> <p>Volta – turning point in a poem</p>	<p>Concepts</p> <p>Romanticism</p> <p>The Romantic movement was a period of art and literature. People were angry with how the Industrial Revolution had changed society and life. There was a fear that machines were taking over and that people were losing their identity, freedom and individuality.</p> <p>The Romantic movement:</p> <ul style="list-style-type: none"> • Viewed nature as being more powerful and beautiful than anything manmade • More emotional • Focused on the individual rather than society • Looked to the past • Sense of freedom and escape <p>Famous poets in the Romantic movement were:</p> <p>William Wordsworth 1770-1850</p> <p>Samuel Taylor Coleridge 1772-1834</p> <p>Percy Bysshe Shelly 1792-1822</p> <p>John Keats 1795-1821</p> <p>Lord Byron 1788-1824</p> <p>William Blake 1757- 1827</p> <p>Robert Burns 1759-1796</p>	<p>Weight of Water – Sarah Crossman</p> <p>Apple and Rain – Sarah Crossman</p> <p>Rhythm and Poetry – Karl Nova</p>	<p>Building on the poetry taught in KS2 and looking at how language is used to create meaning</p>
<p>Nice to know ...</p> <ul style="list-style-type: none"> • How the Romantic movement affected art and other literature, including the novel • What other writers and poets are classed as the Romantics • Other types of movement in literature 		<p>Local Context</p>	<p>Cultural Capital</p> <p>William Blake</p> <p>William Wordsworth</p> <p>Percy Shelley</p>
		<p>Links to other subjects</p> <ul style="list-style-type: none"> • Music – rhythm / metre • Art – The Romantic movement • History – Industrial Age / French Revolution 	<p>Deeper Thinking</p> <p>How do books in the present reflect the big issues in society?</p>

