

# Week 4:

## Lesson 1: Poetry analysis of *Locked in, Locked Down*, by Sadie Souter.

- Annotate and write paragraphs analysing the language and structure of the poem. Send this in to your class teacher (below).

## Lesson 2: Creative writing

Write a poem about what helps you to let go of anxiety OR write an article/leaflet advising young people of what they can do if they feel like they are struggling in lockdown.

### Creative challenge:

Make a 3D model inspired by this poem.

Send work through to your class teacher for feedback:

9a1 Ms Pettitt

[pettitt@pks.coventry.sch.uk](mailto:pettitt@pks.coventry.sch.uk)

9a2 Ms Hare

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9b4 Mr Moroney

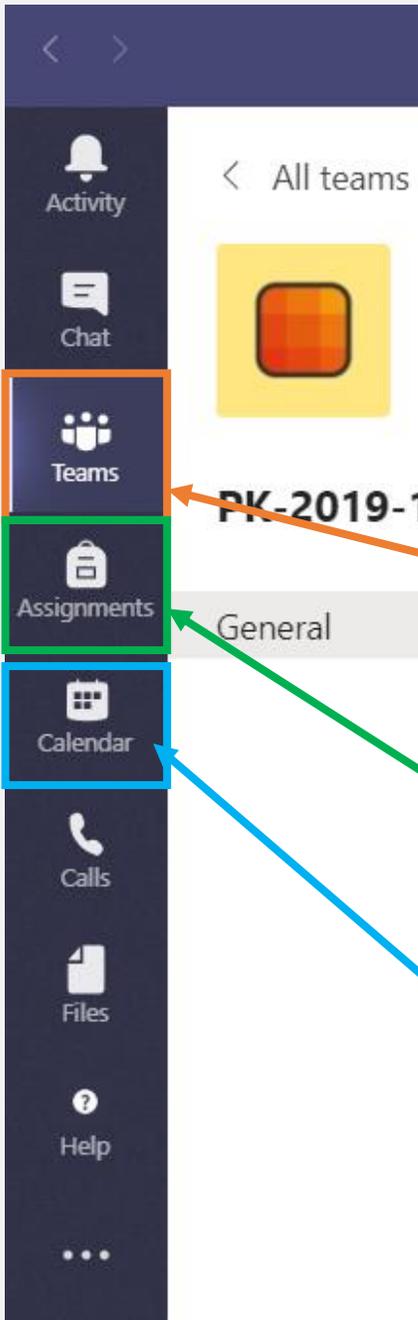
[moroney@pks.coventry.sch.uk](mailto:moroney@pks.coventry.sch.uk)

9b5 Mrs Harris

[harris@pks.coventry.sch.uk](mailto:harris@pks.coventry.sch.uk)



# Teams



- Teams is a place where you can hand in work, access online lessons and find your set work. Your class will have a page (or Team) where your teacher can send you updates and you can ask questions. You will find your English page here.
- Some teachers might be setting their class work on Teams and it can be found and handed in here.
- Your English Teams meeting will be every Monday from 9.30-10.30, where we will go through the work for the week. You can find your meetings here.



# ENGLISH

DRAMA | PROSE | POETRY | NON-FICTION

GENRE

CHARACTERISATION

STRUCTURE  
(INCLUDING STAGECRAFT)

LANGUAGE  
(IMAGERY AND SYMBOLISM)

NARRATIVE VOICE,  
TONE AND REGISTER

SETTING

CONTEXT

CULTURAL REFERENCES  
AND ALLUSIONS

Week 4  
Lesson 1



# Analysing 'Locked in, Locked down'

- LO: to develop my skills of analysis and evaluation by applying them to a modern poem.

Novelists will be able to explain what the poem is about, selecting quotations to support their ideas.

Playwrights will be able to analyse how the writer's use of language is effective, picking out important quotes and zooming in on them.

Poets will be able to analyse how the writer's use of language and structure is effective, picking out different techniques, zooming in on them and linking them to the poem's message



# Quick quiz

*Link the term to the correct definition.*

1. Stanza
  2. Enjambment
  3. Anaphora
  4. Repetition
  5. Imagery
  6. Simile
  7. Structural shift
  8. Cyclical structure
- a) where a word or phrase is used several times within a piece of writing
  - b) Where makes a clear change (in focus, time, place pace, tone).
  - c) Where words are used to build a picture in the reader's mind.
  - d) another word for a 'verse'
  - e) the repetition of a word or phrase at the start of a sentence or clause (parts of a sentence)
  - f) Starting and ending with the same image or idea.
  - g) Using comparison to describe something as similar to something else.
  - h) the continuation of a sentence beyond the end of a line or stanza. (This means where there isn't a full stop at the end of a line, the sentence has carried on into the next line or stanza).



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  - e) Where words are used to build a picture in the reader's mind.
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  - g) Using comparison to describe something as similar to something else.
  - h) Starting and ending with the same image or idea.

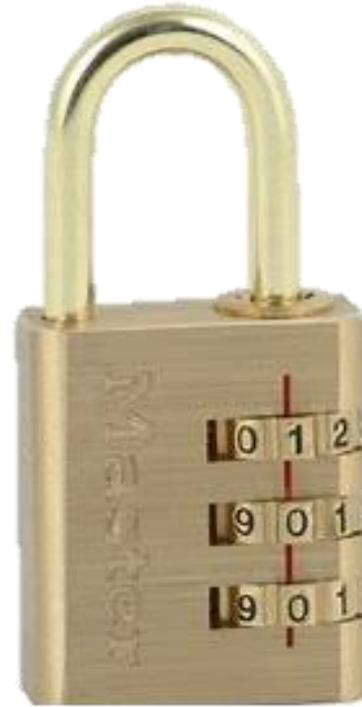


## Step 1: Exploring the title of a poem

**What can you predict about this poem from the title?**

'Locked in, Locked down'

- What could this mean?
- What emotions/ideas could we link?
- What could this be symbolic of?



## Step 2: Reading the poem and understanding its storyline

We didn't ask to be a part of history  
yet here we are

Locked in, locked down  
My four walls bury me six feet deep

My restless heart swimming  
through a reverie of roses, tulips and lilies,

apple pies and bee stings and the smell  
of fresh cut grass and dust after rain,

mountains crashing into the sky,  
a thousand songs of the summer breeze

and the foam that lives on waves,  
a turquoise dream. But I can't sleep

My restless mind keeps thinking  
of fevers, coughs and aching lungs

and the time that's stolen, frozen, melting  
into the palm of my hand

but I release it and quivering wings  
flutter away, slowly but surely

I breathe in the silence and it fills me  
like a balloon

Stretched out in the endless days  
endless nights sprawling before me

Has a month ever felt this long?  
Condensed time

Four walls of past, present, future, history  
Here we are.

**Read through the poem (a copy is on your overview) and answer the following questions:**

1. **Who** is the poem about? How might the speaker be feeling? What tone are they using?
2. **What** is the poem about? Can you look beyond the obvious?
3. **What** message do you think the writer is trying to give?
4. **Which** word/phrase/line is the most important in the poem and why?



## Step 3: Exploring the language and structure of the poem

Building independence: What questions could you ask about this poem?

Language:

Structure:

1. Stanza
2. Enjambment
3. Anaphora
4. Repetition
5. Imagery
6. Simile
7. Structural shift
8. Cyclical structure



## Step 3: Exploring the language and structure of the poem

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## Step 3: Exploring the language and structure of the poem

Building independence: What questions could you ask about this poem?

Language:

What images has the poet used in this poem? What effect does this have on the reader? Why has the writer used a simile?

Structure:

What ideas begin and end the poem? Is there a shift?

How is enjambment used? Are there any lists? How is repetition used?



Step 3 continued: complete the following written task based on your English set. These answers must be emailed to your English teacher to mark.

Question: How does the writer present the lockdown of 2020 in her poem?

Sets 1-3 students

Write a full response to answer the question.  
You need to include:

First, you need an introduction:

- this should include what the poem is about and what the poet is saying about lockdown.

Next, you need your analysis paragraphs:

- -x3 PEA/PEZAL paragraphs: these should cover both language and structure.

Sets 4-5 students

Answer these questions in full sentences

1. *Find an example of where the writer uses imagery: why do you think the poet has chosen this image? What effect does it have?*
2. *Find an example of a simile in the poem: why do you think the writer has used this? What might they be trying to show you by including it?*
3. *Find an example of where the poet has used a shift in the poem: why do you think the poet has done this? What are they trying to show?*

**Challenge**: *find an example of the cyclical structure. Can you explain why you think the writer has done this?*



# Don't forget to Purple Pen your work (any colour is fine!)



## 1. FASTCARS

### Check for:

Full stops

Apostrophes

Spellings

Tenses

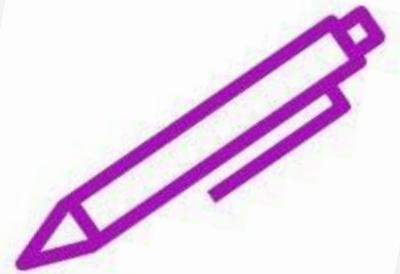
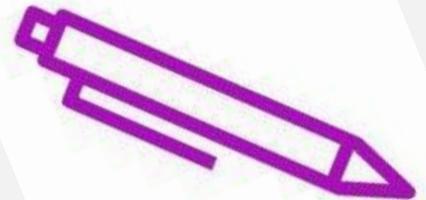
Capital letters

Appropriate language

Read it again to be sure!

## 2. Poetry check:

- Capital letters for character/poet's names.
- Quotation marks around quotations.
- Have you embedded your quotation into the sentence?
- Have you included all aspects of PEA/PEZAL?
- Have you used ambitious and specific vocabulary?



Do you agree with the poet's opinion about  
the lockdown?



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Week 4  
Lesson 2



# Lesson Two: Independent Study - *This should take about 1 hour.*

## **Either:**

### POETRY

Write your own poem titled 'Locked in, Locked down'.

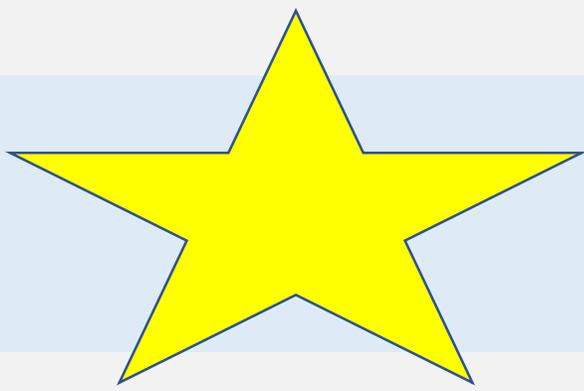
You could challenge yourself by trying to incorporate what helps you to relieve your worries.

## **OR**

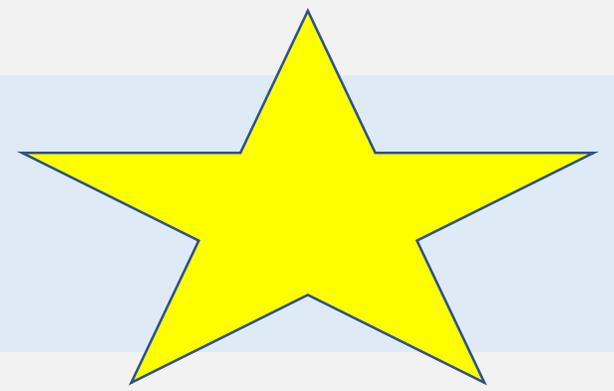
### TRANSACTIONAL WRITING

Write an article/leaflet advising young people of what they can do if they feel like they are struggling in lockdown.





## Creative Challenge:



- Make a 3d model inspired by this poem. Be creative! This can involve things you can find in your house (left over toilet rolls, scrap paper, cereal boxes...), or could be made from paper, cake, a freeze frame or still image of you/your family... Use whatever you can, and be creative!
- Take a picture of your model, then email your photograph to [farrellc@pks.coventry.sch.uk](mailto:farrellc@pks.coventry.sch.uk), with the subject “**Locked in 3D model**” and your English set/teacher.
- The winning submissions will be posted in the college newsletter!



If you need any help or support with anything to do with English you should either email your English teacher, or Ms Farrell ([farrellc@pks.coventry.sch.uk](mailto:farrellc@pks.coventry.sch.uk) ). You can also go on to your class Teams page!

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