

Poetic form Vocabulary And Facts Colouring Page

KS3 / Year 8 - English

Colour-code the poem's two quatrains, ABAB CDCD rhyme scheme, caesura, anaphora and structural turn.

POETIC FORM

Trace stanza, line, rhyme and structural movement

RIVER JOURNEY

At dawn the silver river wakes

(A)

and carries clouds beneath the sky;

(B)

through reeds a restless heron shakes

(A)

then lifts its quiet wings to fly.

(B)

The water turns; the morning grows

(C)

beyond the bridge, beyond the bend;

(D)

a path of moving sunlight flows

(C)

where every journey finds an end.

(D)

Two quatrains - ABAB CDCD

Semicolon = caesura

Repeated 'beyond' = anaphora

ANNOTATE

Stanza

Line

End rhyme

Rhyme scheme

Caesura

Anaphora

Volta / turn

Final effect

Colour key

Poetic form Vocabulary And Facts Colouring Page

KS3 / Year 8 - English

Colour-code the poem's two quatrains, ABAB CDCD rhyme scheme, caesura, anaphora and structural turn.

Parent & Teacher Guidance

Curriculum focus

Topic: Poetic form. Develop accurate observation, subject vocabulary and evidence-based explanation. Mapped scope: DfE national curriculum programme of study for key stage 3.

Before you begin

Review the picture together and ask the learner what they already notice about Poetic form. Read the activity aloud, explain unfamiliar vocabulary, and agree which details need special attention.

Solo activity

The learner can complete the colouring independently, then use the finished page to explain three details linked to Poetic form. Encourage accurate colour choices where they carry meaning, but allow creative choices elsewhere.

Group activity

Give pairs or small groups different areas to inspect. Ask them to agree on evidence before colouring, compare their findings, and present one curriculum fact to the class. Finish with a whole-group check against the guidance below.

Questions to guide discussion

What evidence can you see? Which feature is most important and why? How does one part connect to another? What new fact about Poetic form can you explain using the picture?

Answers and checking

The poem has two quatrains and rhyme scheme ABAB CDCD: wakes/shakes, sky/fly, grows/flows, bend/end. The semicolon in line 5 creates a caesura. 'Beyond' begins consecutive phrases, creating anaphora. Line 5 turns from waking description toward movement and destination.

Learning record and next steps

☐ Completed the colouring

☐ Explained key vocabulary

☐ Completed the activity

☐ Used visible evidence

Evidence noticed / vocabulary used

Next step:
