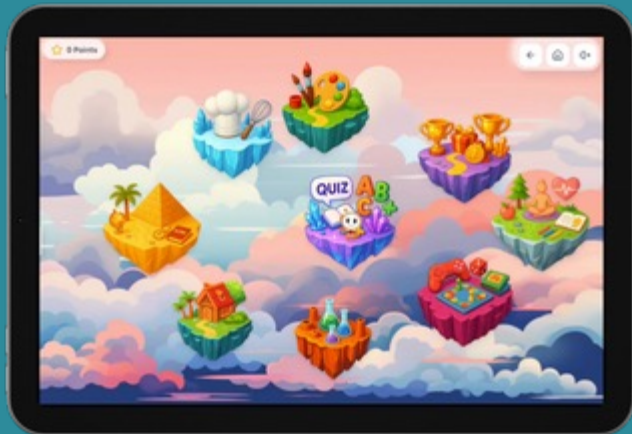


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Poetry Effects Workshop - Year 6

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Poetry Effects Workshop — teaching guide

Teacher preparation · 1 of 3

Learning target

Students compare the effects of sound and imagery, then create an original poem about a personally known place. They quote two exact choices, explain likely effects, compare one mentor technique and revise a mismatch.

Prepare

Print the two original bus-stop poems, practice sheets, peer-response cards and assessment pages. Display the model and keep the native presentation/quiz ready. A small recording/playback supports rehearsal; no external account is required.

Entry and success

Read both poems before naming devices. Ask: Which exact words make A quiet? Which make B busy? Check literal/figurative distinction and only reading only where insecure. A successful explanation moves from intention to exact words to plausible reader effect.

Assessment evidence

Collect the learner's own 8–12-line poem and brief craft commentary. Listen for two word-to-effect explanations, a precise comparison for A or B, and a reason for one revision. Device names alone are insufficient.

Five lessons — compare, plan, choose

Teacher preparation · 2 of 3

Lesson 1 · Compare effects · 50 minutes

Listen to A and B (8 min); gather unlabelled observations (8). Model A3–4 against B1–4, quoting words and explaining effects (12). Partners use the worked examples and discussion cards (17). Exit: one contrast with exact evidence (5).

Lesson 2 · Plan a reader response · 50 minutes

Retrieve only an insecure entry point (5). Model how “glows” versus “glares” changes a welcoming doorway (10). Students choose the intended response for the given known place and complete guided planner items (20). Partners test a changed condition and explain why (10). Exit: intention → choice → effect (5).

Lesson 3 · Purposeful choices · 50 minutes

Show a full peer-response turn, including the insufficient detail-only claim (10). Students complete the six core decisions (15). Play the two-re-claim activity (20): each turn needs a word choice, effect and reason. Record one evidence-based explanation per learner (5).

PREVIEW

Five lessons — revise, publish, respond

Teacher preparation · 3 of 3

Lesson 4 · Rehearse and revise · 50 minutes

Use transfer decisions and both fresh rehearsal cases (25). Read a draft aloud, notice one mismatch and revise exact wording (15). Give one criterion-based feedback point, then request a fresh explanation (10).

Lesson 5 · Independent assessment · 50 minutes

Retrieve the success criteria without an answer model (5). Students write the poem and commentary independently (35). Apply the rubric and record actual evidence plus one next step (10). Dictation or oral rehearsal may reduce incidental writing demands without diluting the assessed reasoning.

Peer-card key and access

Cards have no single mandatory line. A valid response names an intended feeling or detail, gives a precise sound/image and explains the effect. For example, market “voices jostle” suggests crowding; quiet library “chairs scrape on” suggests closing. Support uses a concrete place and oral frame; core cites two words, intensifies tests a changed line.

Marking boundary

Accept justified alternative interpretations, dialect and accessible response modes. The rubric tracks concept, application, evidence and transfer. Do not treat device spotting, neatness or a preferred emotional reading as the target.

Two bus-stop poems, two effects

Same place.
Different
feelings.
The words
make it happen.

Precise word choice shapes a reader's feeling.
Identify the exact words, explain the likely effect and why.

Small
words.
Big effects.

Before school — still anticipation

Shoes whisper on the pavement
one wheel hums past, then fades.



Key words and effect

- **whisper** suggests restrained quiet.
- **hums** suggests soft, distant sound.
- These words create a calm, expectant feeling, like the day is just beginning and anything could happen.

After school — bustle to relief

At three, the shelter rattles
with bags and bright voices.
Tap, tap: a little knocks
against the silver bench.



Key words and effect

- **rattles** suggests busy motion and noise.
- **Tap, tap** and **knocks** create sharp, repeated sounds.
- These words make the scene feel lively and active, building to the relief of the school day being over.

A closer explanation makes a bigger difference



Insufficient:

"It uses repetition."



Stronger:

"Tap, tap repeats the knock, making the shelter feel busy."

Choose your words with care — they shape how your reader feels.

Poems
help us see

At the Bus Stop, Before School

The shelter holds the morning
like a pocket holds a note.
Shoes whisper on the pavement;
one wheel hums past, then fades.
A magpie tests a single call.
The timetable flaps once
and settles against its frame.
Cold air nips my fingers.
Across the road, a window
fills slowly with warm light.
I count the spaces
between the passing cars.
When the bus turns the corner,
the quiet roads away.



1. Which exact words make the waiting feel quiet?

2. How does the final line change the mood?

At the Bus Stop, After School

At three, the shelter rattles
with bags and bright voices.

Tap, tap: a bottle knocks
against the silver bench.

The road throws up a warm smell
of dust and turning tyres.

Someone laughs; the sound bounces
off the shopfront glass.

A magpie cuts across the noise,
sharp as a whistle.

We shuffle forward together.

The bus sighs, 'The very!'

Doors fold open, 'A welcome.'

The long day loosens its grip.



Which exact words make the shelter feel busy?

Where does the mood begin to soften?

Words, evidence, effect

How poets choose words to create a mood,
build a scene and affect the reader.

Read
Think
Explain
Make a difference.

A Lines 3–4

Shoes whisper on the pavement;
one wheel hums past, then fades.

Effect: quiet verbs suggest
restrained movement and waiting.



A Lines 11–14

I count the spaces
between the passing cars.
When the bus turns the corner,
the quiet folds away.

Effect: the break slows the wait;
the final image changes the mood.



B Lines 1–4

At three, the shelter rattles
with bags and bright voices.
Tap, tap: a bottle knock
against the shelter.

Effect: repeated hard sounds
create bustle.



B Lines 12–14

The bus sighs at the kerb.
Doors fold open like a welcome.
The long day loosens its grip.

Effect: softer image suggests relief.



**Spot the
improvement**

Device only: It repeats.



Better: Tap, tap repeats the knock,
making the shelter busy.

Talk about the effect

Compare A: 'Shoes whisper' with B: 'the shelter rattles'. What different reader responses might these choices create? Use the exact words.



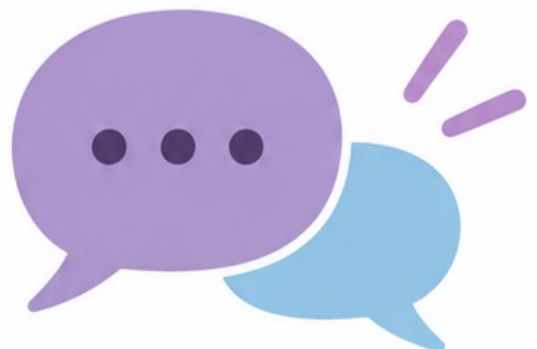
Compare A: 'the quiet folds away' with B: 'The long day loosens its grip.' How does each ending change the mood?



Which sound is mentioned in the poem and which sound could a reader add through performance? Explain the difference.



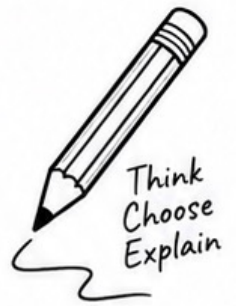
Can you justify another reading of one line? Quote it and explain how the words support your view.



Name: _____

Plan the reader's response – guided

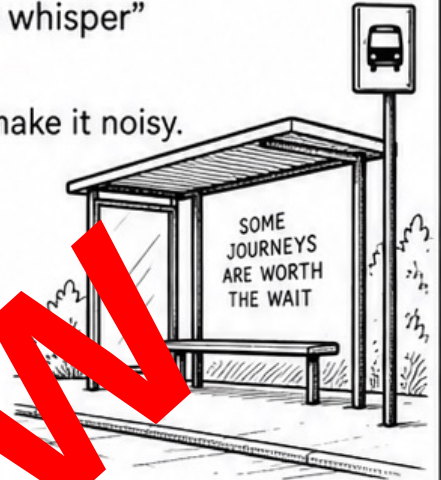
Make choices as a writer. Think about how language and structure affect the reader. Answer the questions in the spaces provided.



- ① **WORKED:** To make the bus stop feel still, choose “Shoes whisper” rather than “Shoes clatter”.

Reason: “whisper” suggests quiet movement; “clatter” would make it noisy.

- a) Underline the exact word that creates the stillness.
b) What is the likely reader feeling?



- ② “Tap, tap” versus one tap: which creates bus movement and why?

- ③ I count the spaces
between the passing cars

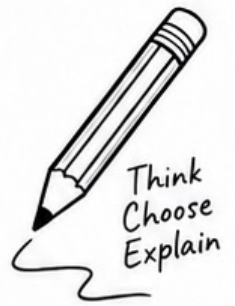
How does the line break slow the waiting?

- ④ “The bus sighs” versus “The bus stops”: which better suggests relief? Explain.

Name: ANSWERS

Plan the reader's response – guided

Make choices as a writer. Think about how language and structure affect the reader. Answer the questions in the spaces provided.



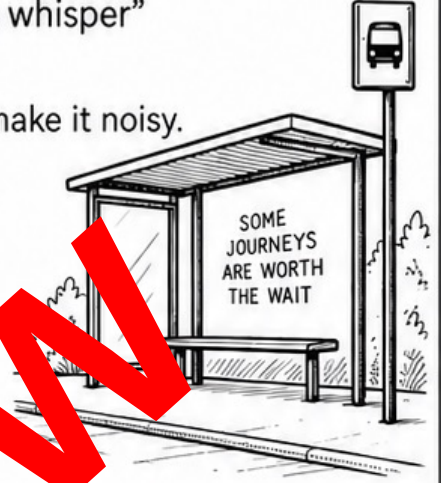
- ① **WORKED:** To make the bus stop feel still, choose “Shoes whisper” rather than “Shoes clatter”.

Reason: “whisper” suggests quiet movement; “clatter” would make it noisy.

a) Underline the exact word that creates the stillness.

b) What is the likely reader feeling?

Still, expectant waiting.



- ② “Tap, tap” versus one tap: which creates bus movement and why?

Tap, tap repeats the knock, so the shelter feels more active.

- ③ I count the spaces
between the passing cars

How does the line break slow the waiting?

The break makes the reader pause between spaces and cars, stretching the wait.

- ④ “The bus sighs” versus “The bus stops”: which better suggests relief? Explain.

The bus sighs suggests a release of tension; stops only reports an action.

Choose the effect — core practice



Small choices
make a big effect.

Name: _____

1 For calm, which is more effective?

A

the shelter hums

B

the shelter roars

Choice + reason:

2 For discomfort, which is more effective?

A

cold air nips

B

cold air touches

Choice + reason:

3 For urgency, which is more effective?

A

repeat "step" twice

B

use "step" once

Choice + reason:

4 For welcome, which is more effective?

A

doors find open

B

doors slam

Choice + reason:

5 To quicken a rush, which is more effective?

A

shorten a long line

B

lengthen it

Choice + reason:

6 Before a revealing final image,
which is more effective?

A

add a pause

B

rush straight through

Choice + reason:

Choose the effect — core practice



Small choices
make a big effect.

Name: _____ **ANSWERS**

1 For calm, which is more effective? A the shelter hums B the shelter roars	Choice + reason: A: hums is restrained and calm. _____
2 For discomfort, which is more effective? A cold air nips B cold air touches	Choice + reason: A: nips suggests sharp discomfort. _____
3 For urgency, which is more effective? A repeat "step" twice B use "step" once	Choice + reason: A: two steps create urgent pace. _____
4 For welcome, which is more effective? A doors fold open B doors slam	Choice + reason: A: folds open suggests welcome. _____
5 To quicken a rush, which is more effective? A shorten a long line B lengthen it	Choice + reason: A: shorter line quickens pace. _____
6 Before a revealing final image, which is more effective? A add a pause B rush straight through	Choice + reason: A: a pause builds anticipation. _____

Revise for the effect — transfer

Name: _____



- ① A lively oval is called 'silent'. Change one word to make the place feel lively.

My exact revision:

Why this better fits the intended effect:

- ② A poem aims for calm but says 'crash, clang, crash'. Revise its sound.

My exact revision:

Why this better fits the intended effect:

- ③ A library poem lists a shelf, chair and clock. Add one sensory image that changes a reader's view.

My exact revision:

Why this better fits the intended effect:



Another purposeful choice is valid when you explain it with evidence.

Revise for the effect — transfer

Name: _____

ANSWERS



- ① A lively oval is called 'silent'. Change one word to make the place feel lively.

My exact revision:

Change 'silent' to 'noisy'.

Why this better fits the intended effect:

'Noisy' makes activity audible.

- ② A poem aims for calm but says 'crash, clang, crash'. Revise its sound.

My exact revision:

soft rain hums along the roof

Why this better fits the intended effect:

hums is gentle rather than jarring.

- ③ A library poem lists a shelf, chair and clock. Add one sensory image that changes a reader's view.

My exact revision:

Warm paper smell drifts from the shelves.

Why this better fits the intended effect:

smell makes the library inviting.



Another purposeful choice is valid when you explain it with evidence.

Poetry Craft Peer Response

Better
Readers
Make
Stronger
Writers

Same places. Different perspectives.
Stronger poems.

Small
Choices
Big
Effects

SET UP

- Partners place the 12 challenge cards face down.
- Have both mentor poems and a pencil.



EACH TURN

- 1 Draw a card.
- 2 Read its place prompt aloud.
- 3 Say the intended reader response (what you want the reader to feel, imagine or notice).
- 4 Propose one exact word or phrase (a precise word or phrase).
- 5 Explain how it creates that effect.
- 6 Partner asks for evidence or a revision.
- 7 Check against the teacher key.

WORKED TURN



- Writer:** "voices jostle by the fruit stalls."
So the crowd feels close and energetic.
- Partner:** "Which exact word makes it energetic?"
- Writer:** "jostle."
- Partner:** "Good. That's a precise choice."

Incorrect: "It uses alliteration."
This is not enough without explaining the effect on the reader.

FINISH

- Each partner explains three of their choices (prompt, wording and effect).
- Each partner revises one line based on the feedback.

Listen. Notice. Suggest. Improve.





Poetry craft cards 1-6



1

**Quiet corridor
before a concert**



Choose one sound or image.
What should the reader feel or notice? Why?

2

**Busy market
at noon**



Choose one sound or image.
What should the reader feel or notice? Why?

3

**First minute at
an empty pool**



Choose one sound or image.
What should the reader feel or notice? Why?

4

Library closing time



Choose one sound or image.
What should the reader feel or notice? Why?

5

**Rain starting on
a metal roof**



Choose one sound or image.
What should the reader feel or notice? Why?

6

**Familiar footpath
after a long day**



Choose one sound or image.
What should the reader feel or notice? Why?

Poetry craft cards 7–12

7 Noisy sports shed becomes calm



Choose one sound or image.
What should the reader feel or notice? Why?

8 Warm bakery doorway



Choose one sound or image.
What should the reader feel or notice? Why?

9 Crowded train platform



Choose one sound or image.
What should the reader feel or notice? Why?

10 Dusk at a local oval



Choose one sound or image.
What should the reader feel or notice? Why?

11 Garden after a windy night



Choose one sound or image.
What should the reader feel or notice? Why?

12 Kitchen during a family meal

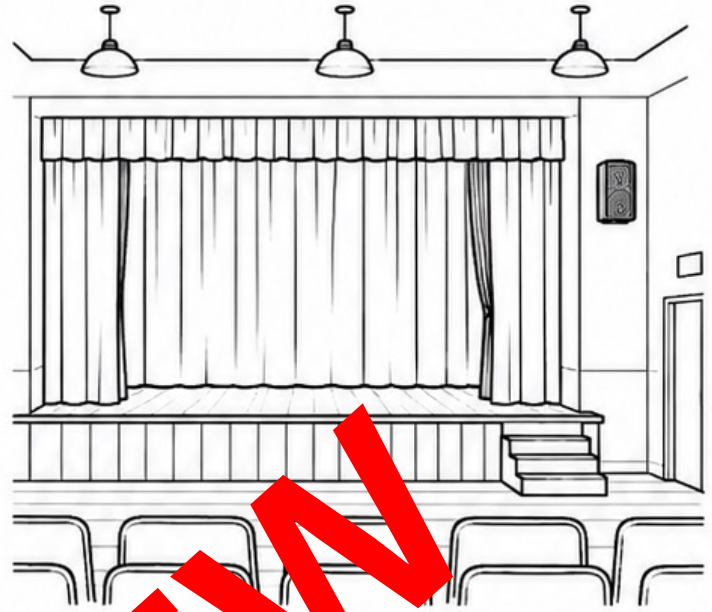


Choose one sound or image.
What should the reader feel or notice? Why?

Name: _____

Craft commentary rehearsal A

The hall holds its breath
beneath the humming lights.
A chair leg squeaks;
a hundred shoes wait still.
A curtain trembles
beside the wooden stage.
Then one clap cracks the quiet,
and the room wakes at once.



1. Quote TWO exact sound or imagery choices and explain each likely reader effect.

2. Compare one choice with an exact line from either bus-stop poem.

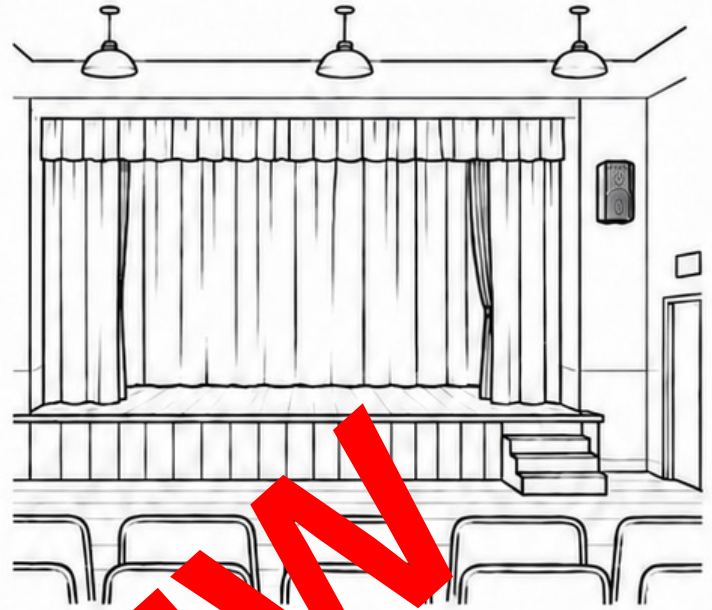
3. If the hall should stay still, revise “one clap cracks the quiet” and explain the changed effect.

4. What evidence would help a peer judge your explanation?

Name: ANSWERS

Craft commentary rehearsal A

The hall holds its breath
beneath the humming lights.
A chair leg squeaks;
a hundred shoes wait still.
A curtain trembles
beside the wooden stage.
Then one clap cracks the quiet,
and the room wakes at once.



1. Quote TWO exact sound or imagery choices and explain each likely reader effect.
"Holds its breath" makes the hall feel expectant.
"one clap cracks the quiet" suddenly breaks the stillness.
2. Compare one choice with an exact line from either bus-stop poem.
A: "Shoes whisper on the pavement;" stays soft. The hall's "Then one clap cracks the quiet" is sharp and sudden.
3. If the hall should stay still, revise "one clap cracks the quiet" and explain the changed effect.
"One soft rustle touches the quiet"; softer sound would preserve stillness.
4. What evidence would help a peer judge your explanation?
The line "The hall holds its breath" shows the hall feels expectant because "holds its breath" suggests waiting, so readers sense suspense.

Craft commentary rehearsal B

Name: _____

Cars crash past my gate.
A bin lid bangs and spins.
I call this lane peaceful
as boots pound over stones.

Intended effect: calm neighbourhood lane.



1. Identify the mismatch between the intended effect and two exact words from the draft.

2. Revise TWO precise words or lines from the draft to make the calm effect plausible.

3. Explain the likely effect of each revision.

4. Repair this wrong claim: "It has onomatopoeia, so it feels peaceful."
Explain why a device label alone is insufficient.

Craft commentary rehearsal B

Name: **ANSWERS**

Cars crash past my gate.
A bin lid bangs and spins.
I call this lane peaceful
as boots pound over stones.

Intended effect: calm neighbourhood lane.



1. Identify the mismatch between the intended effect and two exact words from the draft.

“Crash” and “pound” imply force and noise, conflicting with “peaceful”.

2. Revise TWO precise words or lines from the draft to make the calm effect plausible.

Change to “Cars glide past my gate” and “footsteps brush over stones.”

3. Explain the likely effect of each revision.

“Glide” and “brush” make movement gentle, supporting calm.

4. Repair this wrong claim: “It has onomatopoeia, so it feels peaceful.”
Explain why a device label alone is insufficient.

A device name cannot prove peacefulness; the harsh sounds here work against that effect.

My place, my effect — poem

Name: _____

At the Kitchen Table

The table waits beneath the light.
A spoon ticks against a cup.
Steam draws a cloudy window
between my face and Mum's.
Outside, a bicycle bell
rings twice along the street.
I push my homework aside.
The orange peel curls slowly.
For one quiet minute,
the room feels wide enough to breathe.



Choose a place you personally know. Decide what you want a reader to feel or notice.
Write your OWN original 8–12-line poem. Use at least two precise sound or imagery choices.
You may use the stimulus for comparison, not copy it.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____

My place, my effect — poem

Name: **ANSWERS**

At the Kitchen Table

The table waits beneath the light.
A spoon ticks against a cup.
Steam draws a cloudy window
between my face and Mum's.
Outside, a bicycle bell
rings twice along the street.
I push my homework aside.
The orange peel curls slowly.
For one quiet minute,
the room feels wide enough to breathe.



Choose a place you personally know. Decide what you want a reader to feel or notice. Write your OWN original 8–12-line poem. Use at least two precise sound or imagery choices. You may use the stimulus for comparison, not copy it.

One possible original response: Alternatives are valid.

1. **The court lies cool at dawn.**
2. **A loose chain tides by the gate.**
3. **My shoes squeak on the floor.**
4. **then some on the painted line.**
5. **Sunlight spills across the hoop.**
6. **A sparrow pecks at the edge.**
7. **I bounce the ball; a hollow thud**
8. **wakes the quiet square.**
9. _____
10. _____
11. _____
12. _____

Name: _____

My place, my effect — craft commentary

This is part 2 of the assessment.

Write a brief 4–6-sentence craft commentary. Justified alternative readings count.

1. What did you want the reader to feel or notice about your place?

2. Quote TWO exact sound or imagery choices from your poem. Explain how EACH choice creates the intended effect.

3. Compare ONE of your choices with a precise line from either bus-stop mentor poem. What is similar or different about the effect?

4. Read your poem aloud. Revise one mismatch. Quote the old and new words, then explain the changed effect.

Name: ANSWERS

My place, my effect — craft commentary

This is part 2 of the assessment.

Write a brief 4–6-sentence craft commentary. Justified alternative readings count.

1. What did you want the reader to feel or notice about your place?

I wanted my familiar court to move from quiet expectation to the start of play.

2. Quote TWO exact sound or imagery choices from your poem. Explain how EACH choice creates the intended effect.

A loose chain ticks makes the sound small and tentative.
A hollow thud wakes the quiet square, makes the first bounce feel sudden and active.

3. Compare ONE of your choices with a precise line from either bus-stop mentor poem. What is similar or different about the effect?

Like A's 'the quiet folds away', my final line gives quiet an action; both show a change, but mine begins a game.

4. Read your poem aloud. Revise one mismatch. Quote the old and new words, then explain the changed effect.

I changed 'chain bangs' to 'chain ticks'; ticks keeps the opening calm so the later thud has more force.

Mark the writer's actual evidence; justified alternatives count.

Learning evidence rubric

Poetry Effects Workshop

Criterion	Needs teaching	Developing with support	Target met independently
Concept / accuracy	Device name or inaccurate effect only	Correct on familiar model with a prompt	Explains a precise choice and its effect in a fresh poem
Application / procedure	Cannot yet create purposeful poem	Creates with model or step-by-step prompts	Creates an original poem about own topic, place with two purposeful choices
Reason / evidence	Guess or unsupported label	Relevant detail, connection, needs prompt	Quotes two exact choices and links each to meaning or effect
Transfer / communication	Response unclear or cannot transfer	Clear with support, fresh context insecure	Clear commentary, precise mentor comparison and explained revision

Evidence observed:

Next teaching step:

Poetry Effects Workshop



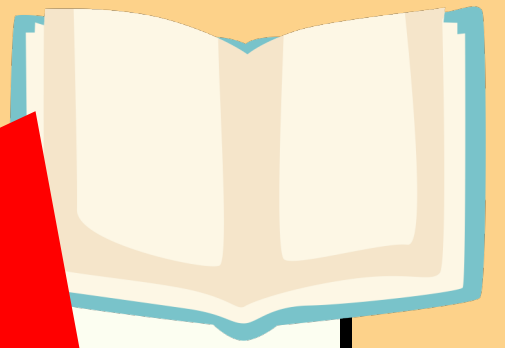
Purpose and success

Make a familiar place feel a particular way to a reader.

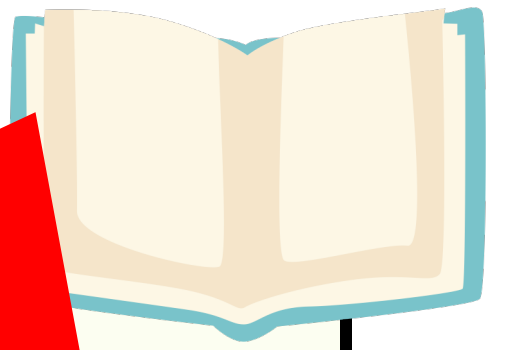
Success: quote an exact sound or image, explain its effect, and revise a mismatch.

Diagnostic: Is “Cold air nips my fingers lateral” figurative?

Diagnostic: What change “Shoes whisper” to “Shoes lead loudly?”



Words that help us explain



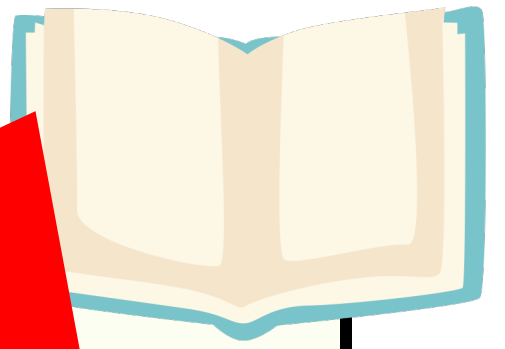
Imagery gives a sensory or figurative picture.

Repetition, rhythm, alliteration and onomatopoeia can show the sound.

An effect is what a reader might feel, imagine or notice.

A printed sound choice is different from how someone performs a line.





A useful explanation

Intention → exact choice → likely reader effect → reason

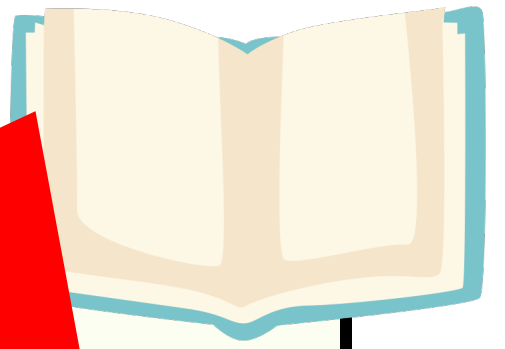
A: “Shoes whisper” can make the bus stop feel still.

B: “the shelter rattles” can make the same place feel busy.

A device name alone does not explain the effect.



Before school: waiting



“Shoes whisper on the pavement;” keeps movement quiet.

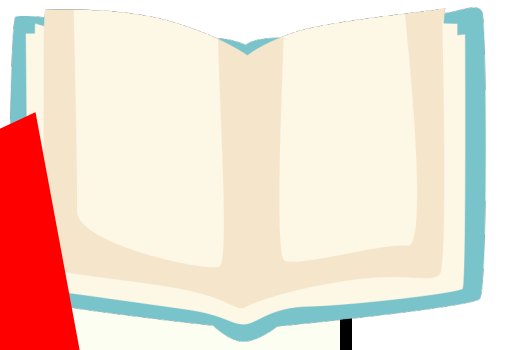
“one wheel hums past, then fades.” adds a distant sound.

“I count the spaces / between the passing cars” slows our reading.

“the quiet folds away.” lets the mood change.



After school: bustle and relief



“the shelter rattles / with bags and bright voices.” opens with energy.

“Tap, tap: a bottle knocks” repeats a sharp sound.

“The bus sighs at the kerb.” softens the bustle.

“The long day loosens its grip.” suggests relief.

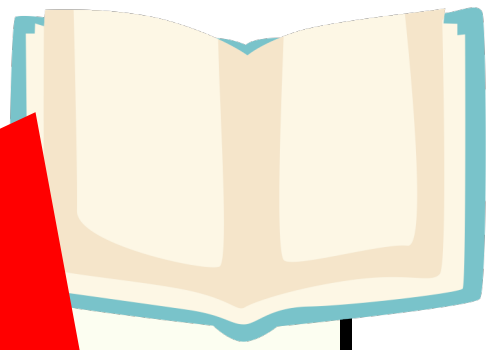


Guided decision

Aim: make the before-school stop feel still.

Which works better: “Shoes whisper” or “Shoes clatter”?

Pause. Quote the decisive word and predict the reader response.



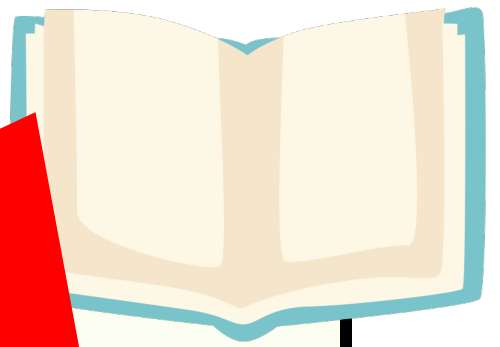
Why whisper works

“Whisper” suggests quiet, careful movement.

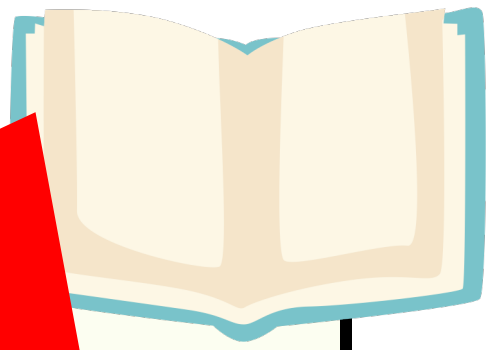
“Clatter” would bring loud disruption into the scene.

The choice matters because it changes how we think things are.

Naming personification without the reason is incomplete.



Plan an intended response



Suppose your own doorway should feel welcoming.

Try “the window glows” and “the window glimmers”.

Which word better fits the intention? Why?

Choose for a likely reader response, not just a device.



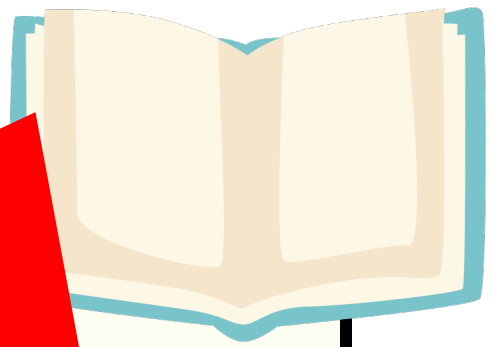
One complete peer turn

Card: busy market at noon.

Writer: “voices jostle by the fruit stalls” to make the word feel close and energetic.

Partner: Which exact word makes it energetic?

Writer: “jostle”. Revise if the effect misses the intention.



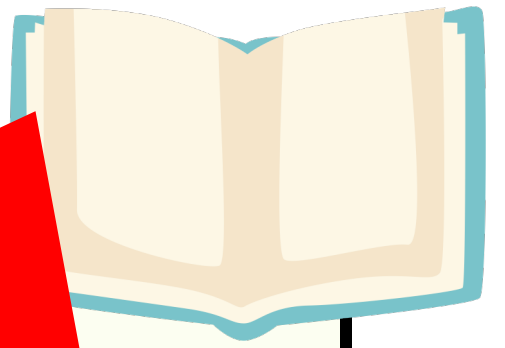
Now you try

Card: library closing time.

State the feeling or detail you want a reader to not

Suggest one exact sound or image.

Explain why those words could create that response.



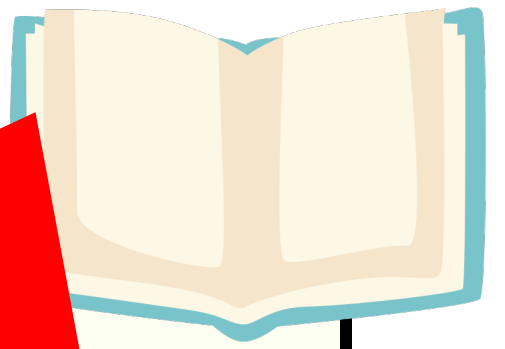
Spot the incomplete claim

Incomplete: “Tap, tap is repetition, so the poem is good.”

Better: “Tap, tap” repeats the bottle’s knock.

The repeated hard sound makes the one-syllable word feel easy.

Exact evidence and effect make the explanation meaningful.



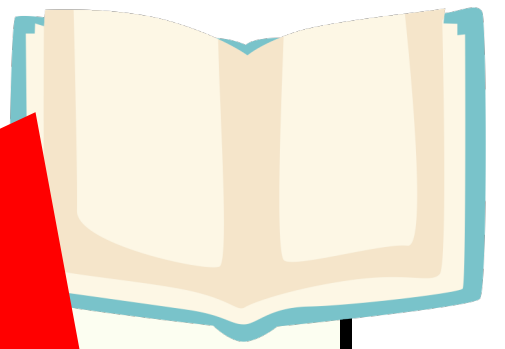
A fresh hall poem

“The hall holds its breath / beneath the humming lights.

“Then one clap cracks the quiet, / and the room wakes at once.”

How do the sounds change the reader's feeling?

Compare a precise line with either long-stop or enjambement.



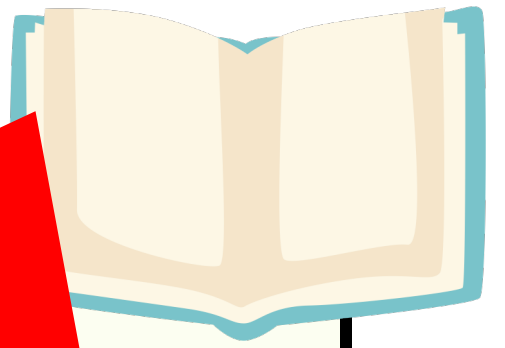
Three routes, one target

Support: choose a familiar place and rehearse one concrete sound aloud

Core: cite two exact choices and explain both effects

Extension: test an alternative line and explain the changed response.

Each route still connects evidence to meaning and effect.



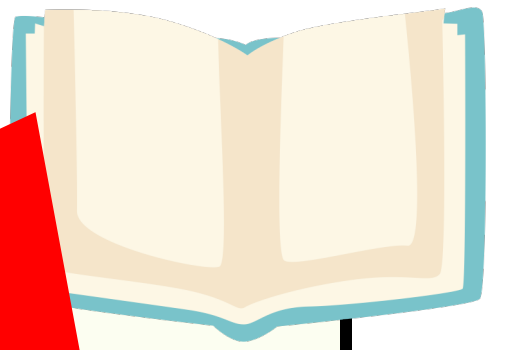
Your independent task

Write an original 8–12-line poem about a place you know.

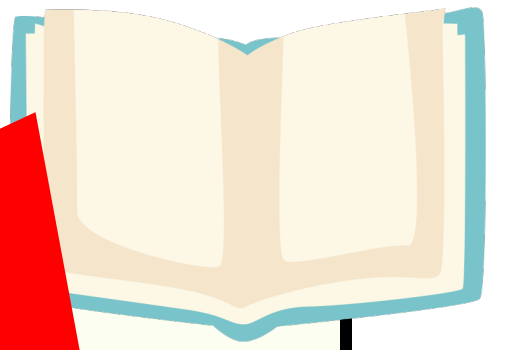
Use at least two purposeful sound or imagery choices.

Explain each effect and compare one technique with another line.

Read aloud, revise one mismatch and explain the change.



Reflect with evidence



Which line most clearly fits your intended reader response?

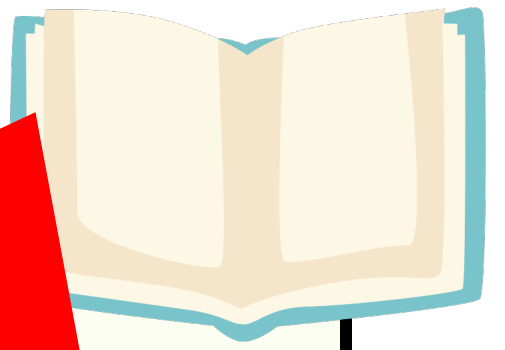
Quote it and explain the effect.

What did a read-aloud reveal?

Name one precise next revision.



What writers carry forward



Intend a reader response.

Choose sound and imagery for that purpose.

Quote the words and explain the effect.

Revise when intention and effect do not match.





We'll do it.
Your choices give a familiar
page a new voice.



PREVIEW

Poetry Effects Workshop

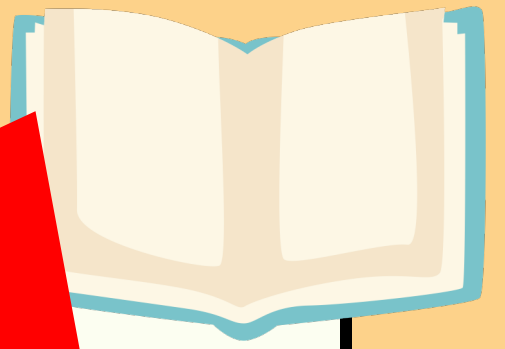
Quiz



Q1 · Stillness

In A, how does “Shoes whisper” help the bus stop feel st

Explain the effect; a device name is not enough

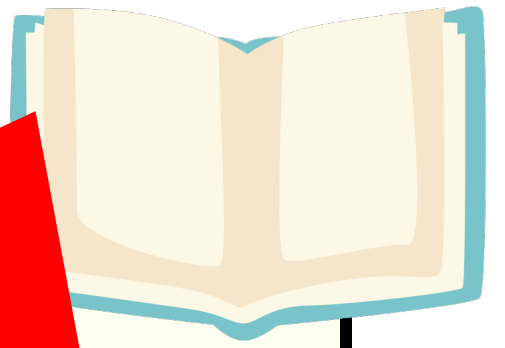


AI · Stillness

“Whisper” suggests quiet, careful movement.

That can make waiting feel restrained and expectant.

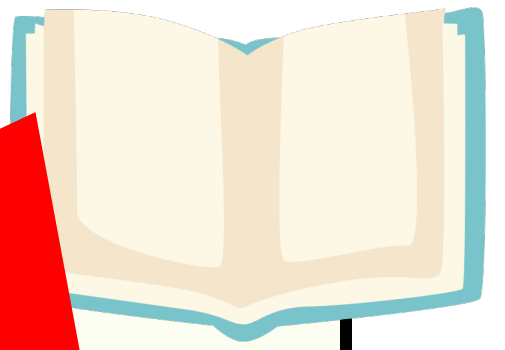
A label without that word-to-effect link is incomplete.



Q2 · Repetition

B says “Tap, tap: a bottle knocks”.

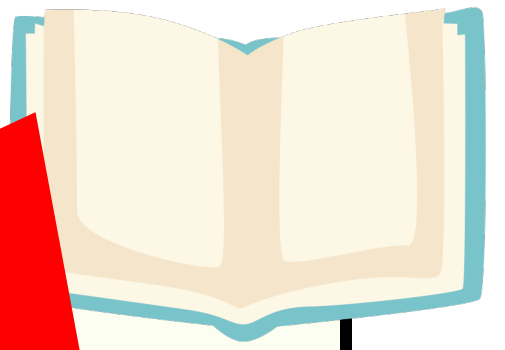
What changes if it becomes “A bottle touches the bench”?



A2 · Repetition

The repeated audible knocks create lively bustle.

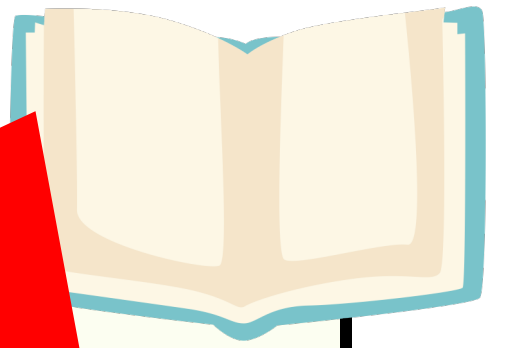
The neutral replacement softens the sound and scene.



Q3 · New choice

A familiar gate should feel welcoming.

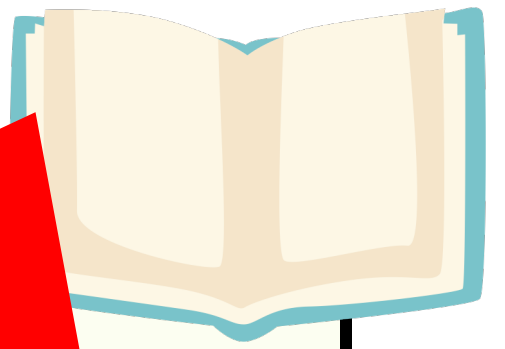
Suggest one sound or image and explain the likely intended effect.



A3 · New choice

Example: “the latch clicks softly” marks a calm arrival.

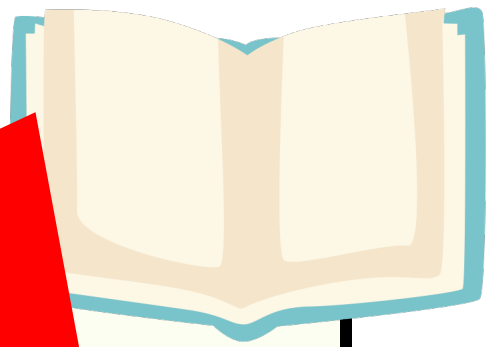
Accept another precise choice with a plausible supported effect.



Q4 · Calm shelter

For a calm shelter, choose “hums” or “roars”.

Explain the word-to-effect link.

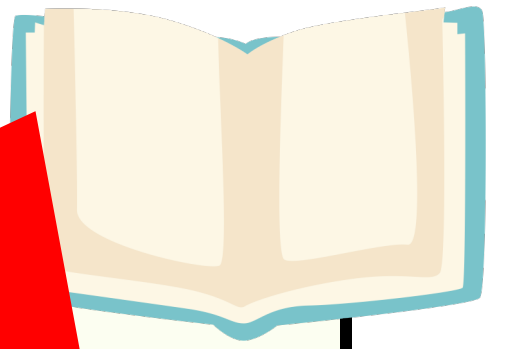


PREVIEW

A4 · Calm shelter

“Hums” is restrained and supports calm.

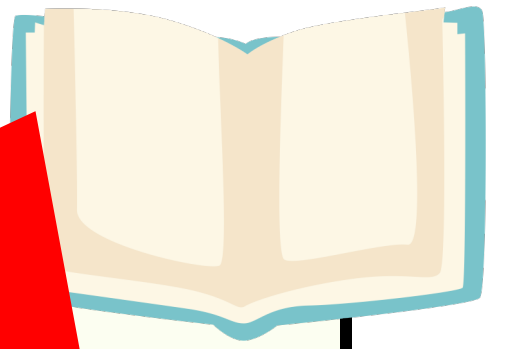
“Roars” would make the shelter seem imposing or messy.



Q5 . One changed word

Change only “hums” to “roars”.

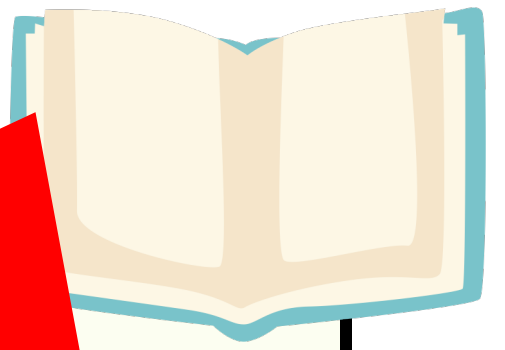
What changes about the likely reader response?



A5 · One changed word

Sound intensity rises and the mood becomes stronger & threatening.

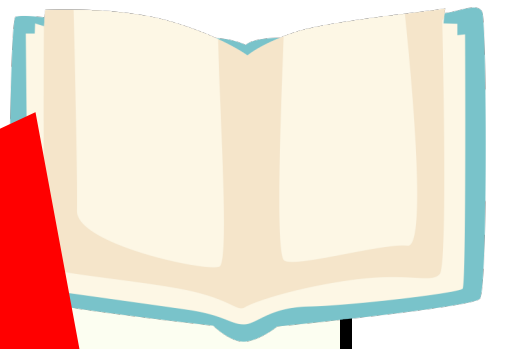
The place can remain the same while the effect changes.



Q6 · Repair the claim

A peer writes: “It has alliteration, so the poem is effective.”

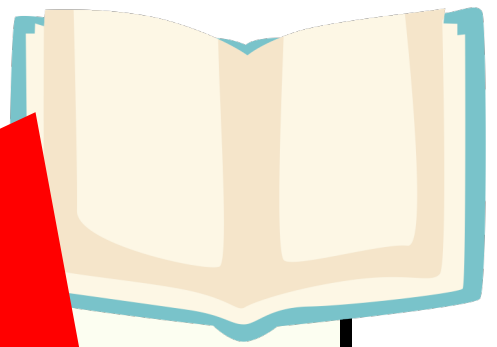
What is missing? Repair the explanation.



A6 · Repair the claim

Quote the actual words, name a likely reader response, and explain the word-to-effect link.

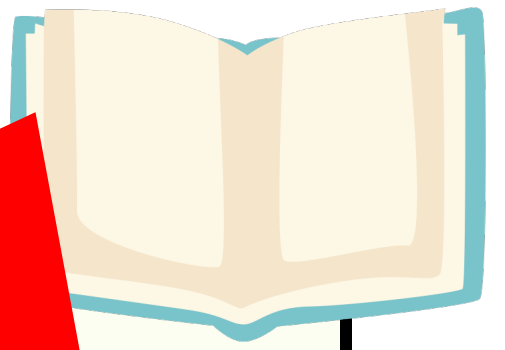
A device label by itself proves no effect.



Q7 · Closing library

The library is closing.

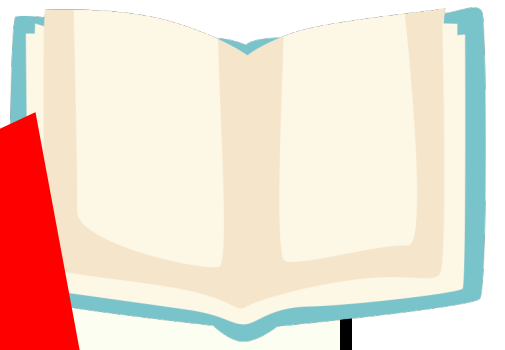
Choose one sound or image and explain its intended effect



A7 · Closing library

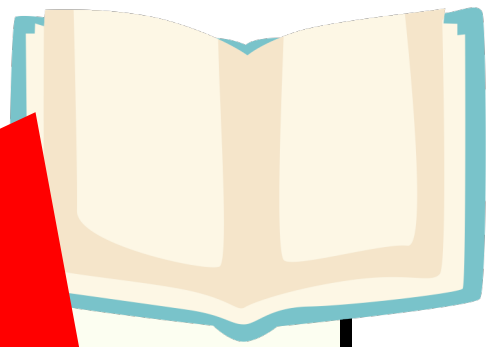
Example: “chairs scrape once” signals activity ending.

Accept another precise, fitting choice plus effect.



Q8 · Compare

Compare A: “Shoes whisper” with B: “the shelter rattles”
What differs about their likely effects?

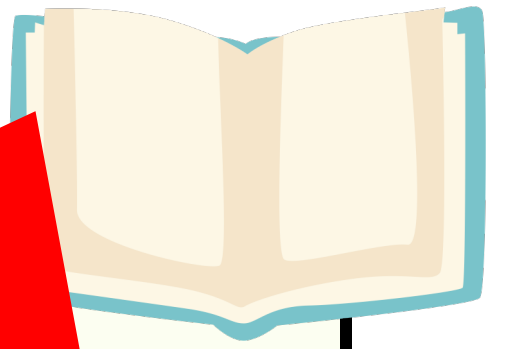


A8 · Compare

Both use sound at a bus stop.

“Whisper” quietens waiting; “rattles” makes the crowd feel active.

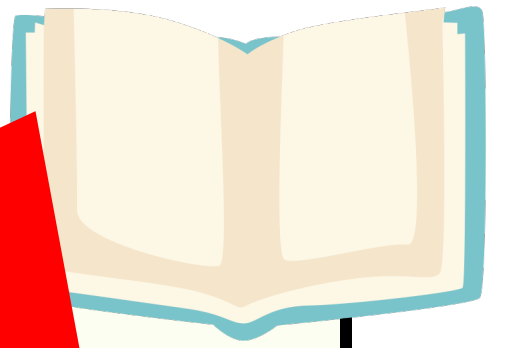
The exact verbs support the contrast.



Q9 · Revise a lane

A lane should feel peaceful: “Cars crash past my gate.”

Revise the line to fit the aim.

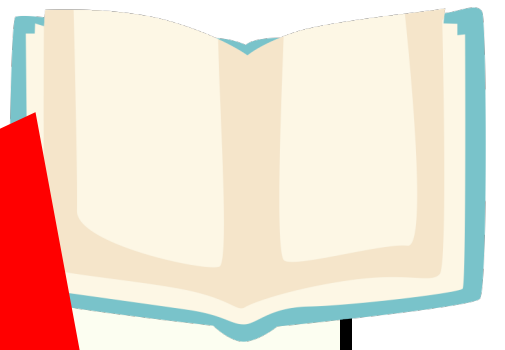


PREVIEW

A9 · Revise a lane

Possible revision: “A tyre brushes past the kerb.”

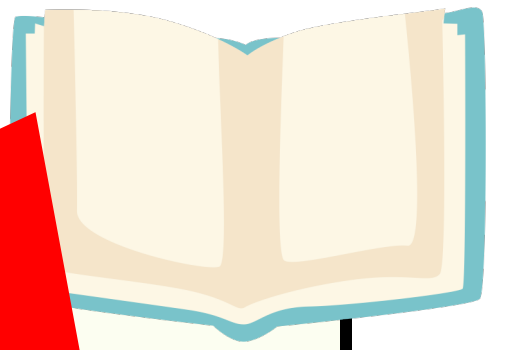
Other calm, precise revisions can also work.



Q10 · Explain revision

Why does your Q9 revision fit a peaceful lane better?

Point to its exact words.

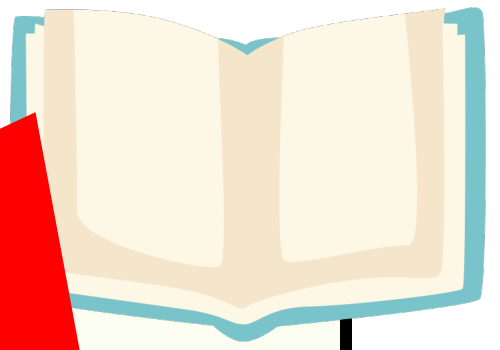


PREVIEW

A10 · Explain revision

“Brushes” suggests gentle movement rather than the force of “crash”.

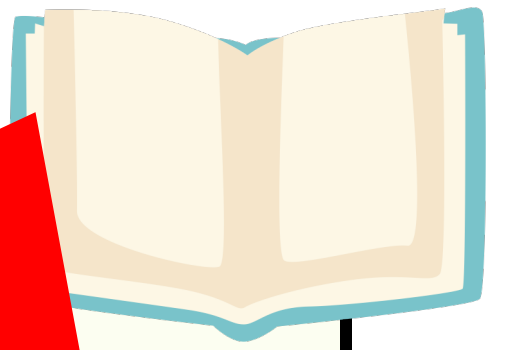
Evidence is the changed word, not a preference for also



Q11 · Test a claim

A peer says, “All repeated sounds make a poem cheerful.”

Is that always true? Explain.

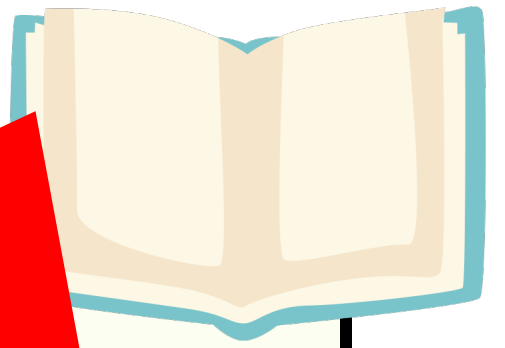


PREVIEW

All · Test a claim

No. Repetition can create urgency, threat, calm or joy.

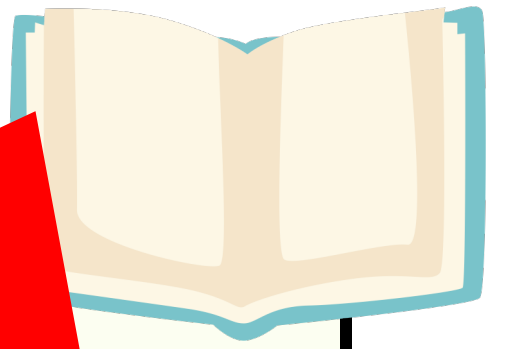
The words, context and pacing determine the likely effect.



Q12 · Your evidence

What would show that your own poem meets the target?

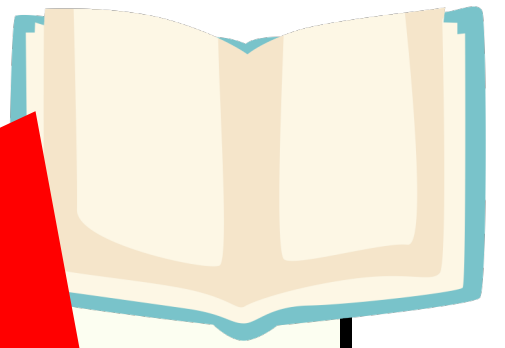
Name the poem and commentary evidence.



PREVIEW

AI2 · Your evidence

An original poem about a known place; two exact choices with effects;
one precise mentor-line comparison; and one explored revision.
Accept justified alternative interpretations.





Will do.
Keep linking exact words to
effect.

