

1. Context

Can you link context to a specific moment in a text and help you understand the writer's intentions at this point?

• **Author information:** What do they usually write about, what influenced them, what was their life experience?

• **Era:** When was it written? What did people at the time believe about the world that was different to today?

• **Historical Events:** Were there any big events that will have affected the characters in the story?

• **Location:** Where was the book written or set? How does this affect what we can expect from the characters in terms of how they act the way they do and why?

• **Genre** Are there any techniques that are used in the story that are common in this particular style of novel?

• **Audience** How would an audience in this time/location react differently to us?

2. Novel Scheme: Restart or The Boy Who Flew

Title: The Boy Who Flew

Author: Fleur Hitchcock

Written: 2019

Set: Victorian England, 1837-1901

Location: Bath, Southwest England. Known for: Roman-built baths, Georgian architecture

Genre: thriller, mystery

Themes: Friendship, bravery, injustice

Industrial Revolution: Period of rapid industrial growth and technological advancement.

Inventions: Steam engines, railways, factories, telegraph

Vehicles and transportation – people were interested in flying

Fear of science: many people were still very afraid of Science, going against God and teachings of the Bible.

Superstitions: Belief in witchcraft, spells, myths, folklore

Child Labour: Common practice in factories and mines

Title: Restart

Author: Gordon Korman

Written: 2017

Set: Modern day, American Middle School

The American School System:

Elementary School (equivalent to primary school)= Kindergarten (Year 1, age 5), then Grades 1-5 (Years 2-6, ages 6-11)

Middle School (equivalent to KS3) = Grades 6-8 (Years 7-9 ages 11-14)

High School (equivalent to KS4 and 5) = Grades 9-12 (Years 10-13, ages 14-18)

American Football:

Popular American sport, similar to rugby

11 players per side, played with an oval ball

Y shaped posts rather than the H shaped in rugby

Amnesia:

Memory loss, which can be temporary or permanent

Causes can include head and brain injuries, alcohol and drugs, or traumatic events.

3. Frankenstein

Title: Frankenstein

Author: Mary Shelley, play adaptation by Phillip Pullman

Novel written: 1818 **Play written:** 1990

Set: The Arctic circle, Frankenstein's room in Ingolstadt, Germany, Frankenstein's study in Geneva.

Misconception: many believe Frankenstein is the name given to the monster, but in fact, it is the name of the scientist.

Industrial Revolution: Period of rapid industrial growth, travel to other territories, scientific discovery and medicine

Fear of science: many people were still very afraid of science, going against God and teachings of the Bible.

Genre: Mary Shelley's *Frankenstein* is a Gothic novel

Gothic literature emerged in the late 18th century. It gets its name from its similarities to the **Gothic medieval cathedrals** covered with wild creatures — demons, angels, gargoyles, and monsters.

Stories are normally set in **gloomy** and **mysterious** surroundings, such as **crumbling castles, haunted houses or isolated landscapes**.

Gothic stories frequently explore **horror, the fantastic, and the "darker" supernatural forces**. Creatures such as **werewolves, vampires, ghosts and monsters often feature**.

It paints life as a mixture of **good and evil powers** that cannot be understood completely by human reason.

Stories often feature **scary science**. This is a reflection of the **conflict** between people's **religious beliefs** and the interest in **scientific discoveries** at the time.

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• **Context of the author**

Shakespeare - born in 1564 (the **Elizabethan** era named after Elizabeth I) in Stratford-Upon-Avon and died in 1616.

James I became king after Elizabeth – **Jacobean** period (Jacob is the Latin for James).

Shakespeare worked as playwright, poet and actor.

• **Location:** Where was the book written or set? How does this affect what we can expect from the characters in terms of how they act the way they do and why?

• **Genre** Are there any techniques that are used in the story that are common in this particular style of novel?

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Title: The Tempest

Author: William Shakespeare

Written: 1610 / 1611 The last play Shakespeare wrote!

Set: The play is set in Italy. During the Elizabethan and Jacobean era, Italy wasn't a unified country, but made up of lots of independent **city states**, each ruled by the rich because of trade. The Tempest involves two Italian city-states: **Milan & Naples**

Genre: Comedy

Themes: Magic, betrayal, forgiveness and prejudice. Before science and technology, there were strong beliefs in magic and the supernatural. King James I was particularly interested in the **supernatural**, particularly witches. He wrote 'Daemonologie' (the study of demons) in 1597 which explored the power of the supernatural

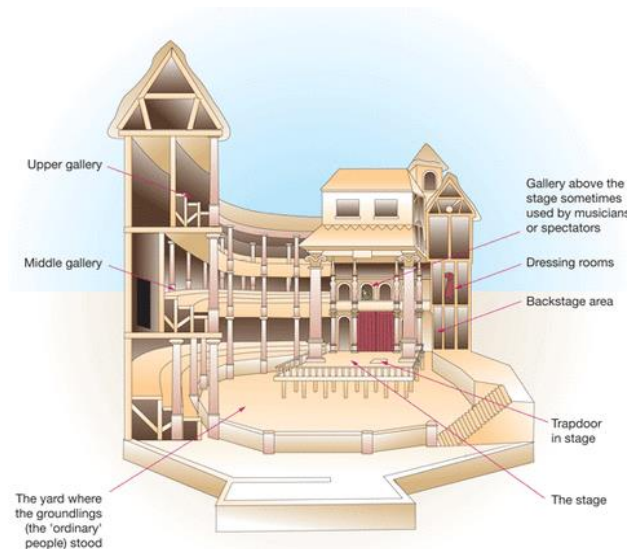
Dramatic unities: the play follows Aristotle's theory of dramatic unities. Aristotle was a Greek philosopher, and he established the conventions of **Unity of Place** – one setting, **Unity of Time** – action takes place over 24 hour time period, and **Unity Of Action** – that there should only be one main plot, and everything else revolves around it.

Sea exploration was booming in the Elizabethan era as people '**discovered**' new parts of the world. **Queen Elizabeth**, obsessed with sea explorers' discoveries, was happy to pay for their travels, mainly because she could **claim any new land discovered as England's**.

Colonialism describes European exploration at this time when **one country establishes itself in another and exploits it economically**. It also describes the often negative impact on the people native to those lands.

The Chamberlain's Men and The Globe theatre

The large, open-air theatre, accommodated all people: the poor only had standing tickets on the ground floor (known as the '**groundlings**'). The rich sat in higher-level, covered galleries comfy seats – away from the poor.



Archaic Language (definition)

Thou = You (subj)

Thee = You (obj)

Thy = Your

Thine = Your

Hath = Has

Hast = Have

Ere = Before

Alas = Oh no!

Hence = Away

Wherefore = Why

Doth = does

Shakespearean insults:

"A most notable coward, an infinite and endless liar, an hourly promise breaker, the owner of no one good quality."

All's Well That Ends Well (Act 3, Scene 6)

"The rankest compound of villainous smell that ever offended nostril"

The Merry Wives of Windsor (Act 3, Scene 5)

"The tartness of his face sours ripe grapes."

The Comedy of Errors (Act 5, Scene 4)

"You scullion! You rampallian! You fustilarian! I'll tickle your catastrophe!"

Henry IV Part 2 (Act 2, Scene 1)

1. Technical terms	English Year 7 Reading		4. Key vocab	5. Further reading
<ol style="list-style-type: none"> Theme: main idea or repeated idea. Analysis: a detailed examination of a piece of writing Focus: clear and sustained interest in the central idea or topic. Structure: how a piece of writing or a story is organised Inference: logical understanding or deductions made based on evidence. Empathy: understanding how a character feels. Narrator: the person telling the story. Act: the main sections of a play. Scene: the smaller sections of a play – similar to chapters in a novel. Stage directions: notes to the actor and director about how to move or speak. Monologue: a longer speech by a character to another character. Soliloquy: a longer speech by a character to themselves or the audience. Metaphor: describing something by saying it IS something else...but not literally. Simile: describing something using 'like' or 'as' to make a comparison. 	<h3>2. Super Spellings</h3>	<h3>3. Big questions</h3>	<p>These words may help you when writing about characters in the stories you will read this year.</p>	<p><i>His Dark Materials Trilogy</i> - Phillip Pullman <i>Wonder</i> - R J Palacio <i>Booked</i> - Kwame Alexander <i>Armistice Runner</i> - Tom Palmer <i>Kick</i> - Mitch Johnson <i>Boy 87</i> - Ele Fountain <i>The Bone Sparrow</i> - Zana Frallion <i>Long Way Down</i> - Jason Reynolds <i>Alone on a Wide Wide Sea</i> - Michael Morpurgo <i>Refugee Boy</i> - Benjamin Zephaniah <i>Diary of Anne Frank</i> - Anne Frank <i>Cogheart</i> - Peter Bunzl <i>Wildspark</i> - Vashti Hardy <i>Boy in the Tower</i> - Polly Ho Yen <i>Ghost</i> - Jason Reynolds <i>Holes</i> - Louis Sachar <i>All the things that could go wrong</i> - Stewart Foster <i>Malamander</i> - Thomas Taylor <i>Here Lies Arthur</i> - Phillip Reeve <i>Stormbreaker</i> - Anthony Horowitz <i>Boy at the back of the class</i> - Onjali Q'Rauf <i>Where the world ends</i> - Geraldine McCaughrean</p>
		<ol style="list-style-type: none"> Would I like to be friends with any of these characters? Why? How would I describe the main character? Do I dislike any characters? What is it about them that I don't like? Do I recognise any parts of myself in any of these characters? What do I predict will happen next? What does this character want to achieve? Was I satisfied with the ending? Why? Which character would I go on a camping trip with? If I could live in the setting of this text, would I? Why? If the main character was a colour, what colour would they be and why? If I could give advice to a character what would it be and why? If one of the main characters was an animal what would they be and why? 	<p>Courageous Aggressive Protective Heartbroken Vengeful Callous Focused Appreciative Observant Frustrated Mindful Defensive Superstitious Respectful Desiring respect Intrigued Fascinated Athletic Assertive Apprehensive Desperate Humorous Pleading Considerate Curious Ashamed Demanding Persuasive Determined Forceful Discouraged Relieved Impatient Captivated</p>	<h3>6. Personal response</h3> <p>The writer makes me feel... The writer makes me think... The writer makes me question... The writer helps me to picture... I predict that... When I first read ____, I thought..., but then... It strikes me as... when... I cannot help but wonder why... What frustrates me is.... I find it really... when... ...because...</p>

1. Short Stories and Novels

1. allusion
2. antagonist
3. character
4. climax
5. conflict
6. development
7. exposition
8. foreshadowing
9. first person
10. hook
11. implicit
12. irony
13. motif
14. narrator
15. pathetic fallacy
16. plot
17. prose
18. protagonist
19. resolution
20. second person
21. setting
22. tension
23. theme
24. third person



English Knowledge Organiser Glossary

2. Plays

1. act
2. audience
3. cast
4. comedy
5. dialogue
6. director
7. dramatic irony
8. monologue
9. playwright
10. protagonist
11. scene
12. script
13. situational irony
14. soliloquy
15. stage directions
16. staging
17. tragedy
18. romance



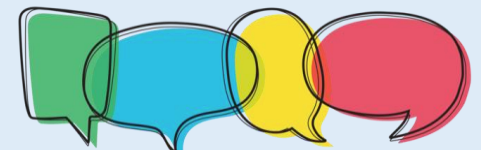
3. Poetry

1. anadiplosis
2. anaphora
3. caesura
4. dramatic monologue
5. end stop
6. enjambment
7. alliteration
8. free verse
9. half rhyme
10. metaphor
11. meter
12. ode
13. onomatopoeia
14. personification
15. rhyme
16. rhythm
17. rhyming couplets
18. sibilance
19. simile
20. sonnet
21. stanza
22. volta



4. Persuasive writing

1. alliteration
2. anecdote
3. pronouns
4. facts
5. opinions
6. rhetorical questions
7. repetition
8. exaggeration
9. emotive language
10. statistics
11. three
12. ethos
13. expert opinion
14. flattery
15. humour
16. imperatives
17. logos
18. pathos
19. sarcasm
20. rhetoric



English Year 7 Writing

2. SPAG: can you write your own examples?

1. A full stop is used to mark the end of a complete idea, with clear tense. E.g. He was running.
2. A comma is used to join a dependent clause to an independent clause. It should never be used to join two independent clauses together.
3. A semi-colon is used ... A colon is used ...
4. An exclamation mark...
5. Parenthesis is ...
6. A dash can be used ...
7. Inverted commas are used...
8. A new paragraph is needed when ...

3. Useful Sentence Starters

1. **Adverbials** E.g. Frantically, the...
2. **-ed words** E.g. Ragged, alerted
3. **-ing verbs** E.g. Staggering, slithering
4. **List of adjectives** E.g. Stagnant, murky, brown water
5. **Comparisons** E.g. Unlike the larger African elephant, the...
6. **A noun to start** E.g. Clouds parted gradually
7. **Simile start** E.g. Like a snake, the..
8. **Prepositions** E.g. Next to the waterfall...
9. **When...**
10. **As ...**
11. **Although ...**
12. **Whilst...**

4. Super Spellings

1. stagnant
2. picturesque
3. euphoric
4. cacophony
5. azure
6. serene
7. tumult
8. infuse
9. throng
10. bristled
11. undulating
12. disoriented
13. exhilarating
14. transfixed
15. equipment
16. atmospheric

5. Bringing your writing to life

1. **Sensory description**
What would you be able to hear? See? Feel? Smell? Taste?
2. **SHOW don't tell**
He was ~~bored~~ slumped in his chair, endlessly tapping his pencil.
3. **Vary your sentences for pace**
Short sentences slow the pace; long sentences increase the pace.
4. **Try figurative language**
Metaphor, simile, personification
5. **Use words with precise meaning**
~~Bad~~ Ugly Confusing Evil
Uninspiring
~~Went~~ Ran Slunk Ambled Crept

1. Key Terms: can you use these in your writing?

1. **Descriptive:** a piece of writing which describes a setting or situation in vivid detail.
2. **Genre:** different types of writing which share similar features.
3. **Atmosphere:** the tone or mood of a place or situation.
4. **Mood:** a state or quality of feeling at a particular time.
5. **Nuance:** subtle or slight difference.
6. **Perspective:** a way of looking at something, a viewpoint.
7. **Sensory:** descriptions which relate to the five senses.
8. **Figurative language:** Using a word or phrase outside of its every day meaning – usually to describe or compare something (e.g. similes, metaphors, personification).
9. **Metaphor:** directly refers to one thing by describing something else.
10. **Simile:** describes something by comparing it to another.
11. **Personification:** gives human qualities to something non-human.

6. Persuasive Writing Techniques

- Alliteration:** Repeating the same sound at the beginning of a sequence of words
- Anecdote:** Giving an example/short story related to the topic.
- Pronoun:** Using words that refer to people – you, I, they, us, we
- Facts:** Using true statements to be informative.
- Opinions:** stating an opinion as a fact
- Rhetorical Question:** Questions which cause the reader to think –they do not need an answer.
- Repetition:** Repeating the same word or phrase for emphasis.
- Emotive language:** using words that create an emotional response in the reader.
- Exaggeration:** to make something seem better or worse than it really is
- Statistics:** Using percentages, numbers to sound informative.
- Threes:** Using three different words/phrases together to describe something.
- Expert opinion/quotes:**
- Flattery:** Writing positively about the reader.

7. Mood words. Can you write a paragraph to demonstrate each one?

- | | |
|------------------|--------------------|
| 1. Calm | 11. Disorientating |
| 2. Anticipatory | 12. Frenzied |
| 3. Nervous | 13. Tense |
| 4. Exhilarating | 14. Idyllic |
| 5. Gentle | 15. Playful |
| 6. Awe-inspiring | 16. Dignified |
| 7. Chaotic | 17. Sombre |
| 8. Sinister | 18. Energetic |
| 9. Foreboding | 19. Frenetic |
| 10. Morose | 20. Aggressive |