

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?

**Title:** *The Giver*

**Author:** Lois Lowry

**Published:** 1993

**Background:** Lois Lowry is an **American** author born on March 20, 1937, in Honolulu, Hawaii. She has written over 45 books for children and young adults.

**Era:** In 1993, there was a lot of public discussion and focus on 'political correctness', which is echoed in some of the society that Lowry portrays. One key debate was **the value of celebrating differences between people versus the value of making everyone in a society feel that they belong**. It explores the issues of difference – do we ignore significant differences because we do not want to be seen to be prejudiced or discriminatory, or do we celebrate diversity? Lowry would argue that tolerance is essential but not at the cost of true diversity.

**Key Information:** Lowry's writing often explores complex themes such as freedom, individuality, and society.

**Setting:** The story is set in a futuristic society where emotions and memories are suppressed to maintain order.

**Themes:** freedom vs. control, individuality, conformity, community, family

**Definitions**

**Dystopia:** A dystopia is an imagined society in which there is great suffering or injustice.

**Key Features:** Oppressive, controlling or non-existent government, lack of freedom, controlled information. Either there is a huge income gap between the poor and the rich, or everyone faces extreme poverty.

Propaganda put forth by the government or ruling class takes control of human minds.

**Utopia:** Perfect, or near perfect, information, independent thought, and freedom are promoted. A figurehead or concept brings the citizens of the society together, but not treated as singular. Citizens are truly free to think independently. Citizens have no fear of the outside world. Citizens live in a harmonious state.

• **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?

**Title:** **War Poetry – a collection of poems from different times**

The war poets often expressed the harsh realities and emotions of war through their poetry. Many war poets, including Sassoon and Owen, directly experienced the horrors of World War I. War poetry often serves as a **powerful reminder of the human cost of conflict and the importance of peace.**

**John Scott of Amwell – *The Drum* – 1731-1783**

**Alfred Lord Tennyson - *The Charge of the Light Brigade***

Born: **1809** British poet Laureate during the Crimean War.

The **Charge of the Light Brigade** was a military action during the Crimean War. On October 25, 1854, British light cavalry, led by Lord Cardigan, launched a frontal assault against a well-prepared Russian artillery battery. Unfortunately, the order was misunderstood, and the cavalry charged into a "Valley of Death," resulting in heavy losses.

**Wilfred Owen – *Exposure, Anthem for Doomed Youth***

Born: 1893. British soldier and poet in World War I. Owen's poetry vividly portrays the horrors of trench warfare.

**Anthem for Doomed Youth:** Explores the impact of war on young soldiers and their families during World War I.

**Siegfried Sassoon – *The Conscript***

Born: 1886. British soldier who fought in World War I. Known for his anti-war stance and critiques of military leadership.

**World War I:** A major conflict from 1914 to 1918, involving many countries, including Britain, France, Germany, and others.

**Goran Simic *The Sorrow of Sarajevo***

Born: 1952. Bosnian poet who wrote about the Sarajevo Conflict. The poem captures the tragedy and aftermath of the Sarajevo Conflict in the 1990s. **Sarajevo Conflict:** A more recent conflict in the 1990s, centered around the city of Sarajevo in Bosnia and Herzegovina.

**Key Themes in War Poetry:**

**Horror of War:** Descriptions of the brutality and suffering experienced by soldiers.

**Loss and Grief:** Emotions surrounding the death of comrades and the impact on families.

**Critique of War:** Questioning the reasons for conflict and the effects on society

# 1. Context

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

## • 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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# 2. Shakespeare's plays: Romeo and Juliet

## Title: *Romeo and Juliet*

### Author: William Shakespeare

William Shakespeare was born in the **Elizabethan** era (named after Elizabeth I) in 1564 in Stratford-Upon-Avon, Warwickshire.

After Elizabeth I died, James I became king. This period of history is called the **Jacobean** era, because Jacob is the Latin for James. Shakespeare lived and worked as a playwright, poet and actor in both eras until his death in 1616.

Shakespeare's **tragedy**, *Romeo and Juliet*, was written relatively early in his career. He borrowed heavily from two texts: *The Tragical History of Romeo and Juliet* (1562) and *Palace of Pleasure* (1567).

During the Elizabethan era, society across Europe was deeply **religious** (predominantly Catholic or Protestant). The heavy religious presence is evident across several parts of *Romeo and Juliet*.

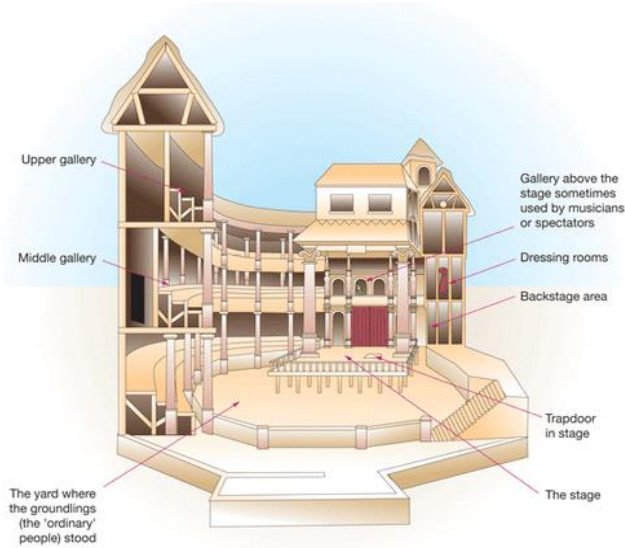
*Romeo and Juliet* is set in Verona, Italy. Verona was an Italian city-state during the Elizabethan era. **A city-state** is an area that is ruled by a major city. Italy wasn't one unified country, but a number of small independent city-states.

During the Elizabethan and Jacobean era, society in England, and across Europe, was **patriarchal** – women were considered inferior to men. Women belonged to their fathers (or brothers if their father had died) and then their husbands. Women were not permitted to own land or enter most professions. They were instead expected to bear children, be gentle and womanly.

Many Elizabethans believed God decided your fate, and that astrology could help you identify your course in life. They believed that your life was mapped out for you, or 'written in the stars'.

## 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. Key Terms

- 1. Protagonist:** central character or hero who moves the story forward.
- 2. Genre:** different types of writing which share similar features.
- 3. Culture:** the customs, behaviours, celebrations and social institutions of a group of people.
- 4. Audience:** the person or people who will be listening to or reading your text.
- 5. Purpose:** the reason you are doing something.
- 6. Intent:** what you are trying to achieve
- 7. Reveals:** gives new information.
- 8. Demonstrates:** gives an example of something that has already been mentioned.
- 9. Implies:** suggests something – hints at something.
- 10. Evokes a feeling of:** creates a feeling.
- 11. Suggests:** an idea is put forward.
- 12. Monologue:** a longer speech by a character to another character.
- 13. Soliloquy:** a longer speech by a character to themselves or the audience.
- 14. Cyclical:** happens in circles, reoccurs.

## English Year 8 Reading

### 2. Response to reading

At this point in the play/story, I felt...  
I was forced to consider...  
Clearly, the writer wants us to think about...  
My initial prediction was that...  
As the play/story progressed, I began to question...  
Notably, when the character..., I....  
I question the meaning behind the words " \_\_\_\_\_ " as they could imply...  
...**because**...

### 5. Super Spellings

1. Interpretation
2. Significant
3. Circumstances
4. Ultimately
5. Ambiguous
6. Alternative
7. Implicit
8. Consistent
9. Integral
10. Exploitation
11. Manipulation
12. Implications
13. Community
14. Enhanced
15. Resolution
16. Temporary

## 3. Big questions

1. What questions did the opening make me want to find the answer to?
2. Do I like the main character? Why?
3. What does the writer want us to think about the main character?
4. Do any of the characters have a particular weakness or challenge to overcome? How do they do it?
5. Which character would be the best leader in a zombie apocalypse?
6. Which character would you want to be quarantined with?
7. If you could get transported into this story, would you? Why?
8. Which character would you let walk your dog? Why?

### 6. Structuring your essay

#### Introduction

What is the novel/poem about? ' \_\_\_\_\_ ' by \_\_\_\_\_ is about...

What does the writer want you to think about?

#### Analysing the text

Chose moments from the text that you think are important to answer the question.

\_\_\_\_\_ is presented as \_\_\_\_\_ when ' \_\_\_\_\_ ' which suggest \_\_\_\_\_. The word ' \_\_\_\_\_ ' suggests \_\_\_\_\_. This makes me....

Can you choose moments from the beginning, middle and end of the text?

#### Conclusion

**What are your overall thoughts? How successful was the writer?**

Overall I feel....

I think the \_\_\_\_\_ wanted us to....

## 4. Further reading

*The Boy in the striped Pyjamas* - John Boyne  
*Scythe Trilogy* - Neal Schusterman  
*The Poet X* - Elizabeth Acevedo  
*The Lie Tree* - Frances Hardinge  
*Hunger Games Trilogy* - Suzanne Collins  
*The Red Ribbon* - Lucy Adlington  
*Mortal Engines* - Phillip Reeve  
*The Enemy Series* - Charlie Higson  
*Bone Talk* - Candy Gourlay  
*The Graveyard Book* - Neil Gaiman  
*Things a bright girl can do* - Sally Nicholls  
*Chronicles of Narnia series* - CS Lewis  
*The Divergent Series* - Veronica Roth  
*Chaos Walking Series* - Patrick Ness  
*Percy Jackson Series* - Rick Riordan  
*The Smell of Other People's Houses* - Bonnie-Sue Hitchcock  
*School of Good and Evil series* - Soman Chainani  
*House with the Chicken Legs* - Sophie Anderson

# 1. Key Terms

- Etymology:** the study of the history of words.
- Register:** how formal the language used is e.g. formal, neutral, informal.
- Innovation:** bringing about a new idea, method, product, process.
- Target audience:** The specific group of people that something is aimed at.
- Protagonist:** The main character in a plot.
- Antagonist:** Someone who opposes or is hostile towards the main character.
- Figurative Language:** Using a word or phrase outside of its every day meaning – usually to describe or compare something (e.g. similes, metaphors, personification).
- Genre:** different types of writing which share similar features.
- Nuance:** subtle or slight difference.
- Perspective:** a way of looking at something, a viewpoint.
- Sensory:** descriptions which relate to the five senses.
- Rhetoric:** persuasive language and style.

# English Year 8 Writing

## 2. Useful Sentence Starters

- Adverbials.** E.g. Forcefully, the...
- ed words.** E.g. Focused, challenged
- ing verbs.** E.g. Vaulting, sprinting...
- Simile starts.** e.g. Like an uncoiled spring, the ...
- Prepositions.** E.g. Above the door...
- List of adjectives.** E.g. Strong, powerful, majestic...
- Comparisons.** E.g. Unlike the armoured opponent, the...
- A noun to start.** e.g. Quests are often...
- When...**
- As ...**
- Although ...**

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

- |                 |                   |
|-----------------|-------------------|
| 1. Intriguing   | 11. Mysterious    |
| 2. Anticipatory | 12. Whimsical     |
| 3. Tense        | 13. Awe-inspiring |
| 4. Exhilarating | 14. Idyllic       |
| 5. Frantic      | 15. Playful       |
| 6. Exhilarating | 16. Hopeful       |
| 7. Chaotic      | 17. Sombre        |
| 8. Suspicious   | 18. Energetic     |
| 9. Foreboding   | 19. Dreamy        |
| 10. Ominous     | 20. Aggressive    |

## 3. Ways to make your writing more persuasive and engaging

**Anecdote** E.g. *That reminds me of a time when I...*

**Alliteration** E.g. *Powerful, prancing penguins.*

**Pronouns** E.g. *I, you, he, she, we*

**Facts** E.g. *Completing puzzles helps your memory.*

**Opinions** E.g. *Xbox is the best games console.*

**Rhetorical Questions** E.g. *How would you feel if...?*

**Repetition** E.g. *Monopoly is fun, fun fun!*

**Emotive Language** e.g. *I was isolated and alone.*

**Exaggeration** e.g. *Gaming is taking over the world.*

**Statistics** e.g. *89% of people have played a computer game.*

**Threes** e.g. *Playing games is exciting, challenging and rewarding.*

**Vary** sentences for pace  
**Sensory** language

## 6. Super Spellings

- |                  |                  |
|------------------|------------------|
| 1. Virtually     | 11. Energy       |
| 2. Persistent    | 12. Victorious   |
| 3. Sinister      | 13. Promote      |
| 4. Dominant      | 14. Succeed      |
| 5. Participation | 15. Effervescent |
| 6. Aspiration    | 16. Illuminating |
| 7. Valiantly     | 17. Consequences |
| 8. Eliminate     | 18. Strategy     |
| 9. Response      | 19. Innovation   |
| 10. Generated    | 20. Enterprising |

## 4. PALL: planning for non-fiction writing

**Example: Speech: Call To Action or Enterprise project**

**Purpose:** To persuade the audience to invest in your product.

**Audience:** A panel of industry experts looking to invest in a new product

**Language:** Persuasive, informative and engaging.

**Layout** – 6 paragraphs including:

*Introduction*

*Unique selling point?*

*Packaging?*

*How it appeals to the target audience?*

*How it fills a gap in the market?*

*Advert*

*Conclusion*

**What is the PALL for your writing?**

## 7. SPaG: complete these

Apostrophes are used for...

Ellipsis is used to...

An exclamation mark shows ...

Commas are used to...

Brackets can...

A semi colon is used to...

## 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

