

English Knowledge Organiser: Paper 1 - Reading



Box 1: The questions		Box 2: Impression phrases	Box 3 : Vocabulary and synonyms
Question + skill	Success criteria/strategy	READING FOR MEANING	
Q1 List four things... (4 marks) 4 minutes AO1 – Selecting information.	1.Highlight the focus of the question. 2.Draw a box around the lines specified in the question. 3.Highlight at least 4 things in response to the question. 4. Write one point per line starting with: The, It, He, She.	You should spend at least 10 minutes reading and annotating the source before you start answering the questions. Ask yourself: 1. What is happening? 2. What do I learn about the characters? 3. What do I learn about the setting? 4. What is the mood/tone? 5. How does the writer want me to feel?	1. Empathy/Empathise The reader is able to empathise with the character because... 2. Sympathy/sympathise The reader feels intense sympathy for the character because.. 3. Tense/Tension The increasing tension creates a palpable sense of anticipation. 4. Hostile/Hostility The hostility of the setting creates a sense of uneasiness. 5. Frustrated/Frustration The character’s frustration is clear when.. 6. Confusion/confused The character’s confusion and uncertainty is amplified by.. 7. Regret/regretful The character seems to regret their actions because.. 8. Mysterious/mystery An air of mystery surrounds... 9. Oppressive/Oppression A sense of oppression runs through the text due to... 10. Awe/Awe-inspiring The writer describes the awe-inspiring beauty of the setting. 11. Disgust/disgusted The character appears disgusted by...
Q2: AO2 Analysing language (8marks) 8-10 minutes What is the real meaning/purpose of this section? How do the writer’s language choices/methods illustrate or reinforce this idea?	1.Highlight the focus of the question 2.Try to think of two ways of describing how the focus of the question is presented. 3.Highlight adjectives, verbs, adverbs and imagery that link to the question. 4.Look for patterns and choose the 3 most powerful ideas. 5.Use the sentence structures you have memorised to write up your answer.	1. Overall, the writer creates the sense that...[question focus]isyet also.... 2. Here, the author employs the [word/phrase/technique] ‘ _____ ’ to suggest/imply/reinforce.... 3. The skilful use of the [technique] “...” [creates a sense of/emphasises] _____ because... 4. By using the [word/phrase/technique] “...” which means..., the author is implying/hinting at/ indicating...	1. Empathy: reader can identify with the character and understands their situation. <i>Understand, share the experience</i> 2. Sympathy: reader feels sorry for a character. <i>Pathos, compassion</i> 3. Tension: <i>Anticipation, uneasiness, discomfort, nervous, anxious, uneasy</i> 4. Hostility: <i>aggressive/unpleasantness</i> 5. Frustrated /Frustration <i>Angry, exasperated, troubled</i> 6. Confusion/confused <i>Perplexed, doubtful, uncertain,</i> 7. Regret/ regretful <i>Sentimental, nostalgic, wistful, remorseful</i> 8. Mysterious/ mystery <i>Enigmatic, inexplicable</i> 9. Oppressive/ Oppression <i>Claustrophobic, stifling, restricting, trapped</i> 10. Awe/Awe-inspiring <i>Amazing, astonishing, incredible, 11.</i> 11. Disgust/disgusting <i>Repulsive , abhorrent, revolting,</i>
Q3: AO2 Analysing structure (8marks) 8 -10 minutes What happens in the text? What changes occur during the extract (focus on people and perspectives)? What feelings are the readers supposed to feel during the extract?	1. Highlight the focus of the question 2. Read the summary box and identify where in the whole text the extract comes from. 3. Read the extract, looking for structural choices the writer has made: Narrator, Setting, Character, Description, Dialogue, Pace and focus shifts. 4. Consider the effects of these choices. 5. Use the sentence structures you have memorised to write up your answer.	1. Overall, the writer structures the whole extract to make the reader [feel/think]... To begin with, the extract focuses on...The writer focuses the reader’s attention on this because... Next, the extract...The writer focuses the reader’s attention on this because... Then, ... The writer focuses the reader’s attention on this because... Finally, the extract ends with... The writer focuses the reader’s attention on this because	
Q4: AO4 Evaluating a text (20 marks) 25 minutes What are your impressions of the text? How has the writer created these impressions? What are the writer’s intentions?	1.Highlight the focus of the question. Draw a box around the lines stated in the question. Decide on your impression. 2. Highlight writers’ methods support your opinion . 3. Choose a minimum of 3 supported reasons to develop as paragraphs. 4. Start with a clear topic sentence incorporating the question focus and STATING YOUR OPINION. 5. Write up your answer using the sentence structures you have memorised and always linking back to the focus of the question.	1. The writer creates the impression that...Moreover,... 1. Here, the author uses the [word/phrase/technique] ‘ _____ ’ to suggest/imply/reinforce.... 2. The skilful use of the [technique] “...” [creates a sense of/emphasises] _____ because... 3. By using the [word/phrase/technique] “...” which means..., the author is implying/hinting at/ indicating... 1. This [word/phrase/metaphor/verb] is a good choice to...because it can be associated with 2. The writer has selected this [word/phrase/metaphor/verb] because... Evaluative words and phrases Effective/Successful/Clear/Skilful/Convincing. Engaging /Thought-provoking/ Conveys/ Suggests/ Emphasises/ Demonstrates/ Illustrates/ Allows the reader/audience to understand...	Box 4: Language key words <i>Verb: action word</i> <i>Adjective: modifies a noun</i> <i>Adverb: modifies a verb</i> <i>Simile: compares using like/as</i> <i>Metaphor: figurative comparison</i> <i>Declarative: statement of fact</i> <i>Imperative: command</i> <i>Exclamatory: expresses strong emotion</i>
			Box 5: Structure key words <i>Flashback – shift to the past</i> <i>Recurring motif - Repeated idea</i> <i>1st person – narrator says “I”</i> <i>3rd person –narrator says “He/They”</i> <i>Focus shift – change of topic</i> <i>Climax – most exciting part of text</i> <i>Dialogue- speech</i> <i>Pace – how fast/slowly things happen</i> <i>Withheld information – secrets and surprises in the text</i>

English Knowledge Organiser: Paper 1 - Writing



Box 1: The questions		PLANNING FOR IMPACT
Question + skill	Success criteria/strategy	
<p>Q5 Narrative writing: write a story (40 marks) 45minutes AO5– Communicate clearly and effectively organise ideas AO6 – use a range of sentence structures and vocabulary with accurate spelling and punctuation.</p>	<ol style="list-style-type: none"> 1. Plan your ideas thoroughly 2. Structure your narrative carefully – consider flashbacks or starting at the climax 3. Avoid too much dialogue 4. Stick to things you know and keep the timeline manageable: remember to describe in detail 5. Consider an unusual perspective 6. Give yourself 5 minutes at the end to proofread and edit your work. 	<ol style="list-style-type: none"> 1. Who are my characters? What are they like? 2. What mood/feelings am I going to create? 3. What is the setting? 4. What is the key event? 5. What perspective will I write from? 6. What information could I withhold to maintain the reader's interest?
<p>Q5 Descriptive writing AO5– Communicate clearly and effectively organise ideas AO6 – use a range of sentence structures and vocabulary with accurate spelling and punctuation.</p>		<ol style="list-style-type: none"> 1. What can you see, touch, taste, smell hear? 2. What mood do you want to create? 3. What details are you going to zoom in on? 4. How does each paragraph link together?

Box 4: Punctuation rules
<p>COMMAS:</p> <ol style="list-style-type: none"> 1. Commas are used to separate three or more words, phrases, or clauses in a list. EXAMPLE: Practice will be held before school, in the afternoon and at night. 2. Commas are used after an introductory subordinate clause (a group of words before the subject of a sentence that do not form a complete sentence). EXAMPLE: If your friends enjoy Chinese food, they will love this restaurant. <p>Commas are used to set off introductory words, introductory adverbial, participial, or infinitive phrases and longer introductory prepositional phrases. EXAMPLE: Incidentally, I was not late this morning. (word) Hoping for a bigger fish, Rob spent three more hours fishing. (phrase)</p> <p>END OF SENTENCE PUNCTUATION:</p> <ol style="list-style-type: none"> 1. A statement (or declarative sentence) is followed by a full stop. EXAMPLE: Bradford is the home of Dixons Kings Academy. 2. A direct question (or interrogative sentence) is followed by a question mark. EXAMPLE: When did Joe buy a red shirt? 3. Do not use a question mark after a declarative sentence that contains an indirect question. EXAMPLE: Marie wants to know when Joe bought a red shirt. 4. An exclamatory sentence is followed by an exclamation mark. EXAMPLE: What a great movie! <p>SEMI-COLONS:</p> <ol style="list-style-type: none"> 1. Semicolons are used to separate clauses or phrases that are related and that receive equal emphasis. 2. Semicolons join independent clauses in a compound sentence if no coordinating conjunction is used. EXAMPLE: Michael seemed preoccupied; he answered our questions abruptly. The emergency room was crowded; however, Warren was helped immediately. 3. Semicolons help avoid confusion in lists where there are already commas. EXAMPLE: We travelled to London, England; Paris, France; Berlin, Germany and Sofia, Bulgaria

Box 2: High-frequency spellings	Box 3: Confused words
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<p>Accommodation Audible Actually Beginning Believe Although Conscience Imaginary Height Disappear Embarrass Business Jealous Environment Lonely Preparation Murmur</p>

<p>Its vs. It's Its (possessive pronoun) - of, belonging to, made by, or done by it eg. The dog will only eat its food when I am also eating. It's (contraction) of it + is It's a very strange dog.</p> <p>Their vs. There vs. They're <u>Their</u> (adjective) - of, belonging to, made by, or done by them eg. They were proud of their work. <u>There</u> (noun) - that place or point eg. Just put it over there. <u>They're</u> (contraction) of they + are eg. They're going out to dinner tonight.</p> <p>Your vs. You're <u>Your</u> (adjective) - belonging to you eg. Is this your dog? <u>You're</u> (contraction) - you are eg. You're a great mother!</p>
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<p>DASHES:</p> <ol style="list-style-type: none"> 1. In the middle of a sentence, a dash can put special emphasis on a group of words or make them stand out from the rest of the sentence. The student council's ideas for the school – longer holidays, shorter lessons and less homework – were rejected by the Principal. 2. The dash can also be used to attach material to the end of a sentence when there is a clear break in the continuity of the sentence or when an explanation is being introduced. EXAMPLE: It was a close call—the sudden gust of wind pushed the helicopter to within inches of the power line. <p>APOSTROPHES</p> <ol style="list-style-type: none"> 1. Apostrophes are used to show possession or to indicate where a letter has been omitted to form a Contraction 2. To show possession, add an apostrophe and an -s (unless the word already ends in -s) EXAMPLE: Susan's watch, anyone's problem EXAMPLE: the men's department, my children's toys EXAMPLE: my parents' car, the musicians' instruments 3. Apostrophes are also used in contractions, two words which have been combined into one, to mark where the missing letter or letters would be. EXAMPLE: I am= I'm I have = I've Do not = Don't
