# Language Paper 1 – Knowledge Organiser

## Section A - Reading

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| 15 Mins | As you read the extract, underline and annotate any words or phrases that spark an idea<br>• What is the writer writing about?<br>• How has the writer presented their ideas?<br>• Why has the writer explored this in the text?<br>•Ensure that you have come up with 10-15 words when you do this. |
| Q 1 – 5 mins | **Example Question:  List four things from this part of the text about the coach and the horses  [4 marks]**<br><br>• This will always focus on a small section of the text.<br>• Identify four things you can list.<br>• Look for the literal (what it literally says). Be careful not to be tricked! |
| Q2 – 10 mins | **Example Question: How does the writer use language to describe the storm [8 marks]**<br><br>• This question wants you to analyse LANGUAGE.<br>•This question will ask you to analyse specific lines.<br>• Analyse WHAT, HOW, WHY.<br>• Link directly back to focus on the question.<br>• Try and think what big idea is the writer exploring so you can start with an overview. |
| Q3 – 10 mins | **Example Question: How is the text structured to interest you as a reader? [8 marks]**<br><br>• This question wants you to analyse STRUCTURE.<br>• This will be analysing the  whole text.<br>•Analyse how the writer has structured the text – beginning, middle and end.<br>• Use the 3ws – WHAT is it, WHERE is it and WHY is it there.<br>• Analyse any other structural features. |

## Q4 – 20 mins

**Example Question: A reader said: 'This part of the story, where Alice decided to continue digging for the object is very mysterious'  To what extent do you agree?   [20 marks]**

•Focused on a section of the text and it is asking you to evaluate
•Decide whether you agree, partially agree or disagree with the statement – you can focus on part of it.
•Come up with 3-4 big ideas –WHAT, and focus on HOW and WHY to support your opinion.

## Section B – Writing – 45 mins

**Example Question: Write a story about time travel as suggested by the picture OR Describe life as you imagine it in 200 years' time.**

• Ensure you spend 5-10 minutes  creating a really clear plan.
• You should have a clear narrative voice and mood throughout.
• If you use the picture, use it as a springboard for bigger ideas that link to what you see.
• Use techniques and imagery delicately so that you achieve a specific effect.
• Make sure that your writing is creative and controlled – around 2 to 2.5 pages.
• Your writing should be well structured and your ideas connected together.
• You should use a range of sentence structures to add to the mood/effect you are trying to achieve.
• You should use a range of vocabulary.
• Leave time at the end to proof reading and check your work, particularly your SPAG – remember editing is key.

## Structure Strip – Sentence Stems

**Q1.** List **four** details.

**Q2. LANGUAGE FOCUS**
• *The author's employment of [method] in: "XXXXXXX" cleverly conveys an impression to the reader that … …*
• *The use of [method] by the author in: "XXXXXXXX" subtly evokes an idea to the reader that … …*
• Write using the **What/How/Why** method of analysis; **Methods** – *Words/phrases; metaphor; symbolism; simile; verbs; adjectives and sentence forms*

**Q3: STRUCTURE FOCUS**
• The author first focuses the reader's attention on … …
• The *focus then shifts* … …
• The *narrative focus narrows* (or *widens*) on … … …
• *Dialogue* is used to … (advance the plot? Revelatory detail?)
• The *climax* of the *episode* is … … …
**Structure** - Beginning, Middle, End, Shifts, Patterns Flashbacks/forwards; interior monologue; tension escalates …

**Q4: EVALUATE METHODS**
• The author uses a variety of methods to **[link to focus of the question]**
• *Use evaluative adverbs* when explaining effects of methods: *skilfully; cleverly; subtly; powerfully; deliberately; effectively*.
• Write using the **What/How/Why** method of analysis; **Methods** – *Words/phrases; metaphor; symbolism; simile; verbs; adjectives and sentence forms*

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## Key Images - Skills

**Q1 – Listing**

**Q2 - Language Analysis**

**Q3 – Structural Analysis**

**Q4 – Evaluation**

**Q5 – Creative Writing**

## Key Vocabulary and Subject Terminology

**Evaluate -** To judge or assess what your opinion is based on the evidence.

**Narrative Voice -** The perspective a story is told from.

**Describe –** to say or write what someone or something is like.

**Connotations –** a feeling or idea that is suggested by a particular word or phrase.

**Protagonist –** one of the main characters in a story or a play.

**Concrete Noun –** A noun (person , class of people, place, thing or name) that can be identified through one of the senses (touch, taste, smell, hearing and sight).

**Abstract Noun –** A noun that you cannot perceive through one of the five sense. Things like ideas, states of mind and emotions are examples of abstract nouns.

**Symbolism -** the use of symbols to represent/mean an idea.

**Mood –** the emotional features of the text or the way the writer intends you to feel

**Oxymoron –** two words used together that have, or seem to have, opposite meanings.

**Hyperbole -** a way of speaking or writing that makes someone or something sound bigger, better, more, etc, than they are (exaggeration).

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**Anaphora –** a repetition of sentence openers or a repetition of the beginning of successive clauses (parts of the sentence separated by commas).

**Epiphora/Epistrophe –** the repetition of a word or phrasing at the end of successive clauses or sentences.

**Metaphor –** this describes a person or object by linking it to something that is thought to have similar qualities to that person or object.

**Extended Metaphor –** a metaphor that is repeated across the text.

**Imperative verb –** a type of verb that is used to give orders.

**Motif –** is a repeated theme, image, idea or character in a text because it stands for/symbolises something.

**Personification –** giving a human quality or feature to something which not human.

**Simile –** where you compare one thing with another, always including the words 'as' or 'like'.

**Semantic Field –** are a group of words which are linked to one another because they have similar meanings or similar themes/abstracts.

**Juxtaposition –** putting things close together to create a contrasting effect ) showing their differences.

**Chronological –** following the order in which a series of events happened.

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**Foreshadowing -** Warning or hint towards a future event

**Cyclical –** The text has a circular pattern (there are connections between the beginning and the end)

**Tension -** a feeling of nervousness before an important or difficult event.

**Shift –** to move or change from one focus in the text to another.

**Interior monologue –** is where the text describes the thoughts passing through the minds of the characters.

**Climax –** the most important or exciting point in story or situation, especially when this happens near the end.

**Exposition –** are the passages/part of the text, which explains where events take place, what happened before the story begins and the background or the characters.

**Cliffhanger –** a story that is exciting because its ending is uncertain.

## Evaluative Verbs

**Reflects–** shows a similar idea/theme.

**Indicates –** shows or points to something in a clear way.

**Emphasises –** draws attention to something.

**Connotes –** creates a deeper metaphorical or symbolic meaning.