

1

ENGLISH: YEAR 7- End of Year Exam- Explorations in Reading and Creative Writing.

THE BASICS:

Read the text – 5 mins

Section A

Q1 – How does the writer use language to...

Q2 – How does the writer use language to...

Q3 – How does the writer shape and influence the thought of the reader...

Q4 – The opening: Select the correct structural feature

Q4b – Explain how structural features keep reader engaged?

Q5 – The middle: Select the correct structural feature

Q5b – Explain how structural features keep reader engaged?

Q6- The end: How does the writer choose to end the story and why?

Q6b: [statement] To what extent do you agree?

Section B

Q5: Write a continuation of the story showing an understanding of what you have read. Stay true to the form and style of the original story and ensure a logical sequence (45 mins including planning time.)

2

Section A:

Question 1

Question stem: Write down four things you learn...

1. Read the question and highlight the key words, including the lines it asks you to focus on.
2. Draw a box around the lines you need to focus on in the insert.
3. Write in full sentences.
4. One point per line.
5. Keep it simple i.e. explicit inferences.

3

Question 2-3

Question stem: How does the writer use language to...

1. Read the question and highlight the key words to ensure you understand what the focus of your answer will be.
2. Re-read the section of text the question asks you to focus on.
3. Highlight key quotations which will help you answer the focus of the question. Consider the use of different language devices.



Spotting the device is not the important part: it's being able to say **why** it is used and **what its impact** is upon the reader.

5

Question 6

Question stem: '[statement about the text]' To what extent do you agree?

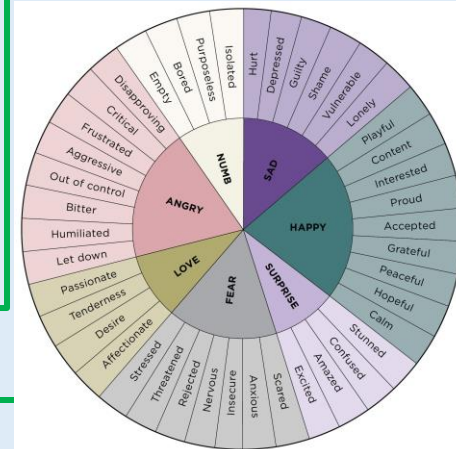
1. Read the question and highlight the key words, including the section of the text if specified. Think carefully about how far you agree with the statement.
2. Draw a box around the section of the text specified.
3. Read through and highlight words/phrases/language devices you will use to argue FOR, and maybe against the statement.

4

Question 4-5

Question stem: How has the writer structured the text to interest you as a reader? (What goes where and why?)

1. Read the question and highlight the key words. This question is about how the text is put together and organised, rather than the language devices used.
2. Annotate where you see evidence of the following structural features:
 - * Dialogue
 - * Setting
 - * Shift in focus
 - * Time
3. Skim through the whole source again. Highlight and label where you see different features particularly focus on how the opening and ending are effective.



ENGLISH: YEAR 7- End of Year Exam- Explorations in Reading and Creative Writing.

6.

Write a continuation of the story. Planning (THIS IS REALLY IMPORTANT!) 1. Decide which elements of the original story you will include. 2. Plan using the structures below. 3. Write your story. **REMEMBER:** If you do not show your teacher you can do use a certain skill (e.g. use capital letters/ adventurous vocabulary/ paragraphs/ varied punctuation etc.) They are left to simply assume you can't. You do not have hours and hours, so quality is preferred over quantity.

-V.S.S The VERY SHORT SENTENCE

Deliberate use of a sentence consisting of no more than 5-6 words in total. Must be for effect and every word must count.

- Out went all light.
- Call me Ishmael.

Prepositional openers – used to show the relationship between the noun and other words in a sentence

- In a flurry ...
- Off in the distance ...
- Throughout ...
- Since last year ...

-ing or -ed openers. Use of a verb in its present or past form

- Frightened, the child backed away ...
- Singing softly, mum soothed my brother ...
- Having far to much fun, they decided to stay another hour ...

7.

How do I open a sentence without using an article or pronoun?

Transitional openers – to begin sentences with interruptions or to change the direction of your story / argument

- Pop! He sent small smoke-rings in to the air.
- Moreover, they did not realise there would be no phone signal here.

Clausal openers- use any of the clausal words to start a sentence (when, where, while, as, since although, if)

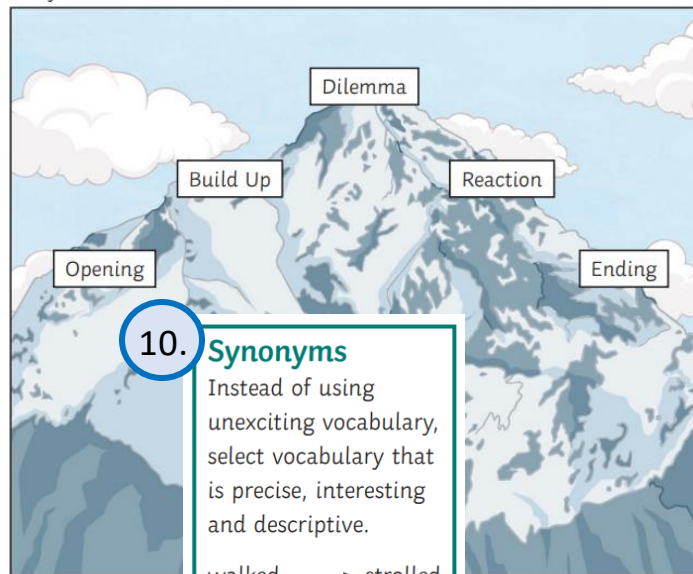
- When she demanded it back, Toby confessed that he had...
- If he had got here sooner, we wouldn't have had to queue

Adverb openers – a word or phrase that modifies the meaning of an adjective or other adverb expressing manner, place, time or degree

- Tentatively
- Confidently
- Slowly

9.

Story Mountain



10. Synonyms

Instead of using unexciting vocabulary, select vocabulary that is precise, interesting and descriptive.

- walked → strolled
- talked → shouted
- looked → glanced

8.

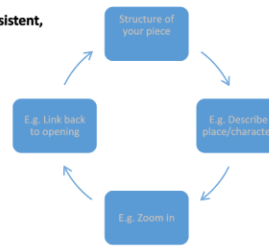
AO5~ Specific to Qu asked

TiPToP- Purposeful Paragraphing reminder -Time

Place Topic or Person

Perspective- Be consistent, unless changing for deliberate effect.
1st person (I)
2nd person (you)
3rd person (he/she)

Tense- Be consistent
Past
Present
Future



Tools for engagement & cohesion: (Avoid Clichés and be original) Connectives:(examples only- list the 5 you will use within and between paragraphs.)

TIME (when): Meanwhile, eventually, soon after, later, suddenly, since, moments later, years before, now. **PLACE** (where): Everywhere, somewhere, nearby, here **CAUSE** (how): whether, even though, probably, unless, eventually, even, despite.

Tools: (examples only- put your own 3-4 in here)

- * Cyclical structure
- * Powerful verbs
- * Exaggeration
- * Personification
- * Emotive language
- * Metaphor/Simile (imagery)
- * Dialogue to move plot forward
- * Repetition/motif
- * 5 senses (Show, Don't tell!)

AO6 ~ NON-NEGOTIABLES

Vocabulary (Your chosen words to show off spelling.)

-
-
-
-
-
-

Punctuation

Must be used correctly, deliberately AND for effect.

; : ... " "

Double check accuracy, but **EXPECTED** that you will use these correctly , ' . ! ?

Sentence openers

- Very short sentence
- ly (adverb)
- ed (verb)
- ing (verb)
- preposition (In, over, beside)
- Clausal (when, while...)
- Transitional (above all moreover...)

Sentence types

- Simple
- Compound
- Complex
- Embedded clause