



Leigh Technology Academy

English

Key Stage 4

YEAR 9 – PREPARING FOR GCSE

Student & Parent Guide

2011 - 2012

Name

Class

Tutor group

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Key Stage 4 Year 9 Student and Parent Guide: Overview

The Key Stage 4 Year 9 Student and Parent Guide gives both students and parents a clear outline of English at GCSE (Key Stage 4). It should be used as a guide for all assignments and as a source of weekly revision. It has been written to support students (and parents) in doing their very best in English. It has sections on: language, essay writing, writing techniques and literary terms; as well as grade descriptors and detailed information, and advice, on the English GCSE exams.

The English GCSE courses. Most students take a Single Award in GCSE English, following the WJEC GCSE English course. A selection of students take a Double Award, following the WJEC English Language and English Literature courses– these are two separate qualifications. Students will be entered for English GCSE, English Language GCSE and English Literature GCSE in either the **Higher** or the **Foundation** Tier. The tier does not appear on the certificate. Either tier awards a C pass. Some students might be selected to take their English GCSE exam in January of Year 11. All English GCSE courses consist of a number of Controlled Assessments (marked internally) and a final exam (marked externally).

Controlled Assessments: Controlled assessments have replaced coursework assignments. Controlled assessments are essays written under exam conditions on the school premises and marked by the English Learning Area. If a student wishes to re-sit a Controlled Assessment once it has been marked, and the teacher agrees, a new task will be given. There are strict rules concerning Controlled Assessments: in the examination room students may only have a non-annotated copy of the text, and are only allowed one sheet of A4 notes.

Preparation for the Controlled Assessments: In lessons students will undertake a variety of assignments to prepare for the Controlled Assessments, and to prepare for examinations in Year 11. All students will be expected to do independent work at home. Students will be continuously assessed through reading, writing and oral work in lessons. Spelling and punctuation must be accurate and presentation of a high standard.

Equipment - The following equipment must be brought to all lessons:
English Exercise Book: for draft work and notes.
Reading Book: which is both appropriate, challenging and enjoyable.
School Planner: where homework is noted as well as any problem spellings which they need to learn.
N.B. An **A4 GCSE folder**, with the student's class work, exam practice and additional notes, is kept at school

English GCSE, English Language GCSE and English Literature GCSE: **Overview of courses**

Students follow the **WJEC** specification for all English GCSEs: English GCSE, English Language GCSE and English Literature GCSE – three separate qualifications. Students will be entered for the Foundation or Higher Paper. The Higher Paper questions are more demanding (please note that WJEC policy is to state that the highest grade on the Foundation Paper is a C; and the lowest grade on the Higher is a D).

Students enter KS4 in year 9, where a lot of preparatory work will be done for the Controlled Assessments. However the bulk of English GCSE, English Language GCSE and English Literature GCSE work is done in years 10 and 11. This means that all exams are in essence two-year courses.

Year 9: Year 9 is a preparatory year, encouraging and motivating students to take pleasure in English language and literature; this will have the effect of ensuring students have the necessary skills when sitting their Controlled Assessments in years 10 & 11, and therefore doing do their very best in both these Controlled Assessments and the external GCSE exams in year 11.

Year 10 is spent preparing & sitting the written and oral Controlled Assessments; and preparing for the external GCSE exams. Students taking the English Literature GCSE course will use the WJEC Poetry Anthology to prepare for the exam. The WJEC Poetry Anthologies are kept at school.

Year 11 is spent completing the Shakespeare & Poetry Controlled Assessment, as well as ensuring all Controlled Assessments have been completed to the highest standards and preparing for the exams. Students taking the English Literature exam will, in addition, study a novel and a play for the English Literature exam.

English Language GCSE (Double Award Students) – the details.

PLEASE NOTE THAT ENGLISH LANGUAGE GCSE CANNOT BE SAT AS A SPEARATE EXAM – IT MUST BE SAT ALONside ENGLISH LITERATURE GCSE.

Controlled Assessments are an obligatory part of the English Language GCSE course and make up 60% of the final mark. Controlled assessments are both written and oral.

PLEASE NOTE THAT 3 OF THE 4 ESSAYS ARE THE SAME AS THE CONTROLLED ASSESSMENTS FOR THE ENGLISH GCSE AWARD.

Controlled Assessments: Details of written and oral CAs for English Language GCSE

WRITTEN

Narrative writing: minimum 600 word written piece – writing to describe (3rd person narrative)

Descriptive writing: minimum 600 word written piece – writing to describe (1st person narrative)

Prose: minimum 600 word essay on how a novel has encouraged the reader to read on.

Studying spoken language: 600 word written essay on how spoken language has been used in a specific context (e.g. Studying the different ways students speak to one another and to a teacher in a classroom situation).

ORAL

Formal talk: 3 minute formal presentation on a chosen topic.

Discussion: 10 minute discussion in a group, on a chosen topic.

Role play: short presentation where the student takes on a role that they wouldn't normally have.

CONTROLLED ASSESSMENTS ARE THE PROPERTY OF THE SCHOOL & WILL BE KEPT IN A SECURE ENVIRONMENT ON THE SCHOOL PREMISES.

At the Leigh Technology Academy we aim to complete all controlled assessments – with exception of the Shakespeare / poetry essay and 2 of the 3 oral assessments - in Year 10.

English Language GCSE (Double Award students) - The Exam.

English Language GCSE consists of 2 papers N.B. THEY ARE EXACTLY THE SAME AS THE ENGLISH GCSE EXAM:

Paper 1: Reading (1hour) –

This paper tests the candidate's reading skills. There will be at least 2 non-fiction texts, on which the candidate will have to answer 4 questions. These questions will test a range of reading skills: - - picking out specific information

- how language has been used
- how presentational devices have been used

Paper 2 Writing (1hour) –

This paper tests a candidate's writing skills. The candidate will have to complete 2 written tasks.

CANDIDATES WILL BE ENTERED FOR THE HIGHER OR FOUNDATION TIER

English Literature GCSE (Double Award students)

PLEASE NOTE THAT ENGLISH LITERATURE GCSE CANNOT BE SAT AS A SEPARATE EXAM – IT MUST BE SAT ALONGSIDE ENGLISH LANGUAGE GCSE.

The Controlled Assessment is an obligatory part of the English Literature GCSE course and makes up 25% of the final mark.

English Literature GCSE Controlled Assessment:

Students must complete 1 written assignment for English Literature GCSE:

Shakespeare: Shakespeare & poetry: 900 word essay on one of Shakespeare's plays, usually one of the more popular ones such as Romeo and Juliet, Macbeth, Much Ado About Nothing, The Taming of the Shrew, & linking it to a poem from the WJEC Poetry Anthology.

English Literature GCSE (Double Award Students) - The Exam

(2 papers, each 2 hours long)

Paper 1 Prose (different cultures) and poetry (contemporary).

Sec A – Different Cultures Prose (Of Mice and Men OR Anita and Me OR To Kill a Mockingbird OR I Know Why the Caged Bird Sings OR Chanda's Secrets).

Sec B – Unseen contemporary poetry.

Paper 2 Contemporary drama and literary heritage prose.

Sec A – Contemporary Drama (Blood Brothers OR A View from the Bridge OR Be My Baby).

Sec B - Literary Heritage Prose (Lord of the Flies OR A Christmas Carol OR Silas Marner)

Exam practice

Students will sit practice GCSE papers under exam conditions through out the two-year course. Again, these exam practice papers must be kept in the classroom at school. These papers can be submitted to the exam board in the case of a serious medical reason for missing the actual exam.

N.B. Higher paper: the final selection for the Higher paper will be made on students' performance in their mocks and their final CA grades – if they have already achieved a B in both then they can be entered for the Higher Paper in both (or either) the English exam and the English Literature exam. The Higher Paper is a more difficult exam. The final decision for tier entries is made by the Director of Learning for English and the Second in Department.

English GCSE (Single Award students) – the details.

Controlled Assessments: Details of written and oral CAs

Controlled Assessments are an obligatory part of the English GCSE course and make up 60% of the final mark. Controlled assessments are both written and oral.

WRITTEN

Narrative writing: minimum 600 word written piece – writing to describe (3rd person narrative)

Descriptive writing: minimum 600 word written piece – writing to describe (1st person narrative)

Prose: minimum 600 word essay on how a novel has encouraged the reader to read on.

Shakespeare & poetry: 600 word essay on one of Shakespeare’s plays, usually one of the easier ones Romeo and Juliet, Macbeth, Much Ado About Nothing, The Taming of the Shrew, & linking it to a poem from the WJEC Poetry Anthology

ORAL

Formal talk: 3 minute formal presentation on a chosen topic.

Discussion: 10 minute discussion in a group, on a chosen topic.

Role play: short presentation where the student takes on a role that they wouldn’t normally have.

CONTROLLED ASSESSMENTS ARE THE PROPERTY OF THE SCHOOL & WILL BE KEPT IN A SECURE ENVIRONMENT ON THE SCHOOL PREMISES.

At the Leigh Technology Academy we aim to complete all controlled assessments – with exception of the Shakespeare / poetry essay and 2 of the 3 oral assessments - in Year 10.

English GCSE (Single Award students) - The Exam.

English GCSE consists of 2 papers:

Paper 1: Reading (1hour) –

This paper tests the candidate’s reading skills. There will be at least 2 non-fiction texts, on which the candidate will have to answer 4 questions. These questions will test a range of reading skills: - - picking out specific information

- how language has been used
- how presentational devices have been used

Paper 2 Writing (1hour) –

This paper tests a candidate’s writing skills. The candidate will have to complete 2 written tasks.

CANDIDATES WILL BE ENTERED FOR THE HIGHER OR FOUNDATION TIER

Exam practice

Students will sit practice GCSE papers under exam conditions through out the two-year course. Again, these exam practice papers must be kept in the classroom at school. These papers can be submitted to the exam board in the case of a serious medical reason for missing the actual exam.

Presentation of all GCSE work

1. Write your **name**, the **date** and **WJEC GCSE coursework** on the top line, or as header / footer, leave a line, then write the **full title** of the essay, and **underline** it.
Leave a line and then start your work.
2. Remember the importance of neat handwriting. Always write in blue or black ink.
3. Indent paragraphs.
4. Ensure **word-processed** work is in **12 point Arial, Cambria or Times New Roman** font or a similar sensible font.
5. For **handwritten assignments**, write in **blue or black ink**, and **underline the title in pencil**.
5. Always **check** thoroughly.
WORK MUST BE LABELED CORRECTLY AND PRODUCED NEATLY

Checking your work

Work must always be planned and drafted in detail. Be prepared to do at least two practice assessments before your final one.

Read and check:

1. Punctuation (especially full stops and capital letters)
Does each sentence make sense?
2. Spellings: check word endings especially.
Use pencil to underline any words you are not sure of. Look them up.
Correct them.
3. Look for other ways to improve your first practice assessment e.g. the vocabulary you use, the ways you express ideas. Using other punctuation.
4. Check you have done the task set. Keep looking back – and referring – to the assignment title.

Understanding the abbreviations used in practice assessment essay marking

<i>In margin</i>	<i>Meaning</i>
Sp	Spelling mistake (word underlined/circled)
T	Tense incorrect – e.g. stories should be in the past tense
NS or /	New Sentence: / shows sentence start.
NP or //	New paragraph: // shows paragraph start.
	This part is confusing.
	Something left out, or where to add more writing.
NSE	Non-Standard English: e.g. <i>my mate</i> used instead of <i>my friend</i> .
	Other mistakes may be underlined or circled.

PLEASE REFER TO THE FULL YEAR 9 ENGLISH KEY STAGE GUIDE ON THE LEIGH TECHNOLOGY ACADEMY WEBSITE

Words and their function in a sentence

These are the functions – or jobs - words do in sentences. Words can do different jobs; so at different times they can be different parts of a sentence.

Nouns are naming words. e.g.: *dog, chair, Paul, book*

Pronouns: are the words that replace a noun, or that refer to a noun without naming it directly.

e.g.: She got it and gave it to them.

Proper nouns: are words that name particular people, places and things; they therefore always have a capital letter e.g. Dartford, Callum, English,

Collective nouns: are the words or names given to a group of people or things.

e.g. a herd of horses, a band of thieves, a flock of birds, a swarm of bees

Adjectives are the words that describe nouns. e.g.: blue book, large fields

Verbs are doing or being words. e.g.: *run, drive, were, is, imagine*

Tenses:

There are three main tenses in English:

PAST	PRESENT	FUTURE
(Yesterday)	(Today)	(Tomorrow)
I was	I am	I will be
I bought	I buy	I will buy

Keep to the same tense in narratives (stories).

N.B. Remember there are several more tenses in English. e.g. *I have been to Paris, but I haven't been to Euro Disney yet.* This tense is called the present perfect.

Adverbs: are the words that describe verbs and often end in **-LY** (but not always!).

e.g.: *She ran quickly. He shouted loudly. They spoke fast. He worked hard.*

Conjunctions: are the words we use to join sentences together to make them more interesting.

e.g. *The rain fell **and** we all went home.*

*We went home **but** we really enjoyed ourselves.*

This is why they should not be used at the start of a sentence.

There are lots more e.g. *so, then, also ...*

Punctuation

Sentences:

- a) begin with a capital letter;
- b) contain a noun or pronoun;
- c) contain a verb in the past, present or future tense;
- d) then **must** end with a full stop. (Which is also found in ! and ?)

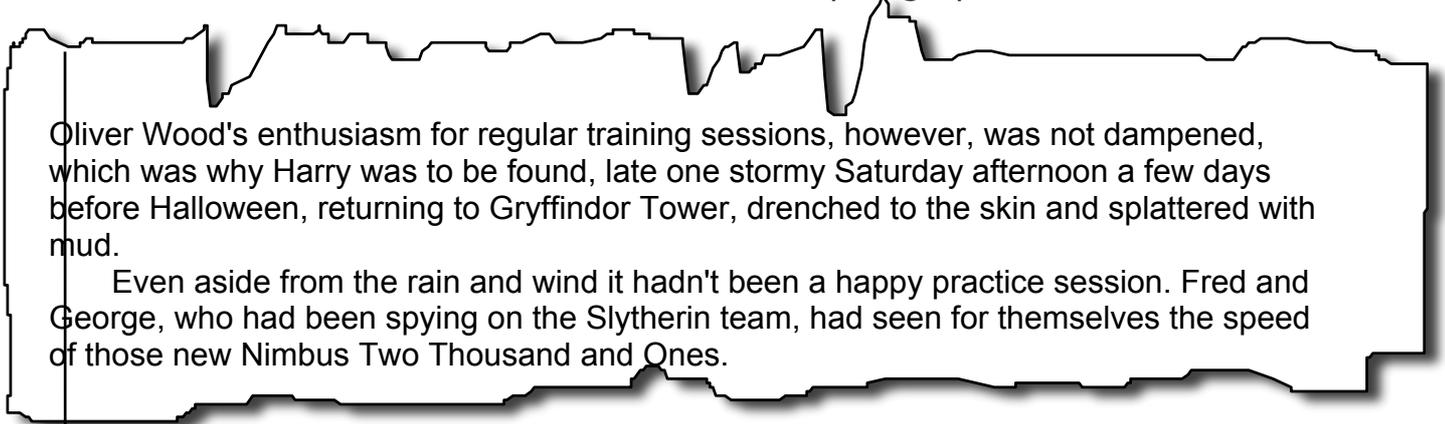
N.B. Sometimes you can have one word sentences – for effect. *e.g. Bang!*

Capital letters mark the beginning of every sentence and are used with proper nouns (names of people, places, days of the week and months)

e.g. Dartford, Stephen, Spain, July, Saturday

Paragraphs are used to divide your work. Each paragraph indicates a new topic or progression in the essay/story, for example a change in time. Key sentences indicate the subject of the paragraph. The first word in a new paragraph should be about 1 cm away from the margin. Do not leave lines in hand-written work. You must always use paragraphs in your work, whatever subject you are writing for.

The fourth line below shows how to start a new paragraph:



Speech marks:

are used to show when people are speaking. You should use them to:

- a) show the words actually spoken,
- b) go only at the **beginning** and the **end** of what is said,
- c) a comma separates speech from the rest of the sentence,
- d) each new speaker begins on a new paragraph,
- e) the first word spoken begins with a capital letter.

There are three basic patterns to know:

Pattern 1: *"What's the problem?" asked the mechanic.*

Pattern 2: *The man replied, "The engine won't start."*

Pattern 3: *"It looks serious," said the mechanic, "we better take a proper look!"*

REMEMBER: every time there is a new speaker you must start a new paragraph!

Punctuation continued

Question marks:

are used at the end of sentences which ask a question:

e.g. : *Where is my ruler?*

Exclamation marks:

Are used to indicate a strong emotion of shock, surprise, unhappiness etc., or a voice raised:

e.g. : *"No!" she cried.*

REMEMBER: Question and exclamation marks **already have their own full stop.**

Commas:

Are used to separate actions or adjectives in a sentence OR to separate items in a list:

e.g. *He got up, scratched his head, looked at the time and went back to bed.*

I stopped, listened and carefully opened the door.

At the supermarket I bought some bananas, tomatoes, and rice.

Buy some lovely, ripe, juicy pears!

They are also used to mark off phrases from the rest of the sentence e.g.: *I am, secretly, in disguise.*

Note: if you leave the phrase out, the rest of the sentence still makes sense.

Do not use a comma where there should be a full stop!

Colons:

Are used to introduce a list or a set of details:

e.g. *That morning he ate: a dog, a cat, and a swordfish.*

They are also used to show you to expect more detail:

e.g. *It was true: she had won the lottery.*

Semi-colons:

are used to join two sentences, which are closely linked, together:

e.g.: *The bowl fell; it broke in pieces.*

The next page is a reminder on how to use apostrophes

Apostrophes:

are used when a letter or group of letters is left out. The apostrophe goes where the missing letter/letters should be.

e.g. *was not* - *wasn't*, *did not* - *didn't*

They are also used to show possession or ownership.

The apostrophe is placed on the word that does the owning.

If there is one owner the apostrophe goes before the S:

e.g. *The boy's books.* (One boy owning several books.)

If there is more than one owner, the apostrophe goes after the S:

e.g. *The girls' books.* (Several girls owning several books.)

Important exceptions:

It's means *it is* or *it has* and does not indicate possession. (use **its**)

Its shows possession (there is no apostrophe)

Who's means *who is* or *who has* and does not indicate possession. (use **whose**)

REMEMBER: If in doubt leave it out!

Spelling

Always check your work with a dictionary, and learn difficult spellings which are noted in your planner. Write out spellings that your teacher has underlined in your work.

Some basic rules:

- 1.** **i** before **e**, except after **c**, e.g. *believe* and *deceive*
(except: *seize*, *seizure*, *weir*, *weird*, *protein*, *counterfeit*, *surfeit*, *forfeit*)
- 2.** Words which end in **o**, **s**, **x**, **ch**, **sh** and **z** - add **es** to form a plural
e.g. : *one match* - *two matches*
(except: *pianos*, *photos*, *sopranos* - i.e. foreign or abbreviated words)
- 3.** Some words which end in **f** or **fe** - change these to **v** and add **es** to form a plural.
e.g.: *one knife* - *two knives*,
Exceptions - add **s** to *roof* and *chief* = *roofs*, *chiefs*
- 4.** Some words are the same in the singular and in the plural:
e.g. *one sheep* - *two sheep*, - also: *deer*, *salmon*, *aircraft*
- 5.** **Well** and **full** drop an **l** when added to a word e.g.: *welfare*, *fulfil*
- 6.** **All** joined to the beginning of a word becomes **al** e.g.: *altogether*

7. Use a double consonant when adding **ing** and **ed** suffixes to short vowel words
e.g. *dig - digging, hop - hopping*
8. Take off the **e** when adding **ing** and **ed** to long vowel words
e.g. *hope - hoping*

Same sound, different meaning - (homophones)

- a) 1. **Their:** means belonging to example: *their house*
2. **They're:** is short for *they are*
3. **There:** the **here** in **there** reminds you this often refers to a place.
(Tip: Does the one you want mean either 1 or 2? If it doesn't then use 3)
This may help you to remember: **Their heir** to the throne.
- b) **whether:** like **why**, asks a question
weather: the climate of the **earth**
- c) **Quite:** a small amount (an adverb): e.g. It was quite bright.
Quiet: refers to sound (a noun or adjective): (**qui-et**) e.g. It was a quiet night.
- d) **Here:** is a place, like **there**
Hear: is what you do with your **ears**
(**There, where, here** all refer to places)
- e) Pairs of words are spelt with a C or an S. The C is the noun; the S is the verb. e.g.:
You give advice but you advise some one. You go to a practice, but you practise.
- f) Stationary is when you stand still. Stationery includes envelopes.
Or: stationary car - stationery paper

What will help you remember difficult spellings? Mnemonics help you remember:

"There is a double helping of S in dessert, of which you would like a double helping."

"Accommodation: remember there are two cots and therefore two mattrasses."

NOTES:

Figures of speech **(or figurative language)**

Simile:

- a) often uses *like* or *as*
- b) compares two or more things
e.g.: *Float like a butterfly, sting like a bee... or As cold as charity.*

Alliteration:

- a) words **close** together
- b) beginning with the same **sound**
- c) but **not** necessarily the same letter
e.g: Crafty cats, terrific twins, , a fishing boat bobbing out at sea

Metaphor:

- a) does not use like or as
- b) changes a person or thing into another thing
- c) is often not literally/really true.
e.g.: *He drove me up the wall.*

An **extended metaphor** refers to something by a metaphor, then keeps referring to it by the original metaphor:

e.g There was a tidal wave of people: they flooded into every corner of the store.....

Personification: Is a particular kind of metaphor: it changes a thing into a person or speaks of something which is not living as if it were alive or gives it human qualities. e.g.: *Jack Frost* OR *the tongues of the flames*

Onomatopoeia:

where the sound of the word is similar to the noise being described

e.g.: *Splash, hiss, whisper*

Pun:

The use of a word suggesting two or more meanings. Advertisers and newspapers employ puns as economical ways of introducing multiple meanings:

e.g. *A great deal in every department.* (Allders Stores advertising campaign)

Owen the saints. (news paper headline praising Michael Owen's performance in an important match)

Hyperbole:

Gross exaggeration to make a point:

e.g. He had tonnes of work to do.

Euphemism:

A pleasant way of saying something unpleasant:

e.g. *Where is the little boys' room?*

Economical with the truth. (i.e. not telling the truth)

Paradox:

at a superficial reading it appears contradictory, but is nevertheless true:
e.g. *We live to die.*

Irony:

Exists in the difference between what we expect or intend to happen and what happens, or a situation showing such a difference.

e.g. a paramedic running somebody over, especially on the way to an accident.

OR: Macbeth and Lady Macbeth's plans, or Romeo and Juliet's plans

It is also used to pretend to give a compliment but in fact suggests the opposite to what is said:

e.g. *He was the cleverest general that ever lost a battle.* (i.e. he was not clever.)

Furthermore it is used to suggest the opposite of what is being said,

e.g.: "Charming!"

Dramatic irony - using language that has one meaning for a privileged audience and another meaning for the person addressed or concerned, so that the audience might say, "*Little does he know...*"

A good example of a situation where the audience understands the implications of what is being said better than the characters is at the start of the film *Titanic*, the main character thinks he's lucky because he has won tickets for the maiden voyage.

Difference between this form of irony and sarcasm:

Both intend to insult, hurt or ridicule their victims

BUT: irony works indirectly though "pretence"; sarcasm is much more direct.

Oxymoron:

an apparent contradiction in a phrase:

e.g. *Parting is such sweet sorrow.* OR "*I can't stand sitting down!*"

Rhetorical question:

does not expect an answer, is often a strong statement used to gain agreement. Eg: Who cares that two thirds of the world is starving?

You must know and use these figures of speech appropriately to achieve the higher grades. There are several mnemonics to help you remember these figures of speech.

Some other useful words to know

Vowels:

are the letters: **A E I O U**. In English two vowel sounds one immediately after the other, such as in "a apple", is avoided by using **an** instead: "an apple"

Consonants:

all the other letters of the alphabet, apart from AEIOU.

Syllables:

The smallest unit of pronunciation produced by a single breath. They are like beats in a word:

e.g. in **biggest** there are two: big-gest.

Prefix:

letters added to the beginning of a word

e.g. **dis** added to *appear* makes *disappear*

Suffix:

letters added at the end of a word e.g. **ed** added to *walk* makes *walked*

Phrase:

part of a sentence which does not contain a finite verb:

e.g. *On the other hand, listen to this.*

Clause:

is a sentence forming part of a larger sentence:

e.g. *I will wait till she returns.*

Subordinate clause:

is a clause that gives additional information in a sentence.

e.g: *The dwarves, panting with exhaustion, ran into the cave.*

Imagery:

creates vivid pictures or sensations in the mind by likening one thing to another; it includes metaphors and similes.

Symbol:

an object or set of objects that stands for some idea.

e.g. the cross being a symbol for Christianity.

Allegory:

a story which carries another and deeper meaning - the story stands for something else

e.g. *Animal Farm* for the Russian Revolution.

Assonance:

repetition of the same vowel sounds in words

e.g. *And in the stream the long-leaved flowers weep.*

Sibilance: repetition of **s** sounds

First person narrative is told by the main character This means that the narrator is close to the action and is therefore more involved and may be unreliable.

E.g.: "Dear Reader, I married him." (from Jane Eyre)

Third person narrator is written using he / she. It creates more of a distance between the writer & the reader.

E.g.: "His anger left him suddenly. He looked across the fire at Lennie's anguished face, and then he looked ashamedly at the flames." (from Of Mice & Men)

Direct quotation: the exact words of a text, which uses quotation marks.

Indirect quotation: describes or lists objects or features as evidence to make a point.

E.g.: In media essays when referring to an actor's movements or how a camera is used. This is not the exact words of a character or of a text, so does not use quotation marks.

Figurative or **Metaphysical Language:** both terms refer to such things as similes, metaphors and alliteration etc.

Rhetorical Language: is the language of persuasion used by advertisers and politicians.

NOTES:

Essay writing: original writing

There are two basic types of writing:

Original writing or narratives: made up and those that really happened.

Argument essays: literature, history, geography and RE essays.

Both need planning to **collect** and **organise** the **ideas** - then drafted and corrected to improve how you've written.

ORIGINAL WRITING

- A piece of original writing is never just a series of events, or a list of actions.
- It has to have **interest**, which comes through **character** and **setting**.
- You are assessed on your ability to use **language for effect** e.g. how well you describe a person, or an event or capture mood and atmosphere.

This is far more important than what happens, which is relatively unimportant.

RULES:

- 1. Never just start writing.**
- 2. Plan your work briefly.**
- 3. Keep the idea simple.**
- 4. Use the Five Point Plan, or a variation on it.**

Five Point Plan for original writing

1. SETTING

You have choices: town/country? Past/present? Weather? Which country?

2. CHARACTER

You have choices: features? Clothes? Personal qualities? Age? Job?

3. DISTURBANCE

You have choices: what happens out of the ordinary?

4. WHAT HAPPENS NEXT

You have choices: what happens as a result of the disturbance?.

5. THE CONCLUSION

You have choices: how do things eventually turn out? Return to normal?

Improving your writing:

It is not just **what** happened but **how** it happened. Change **what** to **how** using

Descriptive language: adjectives and adverbs, and

Figurative language: simile, metaphor, personification, onomatopoeia etc.

N.B. Remember that your style of writing will change when writing for different **audiences** or **purposes**.

Different **purposes** for writing are: Writing to **argue, persuade, advise, explain, inform** or **describe**.

Different **audiences** (reasons) for writing are: a friend, a person (or persons) you don't know, a person in authority (e.g. school governors), teenagers etc.

Different **forms** of writing are: **a letter, a newspaper article, a speech, a leaflet.**

Essay writing: Literature (or argument) essays

(For literature, history, geography and RE essays)

Literature, or argument essays are pieces of writing where you present an argument - i.e. your point of view - backed by evidence. They must always have:

1. An introduction: introduce your subject, explain definitions – briefly.

2. An argument: a minimum of three or four paragraphs - depending on the essay)

3. A conclusion: give briefly your most important arguments or an overview - add no new ideas. The conclusion ties the essay together. Some people write the conclusion first when doing their first draft.

In each and every paragraph of the **argument** you must:

POINT:	to the question set in the title. This is the topic sentence	In a plan - often stated in a single word. A sentence in an essay.
EVIDENCE:	evidence - quotation, facts, other viewpoints	No more than a sentence perhaps a word or two
EXPLAIN:	Why it happened, What you think about it, How it made you feel (if appropriate) What others think about it	most of the paragraph

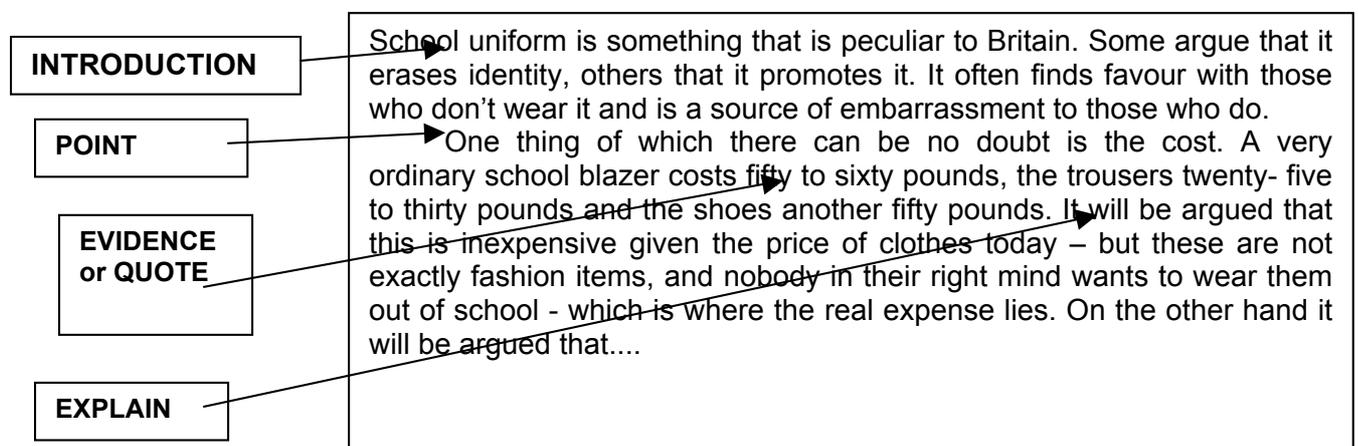
Paragraphs begin with a topic sentence stating what the paragraph will be about. It is where you make a judgement or give your opinion to **answer** part of the question/task in the essay title.

Plan to catch your ideas before they escape. Write **P E E** in the margin (but only in your first draft!), and use as few words as possible. When you change things you will not have to write too much. e.g.

ESSAY TITLE → The arguments for an argument against school uniform

PLAN → **P** Cost
 → **E** blazer = £50, trousers = £25-30, shoes £50
 → **E** a lot of money, or cheap

This will then be written up along the following lines:



Remember:

- **Avoid** introductions which begin: *In this essay I am going to write about* – this is waffle.
- Use real **quotes** must be the actual words of the source or book, have "quotation marks" and be as short as possible, but still make sense. Use three dots ... (elision) to show missed words.
- With indirect quotation, you do not use quotation marks.
- **Data** must be accurate - check if you need to say where facts and figures come from.

N.B: The idea of Point – Evidence/Quote - Explain is a simplified version of what is expected, but provides a beginning for developing analytical skills. More often the pattern found in essays will be along the lines of:
Point – Evidence/Quote - Explain – Evidence/Quote - Explain
and even this is a simplification.

READING – What is in a novel?

Reading is one of the most effective methods of learning and improving in English. You should try to read a variety of different types of books by different authors. There are lists of recommended books in your Key Stage Guide for Key Stages 3,4 & 5.

You could consider the following when reading (and it will help you with your coursework essays):

Characters: They come to life, have their own motives, are true to life and believable or not.

Plot: The order of the events as told in the book.

Story: The order in which events would really happen in real life. Are events in their proper order, or does the book use for example "flashback"?

Oppositions: Is there a good and a bad character, is the story about life and death, good versus evil etc.?

Issues: Does the book deal with an issue? To what conclusions does it lead?

Authorial techniques: Awareness of how authors deliberately involve the reader Using mystery, strong characters, excitement, historical settings, viewpoint, cliff-hangers etc.

Viewpoint: Through whose eyes is the story told? How does this alter our view of what happens?

Reading and understanding media texts

- Newspaper articles, advertisements and leaflets have to attract attention quickly.
- Work goes into deciding how a text should be put together so it has impact.
- When you read a media text you need to think about how it affects the reader.

The English GCSE exam will test you on how well you can 'read' a media text.

Check-list for reading a media text

Headings

Think: How does the heading grab my attention and why does it make me want to read on? Remember:

a A bigger heading will be more noticeable than a smaller one.

b The wording is important.

- *Is it jokey?* If so, is the text light-hearted.
- *Is it puzzling?* People will read on to find out what it is about.
- *Is it serious?* If so, it might suggest that the text is serious, too.
- *Does it shock or startle?* We love to read things which astonish us.

Subheadings

These break up the text. They work like headings to attract your attention. They can:

- help find your way around the text
- draw attention to a particular part of the text.

Illustrations

These include photographs, drawings and diagrams. When you look at illustrations, you should notice:

1. **Size**

- The bigger an illustration is, the more noticeable it will be.

2. **Position** on the page.

- The top or middle is the first part of the text you see.
- The bottom of the page has less impact.
- Does it matter what the picture is next to?
- What the picture **shows**:
 - What is the picture making you notice?
 - How does this tie in with the text?

Captions

These are written under a picture. They may:

- tell you what is in the picture
- tell you what the author wants you to notice
- give extra information
- comment on the picture.

Text

When you look at what is written you should look at:

- what is said
- how it is said.

The choice of **words** and **details** will be very important.

Order

The order in which information is given is very important.

Texts are carefully planned. You should look at how the most important information is brought to your attention by asking yourself:

- where is it?
- how does the information fit together?
- how does the information build up its impact?

Tone

The best way to work out the tone of a piece is to see what 'tone of voice' the writer has written it in. You are really looking at the writer's style and deciding what the overall effect is. For instance, is the tone:

- light-hearted?
- mocking?
- serious?
- persuasive?

Appearance

Paragraphs, words and pictures are drawn to our attention if they are made to stand out against the rest of the text. This can be done by using different kinds of print, colour, shading, framing, etc.

Ask yourself why the author wanted to draw your attention to each feature highlighted in this way.

NOTES

Reading and understanding advertisements

Advertisements are a special kind of media text. You should begin by working out these five things:

Who is the **advertiser**?

Look for a logo, name, address, or a well-known slogan or image.

Who is the intended **audience**?

Advertisements are made to reach a particular audience. What information can you work out about them, for example: age group, interests, life-style, wealth, background, etc.?

What is its **purpose**?

An advertisement might try to make you buy, do, or believe something.

What is its **message**?

This is what the advertisement is telling you. For instance, the message could be about the product ('These are the best trainers you can buy'), or what the product will do for you ('This will make you really desirable').

What is its **appeal**?

Most advertisements appeal to a desire or feeling, such as: the desire to be popular or to win, our worries or fears, our sense of compassion, our respect for experts or our sense of humour.

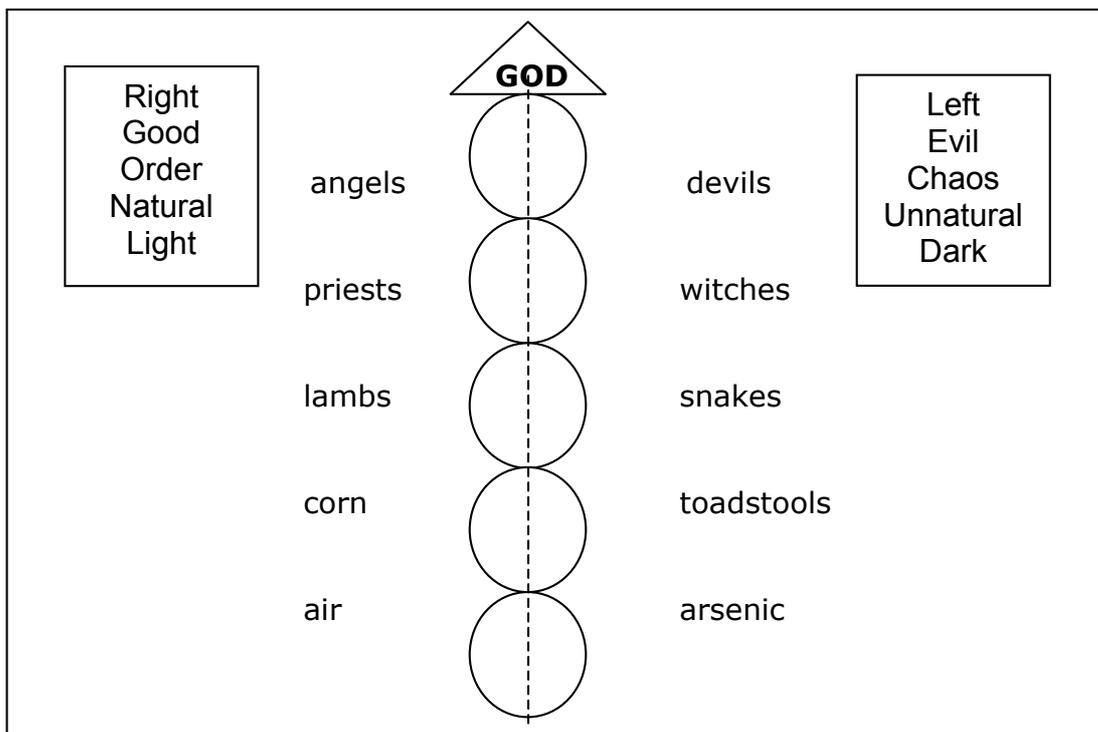
Advertisements usually suggest that their product will give readers just what they are looking for.

You should always look at advertisements with an analytical eye.

Understanding ideas in Shakespeare's plays

Shakespeare wrote about human behaviour and feelings, using very rich language; his words are full of double meanings, metaphors and similes, and his plays have a lot of humour in them.

Shakespeare wrote plays that were part of a tradition. Part of this tradition was the belief in *The Great Chain of Being*. This was a rank order of the Universe (rather like a league table) showing how all of creation was linked. The following is a simplification of a complicated system that explained "God's Providence" or why things were as they were.



This was the **Natural Order**. One part depended on another. If this order were ignored or changed, disorder would result.

God's universe was divided between good and evil and there was a constant battle between the two. The diagram explaining this order and shows key words associated with good and evil, order and disorder.

PATTERNS IN SHAKESPEARE:

Authority Figure: tries to keep order – is a good person of moral stature.

Vice Figure: tries to create disorder – is a bad person who is without morals.

Shakespeare's plays also explore the human nature behind these ideas – or why people act as they do.

Life was short, and death was all around them, many people died young. People believed in God and were concerned with leading good lives in order to avoid Hell. The plays were designed to entertain, but were also meant to be moral and thought-provoking to appeal to a wide audience.

There was also a battle within individuals: between **reason** which they had in common with angels, and **passions**, which they had in common with animals. Events

could be further complicated by **Fate** over which there was no control. **Grade descriptors for controlled assessment assignments**

These descriptors show what is required for a particular grade. They are a simplified version of the WJEC mark scheme; sometimes a piece of work will fit into two grades, when this happens you have to decide on a “best fit” grade. The grade above yours provides a target for your next essay.

Point Evidence Explain Essays - UNDERSTANDING TEXTS (En2) - marked out of 40

THIS MARK SCHEME IS NOT AVAILABLE ON THE WEBSITE FOR COPYRIGHT REASONS

Grade descriptors for controlled assessment assignments cont.

Writing (En3): original writing (narrative writing and descriptive writing)		
This assignment is marked out of 20		
Grade	Mark	Descriptors (for content) – out of 18
Un	0 - 3	Some attempt to write.
G	4 - 5	Repeated multiple errors, Non Standard English, question unanswered.
F	6 - 7	Sentences often unmarked, no paragraphing, repeated multiple errors, missing word endings, awkward/odd phrasing, reads as if notes, difficult to follow, Non Standard English. Some writing in sentences. Some simple words spelt correctly. Some evidence of attempts at punctuation.
E	8 - 9	Sentences often marked by commas, some paragraphing, common words misspelt, missing words or phrases, reads as if notes at times, expression confuses, some Non Standard English.
D	10 - 11	Some repeated spelling mistakes, full stop/comma often confused, paragraphs mostly accurate, style mostly apt, some lack of fluency, task largely covered. A range of clear sentence structures. Accurate spelling of more difficult words. A range of punctuation used to make the meaning clear.
C	12 - 13	Spelling and sentencing accurate, paragraphed, fluent, apt style, apt vocabulary, describes / explains logically, controlled narratives / completes task. A range of clear sentence structures. Accurate spelling of more difficult words. A range of punctuation used to make the meaning clear.
B	14 - 15	Engages interest, detailed, coherent, controlled, vocabulary ambitious, language used for effect, assured style, lapses do not inhibit enjoyment. Uses a full range of appropriate sentence structures. Spelling of all words nearly always accurate. Uses a wide range of punctuation both to clarify meaning, and for effect.
A	16 - 17	Precision, sophisticated style/content, wide vocabulary, sustained, well-constructed paragraphs linked to clarify the writing as a whole. Uses a full range of appropriate sentence structures. Spelling of all words nearly always accurate. Uses a wide range of punctuation both to clarify meaning, and for effect.
A*	18 - 20	Accomplishes Grade A to an exceptional standard. Uses a full range of appropriate sentence structures. Spelling of all words nearly always accurate. Uses a wide range of punctuation both to clarify meaning, and for effect.

Oral coursework: researching and reporting at KS4

You have three oral coursework assignments; they are just as important as your written coursework. Remember:

- You receive an overall grade for your oral work.
- It has the same weighting as the overall mark you receive for your written work.
- You need to put as much into this as you would a written assignment.

Formal talk OR Discussion assignment

Your task

You will need to research a subject (or subjects) and then report it to the class. You may be given a very specific area to research, or be given "an item of news" or an open choice. The process you go through is the same in every case.

Choose a research area: Pick two or three different subjects; do not choose just one - which may not turn out to be suitable e.g. because of insufficient information.

Research: gather information from many sources, not just one. Use the school and public library. Look at information books and also newspapers, and magazines. You may also find information from TV and Radio news broadcasts, and TV documentaries.

Decide: for all your sources, and especially newspapers, which is FACT and OPINION and RUMOUR. (How are these different?) Different newspapers have different angles: some take a human-interest approach, others are political etc.

Digest the information you have found: use words and phrases, not complete sentences. Cut the information down to the barest bones so that it is in your own words (except for quotes).

Set yourself a question that you need to answer e.g. Would banning cigarettes be a good or a bad thing?

Develop your ideas, and explain the implications of the facts you have found:

Point to the question you have set yourself,

Use **Evidence or quote** the facts you have found and

Explain what these facts mean and suggest might happen, for example:

P good to ban cigarettes

E causes X number of fatalities every year, costs the NHS X number of pounds and X number of people great distress

E problem: if banned would lead to more problems because..

Develop your ideas as fully as you can as you would in a Literature or Argument essay. Once you have finished doing this:

Transfer this information onto a series of cards (or a sheet of A4 paper) where you use Facts and Key Words only

Practise giving the talk OR debating the subject - you must make eye contact. For the formal talk it is imperative to look at your audience all of the time, otherwise it is a reading not a talk. Record yourself on your phone, or practise in front of a mirror. Time yourself. Make sure you keep within the time limits you have been given.

English GCSE & English Language GCSE: Oral assessment grades

FORMAL TALK		
Grade	Mark	Descriptor
Un	0 - 3	some attempt to speak, outside time limit.
G	4 - 5	Speaks audibly, uses non-standard English, reads from notes throughout, off topic.
F	6 - 7	Partly appropriate, mostly reads from notes, often uses non standard English, lacks fluency/halting
E	8 - 9	Speak with increasing confidence, little audience awareness, little eye contact, partly meets assignment demands, increasingly aware of SE, halting on occasions.
D	10 - 11	Largely clear and fluent, mainly well paced, some eye contact, often interests, almost adequate preparation, mostly meets assignment demands, almost no non Standard English.
C	12 - 13	Introduces, clear, fluent, sufficient eye contact, explains, describes, meets assignment demands, researched, Standard English, concludes, within time limit.
B	14 - 15	Fitting opening, successful humour, recreates scene or event, varied tone, expressive vocabulary, confident, purposeful, well researched, uses facts well, argues, persuades, effective close.
A	16 - 17	Well-chosen opening, flair, well-chosen vocabulary, depth of understanding, analyses, satisfying overview, well-chosen closure Standard English mature and assured
A*	18 - 20	Accomplishes Grade A to an exceptional standard.

DISCUSSION		
Grade	Marks	Descriptor
Un	0 - 3	Some unsuccessful attempts to speak and occasionally listen.
G	4 - 5	Recognition of Standard English, speak audibly and listen, occasional (often single word) contributions.
F	6 - 7	Some appropriate Standard English, some clear communication, often listens carefully, some appropriate response, mostly single word contributions.
E	8 - 9	Aware of Standard English, speaks clearly, some audience awareness, responds with some order, often single word contributions.
D	10 - 11	Some non standard English, largely appropriate delivery, largely relevant contributions, listens carefully, some "developed" contributions some clear understanding.
C	12 - 13	Competent Standard English, delivery interests, listens closely, responds with understanding, mostly significant contributions, adds to, questions, chairs, supportive.
B	14 - 15	Confident, purposeful, range of vocabulary, challenging subject, listens sensitively, develops, challenges, reflects, interprets, introduces new ideas, chairs well.
A	16 - 17	Initiates, sustains speech, responds in detail, manages others' contributions, synthesises essential points.
A*	18 - 20	Accomplishes Grade A to an exceptional standard.

KS4 GCSE: Oral assessment grades

	ROLE PLAY/DRAMA
Grade	Descriptor
U	<ul style="list-style-type: none"> • Candidates make some attempt to speak and listen.
G	<ul style="list-style-type: none"> • Adopt a simple role. • Give a simple account
F	<ul style="list-style-type: none"> • Limited use of speech. • Some awareness of the listeners
E	<ul style="list-style-type: none"> • Communicate with the audience by attempting to sustain a straightforward role.
D	<ul style="list-style-type: none"> • Develop a credible role, • Engage the interest of the audience e.g. through intonation, • Give focused accounts of events and processes, • An interpretation of central ideas and issues, • effectively convey opinion or argument.
C	<ul style="list-style-type: none"> • Develop and sustain a role effectively, • Hold interest of audience, • Use varied and appropriate expression • Use precise expression communicating and interpreting ideas and issues • Promote a point of view
B	<ul style="list-style-type: none"> • Create a challenging role, • Shape audience's reactions. • Manage challenging subject matter effectively • Reflect effectively on imagined experience • Manage collaborative tasks • Challenge and build on points made by others • Develop probing contributions to achieve impact on audience
A	<ul style="list-style-type: none"> • Create a complex role • Skilful variety of techniques. • Articulate complex ideas and information • combine essential points • Variety of sensitive contributions • Respond persuasively and engagingly
A*	<ul style="list-style-type: none"> • Independently create a complex role, • Inventive range of appropriate techniques • Direct the response of audience. • Originality and flair in intonation, expression • Express ideas with subtlety, e.g. using irony or detachment • Authority, sophistication and originality • Respond inventively through imaginative explorations • Use language in a dynamic and influential way • Thought-provoking contributions through powerful expression and command of the situation.

THE EXAM BITS!!!!**GCSE English & English Language Skills – check list****Reading Skills**

	almost	YES
INFORMATION RETRIEVAL		
I can pick out specific information in a text.		
I can write about specific information in a text.		
I can write about specific information in a text, and use quotes to back up what I've said.		
FACTS AND OPINIONS		
I know the difference between a fact and an opinion.		
I can recognise a fact or an opinion in a text, and explain WHY it has been used.		
I can write about particular facts and opinions in a text, and say why they have been used.		
PRESENTATIONAL DEVICES		
I know the 5 main presentational devices that are used in a media text, and can pick them out.		
I can write about each presentational device, and say WHY they have been used.		
LINGUISTIC (LANGUAGE) DEVICES or HOW WORDS ARE USED		
I can recognise at least 4 kinds of linguistic/language devices (alliteration, similes, metaphors, rule of three).		
I can recognise at least 8 kinds of linguistic/language devices (alliteration, similes, metaphors, rule of three, pun, irony/sarcasm, rhetorical questions, onomatopoeia, oxymoron, hyperbole, euphemism).		
I can write about different linguistic/language devices and say WHY they have been used in a text.		

REMEMBER: You will improve how well you do these skills over the three year GCSE course.

THE EXAM BITS!**GCSE English Skills – check list****Writing Skills**

	almost	YES
VOCABULARY		
I am confident in using a wide range of vocabulary.		
PUNCTUATION		
I can use at least 5 different bits of punctuation – comma, full stop, semi-colon, exclamation mark, question mark, speech mark, colon – with confidence.		
SENTENCE STRUCTURES		
I use simple and complex sentences in my writing (shorter and longer ones)		
I use simple, complex and compound sentences in my writing (shorter, longer and complicated ones)		
I am confident in using a range of sentence structures in my writing, in order to create different effects.		
LINGUISTIC DEVICES		
I can use at least 3 different linguistic/language devices in my writing – rhetorical questions, rule of three, metaphors, similes, humour etc.		
I can use at least 5 different linguistic/language devices in my writing – rhetorical questions, rule of three, metaphors, similes, humour, onomatopoeia, alliteration etc.		
WRITING FOR DIFFERENT PURPOSES		
I am confident in writing to argue		
I am confident in writing to persuade		
I am confident in writing to advise		
I am confident in writing to inform		
I am confident in writing to describe		
I am confident in writing to explain		

REMEMBER: You will improve how well you do these skills over the three year GCSE course.

THE EXAM BITS!!!!
English GCSE & English Language GCSE Paper 1
- the Reading Paper

General advice on answering the Reading Paper in the exam

1. Read the passage or articles at least twice: the first time very carefully, then more slowly. Make a note of (or highlight) difficult words for reading or meaning.
2. Read the questions very carefully: underline separate parts or keywords. Be sure to answer all parts.
3. Look at the allocation of marks. This is an indication of how you should allocate your time.
4. Set your work out neatly:
 - number / letter in the margin
 - include other useful headings
 - Leave at least one line between component parts of an answer.
 - Leave at least two lines between the answers to separate questions
 - Avoid tacking on an additional part to an answer. If you really have to, clearly indicate that a continuation should be expected - both at the end of the first part, and at the beginning of the continuation.
5. Make as many points in as few words as possible.
Do not repeat the same point.
6. Usually the first question (or questions) tests **information retrieval**. This requires you to collect information and to write it in your own words and as briefly as possible. You do not need to quote for this. The key words in such a question would be: what opinions does the writer include in the first paragraph etc.
- 7 The rest of the questions expect you to **Point Evidence/Quote Explain**. Look for such key words as *language* or *impact*. When asked to *explain*, be sure also to use quotation.
- 8 In these questions you will be tested on:
 - a) How well you can follow a line of argument.
 - b) How well you understand how language (linguistic or language devices) has been used.
 - c) How well you understand how presentational devices have been used.The following sheets will help you understand how to answer these questions.

You improve your ability in comprehension through reading as much as you can from as great a variety of sources as possible. Apart from novels and short stories you should also read a selection of newspapers and a variety of magazines.

The following is a guide to making sure you know how to answer the questions in Paper 1.

Picking out the main ideas in a text (line of argument) in Paper 1

Following an argument means picking out and commenting on the main points of an argument in a text.

Remember, we do the same thing, but in reverse, when we plan an argument essay: we plan the different points we want to make and organise the order in which we raise the points.

There is often a question in Paper 1 that asks you to show your skills at following an argument. Here's how to tackle such a question.

1. Read through the text and underline what you think are the main points. Remember there will probably be one or two points per paragraph.
2. Re-read the text and put the points into your own words.
3. Write your answer, grouping 2 or 3 points together. Use some quotes, taken from the parts you've underlined in the text, to support your answer.
4. Check your work!

Writing about how information is given in Paper 1

There is often a question on how information has been given in one of the texts. You need to show that you recognise this by giving examples and then saying why each has been used.

A good idea is to give your example and then say "*The reader will understand from this opinion that.....*" or "*This shows the reader that.....*" You must give **clear examples** and then **explain why it has been used** if you are to get the mark.

You might have to look at how the writer has used selected

When answering this question in the exam, go through the text underlining the points. Then make sure you clearly identify your point followed by an explanation (*This shows the reader.....*), then another followed by an explanation and so on.

GCSE Writing about uses of language in Paper 1

There is always a question in Paper 1 about how language has been used in the texts (sometimes it is a question on its own and sometimes it makes up part of another question). Looking at the use of language means you need to look at the writer's choice of words and his/her techniques in expressing themselves. You must identify the different ways language has been used and say what effect this has on the reader. You will not get the mark if you do not say what effect the particular choice of language has on the reader.

Think of who the **intended audience** is (who it is written for) and **what purpose** it has (why it has been written).

You should then look at the following uses of language (remember you might not find all these examples in the texts concerned – and there are others as well!):

Fact and opinion. How much fact has been used in the text? Are there a lot of opinions? What effect does the use of facts and/or opinions have on the reader?

Figures of speech (this includes metaphors, puns, alliteration). Why have they been used. What do they add to the text?

Irony, sarcasm. Why have they used irony/sarcasm? What does it add to the text?

Humour. Why has humour been used? What effect does this have on the reader?

Use of first person (I) or third person (he). What effect does the use of first or third person have on the reader?

Description. Why has description been used? What does it add to the text?

Punctuation for effect. What effect does the use of long/short sentences have on the text?

Bias. Is the text one sided? Does it give a balanced view? Or is it biased? Is it a personal point of view?

Analysing how language has been used means you understand what effects the writer has used to get his/her message across.
Remember you do the same thing when you plan a piece of writing with a specific audience and purpose in mind.

**English & English Language GCSE Paper 2 -
Writing to argue, persuade, advise
OR Writing to explain, describe or inform or describe -**

You use different styles and devices when writing for different reasons
For example when you:

- write to **argue** you might use rhetorical questions, repetition for emphasis, a few facts to back your argument or even some figurative language. You should give both sides of the argument, ending with the side that you agree with.
- write to **persuade** you might use emotive language (appeal to the reader's feelings), rhetorical questions, repetition for emphasis and figurative language. You don't need to give the other point of view when you're writing to persuade
- write to **advise** you will be using modal verbs – will, would, can, could, may, might – and you will need to be clear and straight forward in your writing. A little bit of humour is a good idea too.
- write to **explain** you should use clear, straight forward language. The 5 Ws might be useful.
- write to **inform** you will be using the 5 Ws; and maybe the 5 senses to communicate what you need to say.
- write to **describe** you will be using lots of descriptive vocabulary, the 5 senses and figurative language

NOTES

KS4 Suggested Reading List

Reading is still the most effective way of improving your vocabulary, your punctuation, your style of writing – in short, your written expression. All students are expected to read voluntarily, and should visit the school library regularly.

Try www.cool-reads.co.uk It is a website for teenagers, by teenagers.

Adams, Douglas – The Hitchhiker’s Guide to the Galaxy
Adams, Richard – Watership Down
Almond, David – The Fire Eaters, Skellig
Ashley, Bernard – Little Soldier
Barnes, Julian – A History of the World in 10 ½ chapters
Blackman, Malorie - Noughts & Crosses
Bowler, Tim – Shadows, River Boy
Burgess, Melvin – Junk, Bloodtide
Burnford, Sheila – The Incredible Journey
Childs, Rob - Soccer Mad
Conan Doyle, Arthur – Hound of the Baskervilles, Sherlock Holmes
Chevalier, Tracy – Girl with a Pearl Earring
Clancy, Tom – The Teeth of the Tiger, Red Rabbit
Coifer, Eoin – The Artemis Fowl series
Craggon, Alison - The Gift
Dhami, Narinder - Bend It Like Beckham
Dickens, Charles – Great Expectations
Dahl, Roahl – Tales of the Unexpected
Faulkner, JM – Moonfleet
Forester, CS – The Hornblower books
Garner, Alan – The Owl Service
Grant, Neil - Rhino Chasers
Golding, William – Lord of the Flies
Harris, Joanne – Chocolat
Harris, Robert – Enigma, Fatherland
Herriot – All Things Bright and Beautiful
Hillenbrand, Laura - Seabiscuit
Hornby, Nick – Fever Pitch, About a Boy
Horowitz, Anthony – Stormbreaker series
Hitchcock, Alfred – Sinister Spies
Hill, Susan – The Woman in Black
Huxley, Aldous – Brave New World
Highsmith, Patricia – Detective stories
Kipling, Rudyard – The Jungle Book
Lessing, Doris – The Summer before the Dark
Lee, Harper – To Kill A Mocking Bird
Lewis C S, The Narnia books
Lively, Penelope – Moon Tiger
McNish, Cliff - The Doomspell
Milligan, Spike – Adolph Hitler: My Part in his Downfall

Magorian Michelle – Goodnight Mr Tom
Maupassant, Guy – Short Stories
Mansfield, Katherine – Short Stories
Miller, Arthur – The Crucible
Nix, Garth – Sabriel, Lireal and Abhorsen
Nicholson, William – Wind on Fire series
Orwell, George – Animal Farm, 1984
Paolini, Christopher – Eragon trilogy
Pullman, Phillip – Northern Lights etc. (His Dark Materials)
Poe, Edgar Allen – Tales of Mystery and Imagination
Peake, Mervyn – Gormenghast trilogy
Pratchett, Terry – Nightwatch, The Discworld series
Reeve, Phillip – Mortal Engines etc
Rendell, Ruth – Detective stories
Rowling, JK – The Harry Potter series
Sharpe, Tom – Wilt, Blott on the Landscape
Stevenson, RL – Treasure Island
Steinbeck, John – Of Mice and Men
Stroud, Jonathon - The Amulet of Samarkand
Tan Amy, The Bonesetter's Daughter
Twain, Mark – The Adventures of Huckleberry Finn
Tolkein, JR – The Hobbit, The Lord of the Rings
Wells, HG - The War of the Worlds
Zephaniah, Ben – Gangsta Rap, Face
Westall, Robert – The Machine Gunners
Yen Mah, Adeline, Falling Leaves

This is just a selective list; there are many, many more!

Try www.cool-reads.co.uk It is a website for teenagers, by teenagers.