

Year 7 English Language Knowledge Organiser

Your language assessment will ask you to write creatively using either a picture stimulus or a short brief such as 'write about a time when...' or 'write a story titled...'

Use this knowledge organiser to prepare yourself by revising key tips and terminology for expert writing.

Planning

Perspectives		
Can be: human, animal or other e.g. inanimate object		
1st person – the narrator talks about themselves using 'I', 'me', 'us'	2nd person – the narrator talks directly to the reader using 'you', 'your'	3rd person – the narrator talks about other people using 'he', 'she', 'they'

Structures			
Use to ensure you have a clear and well thought out beginning, middle and end			
Start High, Get Low – start from a point of height such as a bird's-eye view and gradually move lower with description until on the ground / underground	A Year Ago, A Month Ago, Today – start describing something as it was a year ago, then as it was a month ago and finally, as it is today	In Media Res – drop your reader into the middle of the action with no explanation and then slowly fill in the 'gaps' with dialogue, flashbacks and description	Different Times – start at a point in time such as time of day, time in history or time of season and change this every new paragraph

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Punctuation	Grammar
<ul style="list-style-type: none"> • Capital letters: use at the start of sentences and proper nouns (the specific names of people, places or things) <i>Chilmington Green School, Mr Rutland</i> • Full stops: use at the end of sentences • Commas: use to separate subordinate clauses from main clauses or for lists <p>Main clause = a part of a sentence that makes sense on its own – contains a subject and a verb Subordinate clause = a part of a sentence that doesn't make sense on its own – is missing a subject or a verb</p> <ul style="list-style-type: none"> • Apostrophes: use to show contraction – where two words have been joined together and letters are missing <i>isn't, doesn't, won't</i> – or possession – where someone owns something <i>Ms Wood's office, Gus' lead, the pupils' classroom</i>* *possessive form of 'it' does not follow the normal rule and does NOT take an apostrophe e.g. <i>The dog was hungry so it ate its dinner.</i> 	<ul style="list-style-type: none"> • Tense: the time indicated through verb form (past or present)* *should be consistent throughout e.g. past <i>'it was'</i> and <i>'he ate'</i> or present <i>'it is'</i> and <i>'he eats'</i> • Subject verb agreement: when the verb of a sentence agrees with the subject in terms of being singular (one) or plural (more than one) e.g. <i>She was writing / We were writing</i>

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Word Classes					
Verb	Noun	Adjective	Adverb	Pronoun	Preposition
a doing or action word <i>eat, play, fight</i>	a person, place or thing <i>dog, table, pain</i>	describes a noun <i>beautiful, miniscule, astonishing</i>	describes the way an action is done (usually ends in 'ly') <i>surprisingly, jokingly, cautiously</i>	used in place of a noun <i>she, he, they, it</i>	describes the position of something <i>on, between, after</i>

Writing Top Tips

- ✓ **Paragraph** writing – new one for each time you change Time, Person, Topic, Place (**TipTop**)
- ✓ Vary sentence openings with adverbs and verbs – avoid repeating 'The...' e.g. *Unsurprisingly, he tried to... / Hurtling forwards, they...*
- ✓ Use different **sentence types** and lengths to create pace and fluency: simple, compound, complex
- ✓ **Ambitious vocabulary** e.g. *gargantuan* instead of *big*
- ✓ **Limit dialogue** (speech) – no more than five lines
- ✓ **Show don't tell** using the five senses – explain what can be **seen, heard, smelt, tasted, felt**

Methods		
Use for a particular effect		
Technique	Definition	Example
Simile	A comparison saying one thing is like or as another thing	<i>The cave's opening was like a predator's mouth waiting for its next prey.</i>
Metaphor	A comparison saying one thing is another thing	<i>The cave's opening was a predator's mouth waiting for its next prey.</i>
Repetition	The recurrence of a word or phrase for emphasis	<i>The decor was terrifying, the humming was terrifying, the whole room was terrifying.</i>
Alliteration	The repetition of the same sound at the start of words	<i>He banged the bat against the park bench bashfully.</i>
Personification	Giving non-human objects human qualities	<i>Joyfully, the trees danced in the wind.</i>
Juxtaposition	Placing two contrasting things side by side	<i>Ominously, the light was enveloped by the darkness.</i>
Onomatopoeia	A word which sounds like the sound it describes when said aloud	<i>The wind was howling while the windows creaked tirelessly.</i>
Pathetic fallacy	Giving human feelings to inanimate things, usually the weather	<i>Angrily, the clouds scowled down over the town.</i>