|  |  |  |  |
| --- | --- | --- | --- |
| **Core Knowledge Map** | | | |
| Subject: Language Paper 1 | Year: 11 | | Term: 1.1 |
| What are we learning? | | | |
| How to analyse fictional extracts and write effective descriptions | | | |
| How will I be assessed? | | | |
| * Ongoing mini-assessments of analytical paragraphs * A piece of descriptive/narrative writing | | | |
| Big questions: | | | |
| * What is the difference between explicit and implicit information? * How do writers use language to create effects? * How do writers structure writing to be interesting for readers? * How do I evaluate the effect of a text? * How do I construct an engaging and grammatically accurate description/narrative? | | | |
| How does this build on previous learning? | | How will this link to my future learning? | |
| Throughout Years 7, 8 and 9, we have learned about creative writing, and using a range of sentences and punctuation in our writing.  In Year 9, we learned about using interesting structures and narrators; we also learned about writing flash fiction.  We have learned about how writers use different language techniques (e.g. imagery, tone, word choices) to create effects. | | This will help your Original Writing component of A Level English Language, where you could craft a piece of storytelling.  This could also support your coursework Investigation for A Level English Language where you could choose to unpick the language choices of fiction texts.  The skill of evaluating language is important for both A Level English Language and English Literature when you evaluate the effect of writers’ choices. | |
| Core knowledge: | | Key vocabulary: | |
| Understand and identify a range of language devices, for instance: types of imagery and word classes.  Understand and identify a range of structural devices, for instance: tonal shifts, cyclical structures and foreshadowing.  Be able to structure an engaging description/narrative using a range of language and structural devices.  Use a variety of accurate sentences and punctuation in my own writing.  Know the content of the exam paper and how to manage time in the exam. | | **Implicit** – ideas which are suggested by the writer, but not directly stated  **Explicit** – ideas which are directly stated by the writer, leaving no doubt about their meaning  **Analysis** – detailed examination of how writers create meaning through their word and structural choices  **Evaluate** – to make a judgement on how successfully a writer has created meaning, using evidence from the text  **Structure** – the way in which a text is built; the order of events, the atmosphere, shifts in focus or perspective  **Imagery** – visually descriptive language, e.g. metaphors, similes etc.  **Connotation** – an idea or feeling we associate with a word, in addition to its actual meaning. E.g. ‘black’ means dark, but it could *connote*evil  **Tone** – the atmosphere or emotion of a place, description, piece of dialogue  **Narrative** – a written account of a series of events; a story  **Descriptive** – a piece of writing using strong imagery, usually focused on a moment in time; a ‘freeze-frame’ | |
| Need more help? | | | |
| Guidance on each question here: [KS4: English Language Revision (okehamptoncollege.devon.sch.uk)](https://www.okehamptoncollege.devon.sch.uk/ks4-english-language.html)  Past papers here: [AQA | GCSE | English Language | Assessment resources](https://www.aqa.org.uk/subjects/english/gcse/english-language-8700/assessment-resources)  Example responses here: [q\_2\_examples.pdf (weebly.com)](https://penketh.weebly.com/uploads/2/6/3/6/26362742/q_2_examples.pdf) | | | |