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Aspire Achieve Excel

**CHARLIE AND THE CHOCOLATE
FACTORY
KNOWLEDGE ORGANISER
Y7**



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UNIT SHEETS

This section of your Knowledge Organiser contains the unit sheets for each topic. Use them to make sure you know what is required at each stage of your learning.

Skill	Rating			Where to find help
	Term 1	Term 2	Term 3	
<p><i>Reading</i></p> <p>Use a range of strategies, including accurate decoding of text, to read for meaning.</p> <p>Key words read on sight.</p> <p>Show awareness of reading for meaning, frequent errors made.</p> <p>Decode accurately, showing understanding of text, some errors made.</p> <p>Demonstrates ability to use strategies to decode meaning.</p> <p>Demonstrates wide range of strategies to decode general texts.</p> <p>Uses wide range of strategies to decode even complex texts accurately.</p> <p>Engages with a full range of strategies, using them to fully decode texts.</p> <p>Describe, select or retrieve information, events or ideas from text and use quotation and reference to text</p> <p>Some specific, straightforward information recalled</p> <p>Able to retrieve simple information from text.</p> <p>Some comments include quotes</p> <p>Able to retrieve simple information and find quotations to support ideas when prompted</p> <p>Retrieve information from text, using this to for answers.</p>				

<p>Begins to use quotation PEE begun to be effective</p> <p>Detailed information retrieved from text, using this to for answers. PEE used effectively</p> <p>Confident use of information, used to support ideas. Quotations apt and supportive of points PEE used confidently</p> <p>Concise quotations used to fully support points. Information is fully understood and used to support ideas PEE used successfully.</p> <p>Deduce, infer or interpret information, events or ideas from texts</p> <p>Simple meanings and links made</p> <p>Simple literal meanings in texts understood made from a point of reference in the text</p> <p>Some complex literal ideas understood. Inference identified but often turns into description</p> <p>More complex literal ideas understood. Inference identified but not developed or supported</p> <p>Deduce or infer from range of texts, giving simple evidence Ideas expanded clearly</p> <p>Inference and deduction is sustained demonstrating clear interpretation skills Different layers of meaning identified</p> <p>Inference and deduction is sustained demonstrating astute interpretation skills</p>				
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Different layers of meaning identified and sustained in writing

Identify and comment on the structure and organisation of texts, including grammatical and presentational features at text level

Aware of text organisation - beginning, middle, end

Pupils identify opening, development and ending of text

Pupils identify structure of text with some reference to effective strategies

Simple structural features identified

Pupils make initial comments on structural features and why they are used

Comments on structural and organisational features sustained showing awareness of how they are used

Full exploration of writers' intentions in using structural and organisational devices and their effect

Full independent and original exploration of writers' intentions in using structural and organisational devices and their effect on readers

Comment on writers' uses of language, including grammatical and literary features at word and sentence level

Some effective language choices noted

Basic word classes identified correctly

Basic language features identified within a text

Awareness of effects of language features within a specific text when supported by teacher

Independent awareness of effect of language techniques explained in written response

Strong explanation of writers' choices of words and devices and effect on reader with evidence given

Independent and original explanation of writers' choices of words and devices and effect on reader, explaining cause and evidence given

Identify and comment on writers' purposes and viewpoints, and the effect of the text on the reader

Awareness that a writer has a viewpoint.

Simple comments on likes and dislikes

Main plot of text identified/main purpose

Express personal opinion

Main themes and writers' purpose identified in a text

Clearly explain writers' viewpoint and intentions for writing

Writers' viewpoint identified with supporting evidence

Subtle influences such as bias identified in writers' purpose.

Deduction used to show layers of text

Subtle influences such as bias identified in writers' purpose.

Deduction used to show layers of text, supported by quotations. Effect on reader evident

Relate texts to their social, cultural and historical contexts and literary traditions

Recognise different types of texts

Identification of origins of text

Recognise similarities between texts

Identification of origins of text shown and how this is seen in writing

Awareness of how context affects the text is demonstrated in writing

Writers' intentions framed within clear understanding of context

Awareness of cultural bias on writer and reader demonstrated through written responded, supported by quotations

Astute awareness of cultural bias on writer and reader demonstrated through written responded, fully supported by quotations

Writing

Write imaginative, interesting and thoughtful texts

Some relevant ideas. Some good word choices

Some ideas expressed clearly. Use simple adjectives.

<p>Ideas generally clear and engaging</p> <p>Texts try to engage reader's interest by specific techniques</p> <p>Texts are interesting and engaging in parts, using techniques to control reader's reactions</p> <p>Relevant material is developed confidently and with interesting use of varied techniques</p> <p>Engages and maintains the interest of the reader by presenting a coherent account using techniques in a challenging way</p> <p>Produce texts which are appropriate to purpose, audience and format</p> <p>Some basic purpose</p> <p>Some features of form</p> <p>Some attempt to adopt style</p> <p>Purpose established generally</p> <p>Some attention to reader</p> <p>Text is mostly for purpose. Initial reference to audience</p> <p>Consistent reference to audience and purpose</p> <p>Style wholly appropriate to purpose and audience. Key markers are used throughout</p> <p>Appropriate and engaging style which challenges the purpose and audience</p> <p>A coherent account with distinctive features of purpose, audience and format using original stylistic features</p>				
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Organise and present whole texts effectively, sequencing and structuring information & ideas

Some basic sequencing of ideas

Openings and closings sometimes signalled

Piece has beginning, middle and ending

Clear order established. Paragraphs link together well

Structure of text seen clearly. Reader follows sequence supported by markers

Reader follows a developed, engaging argument with ideas sequenced logically

Various structural effects are used. Consistent grasp of effects of structure on text

Distinctive structural effects are used. Consistent grasp of effects of structure on reader

Organise and present whole texts effectively, sequencing and structuring information & ideas

Some basic sequencing of ideas

Openings and closings sometimes signalled

Piece has beginning, middle and ending

Clear order established. Paragraphs link together well

Structure of text seen clearly. Reader follows sequence supported by markers

Reader follows a developed, engaging argument with ideas sequenced logically

Various structural effects are used. Consistent grasp of effects of structure on text

Distinctive structural effects are used. Consistent grasp of effects of structure on reader

Construct paragraphs and use cohesion within and between paragraphs

Ideas grouped by content

Some simple pronouns

No paragraphs are used

Some links between sentences

Some evidence of paragraphs

Clear paragraphs, organised logically. Links made clearly refer to previous points

Ideas are linked thoroughly throughout the text. Paragraphs are used for effect

Ideas are linked imaginatively throughout the text.

Paragraphs are used for effect

Ideas linked thoroughly and imaginatively in secure, varied paragraphs

Vary sentences for clarity, purpose and effect

Some variation in sentences starters

Use of and

Past and present tense generally consistent

Basic structure of sentences is correct

And, but, so

Some use of grammatically complex sentences

Simple and complex sentences used

Range of simple and complex sentences contribute to the effectiveness of the writing

Range of sentence structures create interest and challenge the reader

Range of sentence structures challenge the reader evoking a particular style

Write with technical accuracy of syntax and punctuation in phrases, clauses and sentences

Mostly grammatically correct

Capital letters and full stops

Some use of question marks, exclamation marks and list commas.

Limited use of speech marks

Capital letters full stops

question marks, exclamation marks and list commas used

Punctuation to mark boundaries is used accurately.

Expression generally correct

A range of punctuation is used, usually correctly to clarify meaning

A full range of punctuation is used correctly to clarify meaning and express ideas accurately

Correct punctuation and expression is used imaginatively to create impact and tone

Consistent grasp of expression and punctuation used for creative and original effect

Select appropriate and effective vocabulary

Speech-like vocab

Some adventurous word choices

Simple appropriate vocab used.

Some words selected for effect.

Beginning to use vocabulary accurately

Vocabulary reasonably wide, though some words may not be used precisely.

Varied vocabulary contributes to the effectiveness of writing. Some extended vocab seen.

Effective vocabulary used to create effect and variety.

Wide range of vocabulary shown throughout.

Precise use of vocabulary enables clarity and emphasis.

Vocabulary challenging throughout.

Use correct spelling

Common, single morpheme words correct

Spelling of simple words is usually accurate.

Some multiple morpheme words correct

Spelling of simple words and common polysyllabic words is generally accurate

Spelling is usually accurate, including words with complex

regular patterns

Spelling is generally accurate, although there may be errors in difficult words. Few difficult words are shown.

Spelling, including complex irregular words, is correct. Some extended vocabulary seen.

Spelling, including complex irregular words, is correct. Work demonstrated complex words consistently.

English Learning Journey



Key

English Language Topics

English Literature Topics

Studying English at The Manor Academy allows you to be submerged in an immense array of texts that will challenge, inspire and excite you. Your teachers aim to provide you with the knowledge and tools needed to appreciate the true beauty of both spoken and written language. Exploratory class discussions and sharing of ideas about the writer's craft is an integral part of our curriculum, as we wish for you to discover your voice, opinions and ideas about a range of Literature texts. The English Department take pride in preparing you not only for tasks in the classroom, but also for life outside of The Manor Academy. We offer the opportunity to explore current worldwide topics to widen understanding of the world in which you live. Sharing our passion for reading, writing, spelling and grammar helps to ignite a passion for studying in all classrooms. Challenging texts are explored and we push you to think outside of the box to develop your own opinions. We aspire to have every student *achieve* in English through our well-planned curriculum to ensure happiness, creativity and success.

The English curriculum provides you with the knowledge required for you to thrive in your studies and in your life beyond school in the wider world. Our content-rich curriculum is sequenced through the years to ensure you acquire the skills and knowledge required to succeed in your end of school examinations, whilst also being underpinned by breadth, depth and challenge of a variety of texts from a range of periods throughout history. We focus on teaching a range of carefully selected key skills, across each year group, which will ensure we are exposing you to the richness of Language and Literature, whilst also revisiting key concepts at deeper levels.



Links Between Learning



Fiction

Y7-11

Reading a literature fiction text in order to consider how established writers use narrative and descriptive techniques to capture the interest of readers

Writing to Narrate

Y7-11

A piece of writing characterised by a main character in a setting who encounters a problem or engages in an interesting, significant or entertaining activity or experience

Writing to Describe

Y7-11

A piece of writing which describes a person, place or thing in such a way that a picture is formed in the reader's mind. Capturing an event through descriptive writing involves paying close attention to the details by using all of your five senses.

Shakespeare

Y7- The Tempest

Y8- King Lear

Y9- Media Representations

Y10/Y11- Romeo & Juliet or Macbeth

Modern Texts and Drama

Y7- Charlie and the Chocolate Factory, The BFG, James and the Giant Peach, The Demon Headmaster, Private Peaceful, Buddy, Skellig, Northern Lights or War Horse.

Non-Fiction

Y7-11

Reading sources from different time periods and genres in order to consider how each presents a perspective or viewpoint to influence the reader

Writing to Present a Viewpoint

Y7-11

Producing a written text to a specified audience, purpose and form in which they give their own perspective on a given theme.

Speaking and Listening

Y7-11

Adapting language to suit the situation and linking your listening and speaking skills to be able to respond to any argument.

Nineteenth Century Text

Y7- Oliver Twist

Y8- Victorian Literature Extracts

Y9- Dracula, Frankenstein or Sweeney Todd

Y10/Y11- A Christmas Carol or Jekyll and Hyde

Poetry

Y7- Revolting Rhymes or Nature Poetry

Y8- War Poetry

Y8- Our Day Out, Frankenstein, Dracula, The Boy in the Striped PJ, Stone Cold, Noughts and Crosses, Curious Incident of the Dog in the Night Time, A Monster Calls, Face or The Edge

Y9- DNA, Woman in Black, Of Mice and Men, To Kill A Mockingbird, Buffalo Soldier, My Sister Lives on the Mantelpiece or Sunlight on the Grass Short Story Collection

Y10/Y11- Animal Farm, Blood Brothers, An Inspector Calls or Lord of the Flies

Y9- Poetry and Song Lyrics

Y10/Y11- Unseen Poetry, Power and Conflict or Love & Relationships

Characterisation, Themes & Context

Y7- Modern Plays, Heroes and Villains, Modern Texts, Oliver Twist, Poetry and Shakespeare

Y8- Modern Plays, Poetry, Media Representations, Modern Novel, Victorian Literature and Shakespeare

Y9- Modern Texts, Modern Play, Protagonist vs Antagonist, 19th Century Play and Poetry

Y10/Y11- Shakespeare, 19th Century Novel, Modern Texts and Play



Links Between Learning

Fiction

When have you looked at Fiction in Term 1? How has this linked to other learning in Y7?

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When have you looked at Fiction in Term 2? How has this linked to other learning in Y7?

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When have you looked at Fiction in Term 3? How has this linked to other learning in Y7?

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Links Between Learning

Non- Fiction

When have you looked at Non-Fiction in Term 1? How has this linked to other learning in Y7?

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When have you looked at Non-Fiction in Term 2? How has this linked to other learning in Y7?

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When have you looked at Non-Fiction in Term 3? How has this linked to other learning in Y7?

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Links Between Learning



Narrative Writing

When have you looked at Narrative Writing in Term 1? How has this linked to other learning in Y7?

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When have you looked at Narrative Writing in Term 2? How has this linked to other learning in Y7?

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When have you looked at Narrative Writing in Term 3? How has this linked to other learning in Y7?

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Links Between Learning

Writing to Present a Viewpoint

When have you looked at Writing to Present a Viewpoint in Term 1? How has this linked to other learning in Y7?

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When have you looked at Writing to Present a Viewpoint in Term 2? How has this linked to other learning in Y7?

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When have you looked at Writing to Present a Viewpoint in Term 3? How has this linked to other learning in Y7?

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Links Between Learning



Writing to Describe

When have you looked at Writing to Describe in Term 1? How has this linked to other learning in Y7?

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When have you looked at Writing to Describe in Term 2? How has this linked to other learning in Y7?

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When have you looked at Writing to Describe in Term 3? How has this linked to other learning in Y7?

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Links Between Learning

Speaking and Listening

When have you looked at Speaking and Listening in Term 1? How has this linked to other learning in Y7?

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When have you looked at Speaking and Listening in Term 2? How has this linked to other learning in Y7?

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When have you looked at Speaking and Listening in Term 3? How has this linked to other learning in Y7?

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Links Between Learning



Drama Unit

How has this linked to other learning in Y7?

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Heroes and Villains

How has this linked to other learning in Y7?

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Modern Texts

How has this linked to other learning in Y7?

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Victorian Literature

How has this linked to other learning in Y7?

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Poetry

How has this linked to other learning in Y7?

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Shakespeare

How has this linked to other learning in Y7?

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POWERFUL KNOWLEDGE

In this section you can find the key information your teachers want you to know, understand and be able to recall.

Context

Roald Dahl - author.



- Roald Dahl was born in Llandaff, Wales, on the 13th September 1916. His parents were Norwegian.
- Lots of his stories are influenced by his life.
- His father and older sister died when he was young.
- His mum sent him to boarding school where he experienced many bizarre and memorable events. He was beaten by his teachers and had to distract himself from the chaos. He did this by participating in sports and reading adventure novels.
- He was invited to trial chocolate as a student, which influenced his story: Charlie and the Chocolate factory.
- Throughout his life, he was a spy, an ace fighter pilot, a chocolate historian and a medical inventor.
- He was enlisted into the RAF at 23 years old and in September 1940, Dahl received severe injuries to his head, nose and back when his plane crash-landed in the Western Desert.
- Later, he supplied intelligence to MI6.
- He married twice and had 5 children.
- Some of his most famous stories include: Matilda, The Twits, The BFG, James and the Giant peach, the Witches and many others.

Key Vocabulary

Everlasting

Lasting forever or a very long time.

Invention

To create something completely new

Flabbergasted

Greatly surprised or astonished.

Wretched

Something or someone of poor quality; very horrible.

Repulsive

Something that is intense distaste or disgust. Revolting.

Sensational

Very impressive or attractive.

Altered

Describes anything that has been changed or modified

Nincompoop

a stupid or silly person. A fool.

Cavities

Cavities are decayed areas of your teeth.

Scrumptious

Something that is delicious and tasty.

Gluttonous

An excessively greedy eater.

Characters



Charlie Bucket

The protagonist of the story. He is very poor and lives with his family in a falling-down house. He finds one of the golden tickets to visit Willy Wonka's chocolate factory

Willy Wonka

The eccentric owner of the chocolate factory.



The Grandparents



Charlie's grandparent's: Joe, Josephine, George and Georgina. They all share a bed and live together. Joe is the most active and accompanies Charlie when he visits the factory.

Violet Beauregard

Violet is very competitive, likes to chew gum and is one of the children who gets expelled from the tour. She has very bad manners.





Augustus Gloop

Augustus is a very greedy character. He always wants more and more chocolate which lands him in trouble.

Veruca Salt

A very spoilt and rich girl who wants her Father to buy her whatever she wants.



Mike Teavee

A boy who is obsessed with video games and thinks he is smarter than everyone else.

Oompa Loompas

The Oompa-Loompas were the workers at Willy Wonka's Chocolate Factory, who were imported by Willy Wonka direct from Loompaland.



Key Themes

Family:

Charlie Bucket and his family are very close. He is very respectful towards them, and they mean a lot to him. Some of the other characters do not appreciate their family as much, this is reflected in their actions.

Poverty and wealth:

There is a large class distinction between the characters in the play, Charlie and his family are very poor, his 4 grandparents even have to share one bed! Charlie rarely has enough to eat. Despite this, he is a loving and kind person, and will do anything for his family. He does not want the extraordinary things in life, but because of this he is rewarded beyond his wildest dreams. The other characters who are greedy and selfish, get punished for their stuck-up actions.

Greed:

The children in this play who are greedy and spoilt, get punished for their actions and behaviour. A huge life lesson in the play is to not be so greedy.

Fate:

After it has been established which characters are good and which are bad, each of the characters is punished or rewarded in accordance with his personality. The bad children—Veruca, Violet, Mike, and Augustus, all receive punishments.

Improving Your Vocabulary

- **Sensational** - something that is amazing, better than good.
- **Courageous**- being really brave in the face of danger
- **Yearning**- a feeling of wanting something a lot
- **Begrudging**- a feeling of jealousy over someone's achievements
- **Narcissistic**- being vain and self-centred
- **Admirable/ commendable**- when someone deserves a lot of respect because of how they act.
- **Defiant**- when you are not willing to do as you have been asked
- **Crimson, blood, sangria merlot**- all different shades of red
- **Admiral, cobalt, cerulean**- all different shades of blue
- **Walnut, russet, oak, umber**- all different shades of brown
- **Fern, juniper, emerald, khaki**- all different shades of green
- **Trepidation**- feeling really nervous and panicked about something.
- **Soaring**- the way something flies through the air
- **Resentment**- feeling bitter and angry towards something or someone
- **Irreparable**- impossible to repair or fix
- **Wretched**- awful, very bad
- **Innocent** - a pure, not guilty person
- **Spineless**- being weak and purposeless
- **Callow**- immature or inexperienced
- **Loathing**- a feeling of hatred for something or someone
- **Peculiar**- something that is strange or different.

Literature sentence starters:

Literature Phrasing: How does {writer} present the character/theme of... ?

Point- {writer} presents the theme/character of... to be...

Evidence- '...'

Explain- As a reader, I infer...

Language- I think that the word '...' implies to the reader...

Context- Perhaps {writer} is trying to indicate...

Audience- This might make a reader think/feel/question... because...

Purpose- I think that {writer} could be aiming to show

Language: Fiction

Q2 - Language

Phrasing: How does {writer} use language to present the character of {...}?

... is described/presented to be...

'...'

To me, as the reader, this gives the impression...

The writer has used the word/phrase '...' which makes us think of/that...

Q3 - Structure

Phrasing: How does {writer} construct the text to get your attention?

The writer has constructed the text by using {feature} at the beginning/middle/end

'...'

This suggests...

By constructing the text this way, the reader focuses on... this gets my attention as...

Q4 - Language

Phrasing: {writer} uses language to present the character of {...} as... Do you agree with this statement?

The statement can be agreed/disagreed with because... is described/presented to be...

'...'

To me, as the reader, this gives the impression...

The writer has used the word/phrase '...' which makes us think of/that...

Writing to describe:

1. Set the scene
2. Bring in a character (person/animal/object)
3. Explore the character's thoughts and feelings.
4. Go back to the past or forward to the future.
5. Zoom back out to the scene

Language: Non-fiction

Q2 - Summary

Phrasing: How do {writer} and {writer} show differences/similarities of {...}?

The writer of Source A shows...

'...'

This is implying...

[connective]

The writer of Source B shows...

'...'

This is implying...

Q3- Language

Phrasing: How does {writer} use language to present the character of {...}?

... is described/presented to be...

'...'

To me, as the reader, this gives the impression...

The writer has used the word/phrase '...' which makes us think of/that...

Q4- Language

Phrasing: How do {writer} and {writer} use language to present their thoughts and feelings {...}?

{writer}, the writer of Source A presents their thoughts about... as positive/negative

'...'

To me, as the reader, this gives the impression...

The writer has used the word/phrase '...' which makes us think of/that...

[connective]

{writer}, the writer of Source B presents their thoughts about... as positive/negative

'...'

To me, as the reader, this gives the impression...

The writer has used the word/phrase '...' which makes us think of/that...

Writing to present a viewpoint:

1. Introduce the form, layout and topic of focus
2. Point 1 - I think...
3. Point 2 - An important point is...
4. Point 3 - A vital and perhaps the most imperative point is...
5. For the future, I would like to see...

Punctuation		
Full stop	.	Indicates that a sentence has finished.
Comma	,	Shows a slight pause in a sentence, separates clauses in a complex sentence and items in a list.
Question mark	?	Goes at the end of a question instead of a full stop.
Exclamation mark	!	Goes at the end of a dramatic sentence instead of a full stop to show surprise or shock. Only one is required at the end of a sentence if you are using it.
Apostrophe	'	Shows that letter(s) have been left out or indicates possession.
Speech marks	" "	Indicates direct speech - a character is talking. Remember to start a new line for a new speaker.
Quote marks	' '	When writing non-fiction texts, words inside quotation marks are ones you have taken from another source.
Colon	:	Introduces a list, a statement or a quote in a sentence.
Semicolon	;	Separates two clauses that are related and of equal importance.
Dash	-	Separates extra information from the main clause by holding words apart. Used as a linking device in a sentence (e.g. 1914-1918). Can be used in dialogue when a speaker is interrupted.
Brackets	()	They separate extra information from the main clause and can be used like dashes to hold words apart.
Ellipsis	...	To show a passage of time, to hook the reader and create suspense. Used in speech when the speaker does not finish their sentence. Also used when quoting in an essay to skip over irrelevant evidence.
Hyphen	-	Used to divide, combine and join words. Used to create compound adjectives (top-class) and for all compound numbers from twenty-one to ninety-nine.
Single inverted commas	' '	The titles of books, poems, movies, plays, games and television shows should be placed in single inverted commas.

PRACTICE PAGES

In this section of your Knowledge Organiser you will be able to work on practice examples – in class and at home as independent tasks.

How does Michael Morpurgo present the boy's feelings about the story in Flamingo Boy?

Morpurgo presents the character of Vincent to be extremely passionate about a story from a book he read when he was younger, 'I read it in a book once, when I was a boy. I don't remember what book it was from but the story I have never forgotten.' As a reader, I infer that the story was so powerful when Vincent first read it that it has stayed with him as he has grown up. I think that the word 'once' implies to the reader that the story was so influential to Vincent that he did not need to read it again to have it stay with him. Also, the word 'forgotten' conveys to readers that the story can never now be disregarded by Vincent due to the fact that it means so much to him. Perhaps Morpurgo is trying to indicate that young people are extremely easy to influence therefore we need to think carefully about what they read or what we say around with them as this can be stored in their memory for many years to come. This might make a reader think about stories which they read which have stuck with them and reflect on what they mean to them. I think that Morpurgo could be aiming to show that stories are extremely compelling therefore we need to read widely to appreciate many forms of Literature.

PEELCAP Practice Questions:

How does the writer present the main character?

How does the writer present the main theme?

How does the writer use the main character to present a theme?

Diary Example

Dear Diary,

I had the best day EVER today. I woke up this morning, the sun was shining through the curtains, and I could smell breakfast cooking downstairs. I jumped out of my bed, threw on my school clothes and skipped down to the kitchen.

A delicious breakfast of pancakes with syrup was waiting for me on the table and I gobbled it down as quick as a flash. I grabbed my school bag, shouted "Bye!" to my mum and dashed out of the door to school.

When I arrived at school, my teacher handed my homework back to me and a huge grin spread across her face. Guess what? I got 20 out of 20! I couldn't believe it! We had my best lessons in the morning (Literacy and Geography).

Before I knew it, it was lunchtime. The menu today was my favourite: Spaghetti Bolognese followed by Chocolate pudding - yum! The afternoon flew by, and we ended the school day with a really fun game of Dodgeball, and we all cheered when my team won (of course).

After school, I came home and was met with the most amazing surprise; my mum told me that we were going out to the cinema and to Pizza Hut for dinner. We had a fantastic time!

I'm sitting on my bed writing this, remembering all the fun things that happened today. I hope tomorrow is just as good!

Vincent

Dear Jack,

How are you? How's Harry? And Sarah? I heard that he had tripped and broken his leg. Did I hear correctly? I can just imagine poor clumsy Harry falling and crying his eyes out. The poor lad does need to be more careful in his wandering. Very soon he'll turn ten. I can't believe it!

I'm feeling quite marvelous. The academic requirements keep me so busy! I hardly have time to miss you. Though, sometimes, I do miss eating with you all very much. I can't wait for vacations to begin! I'm going to gorge on all your dishes like there's no tomorrow! I cannot wait to have a homemade burger again!

I've started to develop a keen interest in architecture and am even taking an introductory course in it this term. Who knows, I might even study this at university in the future. Hopefully, though, my interest in architecture shouldn't fade. I really want to make you proud.

I hope everyone is doing okay. I miss you all a lot and I cannot wait to see you.

Love,

Suzie.

Letter Practice Question:

Descriptive Writing

The lone figure was standing, perusing the town in the night-time light- it was difficult to see. He leant against his umbrella: an accessory he had become dependent on for balance and protection from the harsh, British, winter storms. The night was still for the first times in weeks, but the darkness still suffocated the inhabitants of the town, meaning life had become as stale as the bread sold by the baker on a drizzly Monday morning.

Time stood still for a moment as he breathed in a thick, dense fog which caught the back of his throat. As he choked on it, his eyes bulged and watered as though the sheer shock of it sent a sharp, distressing impulse to his tired, heavy brain. The revolution had changed the place; it was foreign to him now.

Where once a church stood, a tall, red-bricked building towered over him instead. Its menacing chimney was spewing a green, unusual smog that seemed to devour the stars and digest them within its acidic stomach. A sign read: Worthington and Sons- a prominent symbol that the revolution had ruined his religion and destroyed his people's beliefs. Sinister, oil-slicked bars kept out unwanted robbers or tramps who may have sought refuge in the church before it. They reminded him of how trapped he had been in his past; how working away from his home had segregated him from the life he had loved and cherished. Now, both lives seemed to have ended. Death was inevitable. Imminent. He could not fathom how his people could turn their backs on God after all this time.

A gas lamp flickered, catching his eye and turning his attention to a small window to his left. The window was a black hole- in it he saw a life he did not recognise. It terrified him. On the rug, in front of the roaring fire, a woman was bent over a black, sharp machine that moved quickly over a grey cotton dress. It was like a woodpecker, pecking away at the lifeless material, sewing it up in a stitch-like pattern similar to Frankenstein's patch-work limbs. Its needle pounded: up, down, up, down- as quick as the wheels of the steam-engine he had arrived on. His heart began to thump as he heard a horn blast in the distance.

Suddenly, he lost his balance. His feet clattered off the hard, cobbled street. A stray cat leapt out from behind a grey dust-bin, hissing and cursing the man who had rudely interrupted its sleep. When it passed, he smelt the bitter stench of rotten eggs and fish that clung to the hairs and whiskers of an animal who had probably eaten such delicacies to survive life in London. He gagged. The odour filtered through his nostrils, into his mouth and sat smugly on his tongue: rancid.

His spit echoed off an abandoned beer bottle, splatting against the glass: a slap across its face. He laughed- the metaphor screamed at him: this trip was an insult to his dreams of coming home and had quickly descended into a savage nightmare.

Monotonously, gravely, miserably, he stared at the long, dark street once more. Then, as quickly as he had been enveloped in disappointment, he turned on his polished, black heel- laughed- and left.

Descriptive Writing Task:

Describe a scene from the text you have studied.

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Persuasive Writing

Choose the healthy option.

Yes, that's right. I'm talking to you.

It may come as a bit of a surprise but there are millions of young people in the UK who would happily choose a burger over an apple, chips over some veg and even a can of coke over a nice cool glass of orange juice. Ask yourself, are you one of these people? Are you a sucker for Ronald McDonald's charm? Or do you just like the taste? The taste of fat that is. Forgive me, I don't mean to sound rude, but I need to get it through to you. This is a matter of life and death.

Indeed, eating healthily can reduce your chances of suffering from heart related illnesses, diabetes and...the big one. Obesity. It is extraordinary, yet not surprising, that looking fat is possibly one of the biggest factors (quite literally) in people wanting to change to a more healthy diet. If the way you look is so important, why continue to snack on crisps, chocolate and other kinds of sugary treats? Therefore, for the sake of your health, as well as your looks, choose a piece of fruit instead.

Quieten down, I can almost hear you shouting about the price of fruit from here. But come on, is it really THAT expensive? It's definitely not as expensive as the salary of the doctor who'll be looking after you when obesity causes your heart to pack up, or the new wardrobe for when everything starts getting that little bit tighter. In fact, the manager of Yeovil's Tesco Extra informed me they regularly have discounts on a variety of fruit and vegetables in store, making it the cheaper AND healthier option. My advice? Go to Tesco or grow your own!

If you don't choose healthy food for a healthier body or a healthier bank balance then choose it for a healthier mind. It's a scary thought but you could be even more alert in lessons, more active in PE and more with it during detention. Oh yes, even some very naughty students in America have found that by eating healthier school meals it has helped to put them back on track. So there you have it, it has been proved.

As you can see and as you probably knew anyway, healthy eating is very important. Most of all though, it is about ensuring you are a fit and healthy individual amongst the youth of today, as well as being able to set an example for the youth of tomorrow.

Make sure you're not the one letting the side down!

Persuasive Writing Task:

Write a speech to persuade your teacher to let you watch the film version of the text you are studying.

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Analysing Texts

I read it in a book once, when I was a boy. I don't remember what book it was from, but the story I have never forgotten. An old traveller is sitting on the steps of his gypsy caravan, drinking a mug of tea in the sunshine. He's stopped for a while, right in the middle of a roundabout, his tethered piebald horse grazing the grass verge nearby.

A police car pulls up. "You can't stop here," the policeman says.

Language analysis Example

How does the writer use language to present the main character?

The main character is described to be reflecting on a story, 'I read it in a book once when I was a boy', to me, as the reader, this gives the impression that the boy really enjoyed the book therefore thinks about it a lot. The writer has used the word 'boy' which makes us think that they have now grown up but the story that they read as a child meant a lot to them.

Language analysis Task:

How has the writer used language to present Buddy's feelings?

If it was the Beast, of course. Who else could it be? The other man - what was his name? Mr King. No, it had to be the Beast. Yet why? And how had he found out the address? If only the phone hadn't been cut off. Perhaps he could open the door and yell for help. No - once the door was open, the Beast could stop him before anyone heard. He imagined himself being pushed back into the house with the Beast's hand clamped across his mouth. The safest thing was to stay locked inside and hope that he would go away.

Structure Example

I read it in a book once, when I was a boy. I don't remember what book it was from, but the story I have never forgotten. An old traveller is sitting on the steps of his gypsy caravan, drinking a mug of tea in the sunshine. He's stopped for a while, right in the middle of a roundabout, his tethered piebald horse grazing the grass verge nearby.

A police car pulls up. "You can't stop here," the policeman says.

How does the writer construct the text to get your attention?

The writer has constructed the text by using an introduction of character at the beginning of the text, 'a boy' this suggests that they are going to be the main character of the story therefore we are interested to read on to find out more about them. By constructing the text this way, the reader focuses on the story which the boy is telling and this gets my attention as I am intrigued as I want to know what story he read as a child and why he is referring to it when he has grown up.

Structural analysis Task:

How does the writer construct the text to get your attention?

Start:

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Zoom in

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Middle

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End:

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This following is from a novel called Buddy. In this extract Buddy is home alone. He has just heard a knock at the door. He thinks it could be a strange man, whom he calls the Beast, and whom he thinks is out to get him.

Buddy tiptoed through to the kitchen and checked that the back door was locked. He wondered whether to open it and slip away over the back gardens. And then what? Besides, it was nerve-wracking at the best of times - dodging from hiding-place to hiding-place, scared of being seen by someone or of meeting a fierce dog. To do it now, in the dark, would be terrifying, especially if the Beast guessed what he was doing and followed. That would be a living nightmare - chased through the dark by the Beast.

If it was the Beast, of course. Who else could it be? The other man - what was his name? Mr King. No, it had to be the Beast. Yet why? And how had he found out the address?

If only the phone hadn't been cut off. Perhaps he could open the door and yell for help. No - once the door was open, the Beast could stop him before anyone heard. He imagined himself

being pushed back into the house with the Beast's hand clamped across his mouth. The safest thing was to stay locked inside and hope that he would go away.

He pulled open a drawer and fumbled round for a knife.

He felt the edge of it and cursed - it was almost blunt. Still, better than nothing. Then he went upstairs quietly - he might get a better view from the bathroom window. He stood on the edge of the bath and eased the little window open. He peered down, screwing his eyes up to concentrate on that patch of gloom. The figure had gone. He looked up and down the road, but, as far as he could see, it was empty.

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REVISION TOOLS

Use this section of your Knowledge Organiser to support you with revision.

Test yourself and then use the revision resource to help you fill the gaps in your knowledge.

Task 1- Research/ key facts

Find four facts about Roald Dahl:

1.....
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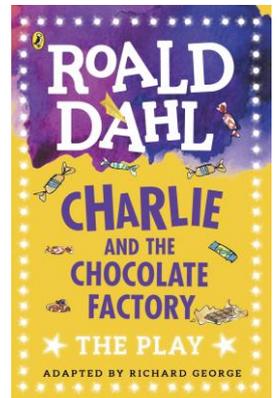
2.....
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3.....
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4.....
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Annotate the front cover.

- What are your first impressions of the play?
- What do you learn about the play from the cover?
- What images have been used? What could they represent?
- What colours have been used? Why do you think that this is?
- Explain what your predictions are



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Task 2- Spelling

spoilt

flabbergasted

repulsive

Invention

Roald Dahl

squirrel

guilty

disgusting

- What can you see?
- What can you hear?
- What can you smell?
- What is the weather like?
- What people are there?
- What is the scenery like?
- What people are around?

Task 6 - Revision Recall Octopus

Write a definition for each word

was.....
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were.....
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Write your own paragraph that includes each word three times:

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Was and were

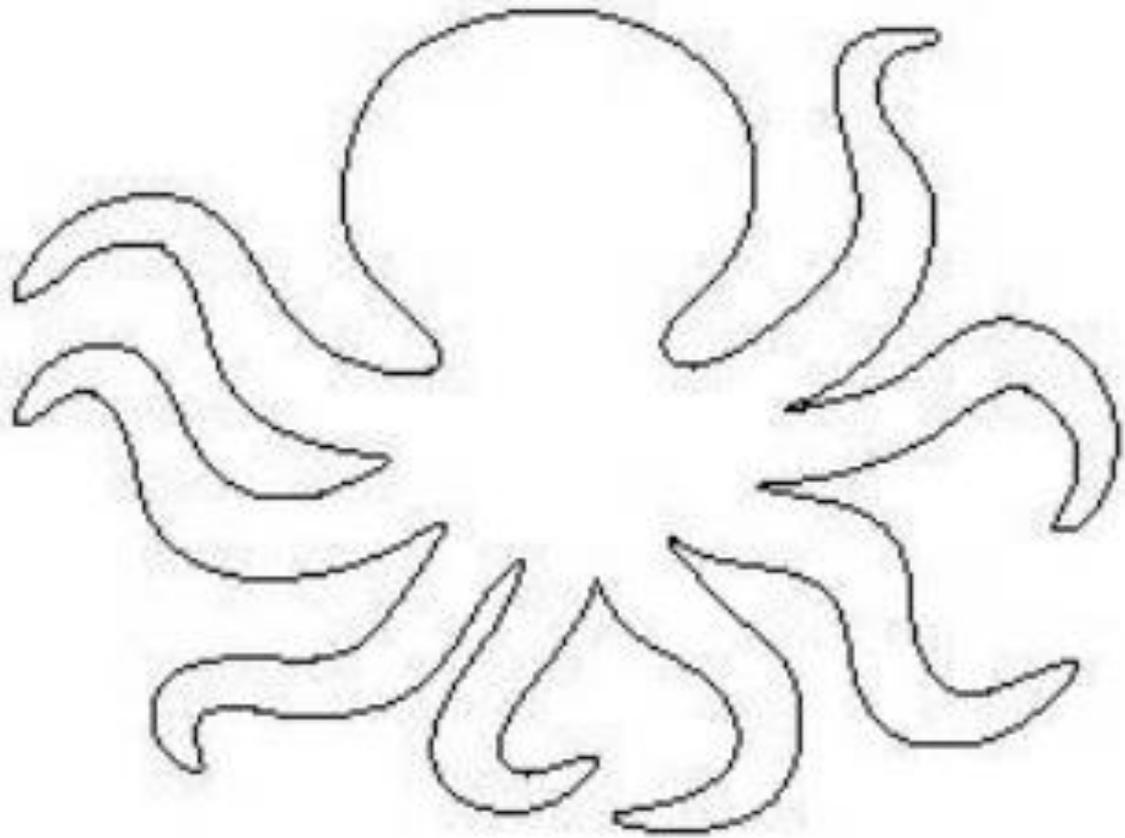
Add the correct word into the gap:

1. The prisoners _____ upset as they _____ starved; the food _____ horrific.
2. One horse _____ brown but the others _____ white and black. They _____ all from the same farm.
3. The boy _____ small but he wished that he _____ as tall as his brother; he _____ over 6 foot!
4. I _____ so tired and I _____ up all night worrying.

Synonyms: write down different words for 'cold'

1.
2.
3.
4.
5.
6.

Write all you can about one of the characters.



#Challenge

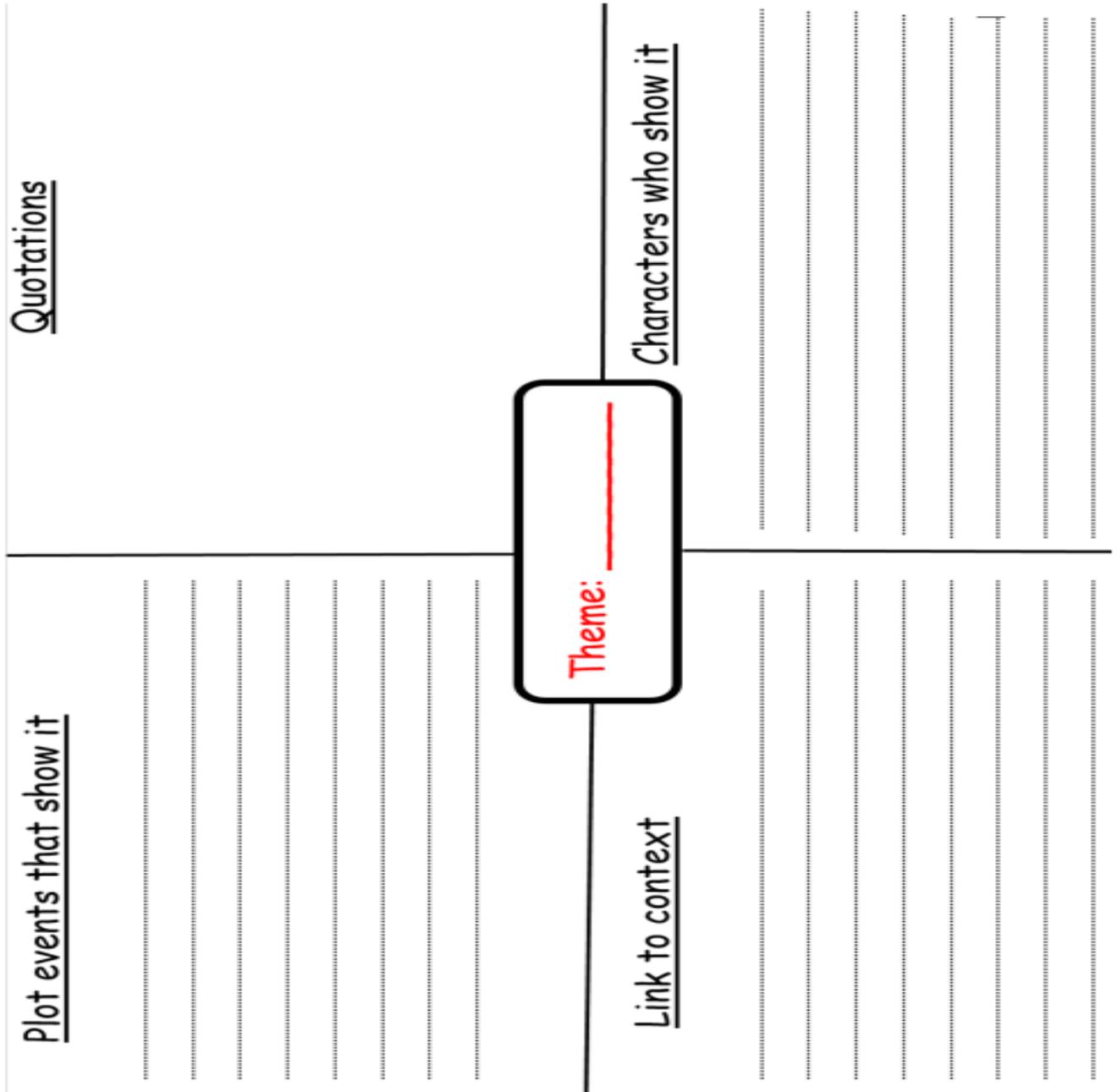
Can you add anything about how the context is shown by the character?

Task 7 - Storyboarding

Storyboard the main plot events. Use speech bubbles, thought bubbles and one sentence to state what is happening.

Task 8 - Character profile - choose a character and complete the below activity.

Task 9: Graphic Organiser - choose a theme the text deals with and complete the below.



Task 10: Revision Clock - complete the revision clock

