

**English Language Paper 1:
Explorations in Reading and Creative
Writing Knowledge Organiser**

1 hour 45 minutes

(2 hours 10 minutes with 25% extra time – bracket = extra time)

The absolute basics:



Read the text – 10 mins (13)

Section A

- Q1 – List 4 things 5 mins (6)
- Q2 – How does the writer use language to... 10 mins (13)
- Q3 – How does the writer structure the text to... 10 mins (13)
- Q4: [statement] To what extent do you agree? 25 mins (30)

Section B

Q5: Writing to describe or narrate 45 mins inc. planning time (55)

Start of the exam – Reading time 10 mins (13)

1. **Read the blurb** given for the text. Highlight 5Ws (Who/What/Where/When/Why) which give you a clue about what you will be reading e.g. character, setting, time, whereabouts the extract has come from in the novel/is it a short story?
2. **Read the questions** and text mark off the relevant sections for Q1, Q2 and Q4. What are the questions telling you the extract is about and what to look for?
3. **Read the extract carefully.** Track the events by numbering paragraphs and using First, Next, Then, Finally.

Consider:

1. What is happening explicitly?
2. Where does the extract fit into the narrative pyramid?
3. Significant moments
4. Overall tone of the writing
5. Big picture thinking

Section A: Question 1 5 mins, 4 marks (6)

Question stem: List four things you learn about...

Planning

1. Read the question and highlight the topic words, including the lines it asks you to focus on.
2. Draw a box around/Mark off the lines you need to focus on in the extract

Writing

1. Write in full sentences using the question topic words to start each one.
2. One point and a different point per line.
3. Keep it simple i.e. explicit inferences, no need for inferences.

Question 2 10 mins (13), 8 marks

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



Planning

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

Basic things to look out for: 5 senses, colour, adjectives and verbs.

Grade 7+: extended metaphors, semantic fields, sounds effects (e.g. sibilance).

Writing

1. You are writing 3 clear PEAs to answer the question.
2. The Point for each PEA should state the language method identified.
- Grade 7+ =** Develop PEAs into PEAEAs to show how methods are used across the extract and an overall effect is created – anchor AND satellite quotations.
3. Your 'Points' should use the wording of the question.

Useful sentence starters **ANALYSE**
Possible intro if time:

Throughout the extract the writer uses language to create a ... tone/atmosphere.

Point: The writer has used a [language device] to suggest/imply/create...

Evidence: For instance, '...'

Analysis: The use of ... makes it sound like...

The word/phrase/subject term '...' creates an impression of... We might realise/imagine/feel...

Question 3 10 mins (13), 8 marks

Question stem: How has the writer structured the text to interest you as a reader?

Planning

structure

1. Read the question/bullet points and highlight the topic words. This question is about *how the text is put together and organised*, NOT the language methods used.
2. Skim read the text and your notes from the reading time to identify what happened '**First, Next, Then, and Finally**'. Ask yourself: **WHAT? WHY THEN?**
3. Label any **STOPSEC** features at each tracking stage:

- Setting
- Time
- Opening
- Perspective
- Shift in focus
- Ending
- Character



Top tip: for a really clear response, think about how 1 of the STOPSEC features is used all the way through e.g. Do you see different areas of setting at different points in the text. Why might this be? Are juxtaposition/contrasts used? What tone is created?

Writing

Aim for 3-4 PEA paragraphs:

1. First – what does the writer want you to know in the first paragraph(s)?
2. Next – how does the action develop? What significant moment comes next?
3. Then – what happens then? What significant moment comes then?
4. Finally – what happens at the end? How does this link back to events at the beginning?

Useful sentence starters:

Possible intro if time:

Throughout the extract the reader carefully structures the text to interest the reader and create a ...tone.

Point: First, the writer opens the text by introducing/using [insert STOPSEC feature]

Evidence: For instance, this is seen when '...'

Analysis:

- By focussing on ... the writer creates a sense of...
- This is structurally effective because...
- This is a significant moment because...
- This detail at this point interests the reader because

Notice: The analysis is NOT on words but on the effect of the structure and the impressions it creates for us.

Question 4 25 mins (30), 20 marks

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

Planning

1. Read the question statement and highlight the topic words, including the line reference for the extract. Think carefully about how far you agree with the statement – there are usually two parts to it.

Top Tip: Usually it is best to AGREE with the statement. But consider how far you agree. Is there evidence to argue against this opinion? Create a debate in your answer if you can control this.

2. Draw a box around/Mark off the section of the text if specified.

3. Read through and highlight words/phrases/language methods you will use to argue FOR, and maybe against the statement.

Writing

1. Aim for 3 PETA(ETA)Ls in 25 mins. Pick out key words in each and explore their effect – use anchor/satellite quotations within the PETA(ETA)L.

Useful sentence starters (see previous questions too – you can reuse these if appropriate!):

- To some extent I agree with...
- I certainly agree that...
- However, it could also be argued that...
- Overall I agree that...



PROOF READ YOUR WORK!

- (Allow 5 mins for this)
- Spelling inc. homophones e.g. to/too/two or there/their/they're
- Improve any dull words to make them more exciting!

Section B: Question 5 (45 mins, 40 marks)

Question focus: Writing to narrate (story) or describe.

Planning (THIS IS REALLY IMPORTANT!)

1. Decide which task you would like to do (narrate or describe). There might not be a choice! Reminder of the structure for each below:

Describe		Narrate
Panoramic	Consider STOPSEC to structure your writing in both tasks!	Rules of 1: 1 setting, 1 character, 1 event, 1 hour
Zoom		
Single line		
Shift Zoom 2		
Shift Zoom 3		
Panoramic – link to opening		Hook → Character intro → Development → Turning point → Resolution

2. Plan using the structures above. You should also consider:

-What **ambitious vocab** could you use from the extract you have just read?

Writing

- Vary your sentence openers with verbs, adverbs, prepositions, adjectives. Use a semi-colon (instead of because)
- Remember these things →** Vary the length of your sentences (inc, at least 1 holophrastic phrase) and your paragraphs.
- Use plenty of description, even in a narrative. Show, not tell Big Picture/Tone
- Commas after subordinate clauses Variety of language methods