

Year 7 English



Name:

Teacher:

Class:

What will you be assessed on?

Your Year 7 end of year exam will focus on your writing skills.

You will be asked to write a detailed description in response to a picture.

You will be graded on two elements of your writing:

1. **Content and organisation (24 marks):** what you write about, how you organise your ideas and how you use a range of language and structural techniques to create a really engaging description.
2. **Technical accuracy (16 marks):** your varied and accurate use of vocabulary, spelling, punctuation and grammar.

What do we mean by a description?

A successful description will fully immerse the reader in a scene. Imagine you are setting the scene at the start of a novel.

You will need to think about:

- What **mood** or feelings do you want the reader to experience (eg: is it a mood of threat, excitement, joy or isolation)?
- What **tastes, smells, sights, textures or sounds** are there to experience and how can they add to the mood?
- What **literary devices** (eg: metaphor, personification, simile etc) can you use to add to the mood or introduce important ideas?
- How can you **structure** the description to build tension and make your reader feel completely immersed in the scene?

How can you revise and practise the skills needed for your exam?

This booklet starts with some revision activities to help you identify language and structural techniques.

You will then be given two prompt images and planning activities to help you build your confidence.

Work your way through the activities in class or for homework as instructed by your teacher.

Label the texts with the appropriate literary device(s):

- ✓ Metaphor
- ✓ Simile
- ✓ Action verbs
- ✓ Personification
- ✓ Alliteration
- ✓ Repetition
- ✓ Anaphora
- ✓ Hyperbole (exaggeration)
- ✓ Sibilance

The most exquisite sight to see awaits
the gaze of today's visitors.

Swiftly, the sun
sweeps into sight.

Under a heavy sky, under the gaze of his watchful
eyes, under a rough blanket, the girl huddles.

Desperation hangs
in the air.

Clamouring, fighting, clutching at the air
for breath, the boy looks panicky.

Scraping the skies above, the building
reaches high and seems hopeful.

List as many alternatives to the verb 'walk' as
you can think of:

The mist reaches out, seeking
every hidden crevice.

She shuffles, like a
broken wind-up toy.

Link the structural device to the definition

The first one has been done for you.

focus	The feeling of speed in the writing – are events and ideas revealed to the reader slowly or quickly?
juxtaposition	Clues and hints are given without revealing everything at once.
repetition or patterns	From whose point of view the story or description is told
in media res	When the text moves from one time to another one (can include flashbacks or flashforwards)
time shifts	This is what the writer focuses on as the text develops.
withholding information	Changes in ideas and perspectives, eg outside to inside.
contrast	The differences between two things.
shifts in focus	Starting right in the middle of the action
narrative perspective	When words, phrases or ideas are repeated for effect.
pace	When two things are placed deliberately next to one another to highlight their difference.
endings	The conclusion of a text may be neat or leave us with questions.

Annotate the passage below: what structural and language features can you spot? What effect do they have on the reader?

The first ones have been done for you.

In media res – reader is immediately involved in the drama

Fricatives – spitting sound creates a mood of danger and threat

Flinging herself into the **f**ilthy ditch, Jenni cowered. The mud, which had been hardened by the frost, began to soften against her hot, flushed cheeks. But she lay still, not moving a muscle while her heart hammered furiously in her chest. They must not see her. They must not hear her. They must never know that she was here.

This morning, in the bright sunshine, everything had felt different. With the sun high in the sky and not a cloud to be seen, she had felt free and positive. She had believed that this would never happen.

But now the skies had darkened and she felt trapped. Far across the field the man with the binoculars scanned the horizon. What was that he could see? Could it be the girl? His fingers twitched. The gun shifted slightly in his right hand. He breathed out slowly.

Planning activity 1

1. Annotate this image, adding as many sensory words as possible to describe sights, sounds, textures, tastes or smells.
2. Add 2-3 similes or metaphors

Angry clouds, brood
– dark, heavy, grey



Planning activity 2

1. Annotate this image, adding as many sensory words as possible to describe sights, sounds, textures, tastes or smells.
2. Add 2-3 similes or metaphors



Use this grid to help you plan:



<u>Paragraph</u>	<u>Idea:</u>	<u>Impact of the structural feature on the reader:</u>
1. Wide angle lens (setting)		
2. Contrast		
3. Zoom in (small detail)		
4. Flashback		
5. Link back to the start or unanswered question		

Now write the opening paragraph of your description
