

Supporting your child's independent learning in English

Knowledge organisers

RAG rating

Flash cards

Mnemonics

Knowledge Organisers

- All independent learning / homework will be set on Edulink
- Each year group has a knowledge organiser (on Edulink) that contains the essential knowledge needed for each topic and additional research prompts / wider reading to support student's interests
- Your child's class teacher will set homework by directing your child to the appropriate section of the knowledge organiser.
- Your child will then be expected to learn information from this section independently to support their progress. This knowledge will be tested in class through a low stakes quiz
- Your child is expected to work independently at home using the knowledge organiser, but supporting them through asking questions / setting a quiz etc would be beneficial

1 KEY TERMS

Key Concepts and Narrative Strategies

Narrative/narration: Spoken or written account of events – story. / Style or process of telling a story.

Chronological or linear narratives: move forward in time – beginning, middle, end.

Non-chronological or non-linear narratives: don't follow chronological order of events e.g. start at the end and go backwards or feature flashbacks/flash forwards.

Parallel narrative: story told from two (or more) different viewpoints.

Omission: The deliberate "leaving out" of key information.

Foregrounding: Making something the most prominent or important feature.

Narrative hook: A literary technique in the opening of a story that "hooks" the reader's attention so that he or she will keep on reading.

In medias res: A narrative that begins in the middle of the plot, before any exposition.

Narrative arc: describes sequence of events following traditional structure of exposition-rising action-climax-falling action-resolution

Tension: Mental or emotional strain in a text, which rises to the climax and falls by the resolution.

Circular Narrative: In a circular, or cyclical narrative the story ends where it began.

Stream of Consciousness : Captures the narrator's thoughts and feelings in a continuous flow.

Flashback : A flashback story jumps back to moments in the past.

Omniscient narration: The voice in which a story is written that is outside the story and knows everything about the characters and events in the story.

Y8 Twisted Tales

2 Aspects of Structure

Foreshadowing : A warning or hint of a future event.

Foreground: To make (something) the most prominent or important feature.

Exposition : Beginning of text where elements of plot and character are introduced.

Catalyst : An incident (often at the start) which starts the narrative.

Rising Action : Action building up to the climax – increasing the tension.

Climax : The most intense, important point – culmination of something...

Falling Action : Action showing resolution of climax.

Resolution/Denouement: The end of a text where events are resolved.

3 Key Questions

1. What is it called when a story is becoming more tense?
2. If a war film begins 'in media res' where might it begin? What could be happening?
3. Why would a catalyst, or inciting incident, come before the climax?
4. Where on the narrative arc would you see "Once upon a time..." ?
5. Where on the narrative arc might the characters learn a valuable lesson?
6. Can you think of any films that don't follow this structure?

RAG Rating

- Each unit has a range of assessments.
- Your child will always be told in advance that an assessment is scheduled to take place and appropriate revision / independent learning material will be made available on Edulink.
- Your child would benefit from looking at the knowledge statements (see website) for each unit and RAG rating their current knowledge / skills. The areas rated as red / amber would be priority areas for your child to address in order to make best progress.
- Each section of the knowledge statement has links to websites to support their independent learning at home. Visiting these sites in order of priority would be a useful place for your child to start.

RAG RATE

Year 8 Twisted Fairytales

What do I need to know?	Where can I find further support?
Can I use imagery effectively to create precise impressions for my reader?	What is imagery guide for KS3 English students - BBC Bitesize
Do I know the different parts of the five-part story mountain?	Story Mountain Explained: 6 Free Templates Imagine Forest
Do I know the conventions of a stereotypical fairytale?	Conventions of Fairy Tales - Fairy Tales - Research and Course Guides at Missouri Southern State University (mssu.edu)
Can I vary my sentences and sentence openers effectively?	Sentence structures and variety - Organising information and ideas – WJEC - GCSE English Language Revision - WJEC - BBC Bitesize
Can I use sensory language to help me to describe?	Descriptive writing guide for KS3 English students - BBC Bitesize
Do I understand the difference between past and present tense?	Past v present tense for KS3 English students - BBC Bitesize
Do I understand the difference between first and third person narrative perspective?	Writing in first or third person guide for KS3 English students - BBC Bitesize
Can I use basic punctuation accurately?	Punctuation - KS3 English - BBC Bitesize

Flash Cards

- Flash cards are a useful way of training your brain to recall more detailed, complex information
- They should be used as a prompt to aid deeper recall – and because of this, they should contain only key information
- Dual coding (drawing images to link to the knowledge you are trying to embed in your memory) has been proven to be an effective way to aid recall
- The use of colours also supports recall (but this doesn't mean creating a rainbow or writing every letter in a different colour!)

Making your own flash cards

- Pen
- Pencil
- Highlighter
- Card – you can buy this pre-prepared or cut up your own. Post it notes can also work
- Knowledge organiser / revision notes
- Condense the key information into no more than five bullet points. Draw an image to help you remember the information. Select a colour that you link with the topic to help you remember it, or use different colours for different topics / key words so your brain links that colour to that information.

Using flash cards

Read over your knowledge organiser / revision notes to help you to make the flash card.

When using the flash card, use strategies such as:

- look / cover / write / check
- creating and then answering quiz questions
- asking a family member / friend to quiz you on what is on your flash card

This will help you to see if your knowledge is 'sticky'. If you cannot recall the knowledge on the flash card, you need to work on making it stick.

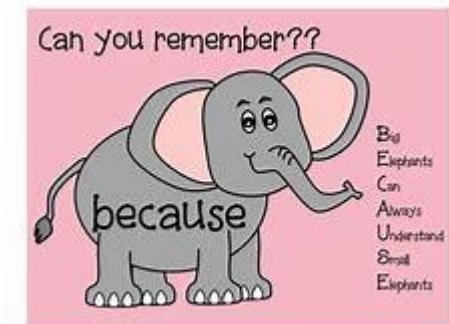
Mnemonics

- A useful way of trying to learn tricky key words (and their spelling) is to use a mnemonic.
- Most of us can remember mnemonics from our childhood. This is because we have revisited them and made them 'sticky' in our memory.

Because

Necessary

Onomatopoeia



Mnemonics – Try it out

Can you come up with a way of remembering these tricky key words from the KS3 Knowledge Organisers?

Omniscient (narration) –the voice in which a story is written that is outside the story and knows everything about the characters and events in the story.

Rhythm - Rhythm is the pattern of stresses within a line of verse.

Denouement - The end of a text where events are resolved.

How about?

- Omniscient (narration) – Only My Naughty Idiotic Sister Can Irritate Everyone – Not Today
- Rhythm – Rhythm Helps Your Two Hips Move
- Denouement – a DEN can be Outside, Underneath, Everywhere, if it is MENT* to be

*Not the same spelling as meant