

Supporting your child's independent learning in English

Knowledge organisers

RAG rating

Flash cards

Mnemonics

Knowledge Organisers – see next slide for an example

- 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 Vocabulary and spelling**

1. **Poaching** - To illegally hunt or catch (game or fish) on land that is not one's own.
2. **Propaganda** - Information, especially of a biased or misleading nature, used to promote a political cause or point of view.
3. **Recruitment** - The action of enlisting new people in the armed forces.
4. **Enlistment** - The action of enrolling or being enrolled in the armed services.
5. **Conscription** - Compulsory enrolment for a state service, typically the armed forces
6. **Patriotism** - Having or expressing devotion to and vigorous support for one's country.: "today's game will be played before a fiercely patriotic crowd".
7. **Cowardice** - Lack of bravery.: "my cowardice got the better of me and I crept out of the room"
8. **Desertion** - The action of deserting a person, cause, or organization.
9. **Court Martial** - a court for trying members of the armed services accused of offences against military law.
10. **Mustard Gas** - A poisonous gas used by the Germans in trench warfare against the British. Caused blindness, choking and breathing problems. In severe cases, caused death.

Learn the key words and spellings**2****Context**

WW1- 1914 -1918 - also known as the 'Great War', was a global war originating in Europe . It involved all of the world's major powers. The Allies included Russia, France, GB and the Empire, Italy and USA against the Alliance Germany, Austro/Hungary, the Ottoman Empire. Over 9 millions armed forces and 7 million civilians were killed in the war. Many more returned injured.

Recruitment - At the beginning of World War 1, there was a large recruiting campaign to persuade healthy men to take part in the war and fight for their country. One of the ways of making men join up was by calling them cowards Women were urged to give men they loved who refused to join up a white feather in public to shame them into enlisting.

WW1 Trench Warfare - Both sides dug deep defensive lines in the soil called trenches. Attacks involved going across No Man's Land (in the middle) where attackers were open to machine gun fire, mines, and shells. Even if successful, casualties were huge – No Man's Land was littered with bodies. Life in the trenches was awful, with disease and exposure rife. Desertion and cowardice - British soldiers were executed by firing squad at the hands of their own army. Over 290 soldiers were executed by firing squad, "some for desertion and cowardice, two simply for sleeping at their posts." The youngest was only seventeen years old. Most of these men were suffering from PTSD and were completely traumatized by their experiences of war

3**War poets documentary**

<https://www.youtube.com/watch?v=zsPdEgC0wdk>

Watch the documentary and make notes on what you learn

4**Jessie Pope documentary**

<https://www.youtube.com/watch?v=lv6tec3fye8>

Watch the documentary and make notes on what you learn

POETIC TECHNIQUES

PATHETIC FALLACY – when the weather / nature mirrors the mood of a text

OXYMORON – two words which appear to contradict one another

STANZA – a section / verse in a poem

ENJAMBMENT – when the end of a poem has no punctuation so the idea continues to flow

PUN – a word with more than one meaning

AMBIGUITY – when the meaning is purposely unclear

HYPERBOLE – huge exaggeration

SIMILE – a comparison of one thing to another using the words like or as

METAPHOR – a strong comparison of one thing to another without the words like or as

PERSONIFICATION – giving inanimate objects human qualities

ALLITERATION – two or more words beginning with the same sound / letter

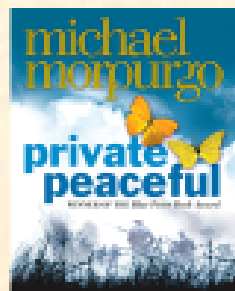
RHYTHM – the 'beat' of a poem

RHYME – words which have the same sound

ONOMATOPOEIA – words which sound like the noise they make

REPETITION – saying something more than once for effect

Y7
Private Peaceful



RAG Rating - see next slide for an example

- Each unit has a range of assessments. Some of these are low stakes and others require greater preparation from your child.
- Your child will always be told in advance that a ‘bigger’ 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.

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!)

Year 7 Term 1 Knowledge Statements

Knowledge Statement	Wording for Report	Support Links
En7: 04 Inference Deduction	I can use a range of strategies to help me to understand a writer's message in a text (inference / deduction)	Inference - Understanding and inference - National 5 English Revision - BBC Bitesize
En7: 05 Select Quotations	I am able to select effective quotations to support a viewpoint.	Using quotations and close analysis - Responding to a fiction text - AQA - GCSE English Language Revision - AQA - BBC Bitesize
En7: 06 Literary Devices	I know a range of literary devices and can comment on their effect	Analysis: what it is and how to do it guide for KS3 English students - BBC Bitesize
En7: 07 Extended Response	I am able to produce an extended response to a question about a text exploring the writer's methods and intentions.	How to write an essay for KS3 English students - BBC Bitesize
En7: 08 SPAG	I am able to use spelling, punctuation and grammar accurately in my work.	https://www.bbc.co.uk/bitesize/topics/zbm2sg https://www.bbc.co.uk/bitesize/topics/zr6bxyc https://www.bbc.co.uk/bitesize/topics/z4hrt39

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:

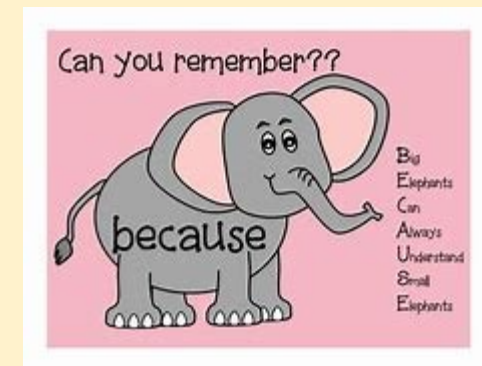
- look / cover / write / check
- creating and then answering quiz questions
- asking a family member / friend to quiz you on what is on your flash card

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



Mnemonics – Try it out

Can you come up with a way of remembering these tricky key words from the current KS3 Knowledge Organiser on 'War and Conflict'?

Rhythm

Onomatopoeia

Enjambment

Simile

How about?

Rhythm

Rhythm Helps Your Two Hips Move

Onomatopoeia

On / O / Mat / Op / Old English Is Ancient

Enjambment

Each New JAM Beats My Ears: Noisy Torture

Simile

Simil(ar) + (alik)e

