

# Reading Paper 1

CHRIS RICE

Conveys

Highlights

Reflects

Implies

Suggests

Reinforces

Infers

Connotes

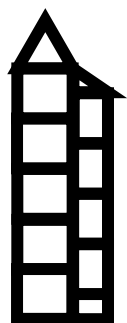
Emphasises

## Q2 Language Features



- Key words → connotations, meanings, syllables, sound
- Methods → simile, metaphor, personification, dialogue, description etc.
- Small scale structure → Syntax, sentence types and punctuation

## Q3 Structural Features



- changes from a big focus to a small focus
- narrowing in / zooming out
- shifts of time, topic, person, place
- sudden or gradual introductions or changes
- Flashbacks / flashforwards / foreshadowing
- shifts in narrative position or points of view
- external actions of characters
- internal thoughts of characters
- repetitions
- cyclical structures

English Language Paper 1: Spend 15 minutes reading and planning					
	Question	What do I have to do?	Which AO?	Marks available	Suggested Timings
Reading	1	Identify four pieces of information from an extract	AO1	4	5 minutes
	2	Write about the writer's use of language and the effects of the devices and techniques they use	AO2	8	10 minutes
	3	Write about how the text is structured	AO2	8	10 minutes
Writing	4	Evaluate a quote about the text and the text itself	AO4	20	20 minutes
	5	Produce either a piece of descriptive or narrative writing, ensuring writing is accurate	AO5	24	45 minutes
			AO6	16	

### Question 2 Focus: Language

Your response should be detailed, perceptive, judicious, with sophisticated use of terminology.

### Question 3 Focus: Structure

Setting, character, atmosphere events: Why THIS, HERE, NOW?

**Focussing**  
**Introducing**  
**Developing**  
**Changing**  
**Concluding**

Key phrases:

at first/ then/ at this point/ narrows down/ now focuses/ the author then introduces/ finally/ wide view/ eventually/ the author goes back to/ changes the scene to /shifts away from

### Question 4 Focus: Critical Evaluation

Explore the ideas presented in a text and how **successfully** these ideas have been presented.

*This makes the reader believe in the story because...*

*This makes us think of...*

*As we read this part, we feel... because...*

*We are shocked/surprised by...*

*This works because...*

*We recognise how the character must feel when...*

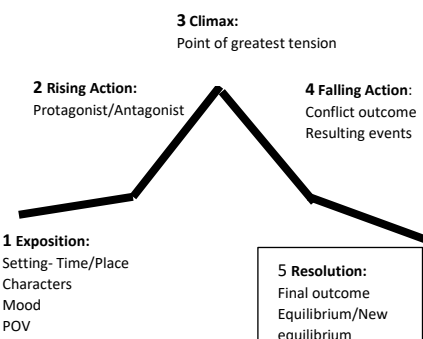
*The writer makes the character seem...*

*The impact of this sentence/description is...*

**Narrative** must have a clear structure: You may be asked to write a whole or part of a story. You will need to include create characters, setting and description. **Descriptive** task must not include narrative features such as a series of events or dialogue. Have a clear focus for each paragraph. **Both** tasks need to show a range of language features, skilfully integrated into your work: accurate spelling; varied sentence structures; imagery techniques; patterns of language; appropriate punctuation.

## Elements of Narrative Writing

Structure: Flashback/ In medias res



## Figurative Devices:

**Simile** → comparison of a noun to another, using like or as, e.g. *Greg lounged on the raft in the middle of the pool like an old battleship.*

**Metaphor** → similar to a simile, but the comparison is stronger with 'is' or 'was' used, e.g. *Grandpa was an old battleship lounging on the raft in the middle of the pool.*

**Extended metaphor** → when a metaphor is used across sentences, e.g. *The birds were **blots** against a sky. A hurried **hand** had, with a rushed **flurry**, left **splatters** here and there: wings raced across the **blank page** and trailed up and down like spikey **writing** in an **exercise book**.*

**Personification** → human attributes given to things, e.g. the alarm clock screamed at me this morning

**Zoomorphism** → animal attributes are imposed upon non-animal objects/humans, e.g. *the young girl was purring over her birthday gift*

**Oxymoron** → two opposite ideas joined together to create an effect, e.g. *Sweet agony, dark light*

## Sentence Openings:

1. Use a **connective** → **After** they had their dinner, they ate desert.
2. Use an **adverb** → **Cautiously**, she removed the bandage.
3. Use a **simile** → **Like a mouse**, he tiptoed through the house.
4. Use a **noun** or **adjective** → **Cobwebs** spanned the corridor. **Bright** stars filled the sky.
5. Use a **feeling** → **Lonely**, she walked the corridor.
6. Use an **-ing** → **Giggling** and **laughing**, they ran to school.

# Writing Paper 1

## Elements of Descriptive Writing

Describe an experience through lots of **senses** –sight, smell, taste, sound.

Precise and powerful **vocabulary choices** will help your reader to visualise what you are describing.

Start by giving an overview (the BIG picture), but also focus your reader on detail

**Zoom-in** on one key detail for each paragraph

**Sentence order:** topic sentence, development, add detail  
**Patterns**, repetition and echoing ideas show your skill as a writer

**Varying paragraph length** is an effective way of shifting focus  
**Imagery** throughout: metaphors, similes, adjectives, personification

## Paragraphing:

Time  
Place  
Topic  
Person

Sustain / Develop  
/ Contrast

Varied lengths

## Homophones:

**There** = location/statement e.g. *There is the shop.*

**Their** = ownership e.g. *Their dog is friendly.*

**They're** = They are e.g. *They're going on holiday.*

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