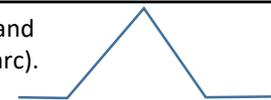


English Year 8 - Knowledge Organiser – Autumn – Narrative Writing and Short Stories

What's Important in Writing?	Ways to Start	Vocabulary Choices	
1. Content – your narrative needs to be engaging and interesting	1. With a verb: Running quickly now, he...	Sad: despondent, gloomy, downcast, downhearted, dejected, melancholy.	Happy: contented, delighted, ecstatic, elated, joyous, jocular, gleeful
2. Vocabulary – choosing ambitious, creative language	2. With an adverb: Darkly, the night sky...	Said: grumbled, joked, screamed, replied, sighed, whispered, laughed	Small: compact, measly, minute, petite, compact, miniscule, inconsequential
3. Structure – including interesting devices, like repetition, flashbacks, paragraphing, etc.	3. With an adjective: Red light filled the...	Funny: comical, witty, amusing, jolly, jovial, humorous, hilarious	Went: scurried, strolled, wandered, ran, sauntered, hurried, limped, dashed
4. Punctuation – accurate use of all punctuation, including ambitious punctuation	4. With a preposition: Down there, all...	Bad: terrible, ghastly, horrific, dire, appalling, dreadful, awful	Good: excellent, superior, respectable, upright, high-quality, first-class
5. Varied sentences – variety in lengths, sentence types, sentence starters.	5. With a connective: However, her life...	Get: acquire, capture, gather, seek, collect, request, compile	Thought: contemplated, deliberated, considered, reflected, pondered

Story Arc/Tension Graph

All narratives generally follow a similar structure. This can be plotted in the form of an arc. In the beginning, we are introduced to the main characters and setting before the 'problem' occurs, sparking the action and increasing the tension. This continues to rise until the climax of the story (the apex of the arc). From there, loose ends are tied up and the conflict is gradually resolved as the tension decreases.



What's Important in Reading?	Language and Structural Devices		PETER
1. Understanding the question and text – underline key information and make annotations on what this could suggest	Simile – the comparison of one thing with another using 'like' or 'as'	Repetition – when a word/phrase appears more than once for effect	1. Point – respond to the question with your main idea.
2. Interpreting – making suggestions about what the writer was trying to imply or get the reader to think, providing a variety of ideas.	Metaphor – the comparison of one thing with another, by saying it is the other thing	Foreshadowing – a hint towards what will happen later in the text	2. Evidence – select a quotation to prove your idea/point.
3. Selecting evidence – finding quotations from the text to prove your ideas and support your points.	Personification – applying human characteristics to something non-human	Contrast/juxtaposition – putting two things along side one another that differ in qualities	3. Technique – from the evidence, choose a language device that has been used or a key word that links to your point.
4. Identifying language devices and structural techniques – spotting where writers have used similes, metaphors, specific words for effect, along with identifying flashbacks and uses of repetition, etc.	Alliteration – the repetition of a sound at the beginning of words in close succession	9. Hyperbole – exaggeration for effect	4. Explanation – explain why that specific technique proves your point.
5. Explaining purpose – after identifying language and structural devices, you must think about why they have been used and how they have impacted the reader.	Pathetic fallacy – the attribution of human feelings to inanimate things, typically the weather or setting.	Simple sentence: 1 main clause/Complex sentence: main clause + subordinate clause/Compound sentence: 2 main clauses + a connective	5. Reader response – explore how the reader would be impacted and how they would feel about the text as a result.

English Year 8 - Knowledge Organiser – Autumn– Great Expectations

Charles Dickens	Victorian Era	Themes
1. Dickens was born in 1812 in Kent, UK. When he was 9, he moved to London	1. Queen Victoria reigned between 1837 and 1901	Ambition/self improvement: Pip first wishes to improve his social status, but learns that loyalty and affection are more important
2. At 12, his father was sent to debtors’ prison for racking up huge debts he couldn’t pay	2. The Industrial Revolution meant that cities grew rapidly	Divisions: those with power, money and social status are seen as more important than those without
3. He worked to earn money for his family, experiencing the awful conditions of the poor	3. There was a great divide between the rich and poor	Crime/guilt/innocence: perceptions of people who are criminalised are called into question through characters like Magwitch and Orlick
4. Many of his novels are about social inequality and hardship due to his experience	4. Poverty meant poor health, high crime rates and suffering soared	Relationships: Pip has to learn which relationships are the most valuable and what makes a friendship meaningful: status or emotion?
5. Dickens was not particularly religious, but he held values of kindness and compassion	5. Mortality rates were high – people lived much shorter lives	Self-perception: Pip’s sense of how his choices affect himself and others develops – he criticises his earlier choices as he grows older

Characters	Plot Summary	Literary Devices
Pip: the protagonist and narrator. Raised as an orphan by his sister and brother-in-law, he constantly wants to improve himself.	Pip is accosted by Magwitch - a terrifying escaped convict in a graveyard who makes him bring things to him. When he revisits with food, he finds another, more terrifying convict, fighting with Magwitch. The convicts are taken back to prison. Pip accepts an invitation to Miss Havisham’s house to play with Estella, who is cruel to him.	Colloquialisms – informal/ slang language to show class (‘What a fat cheeks you ha got’ Magwitch)
Estella: Miss Havisham’s beautiful young ward, who Pip admires. She is raised to be cold and cruel. They become more friendly as adults.	Pip continues visiting Miss Havisham’s house to play. Pip wishes to become wealthy, like Miss Havisham and becomes embarrassed that he is not. As time passes, Estella is sent to study abroad. Pip works miserably as a blacksmith with Joe, before unexpectedly being told by a lawyer (Jaggers) that he is to move to London to become a gentleman.	Imagery – Dickens paints an image in the reader’s mind with is words (‘a fearful man, all in coarse grey’)
Miss Havisham: a wealthy old woman who was left at the alter and has never moved on. She raises Estella to break men’s hearts as revenge.	Moving to London, Pip is taught how to be a gentleman and gets to know the people in the city. Joe comes to visit, but Pip is embarrassed by him. Joe mentions Estella is back and Pip visits her, feeling awkward despite his new social status. She is still indifferent towards him but he still hopes they will eventually marry.	Irony – contrast between what is stated and what is meant (Estella asks Pip to kiss him to degrade him)
Magwitch: depicted as a fearsome escaped criminal, he is touched by Pip’s kindness and devotes his life to helping him. He demonstrates misrepresentation of criminals.	Pip believes that his benefactor who enabled him to become a gentleman in London is Miss Havisham, however Magwitch reemerges revealing it was him. Pip finally tells Estella that he loves her but is rejected. Pip helps Magwitch escape to live a new life. He visits Miss Havisham who feels guilty for the way she raised Estella. She catches fire and becomes an invalid.	Symbolism – when something stands for something else (stopped clocks represent Miss Havisham wanting time to stop)
Joe: Pip’s brother-in-law. He is a kind and sensitive blacksmith and loves Pip unconditionally. Pip becomes embarrassed by his working class status.	Pip decides not to take the money from Magwitch. Pip finds out that Magwitch is Estella’s father, but he never knew, and Pip feels regret towards the loss of his friendship with Joe. In a series of events, Magwitch inadvertently drowns a man and is sentenced to death. He becomes ill in prison and Pip tells him about Estella. Magwitch dies in peace. Pip falls ill and gets into debt but is helped by Joe. Many years later, he meets Estella again and the two walk hand in hand in the garden of Miss Havisham’s house.	Bildungsroman - the psychological and moral growth of the protagonist from youth to adulthood (coming of age), in which character change is important.