



Year 7 Spring Term 1 & 2 – Knowledge Organiser 'Reading Skills'



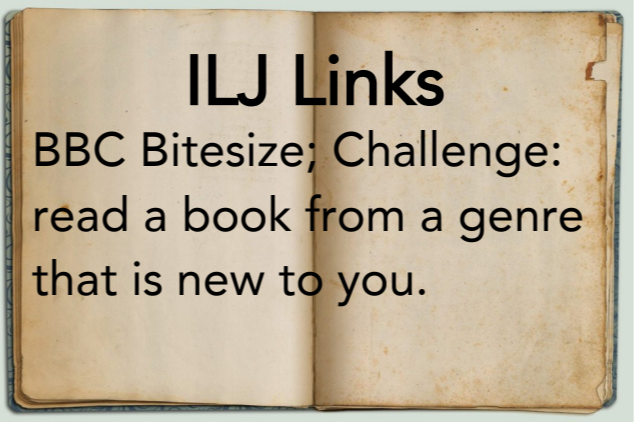
Context
This unit of work is designed to introduce various reading skills and techniques which are then developed more fully throughout the rest of the unit and underpin the skills

- Reading strategies:**
- visualising
 - predicting
 - summarising
 - interrogating the text
 - emphasising
 - rationalising
 - reading forwards/backwards
 - scanning
 - skimming
 - close reading

- Spellings to Learn**
- crevasse
 - glacier
 - void
 - beneath
 - climb
 - disappear
 - environment
 - decision
 - lonely
 - strength

- Key Terms**
- nouns
 - adjectives
 - verbs
 - adverbs
 - listing
 - structure
 - narrative voice 1st and 3rd person
 - dialogue
 - irony
 - unreliable narrator
 - foreshadowing
 - tension

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| Content | |
| Work through Reading unit Read a selection of short stories Class text | reading a wide range of fiction and non-fiction, including in particular whole books, short stories, poems and plays with a wide coverage of genres, historical periods, forms and authors. studying a range of authors, including at least two authors in depth each year. |
| Multi-modal textual analysis: 'Voices in the Park' 'Buddy' | making inferences and referring to evidence in the text knowing how language, including figurative language, vocabulary choice, grammar, text structure and organisational features present meaning studying the effectiveness and impact of the grammatical features of the texts they read studying setting, plot, and characterisation, and the effects of these |
| One or two paragraphs from a different character's perspective (short story) Mr Spinks' Ordeal | drawing on new vocabulary and grammatical constructions from their reading and listening, and using these consciously in their writing and speech to achieve particular effects |



Assessment Task

'Charlie and the Chocolate Factory' Reading Task

'Buddy' Extract—Reading Task Essay

- Skills**
- Analysis of character development