



Social and Historical Context

Exploring the origins of tales and how the English Language has evolved over time. From BC, Greek mythology, Anglo Saxon and Medieval times.

Old Testament: Biblical tales were believed to have been written around 1450BC in biblical Hebrew.

Greek Mythology: is a body of stories concerning the gods, heroes, and rituals of the ancient Greeks.

Anglo Saxon: (Old English) lasted for 600 years, from 410 to 1066 – The Battle of Hastings. The Anglo-Saxon settlers were their own masters in a new land after the fall of the Roman Empire. During this time Christianity was established in Britain and the language they spoke gave rise to the English spoken today – over half of the words in the modern English Language originate from this time.

Chaucer's Canterbury Tales: (Middle English) 14th century tales that are a combination of verse and prose. Each person tells a story that reflects their social position.

Language Techniques

Nouns: a word that identifies a person, place or thing e.g. teacher, school etc.

Verbs: a word used to describe an action, state, or occurrence e.g. run, walk etc.

Adjectives: words that are used to describe or modify nouns or pronouns e.g. red, happy, big etc.

Pronouns: a word that takes the place of a noun e.g. he, she, it etc.

Metaphor: comparing things by saying something is something else e.g. *she had a heart of gold*.

Personification: making something seem alive and therefore doing something on purpose e.g. *the sun smiled at us*.

Alliteration: words starting with the same letter – sound them out and analyse the sound, e.g. *Wicked Witch of the West*.

Simile: a way of describing something comparing it to something else e.g. *her cheeks are red like a rose*.

Repetition: when one word or phrase is repeated, e.g. *let it snow, let it snow, let it snow*.

Imperatives: a verb used to deliver a command e.g. *look at me*.

Natural Imagery: use of animals, landscapes, etc to help the reader picture the scene at a multi-sensory level e.g. The fragrance of spring flowers made her joyful.

Rhetorical Question: a question asked in order to create a dramatic effect or to make a point rather than to get an answer e.g. You didn't think I would say yes to that, did you?

Sibilance: specific type of alliteration that relies on the repetition of soft consonant sounds in words to create a whooshing or hissing sound e.g. Sally sells seashells by the seashore.

Key Texts

Adam and Eve – biblical tale from the Old Testament. A cautionary tale of how sin entered the world.

Perseus and Medusa – Greek Mythology Perseus defeating the gorgon Medusa.

Medusa by Carol Ann Duffy – Poem about jealousy and insecurity.

The Iliad by Homer – Trojan/Greek Mythology – the battle of Troy.

Beowulf – Anglo Saxon Epic Poem first composed in 650AD and it is the oldest British story of which we have a record.

The Canterbury tales by Geoffrey Chaucer – General Prologue and descriptions of The Miller and The Wife of Bath - collection of stories told by fictional pilgrims on the road to visit the shrine to St Thomas Becket at the Cathedral at Canterbury.

Subject Terminology

Atmosphere, mood and tone: Can you identify the emotions described in a text and the feelings the text creates for the reader? Can you identify which techniques are used to create this effect?

Writer's purpose: Can you identify the reason/s a non-fiction text has been written? Can you recognise the techniques used in order to fulfil its purpose successfully?

Protagonist: the leading character in a story.

Plot: the main events of a story.

Development: the movement from one event to another or the changes in the characters/story.

Themes: dominant idea, motif, etc. in a story.

Connotations: an idea or feeling which a word invokes for a person in addition to its literal or primary meaning.

Point: Main idea or argument in response to a question.

Evidence: relevant quotations to support the point.

Explain: analysis of quotation for writer's methods.

Dramatic Monologue: a narrative poem where the speaker inadvertently reveals aspects of their character while describing a situation.



Before you start analysing or writing, think about the TAP!

Type – what type of writing are you being asked to write/analyse?

Audience – who are you writing for? Who is the writer's intended audience?

Purpose – what are you trying to achieve? Is the writer trying to persuade, argue, advise, or inform?

Types:

Article
Leaflet
Letter
Review
Speech

Purpose:

Persuade
Advise
Inform
Argue

Key Vocabulary:

Summarising - *giving a brief statement of the main points of a text.*

Viewpoint/Perspective - *a particular attitude towards or way of regarding something / a point of view.*

Writers' Methods:

D – Direct Address

A – Alliteration / Anecdote

F – Facts

O – Opinions

R – Repetition / Rhetorical Question

E – Exaggeration / Emotive Language

S – Statistics

T – Tripling (Rule of Three)

Speech

- Open with a welcome/greeting – e.g. 'Good afternoon ladies and gentlemen' or 'Fellow classmates'. Outline what the speech will be about: 'I will talk to you about...'
- Make 3/4 key points and expand on them
- Conclusion to summarise ideas. End by acknowledging the audience: 'Thank you for listening.'

Article

- Headline and Strapline
- Include who, what, where, when, how and why?

Leaflet

- Present information so it is easy to find using headings and sub-headings

Letter

- Address and date in the top right of the page
- Address of the person you are writing to on the left
- Dear Mrs Fletcher = yours sincerely or Dear Sir/Madam. = yours faithfully
- Short introductory paragraph
- 3-4 middle paragraphs
- Concluding paragraph summarising ideas.

5 + 1 Non-Fiction Writing Structure

P1: Imagine... Worst-case scenario first sentence - hyperbolic. Present the problem BBC news has recently reported '_____'.
P2: Evidence of the problem. Statistics and survey.
P3: Consequences if the problem is not solved. Expert opinion – gives the statement or contradicts the statement. One month, six months, one year.
ONE SENTENCE PARAGRAPH.
P4: Solution to the problem. Compare to a country which does not have this problem.
P5: Imagine... Best-case scenario.

Analysing Non-Fiction Texts:

What? What has the writer done? *What is the writer's viewpoint? What evidence tells you that?*

How? How has the writer done it? *How has the writer presented their viewpoints? How do we know this? What methods have they used?*

Why? Why has the writer used these methods? *What is the effect? Why is the writer presenting their viewpoints in this way? What is their purpose/intention/aim?*

Comparative Connectives: However, whereas, contrastingly, alternatively, similarly, likewise, on the other hand.