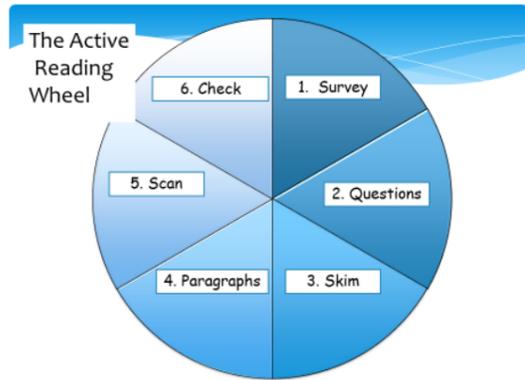


Knowledge Organiser – Discoveries & Inventions



Be an **ACTIVE READER** when reading a new text.

SURVEY the text and decide what it is about and pick up clues from titles, pictures, etc.

QUESTIONS – read these carefully. Know exactly what it is asking you to do.

SKIM – over any words you might not know straight away. These might become clear when you've read everything else and you can go back to them.

PARAGRAPHS – what does each paragraph mean? What is it saying? Write a short summary above each paragraph.

SCAN – the texts (after you've read carefully) and find the bit of the text that holds answers for specific questions. Look for key words to help you find what you are looking for.

Check - CHECK LIST FOR READING:

- Does my answer directly respond to the question?
- Have I given different answers to each question?
- Can I go back to the text and find all the parts that link to my answers?
- I will circle words I am still unsure of.

Analysing the language of a text – look for:

- **Semantic Fields** of words – words that are linked to a theme or idea
- **Sentence structures** – how have these been used for effect?
- **Interesting vocabulary** – what verbs/adjectives have been used for particular effect?
- **Exaggeration** – had the writer exaggerated their message to make a point?
- **Rhetorical questions** – has the writer used these to engage the reader?
- **Imagery** – has simile/metaphor been used to create a certain image?
- **Structure**- how has the extract started? Has it changed? How does it end?
- **Voice** – who is the writer talking to? Is it addressed to the reader directly (second person) or are they talking from a personal point of view (first person).

Remember – always consider the **effects** that the writer's choice has made.

Punctuation to know
Commas To separate items in a list. To go around subordinate clauses (which add extra information to a complete sentence)
Exclamation marks Use an exclamation mark to show emotion, emphasis, or surprise. Use instead of a full stop
Dashes Use dashes to show an abrupt break in thought. This is a stronger break in a sentence than brackets. Less formal than using brackets. Don't include them in pieces of formal writing.
Semi colons To separate complicated items in a list (eg when each item is a few words long) To connect two complete sentences that are about a similar thing.

First person Using I in your writing
Second Person Using You in your writing. Can make writing sound as if you are talking directly to the reader so they might pay more attention
Third Person Using he/ she / they in your writing

Comparing Texts:

- Consider what the overall point of each text is and the idea and views of the writer. How are they similar/different?
- Look carefully at the question – what are you comparing?
- Make notes on the similarities & differences – look for the different ways that the texts have been written.
- Use a grid to help you.
- Make sure you use P.E.E to write about the details of each text
- Use the language of comparison, for example –
- SIMILARLY
- IN CONTRAST TO
- LIKEWISE
- EQUALLY
- ALIKE
- LIKEWISE
- IN THE SAME WAY
- IN CONTRAST
- DIFFER
- HOWEVER
- ON THE OTHER HAND
- WHILE
- YET
- COMPARABLE

Writing to argue techniques	
Alliteration When words begin with the same sound	Rule of Three Grouping items in threes to sound more catchy
Facts Something that is true and cannot be argued with	Rhetorical Question A question designed to make readers think rather than answer
Opinions What someone believes. Can often be disguised as a fact to sound more authoritative	Anecdotes A personal story used as an example to make a point
Repetition Using the same word or phrase more than once for deliberate effect	Counter argument Outlining what someone who disagreed with your argument might say, only to then show why it is wrong.
Emotive Language Words that are designed to make the reader feel a strong emotion	Expert opinion Quoting someone who is respected for the topic you are writing about to make your argument sound more convincing
Second Person Using YOU in writing to appeal to reader. AKA Direct Address – talking directly to readers	Flattery Making the reader feel special in some way by stating or implying they are good.

How to create coherent texts

FPAL:

Form: what TYPE of text are you writing, e.g. letter? Leaflet? Article?

Purpose: What is the AIM of writing? WHY are you writing? To argue? To persuade?

Audience: WHO are you writing to or for?

Language: what sort of LANGUAGE TECHNIQUES should you use to match your form, purpose and audience? How formal should you be?

Introduction: The opening should outline why you are writing and give a clue about what you will say. It should make your reader want to read on.

Linked Paragraphs: Use **CONNECTIVES** to link your ideas together. Use a **TOPIC SENTENCE** at the start of each paragraph to make it clear what the subject of the paragraph is.

Conclusion: Sum up what you have written and make it clear that you have finished, so your text sounds complete.

PEE=

Point (what is your paragraph about?)

Evidence (quote from the text you are analysing)

Explain (explain how your evidence supports your point and what it shows us)