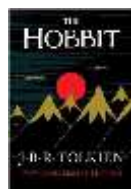


**Key Stage Three English – Year 7**  
**Autumn – ‘Storytelling’**  
**The Hobbit**



**Writing skills – paragraphing**

**TIPTOP**

Start a new paragraph when there is a change in:



**TIME** → 


**PLACE** ← 

**TOPIC** → 




**PERSON/SPEAKER**


**Writing skills – punctuation**

**Parenthesis** 

- Parenthesis is extra or clarifying information added into a sentence that is subordinate.
- When parenthesis is removed, the sentence still makes sense alone.
- It is shown using brackets, dashes, or commas.
- E.g. ‘My school (King Edward VI) is in Bury St Edmunds.’
- E.g. ‘The man, who was standing still, did not plan on going home.’

**Dashes** 


- Dashes can be used for a number of different purposes within writing.
- Dashes can be used in place of a semicolon.
- E.g. ‘The town was deserted – everyone was on holiday.’
- They can also be used to show parenthesis.

**Colons** 

- Colons can be used to introduce lists.
- E.g. ‘I had three things to do that day: visit my grandma, go shopping and rest.’
- Colons are also used to separate clauses where one explains the other.
- E.g. ‘A whale is not a fish: it is a warm-blooded mammal.’

**Apostrophes**

1. Apostrophes are used in contractions. They show missing letters when two words have been put together.
2. Apostrophes can also show belonging (possession).




- E.g. ‘have not – haven’t’
- E.g. ‘It is Sarah’s pencil case.’
- E.g. ‘My boss’ office is quite big.’


**Commas in lists**

- Commas can be used to separate items in a list.
- E.g. ‘The dragon had long, sharp claws.’
- E.g. ‘Tom bought some milk, bread and sugar.’


**Commas after fronted adverbials**

- A comma is normally used at the end of the fronted adverbial.
- E.g. ‘Speedily, the rabbit hopped.’
- E.g. ‘Under the tree, he stood.’
- **Fronted Adverbials**
- Adverbials are words or phrases that act like an adverb, giving more information about the verb.
- Fronted adverbials are adverbials at the beginning of sentences.
- E.g. ‘Slowly, he clambered out of his bed’
- E.g. ‘Before the sun came up, he ate his breakfast.’




**Semi-colons** 


- Semi-colons separate two independent clauses (clauses that make sense on their own) that are closely related.
- E.g. ‘The town was deserted; everyone was on holiday.’

**Full stops** 


- Full stops goes at the end of a sentence.
- They are usually used to mark the end of a main clause.
- E.g. ‘Bilbo went to the door. He thought that he heard a knock.’

**Capital letters** 

- Capital letters should be used for the first letter in a new sentence.
- They are also used for the first letters of names of places, people, days and months (proper nouns).

**Question marks** 

- Question marks show the reader that a sentence is a question.
- They go at the end of the question. They are used in the place of a full stop.

**Exclamation marks** 

- Exclamation marks show strong emotions, such as shock, excitement or anger. They can also show shouting.
- They go at the end of the question. They are used in the place of a full stop.

## Unit vocabulary

<b>1. Curious</b>	Interested in learning about people or things around you.
<b>2. Apprehensive</b>	Feeling worried about something that you are going to do or that is going to happen.
<b>3. Meticulous</b>	Very careful and with great attention to every detail.
<b>4. Adventurous</b>	Willing to try new or difficult things.
<b>5. Domestic</b>	Belonging or relating to the home, house or family.
<b>6. Intimidating</b>	Making you feel frightened or nervous.
<b>7. Infuriate</b>	To make someone extremely angry.
<b>8. Bewildered</b>	Confused and uncertain.
<b>9. Vulnerable</b>	Able to be easily physically, emotionally, or mentally hurt, influenced, or attacked.
<b>10. Ominous</b>	Suggesting that something unpleasant is likely to happen.
<b>11. Deceptive</b>	Making you believe something that is not true.
<b>12. Obsessive</b>	Thinking about something or someone, or doing something, too much or all the time.
<b>13. Destructive</b>	Causing, or able to cause, damage.
<b>14. Possessive</b>	Having or showing an excessive desire to possess, control, or dominate.
<b>15. Quest</b>	A long search for something that is difficult to find, or an attempt to achieve something difficult.

## Unit terminology

<b>1. Protagonist</b>	The main character in a story - the 'hero'.
<b>2. Antagonist</b>	The opposing character in a story, bringing conflict.
<b>3. Exposition</b>	The first stage of a typical story plot. Provides important background and introduces the setting and characters.
<b>4. Resolution</b>	The outcome of a story where conflict is resolved.
<b>5. Main clause</b>	A clause that can stand alone as a complete sentence. It includes a subject and a verb.
<b>6. Subordinate clause</b>	A clause that cannot stand on its own as a complete sentence. It is dependent on a main clause.
<b>7. Noun</b>	A word used for a person, place, object or idea.
<b>8. Adjective</b>	A word that describes/modifies a noun or pronoun.
<b>9. Verb</b>	A word used to describe an action, state or occurrence.
<b>10. Adverb</b>	A word that describes/modifies a verb, adjective or other adverb.

## Reading strategies

### Predict

**Use clues from the text to predict what will happen next.**

- I think ... because ...
- I predict ... because ...
- I suppose ... because ...
- I think I will learn ... because ...



### Clarify

**How can you figure out a difficult word or idea in the text?**

- Trying sounding it out.
- Try breaking it down.
- Reread and read ahead to see if you can work it out.
- Think of another word that might fit.
- Think about what would make sense.



### Summarise

**Using your own words, sum up the main ideas from the text in order.**

- This text is about ...
- This part is about ...
- First ... next ... in the last paragraph ...
- Then ...
- Finally ...



### Question

**Ask questions as you read. Ask some questions that have answers in the text.**

**Use the question words:**

- Who?      - What?
- Where?    - When?
- Why?      - How?

**Try asking some questions that can be inferred (worked out) by looking for clues in the text.**



### Skimming

**Skimming is when you want to read something quickly to get a general idea of what it's about.**

- Read headings and subheadings
- Read opening and closing sentences of paragraphs
- Focus on reading sentences for key words



### Scanning

**Scanning is when you want to read something quickly to find a specific piece of information.**

- Decide on what you are looking for
- Look for key words related to your topic
- When you locate a keyword, read the surrounding text carefully to work out what is relevant