

Year 8 – Romantics (Term 3)

1792 – 1837

TEACHER VERSION

The analysis paragraph so far

Answer sentence
Evidence
Mini-plot

Inference
Technique
Analysis

Reading skills: How do you express analysis of language/ structure/ form?

FOR EXAMPLE: When Wordsworth writes, “I wandered lonely as a cloud”, the dreamy simile appears to be a little sad, yet his comparison of the speaker to a cloud implies freedom also.

Writing skills: understand that planning, drafting proof-reading & editing transforms writing

- ☐ Planning – deciding key ideas & their order before writing
- ☐ Drafting – returning to a piece of writing in order to improve it
- ☐ Proof-reading – reading through your work in order to spot & correct errors
- ☐ Editing – to take out unnecessary sections in order to improve writing

Grammar

Compound-complex sentences

- Sentences which have at least 2 main clauses and at least 1 subordinate clause (a compound bit and a complex bit)

Noun phrases

A phrase which has a noun as its main word (head) and determiners and adjectives with all relate to the noun. e.g. The really tall kid in our class...

Adverb: describes a verb, adjective or another adverb.

- ☐ **Manner adverb**, e.g. I walk **slowly**.
- ☐ **Time adverb**, e.g. I will walk **tomorrow**.
- ☐ **Frequency adverb**, e.g. I walk **often**.
- ☐ **Degree adverb**, e.g. I agree **completely**.
- ☐ **Place adverb**, e.g. I walk **there**.

Bounce back - Techniques terms 1 / 2

Term of address
Listing
Simile
Metaphor
Personification
Alliteration
IAMAFORESTER
Irony
Foreshadowing
Onomatopoeia
Juxtaposition
Flashback/forward
Allegory

I AM A FORESTER

Imperative verbs
Appeal
Modal verbs
Alliteration
Figurative language
Opinion
Repetition
Emotive language
Statistics
Triadic structure
Exaggeration
Rhetorical question

Reading tasks

A fiction analysis & a non-fiction analysis

Writing tasks

A narrative prose piece & a persuasive speech

Bounce back - Writing terms 1 / 2

Understanding that vocabulary choice is directly linked to purpose & audience

Understanding that tenses let the writer control the pace and the proximity of the reader to the action

Understanding that literary and linguistic techniques create distinct and deliberate effects

Bounce back - Grammar terms 1 / 2

- Adjectives:
- Comparative
 - Superlative
 - Past/Present Continuous Tense
 - Personal Pronoun
 - Coordinating Conjunction
 - Subordinating conjunction

Bounce-back grammar from Y7:

Noun types, verb types, adjective types, articles, phrases, clause types, sentence types, simple tenses

Bounce back - Reading terms 1 / 2

What is language/structure/form?

What is tone/perspective/atmosphere?

Understanding that the analysis of language/ structure/ form reveals further distinct meanings