



# Belfairs Academy

## English Fundamentals Map

### AQA GCSE English Language Paper 1 'Reading Section'

Knowledge	Skill
<p><b>General:</b></p> <ul style="list-style-type: none"> <li>• The structure of the exam.</li> <li>• The way questions will be phrased.</li> <li>• The expectations and focus of each question</li> <li>• How much time is advised to spend on each question.</li> </ul> <p><b>Section A Reading:</b> How writers craft implied meanings within their descriptive work and you, as a reader, engaging with the narrative and responding to it, considering language choices, structural organisation and in an evaluative manner</p> <p>About the ways in which writers craft their descriptions through vocabulary choices and descriptive techniques, for example:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Simile</li> <li><input type="checkbox"/> Metaphor</li> <li><input type="checkbox"/> Personification</li> <li><input type="checkbox"/> Metaphor / Extended Metaphor</li> <li><input type="checkbox"/> Sensory Imagery</li> <li><input type="checkbox"/> Symbolism</li> <li><input type="checkbox"/> Juxtaposition</li> <li><input type="checkbox"/> Semantic Fields</li> <li><input type="checkbox"/> Word group choices:</li> </ul> <p>Be knowledgeable about how writers structure their work in order to engage their readers, for example:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Use of narrative hook</li> <li><input type="checkbox"/> Foregrounding of information</li> <li><input type="checkbox"/> Use of juxtapositions</li> <li><input type="checkbox"/> Use of foreshadowing</li> <li><input type="checkbox"/> The use of time sequences – chronological narrative, circular narrative, the condensing of time.</li> <li><input type="checkbox"/> The use of setting</li> <li><input type="checkbox"/> The use of motifs</li> </ul> <p>Knowledgeable about the genres of writers, so that the extract can be read in a more informed manner.</p>	<p><b>General</b></p> <ul style="list-style-type: none"> <li>• Selecting the key words in the question in order to focus your response.</li> <li>• Writing within the time allowance for each question.</li> </ul> <p><b>Section A Reading:</b></p> <ul style="list-style-type: none"> <li>• To be engaged with with action, meanings, characterisation and mood within the extract.</li> <li>• To be able to annotate the extract in readiness to write about it.</li> <li>• To be able to retrieving information from a text.</li> <li>• To select, comment upon, and evaluate the impact of writer's language choice, and exploring the inference of these choices.</li> <li>• To be able to recognise the techniques writers employ and analysing how they contribute to the meanings within the text.</li> <li>• Be able to express what is 'interesting' about the extract: <ul style="list-style-type: none"> <li>• <i>Characterisation</i></li> <li>• <i>Situation</i></li> <li>• <i>Action</i></li> <li>• <i>Development</i></li> <li>• <i>Theme</i></li> </ul> </li> <li>• Being able to identify how a writer structures their text and write about this in an insightful manner, considering the way it promotes interest in the reader.</li> <li>• To be able to evaluate and respond personally to the text, in light of a statement (recognising the key ideas in the statement), so that a discursive and argued response to the task is given, fully supported with evidence from the text.</li> <li>• To be able to embedding technical terms into analysis, where applicable.</li> <li>• To be able to respond to all questions in a coherent manner.</li> <li>• To be able to embed quotations fully, in a coherent manner, and in a manner of styles - embedded, ellipsed, indented.</li> </ul>