



Year 7 English Knowledge Organiser: Roald Dahl Extracts from *Boy* – Reading Analysis

Key Vocabulary

- **Autobiography:** A book or story someone writes about their own life. *Boy* is Roald Dahl's autobiography of his childhood.
- **Extract:** A small part taken from a larger text, like a chapter or passage from *Boy*.
- **First-person narrative:** A story told by the person who experienced it, using words like "I" and "my." Dahl tells *Boy* from his own point of view.
- **Tone:** The attitude or feeling the writer expresses in their writing, such as humorous, serious, or sad. *Boy* often has a funny and cheeky tone.
- **Humour:** Writing that is funny or makes the reader laugh. Dahl's stories and *Boy* often use humour to entertain.
- **Imagery:** Descriptive language that creates pictures in the reader's mind. Dahl uses imagery to help readers imagine his childhood scenes.
- **Characterisation:** How the writer describes and develops people in the story. In *Boy*, Dahl shows what his family and teachers were like through his stories.
- **Setting:** The place and time where the story happens. *Boy* is set in early 1900s Britain, including Dahl's home and schools.
- **Narrative voice:** The unique way the story is told, including the narrator's personality. Dahl's voice in *Boy* is friendly, honest, and funny.
- **Reflective writing:** Writing that looks back on past events and thinks about their meaning or impact. *Boy* reflects on Dahl's childhood experiences.

Key Knowledge

1. *Boy* is an autobiographical account of Roald Dahl's childhood, using first-person narrative to give a personal perspective.



2. The tone is often humorous, sometimes dark, reflecting Dahl's unique style and personality.
 3. Extracts often use vivid imagery and detailed descriptions to bring events and characters to life.
 4. Characterisation is developed through anecdotes revealing Dahl's experiences with family, school, and authority figures.
 5. The setting of early 20th-century Britain shapes much of the social context and behaviour described.
 6. Language is often informal and conversational, making the writing accessible and engaging.
 7. Themes include childhood innocence, resilience, authority, and the impact of family.
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Misconceptions to Address

- Thinking *Boy* is purely fictional rather than autobiographical.
 - Assuming the humorous tone means the events are not serious or meaningful.
 - Overlooking the historical context and how it affects the story.
 - Confusing first-person narrator with the author's current self; the narrator is a version of Dahl as a child.
 - Believing that the language is simple because it is for younger readers, missing the depth of meaning.
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3 Key Questions for the Topic

1. How does Roald Dahl use humour and tone to engage readers in his autobiographical writing?
2. What does the first-person narrative perspective reveal about Dahl's childhood experiences?
3. How does the historical setting influence the events and characters in *Boy*?



Year 7 English Knowledge Organiser: *Holes* – Reading Analysis

Key Vocabulary

- **Protagonist:** The main character in a story who faces challenges. In *Holes*, this is Stanley Yelnats.
 - **Antagonist:** A character or force that opposes the protagonist. In *Holes*, this could be the warden or the harsh conditions at Camp Green Lake.
 - **Setting:** Where and when the story takes place. *Holes* is set mainly at Camp Green Lake, a dry, desert-like place.
 - **Plot:** The sequence of events that make up the story, including the problem and how it is solved.
 - **Theme:** The main ideas or messages in a story, like friendship, justice, or fate.
 - **Symbolism:** When an object or event represents a bigger idea. For example, the holes the boys dig represent punishment and discovery.
 - **Foreshadowing:** Clues or hints about what will happen later in the story.
 - **Flashback:** A part of the story that looks back at an earlier time to explain something about the plot or characters.
 - **Characterisation:** How the author shows what characters are like through their actions, speech, and thoughts.
 - **Narrative structure:** The way a story is organised, such as using different timelines or viewpoints.
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Key Knowledge

- *Holes* is a novel that mixes mystery, adventure, and social themes like justice and friendship.
 - The story uses multiple timelines and flashbacks to build the plot and develop characters.
 - Camp Green Lake, the main setting, is symbolically important as a dry, harsh place where the boys dig holes — representing punishment and discovery.
 - Key themes include fate and destiny, family history, friendship, and redemption.
 - Sachar uses symbolism (e.g., the holes, the onions) and foreshadowing to deepen meaning.
 - Characterisation is detailed, showing growth and relationships, especially Stanley's transformation.
 - The tone shifts between serious and humorous, balancing suspense with lighter moments.
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Misconceptions to Address

- Thinking the holes are just a punishment without symbolic meaning.
 - Confusing the timeline due to flashbacks and parallel stories.
 - Believing the story is only about a boy digging holes, missing deeper themes.
 - Misunderstanding the role of minor characters or thinking they are unimportant.
 - Overlooking the interplay between humour and serious themes.
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3 Key Questions for the Topic

1. How does Louis Sachar use the setting of Camp Green Lake to support the novel's themes?
2. In what ways do flashbacks and foreshadowing affect your understanding of the story?
3. How does Stanley's character change throughout the novel, and what causes these changes?



Year 7 English Knowledge Organiser: Creative and Descriptive Writing

Key Vocabulary

1. **Narrative:** The story or account of events in a text.
2. **Dialogue:** The spoken words between characters in a story.
3. **Description:** Detailed writing that helps the reader imagine people, places, or things.
4. **Characterisation:** How an author shows what a character is like through their actions, speech, and thoughts.
5. **Setting:** The time and place where a story happens.
6. **Plot:** The sequence of events that make up a story.
7. **Conflict:** A problem or struggle between opposing forces in a story.
8. **Imagery:** Language that creates pictures in the reader's mind using the senses.



1. **Narrative:** The story or account of events in a text.
 9. **Simile:** A comparison using “like” or “as” (e.g., “as brave as a lion”).
 10. **Metaphor:** A direct comparison saying one thing is another (e.g., “He is a lion in battle”).
 11. **Personification:** Giving human qualities to non-human things (e.g., “The wind whispered”).
 12. **Mood:** The feeling or atmosphere created by the writing.
 13. **Tone:** The author’s attitude toward the subject or audience.
 14. **Theme:** The main message or idea in a story
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Key Knowledge

1. Creative writing is about telling original stories or describing scenes using imagination.
 2. Strong characters and clear settings help readers connect with the story.
 3. Dialogue makes writing more realistic and reveals character personality.
 4. Using literary devices like similes, metaphors, and personification creates vivid images.
 5. Plot involves a clear beginning, middle, and end with a problem or conflict to keep readers interested.
 6. Mood and tone help create atmosphere and show the writer’s attitude.
 7. Planning, drafting, and revising improve the quality of creative writing
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Misconceptions to Address

- Thinking stories have to be long or complex to be good.
- Assuming dialogue is just “talk” with no purpose.
- Believing figurative language is only for poetry.
- Forgetting the importance of planning and editing.
- Thinking stories have to be long or complex to be good.

Using American spelling of words instead of British



3 Key Questions for the Topic

1. How can you create believable and interesting characters?
2. Why is it important to plan your story before writing?
3. How does figurative language improve creative writing?

Year 7 English Knowledge Organiser: Poetry

Key Vocabulary

- **Stanza:** A group of lines in a poem, like a paragraph in prose.
- **Rhyme:** Words that have the same ending sounds (e.g., “cat” and “hat”).
- **Rhythm:** The pattern of stressed and unstressed syllables in a line of poetry.



- **Stanza:** A group of lines in a poem, like a paragraph in prose.
 - **Meter:** The regular rhythm or beat in a poem.
 - **Simile:** A comparison using “like” or “as” to create vivid images.
 - **Metaphor:** A figure of speech that directly compares two things.
 - **Personification:** Giving human traits to non-human objects or ideas.
 - **Alliteration:** The repetition of the same consonant sounds at the start of words close together.
 - **Onomatopoeia:** Words that imitate sounds (e.g., “buzz,” “bang”).
 - **Imagery:** Descriptive language that appeals to the senses.
- Tone:** The attitude or feeling the poet expresses.
- Mood:** The overall feeling created in the reader by the poem.
- Theme:** The central idea or message in a poem.
- Free verse:** Poetry that doesn’t follow regular rhyme or rhythm patterns.

Key Knowledge

1. Poetry uses concentrated language and sound to express ideas and feelings.
2. Poems are structured in stanzas, which are groups of lines.
3. Rhyme and rhythm add musicality and flow to poems.
4. Figurative language like similes and metaphors helps create vivid images.
5. Sound devices such as alliteration and onomatopoeia enhance the reading experience.
6. Tone and mood convey the poem’s attitude and emotional atmosphere.
7. Poems may follow strict forms or be written in free verse without rhyme or rhythm.

Misconceptions to Address



- Thinking all poems must rhyme.
 - Believing poems are always serious or difficult to understand.
 - Assuming poetry is only about emotions and not stories or ideas.
 - Overusing clichés instead of creating original images.
 - Thinking all poems must rhyme.
 - Believing poems are always serious or difficult to understand.
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3 Key Questions for the Topic

1. How do poets use sound and structure to create meaning?
2. What role does figurative language play in poetry?
3. How can tone and mood affect the way a poem is read or understood?



Year 7 English Knowledge Organiser: A Midsummer Night's Dream: Shakespeare

Key Vocabulary

Comedy: A play with a happy ending, often involving love and mistaken identities.

Fairy: Magical beings who influence events, like Puck and Oberon.

Magic: Supernatural powers that create confusion and resolution.

Love potion: A magical liquid causing someone to fall in love.

Mischief: Playful trouble caused by characters like Puck.

Transformation: Changing form, e.g., Bottom turning into a donkey.

Mistaken identity: Confusing one person for another, creating comedy.

Theme: Central ideas such as love, illusion vs. reality, chaos vs. order.

Puck: The mischievous fairy who causes much of the play's confusion.

Conflict: Disagreements, mostly about love, between characters.

Key Knowledge

1. *A Midsummer Night's Dream* is a comedy that explores love, magic, and mistaken identity.
2. The forest setting symbolizes a magical place where normal rules don't apply.
3. Shakespeare uses fairies and magic to create comic confusion and bring characters together.
4. Themes include the complexity of love, the difference between appearance and reality, and the balance between chaos and order.
5. Characters experience transformations that highlight themes of change and identity.



6. The play uses misunderstandings and mistaken identities for humour but resolves happily.
7. Shakespeare's use of multiple storylines weaves together the lives of humans and fairies.

Misconceptions to Address

- Thinking the play is only light-hearted and doesn't explore serious themes like love and identity.
- Assuming all characters are human; fairies have an important role.
- Believing magic is just for fun rather than a tool for exploring relationships.
- Confusing the chaotic forest world with reality; it symbolizes a place of change.
- Thinking the play is only light-hearted and doesn't explore serious themes like love and identity.
- Assuming all characters are human; fairies have an important role.

3 Key Questions for the Topic

1. How does Shakespeare use magic and the forest setting to create conflict and comedy?
2. What does the play suggest about the nature of love and relationships?
3. How do mistaken identities drive the plot and humour in the play?