



Year 7 – **ENGLISH READING SKILLS** End of Year Exam Revision Guidance

Circulation Year 7 Student
Title Year 7 End of Year Exams
Purpose To provide revision information for Formal Assessment

You will sit two papers. One paper will assess your reading skills and the other your writing skills.

Reading Skills:

For your Reading Skills assessment, you will be assessed on your knowledge of *Merchant of Venice*, *Elements of Fantasy* and *Poetry*

You must be able to discuss ideas about identity and how story worlds are created in fantasy fiction

You must revise the following topics:

Merchant of Venice

- Key plot moments Merchant of Venice.
- Character motivations: Shylock, Antonio, and Bassanio
- How Shakespeare presents:
 - Identity
 - Prejudice
 - Conflict

Identity Poetry

Revise the three poems

Poem	What to focus on
Search for My Tongue	Identity, Sense of Belonging
Half Caste	Identity, sense of belonging, prejudice
Nothing's Changed	Identity, belonging, prejudice

You should know:

- The central message of each poem
- 3–5 key images or quotations
- How the poet presents identity

Elements of Fantasy

You should revise:

- Elements/ingredients of fantasy
- Be able to identify these elements and discuss the effect of the methods used.

Skills you must practice

1. Comprehension Skills

You must be able to:

- Identify what a question is asking
- Pick out relevant evidence
- Explain ideas clearly
- Explain what an image or detail *shows*

2. Inference Skills

You must be able to:

- Use your TEA structure
- Read between the lines
- Explain *why* a character behaves a certain way
- Explain *how* the setting is used to convey meaning
- Use evidence to support your ideas
- Use phrases like:
 - “This suggests...”
 - “This implies...”
 - “The writer may be showing...”

3. Analysis Skills (15-mark question)

You must be able to:

- Analyse a poem
- Write a thesis
- Use the TEACUP structure to write a response.

The exam will be **50 MINUTES LONG.**



Year 7 – **ENGLISH WRITING SKILLS** End of Year Exams

Revision Guidance

Circulation	Year 7 Student
Title	Year 7 Formal Assessment
Purpose	To provide revision information for Formal Assessment

You will sit two papers. One paper will assess your reading skills and the other your writing skills.

Writing Skills:

In your writing exam, you will be asked to produce one piece of extended writing. This could be descriptive or narrative writing,

You should aim for 4–5 well-developed paragraphs, using ambitious vocabulary, varied sentences, and accurate spelling and punctuation.

Overall Structure (4–5 paragraphs)

Paragraph 1 – Introduction

- Start with a **hook** to grab attention:
 - A striking image: *“The sky burned with a restless, crimson glow.”*
 - A question: *“Have you ever felt the world suddenly fall silent?”*
 - A bold statement: *“It was the strangest day of my life.”*
- Briefly **introduce the setting or situation**
- Establish the **tone** (eerie, joyful, tense, peaceful)

Tip: Don't explain everything—create curiosity.

Paragraph 2 – First Main Idea

- Focus on **one clear moment, setting, or detail**
- Use **sensory description**:
 - Sight, sound, smell, touch, taste
- Zoom in on **small details** (this makes writing vivid)

Methods to include:

- Similes/metaphors: *“like a whisper in the dark”*
- Personification: *“the wind clawed at the windows”*
- Varied sentence lengths (short for tension, long for description)

Paragraph 3 – Second Main Idea

- Develop the scene or move the narrative forward
- Introduce a **change, tension, or new focus**
- Show **thoughts or feelings** (if narrative)

Techniques:

- Contrast: calm → chaos, light → dark

- Powerful verbs: *staggered, drifted, shattered*
- Show, don't tell:
 - Instead of "*I was scared*" → "*My hands trembled, refusing to stay still.*"

Paragraph 4 – Third Main Idea

- Build to a **peak moment (climax or strongest description)**
- Intensify emotions or atmosphere
- Use **rhetorical devices** if appropriate:
 - Repetition: "*It was silent. Completely silent.*"
 - Triples: "*dark, cold, endless*"

Tip: This is your most dramatic or vivid paragraph.

Paragraph 5 – Conclusion

- Reflect on what happened or what it means
- Return to an idea from the beginning (circular structure)
- End with impact:
 - A thought-provoking line
 - A lingering image
 - A short, powerful sentence

Example ending style:

- "*And just like that, everything changed.*"

Key Techniques to Include

1. Ambitious Vocabulary

- Use precise, sophisticated words:
 - Instead of *big* → *vast, towering*
 - Instead of *scared* → *terrified, apprehensive*

2. Varied Sentence Structures

- Mix:
 - Short sentences: "*It stopped.*"
 - Long, descriptive sentences
- Start sentences differently (avoid repetition)

3. Figurative Language

- Similes: "*as cold as ice*"
- Metaphors: "*the city was a jungle*"
- Personification: "*the shadows crept closer*"

4. Show, Don't Tell

- Don't just state emotions—**demonstrate them through actions and description**

5. Paragraph Control

- One clear idea per paragraph
- Link ideas smoothly (use transitions like *Meanwhile, Suddenly, Gradually*)

The exam will be **45 MINUTES LONG.**