

# Year 7 – Ruby in the Smoke – English Knowledge Organiser

## Expectations and content

### What is this unit about and why do we teach it?

- Students explore connotations of language in a much deeper level than KS2, while building on the skills in it, and are expected to understand and complete the department's paragraphing structure when writing analytically. Students exploration of the good and evil symbolism is an opportunity to see clear examples of the school's values: kindness, forgiveness, grace, compassion, justice and loyalty are all present in the novel.

### Key Vocabulary taught:

- Naive
- Malevolent
- Susceptible
- Manipulative
- Students also learn the differences between formal and informal language.

### Key terminology taught:

- Foreshadowing
- Allegory
- Diary conventions
- Imagery
- Language analysis techniques

## If your child needs support

### Vocabulary help:

- Perspective
- Connotation
- Appearance

### Terminology help:

- Understanding of noun, verb, adverb and adjectives.
- Conventions of punctuation such as exclamation mark, question mark and dash.
- How punctuation can be used for effect.

### General help:

- Understanding on the Victorian era will help students to understand the historical context.

## If your child needs extension

### Questions to discuss with your child:

- There are a number of strong women in this story. Who are they and how are they strong?
- How does the author unravel his mystery?
- In what ways are Mrs Holland and Sally similar? How are they different?

### Challenging activities to complete:

- Complete a diary from the perspective of Sally. Start from the beginning of the novel.
- Write a letter from Sally to her father after the novel has ended.

### Suggested further reading:

- *The Magician's Nephew* by CS Lewis
- *The Weirdstone of Brisingamen* by Alan Garner
- *His Dark Materials Series* by Phillip Pulman
- *Duncton Wood* by William Horwood