



PGCE

PRIMARY AND EARLY YEARS

ENGLISH PRE-COURSE GUIDANCE

2022/23

**UWE
Bristol**

University
of the
West of
England

WELCOME FROM THE ENGLISH TEAM

Over your PGCE year, you will be developing your knowledge, skills and understanding of different aspects of teaching and learning in English including: your own personal subject knowledge in different areas, subject knowledge of the current curriculum, pedagogic approaches to teaching and learning, and creative and stimulating contexts for learning.

As part of your preparation for beginning the course, we would like you to complete the tasks outlined in this guidance, and to bring the completed tasks along to your first few English sessions.

If you have any questions about any of the information contained in this guidance, please do get in touch at dan.northover@uwe.ac.uk.

We look forward to meeting you and working with you in English sessions this year.

Dan, Jane and Ann



YOUR OWN READING

PERSONAL READING JOURNEY

Please make a poster that shows your own personal reading journey, and bring it with you to your first English seminar.

You could reflect on any of the following: **your first memories of reading or being read to**; your memories of learning to read; **significant children's books that you remember from your childhood**; significant people in your reading journey; **significant positive or negative experiences that influenced your reading habits, preferences and attitudes**; your secondary school experiences of reading; **how you have developed as a reader as an adult**; how new technologies may have changed your reading habits.



EXAMPLE JOURNEYS



Free course

Exploring books for children: words and pictures

Ratings ★★★★★

4.9 out of 5 stars

Create an account to
get more

By creating an account and enrolling on a course you can track your progress and earn a statement of participation, all for free.

Create an account

OpenLearn

Free learning from
The Open University

THINKING ABOUT READING

Optional learning about how to explore picture books

In preparation for thinking about exploring books with children in the classroom, you could complete the **optional** free course from The Open University. You can create a free account and track your progress across the course, as well as print out a certificate of participation when you have completed it.

After studying this course, you should be able to:

- understand how images communicate meanings to the readers of children's books
- understand the role of cultural knowledge in making sense of images
- understand how words and pictures can reinforce or contradict one another in a text, with interesting results
- recognise the work of some famous illustrators for children
- understand how the use of images in children's books has changed over time and what it means to create books for the specific audiences of children and their carers.

BOOKS, BOOKS, BOOKS

Developing Knowledge of Children's Literature

Having a good knowledge of children's literature is an essential element of being a teacher of reading, as discussed by [Teresa Cremin](#).

So, over the summer, please begin to read a wide variety of children's texts including fiction, non-fiction and poetry. Below is a list of suggested authors that you might like to begin to explore.

Atinuke, **David Almond**, Malorie Blackman, **Anthony Browne**, Rachel Bright, **John Burningham**, Emma Carroll, **Joseph Coelho**, Helen Cooper, **Frank Cottrell Boyce**, Cressida Cowell, **Benji Davies**, Alexis Deacon, **Kate DiCamillo**, Berlie Doherty, **Julia Donaldson**, Christopher Edge, **Abi Elphinstone**, Maz Evans, **Anne Fine**, Morris Gleitzman, **Emily Gravett**, Mini Grey, **Swapna Haddow**, AF Harrold, **Polly Ho-Yen**, Anthony Horowitz, **Eva Ibbotson**, Sharna Jackson, **Paul Jennings**, Dianna Wynne Jones, **Jon Klaasen**, MG Leonard, **Dick King-Smith**, Geraldine McCaughrean, **David McKee**, Colin McNaughton, **Kiran Millwood Hargrave**, Zanib Mian, **Ross Montgomery**, Michael Morpurgo, **Jill Murphy**, Jan Ormerod, **Philippa Pearce**, Tom Percival, **Philip Pullman**, Onjali Q. Raúf, **Phillip Reeve**, Jason Reynolds, **Michael Rosen**, Tony Ross, **Katherine Rundell**, Louis Sachar, **SF Said**, Francesca Sanna, **Nadia Shireen**, Alex T Smith, **Chitra Soundar**, Jeremy Strong, **Andy Stanton**, Robin Stevens, **Robert Swindells**, Shaun Tan, **Joe Todd-Stanton**, Jill Tomlinson, **Piers Torday**, Ed Vere, **Martin Waddell**, Benjamin Zephaniah.

BOOKS, BOOKS, BOOKS

Developing Knowledge of Children's Literature

Have a look at the websites below to begin developing your knowledge of current children's literature:

<http://www.justimaginestorycentre.co.uk/>

<http://www.booktrust.org.uk/news-and-blogs/news/222/>

<http://www.booksforkeeps.co.uk/>

<https://www.booksfortopics.com/>

<http://www.wordsforlife.org.uk/primary>

<http://www.readingzone.com/>

<https://clpe.org.uk/poetryline/clippa>



Twitter is also a great place to develop your knowledge of children's literature - you might want to create a teacher account and start following some great bookish people!

You can also follow and tweet authors and illustrators!

@OpenUni_RfP

@TeresaCremin

@smithsmm

@MrEprimary

@MrBoothY6

@primaryteachew

@Misterbodd

@son1bun

@GalwayMr

@Teacherglitter

@HertsEnglish

@justimagine

@one_to_read

@rcharlesworth

@rapclassroom

@Mat_at_Brookes

@MissStanleyY6

@jonnybid

@richardruddick

@clpe1

goodreads



KEEPING TRACK OF YOUR READING

Over the PGCE year, you will develop your knowledge of children's literature and read lots of great books.

We would like you to create a Goodreads account, which you will use as a log to collect books that you have enjoyed reading and want to use in the classroom with children, whether to read aloud for pleasure, or to use as part of your English lessons.

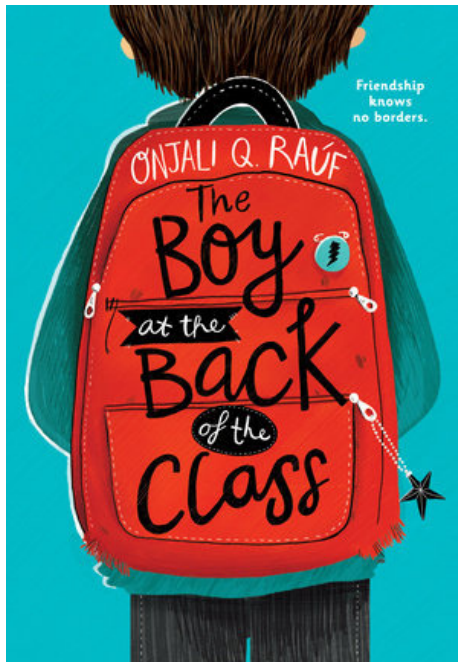
Please sign up for a free account, and add us as a friend to see what we're reading and recommending:
<https://www.goodreads.com/user/show/99363431-uwe-primary-english-team>



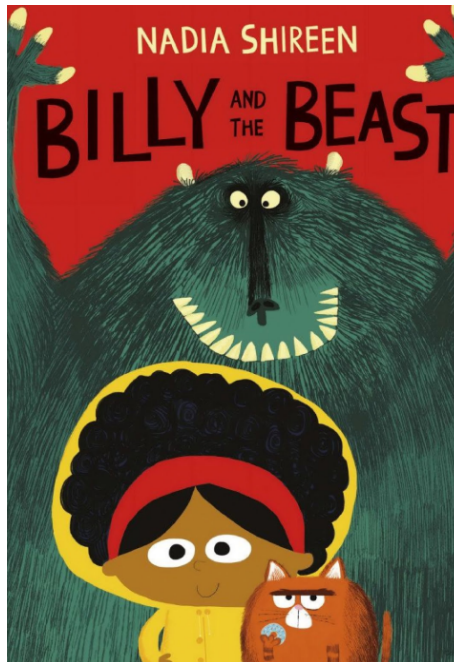
SUBJECT KNOWLEDGE

RECOMMENDED READING CHILDREN'S LITERATURE

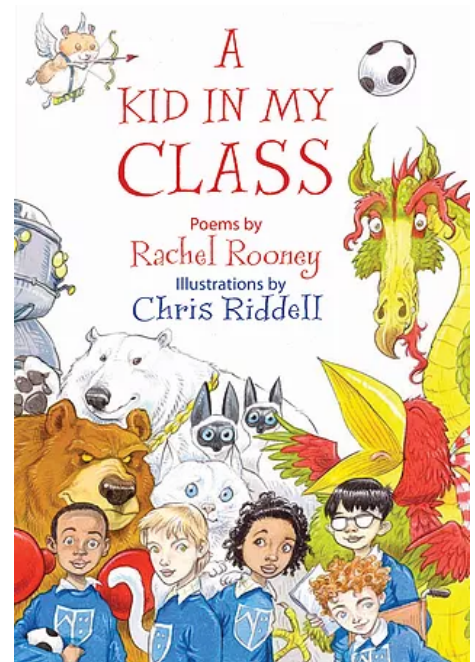
Please read the following books. Make notes about your likes and dislikes, anything that puzzled you and any books that you have read that are similar. We will discuss these books in our first session together.



Onjali Q Raúf
The Boy at the
Back of the Class



Nadia Shireen
Billy and the Beast



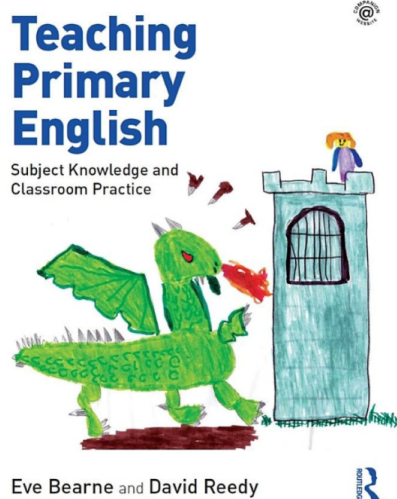
Rachel Rooney
A Kid in my Class



SUBJECT KNOWLEDGE

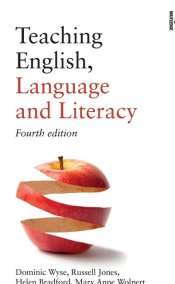
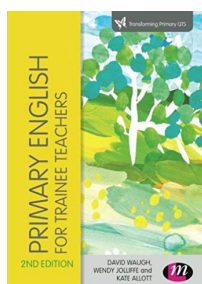
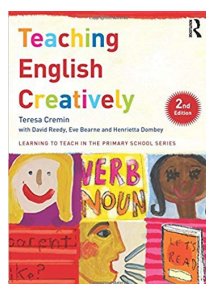
RECOMMENDED READING LEARNING AND TEACHING IN ENGLISH

The core text that we will be using to explore the teaching and learning of English is the following:



Bearne, E. and Reedy, D. (2018) *Teaching Primary English: Subject Knowledge and Classroom Practice*. London: Routledge.

Please find some additional useful books below if you are interested in wider reading:



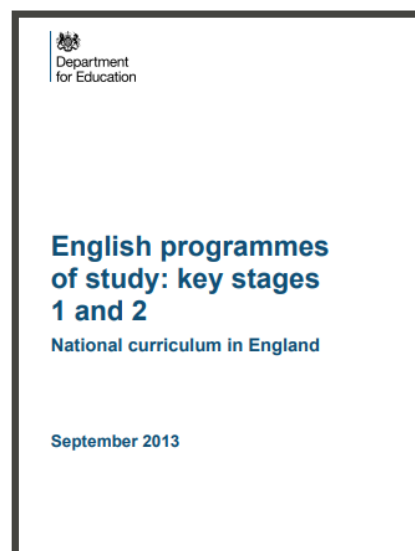


SUBJECT KNOWLEDGE

RECOMMENDED READING THE NATIONAL CURRICULUM: ENGLISH

The Teachers' Standards specify the standards of knowledge that you are required to demonstrate by the end of your training. We ask you to carry out an audit to analyse your initial strengths and areas for development. We will then use this to plan subject knowledge sessions that address the needs identified. You will find the audit at the end of this document. Please complete it, then mark it using the attached mark scheme, and bring it to your first English session.

A good place to start developing your knowledge over the summer is the National Curriculum as this outlines the key subject knowledge you will need to know for teaching. Appendix 2 is particularly useful in terms of the terminology you will need to be familiar with. It is helpful to begin to learn the terms and to have a go at applying the terminology when analysing a text or when writing.

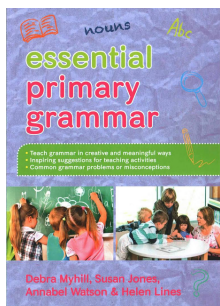




SUBJECT KNOWLEDGE

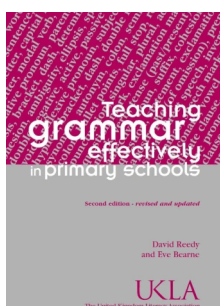
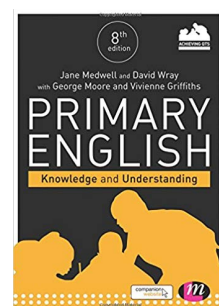
RECOMMENDED READING SPELLING, GRAMMAR AND PUNCTUATION

There are a number of useful books that can support you in developing your subject knowledge and it is recommended that you purchase **one** to support you as you develop your subject knowledge over the PGCE course.



Myhill, D., Jones, S., Watson, A. and Lines, H.
(2016) *Essential primary grammar*. Maidenhead: Open University Press.

Medwell, J., Moore, G., Wray, D. and Griffiths, V.
(2017) *Primary English: Knowledge and Understanding*. 8th edition. Exeter: Learning Matters.



Reedy, D. and Bearne, E. (2020) *Teaching grammar effectively in primary schools*. 2nd ed. Leicester: UKLA.



SUBJECT KNOWLEDGE

RECOMMENDED READING

SPELLING, GRAMMAR AND PUNCTUATION

The following websites are also very useful for revising your grammar terminology:

<http://www.englishicous.org/key-stage/primary>

<http://www.cybergrammar.co.uk/>

You might also find it useful to look at the Key Stage 1 and Key Stage 2 English grammar, punctuation and spelling assessments so that you are aware of current expectations.

KS1 tests can be found here:

<https://www.gov.uk/government/publications/key-stage-1-tests-2018-english-grammar-punctuation-and-spelling-test-materials>

KS2 tests can be found here:

<https://www.gov.uk/government/publications/key-stage-2-tests-2019-english-grammar-punctuation-and-spelling-test-materials>

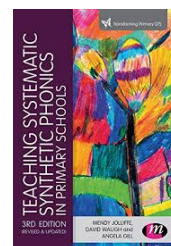


SUBJECT KNOWLEDGE

RECOMMENDED READING EARLY READING AND PHONICS

During the first few weeks of your training, we will be developing your skills and knowledge as a teacher of early reading. As part of this, you will be learning about Systematic Synthetic Phonics (SSP), and if you would like to purchase a text to support you with this specific knowledge, then the following text (which will also be available through the library) is recommended:

Jolliffe, W., Waugh, D. and Gill, A. (2019) *Teaching Systematic Synthetic Phonics in Primary Schools*. 3rd edition. London: Sage.



Please also read the following report summary that discusses effective practice in teaching early reading in primary schools:

[Education Endowment Foundation \(2017\) *Improving Literacy in Key Stage 1*. London: EEF.](#)

Please also practise articulating the 44 sounds of the English language using one of the following videos:

<https://www.youtube.com/watch?v=UCI2mu7URBc>

https://cdn.oxfordowl.co.uk/2016/05/05/20/22/32/561/20097_content/index.html?id=ae

PGCE Pre-course English Subject Knowledge Audit

Name: _____

Section	Marks	My Targets for Development
Phonology and Graphology	/8	
Morphology	/29	
Grammatical Knowledge & Word Classes	/36	
Punctuation	/7	
Textual Knowledge & Terminology	/20	

/100

Pre-course PGCE English Subject Knowledge Audit

(with thanks to University College Marion for questions from their SK workbook)

WORD WORK – phonology and graphology

1. A phoneme is the smallest unit of sound in a word. How many phonemes can you hear in each of the following words e.g. spun = 4 phonemes (4 sounds) chip = 3 phonemes (3 sounds)

catch		three		strain	
-------	--	-------	--	--------	--

(3 marks)

2. A digraph consists of two letters representing one phoneme e.g. c/**ar** (ar is the digraph); wi/**th** (th is the digraph).

Underline the digraphs in the following words.

shop	chat	train	spray	week
------	------	-------	-------	------

(5 marks)

WORD WORK – morphology

3. A morpheme is the smallest unit of grammatical meaning. Segment the following words into morphemes.

e.g. un- happi -ness:
snowy
lioness
illegibly
temptation

(4 marks)

4. Prefixes and Suffixes

In each case identify the prefix and give the English meaning of the prefix.

Word	Prefix	Meaning of Prefix
e.g. supermarket	super...	above, over, of greater size or quality
unrepentant		
bicycle		
microscope		
disappear		

(4 marks)

5. What do the following suffixes mean? Identify the suffix and explain the function of the suffix.

Word	Suffix	Function of Suffix
e.g. walking	...ing	present tense verb
stopped		
happiest		
slowly		
foxes		

(4 marks)

6. List two words for each ending in -ible, -able, -tion and -sion.

-ible	-able	-tion	-sion

(4 marks - half a mark for each word)

7. Write the plurals for:

box = _____ loaf = _____ cherry = _____

(3 marks)

8. Synonyms

For each word in **bold**, write a synonym beside it (a word of similar meaning). Take care – check the meaning of the sentence before inserting a word.

There they all sat **glum** _____ and **wet** _____ and **muttering** _____, while Owen and Glen went on **trying** _____ to light the bonfire, and **quarrelling** _____ about it.

(4 marks)

9. Insert the appropriate homophones, choosing any combination of words from below: **to/too/two; they're/their/there; piece/peace; it's/its.**

- a. The teacher chose _____ pupils _____ play the main parts in the School play.
- b. " _____ noisy in here," the teacher complained.
- c. A first edition of *War and* _____ by Leo Tolstoy took pride of place in _____ exhibition.
- d. _____ sheltering over _____ under the trees because _____ raining.
- e. A _____ of cake was left unwanted on the plate.

(5 marks - half mark for each)

GRAMMATICAL KNOWLEDGE AND WORD CLASSES

Read the following passage from *The Paperbag Princess* by Robert Munsch:

- 1 Elizabeth was a beautiful princess. She lived in a castle and had expensive princess
2 clothes. She was going to marry a prince named Ronald.
- 3 Unfortunately, a dragon smashed her castle with his fiery breath, and carried off Prince
4 Ronald.
- 5 Elizabeth decided to chase the dragon and get Ronald back. She looked everywhere for
6 something to wear but the only thing she could find that was not burnt was a paper bag.
7 So she put on the paper bag and followed the dragon. He was easy to follow because he
8 left a trail of burnt forests and horses' bones.
- 9 Finally, Elizabeth came to a cave with a large door that had a huge knocker on it. She took
10 hold of the knocker and banged on the door. The dragon stuck his nose out of the door
11 and said, "Well, a princess! I love to eat princesses, but I have already eaten a whole
12 castle today. I am a very busy dragon. Come back tomorrow." He slammed the door so
13 fast that Elizabeth almost got her nose caught.

10. List 4 adjectives from the passage:

--	--	--	--

(4 marks)

11. Find adverbs in the following lines:

Line 3	Line 9
--------	--------

(2 marks)

12. Find examples of the following:

An infinitive verb in line 11		Past tense verb in line 1	
Present tense verb in line 12		Modal verb in line 6	

(4 marks)

13. What is the object of the verb 'smashed' in line 3?

--

(2 marks)

14. Quote a sentence where the verb is in the perfect tense:

--

(2 marks)

15. Reconstruct the 2 sentences "A dragon smashed her castle" and "Elizabeth grabbed the knocker and she banged on the door" using the passive voice throughout.

1. Her castle...
2.

(2 marks)

16. From the passage, copy out 2 clauses linked by a co-ordinating conjunction:

Clause	Co-ordinating conjunction	Clause

(2 marks)

17. Name a subordinating conjunction in line 7.

--

(1 mark)

18. List 3 personal pronouns in the passage:

--	--	--

(3 marks)

19. List 2 proper nouns in the passage:

--	--

(2 marks)

20. List 4 common nouns in the passage:

--	--	--	--

(2 marks - half a mark each)

Read the following passage:

When the tadpoles leave the jelly, they will need food. Put three rabbit pellets into the aquarium. The tadpoles will also eat algae growing on the pond weed.

The shape of the tadpoles changes. Their tails get longer and their gills get smaller.

Change the water in the aquarium if it becomes dirty. If the tadpoles eat all the pellets, add some more.

21. From the passage quote:

Two single clause sentences:
1.
2.
Two multi-clause sentences with subordinating conjunctions
1.
2.
One multi-clause sentence with a coordinating conjunction
1.

(5 marks)

22. Find 2 prepositions in paragraph 1:

--	--

(1 mark)

23. Indicate whether the following are phrases or clauses:

Put three rabbit pellets		into the aquarium	
on the pond weed		They will need food	

(4 marks)

PUNCTUATION

24. Read the following passage. Insert the missing punctuation in the text.

The governors complained to the schools headteacher about the childrens behaviour on the bus the head promised to deal with the pupils concerned and report back in three weeks. The school was considered a successful one and the head was anxious that nothing should damage their reputation. Gossip spreads quickly and its well known that reputations once lost are hard to retrieve. The head enlisted the staffs help and thanks to the teachers skills, their behaviour improved to such an extent that it could be commended at Speech Day.

(7 marks)

TEXTUAL KNOWLEDGE AND TERMINOLOGY

Read the extract from *Greenwitch* by Susan Cooper.

Under the sunset sky the sea was glass-smooth. Long slow rollers from the Atlantic, rippling like muscles beneath the skin, made the only sign of the great invisible strength of the ocean in all the tranquil evening. Quietly the fishing boats moved out, a broad fishtail wake spreading behind each one; their engines chugged softly through the still air. Jane stood at the end of Kemare Head, on the crest of a granite outfall that tumbled its rocks two hundred feet to the sea, and she watched them go. Toy boats, they seemed from there: the scatter of a fishing fleet that every week, every month, every year for endless years had been going out after the pilchard or the mackerel before dusk, and staying at the chase until dawn. Every year there were fewer of them, but still every year they went.

The sun dropped at the horizon, a fat flowing ball spreading yellow light over all the smooth sea, and the last boat crept out of Trewissick harbour, its engines thumping like a muffled heartbeat in Jane's ears. As the last spreading lines of the boat's wake washed against the harbour wall, in a final swift rush the great sun dropped below the horizon, and the light of the April evening began very slowly to die. A small wind sprang up. Jane shivered, and pulled her jacket around her; there was suddenly a coldness in the darkening air.

25. From the passage, give examples of:

1 fronted adverbial:
3 metaphors:
2 examples of alliteration:
1 example of assonance:
2 similes:
2 examples of onomatopoeia:
1 example of repetition:

(12 marks)

26. Name a book by as many different children's authors as you can (up to 8):

(8 marks)

Well done for getting to the end of the pre-course audit!

You may like to mark your test now so that you have the chance to develop your subject knowledge before you start the course.

Please ensure that you have marked your audit ready to bring to your first English subject knowledge session.

Please find the answers below.

Pre-course PGCE English Subject Knowledge Test **Answers**

(with thanks to University College Marion for questions from their SK workbook)

WORD WORK – phonology and graphology

1. A phoneme is the smallest unit of sound in a word. How many phonemes can you hear in each of the following words e.g. spun = 4 phonemes (4 sounds) chip = 3 phonemes (3 sounds)

catch	3	three	3	strain	5
-------	---	-------	---	--------	---

(3 marks)

2. A digraph consists of two letters representing one phoneme e.g. c/**ar** (ar is the digraph); w/**th** (th is the digraph).

Underline the digraphs in the following words.

<u>sh</u> op	<u>ch</u> at	tr <u>ai</u> n	spr <u>ay</u>	w <u>ee</u> k
--------------	--------------	----------------	---------------	---------------

(5 marks)

WORD WORK – morphology

3. A morpheme is the smallest unit of grammatical meaning. Segment the following words into morphemes.

e.g. un- happi -ness:
snowy snow - y
lioness lion - ess
illegibly il – legib - ly
temptation tempt - ation

(4 marks)

4. Prefixes and Suffixes

In each case identify the prefix and give the English meaning of the prefix.

Word	Prefix	Meaning of Prefix
e.g. supermarket	super...	above, over, of greater size or quality
unrepentant	un	not
bicycle	bi	two
microscope	micro	small
disappear	dis	reversal or lack

(4 marks)

5. What do the following suffixes mean? Identify the suffix and explain the function of the suffix.

Word	Suffix	Function of Suffix
e.g. walking	...ing	present tense verb
stopped	...ed	past tense verb
happiest	...est	superlative adjective
slowly	...ly	adverb
foxes	...es	plural noun

(4 marks)

6. List two words for each ending in -ible, -able, -tion and -sion.

-ible	-able	-tion	-sion

There are lots of examples here that could fit here!

(4 marks - half a mark for each word)

7. Write the plurals for:

box = **boxes** loaf = **loaves** cherry = **cherries**

(3 marks)

8. Synonyms

For each word in **bold**, write a synonym beside it (a word of similar meaning). Take care – check the meaning of the sentence before inserting a word.

There they all sat **glum** **sad/low/depressed** and **wet** **damp/soaked/drenched** and **muttering** **whispering/murmuring/mumbling**, while Owen and Glen went on **trying** **attempting/endeavouring** to light the bonfire, and **quarrelling** **arguing/bickering** about it.

(4 marks)

9. Insert the appropriate homophones, choosing any combination of words from below: **to/too/two; they're/their/there; piece/peace; it's/its.**

- a. The teacher chose **two** pupils **to** play the main parts in the School play.
- b. "**It's too** noisy in here," the teacher complained.
- c. A first edition of *War and **Peace*** by Leo Tolstoy took pride of place in **their/its** exhibition.
- d. **They're** sheltering over **there** under the trees because **it's** raining.
- e. A **piece** of cake was left unwanted on the plate.

(5 marks - half mark for each)

GRAMMATICAL KNOWLEDGE AND WORD CLASSES

Read the following passage from *The Paperbag Princess* by Robert Munsch:

- 1 Elizabeth was a beautiful princess. She lived in a castle and had expensive princess
2 clothes. She was going to marry a prince named Ronald.
- 3 Unfortunately, a dragon smashed her castle with his fiery breath, and carried off Prince
4 Ronald.
- 5 Elizabeth decided to chase the dragon and get Ronald back. She looked everywhere for
6 something to wear but the only thing she could find that was not burnt was a paper bag.
7 So she put on the paper bag and followed the dragon. He was easy to follow because he
8 left a trail of burnt forests and horses' bones.
- 9 Finally, Elizabeth came to a cave with a large door that had a huge knocker on it. She took
10 hold of the knocker and banged on the door. The dragon stuck his nose out of the door
11 and said, "Well, a princess! I love to eat princesses, but I have already eaten a whole
12 castle today. I am a very busy dragon. Come back tomorrow." He slammed the door so
13 fast that Elizabeth almost got her nose caught.

10. List 4 adjectives from the passage:

beautiful	expensive	fiery	burnt
-----------	-----------	-------	-------

(4 marks)

11. Find adverbs in the following lines:

Line 3 unfortunately	Line 9 finally
-------------------------	-------------------

(2 marks)

12. Find examples of the following:

An infinitive verb in line 11	to eat	Past tense verb in line 1	was / lived / had
Present tense verb in line 12	I am...	Modal verb in line 6	could

(4 marks)

13. What is the object of the verb 'smashed' in line 3?

castle

(2 marks)

14. Quote a sentence where the verb is in the perfect tense:

...but I have already eaten a whole castle today.

(2 marks)

15. Reconstruct the 2 sentences "A dragon smashed her castle" and "Elizabeth grabbed the knocker and she banged on the door" using the passive voice throughout.

1. Her castle...

Her castle was smashed by a dragon.

2. The knocker was grabbed by Elizabeth and the door was banged.

(2 marks)

16. From the passage, copy out 2 clauses linked by a co-ordinating conjunction:

Clause	Co-ordinating conjunction	Clause
She looked everywhere for something to wear	but	the only thing she could find that was not burnt was a paper bag.

(2 marks)

17. Name a subordinating conjunction in line 7.

because

(1 mark)

18. List 3 personal pronouns in the passage:

he	she	it
----	-----	----

(3 marks)

19. List 2 proper nouns in the passage:

Elizabeth	Ronald
-----------	--------

(2 marks)

20. List 4 common nouns in the passage:

dragon	door	castle	clothes
--------	------	--------	---------

(2 marks - half a mark each)

Read the following passage:

When the tadpoles leave the jelly, they will need food. Put three rabbit pellets into the aquarium. The tadpoles will also eat algae growing on the pond weed.

The shape of the tadpoles changes. Their tails get longer and their gills get smaller.

Change the water in the aquarium if it becomes dirty. If the tadpoles eat all the pellets, add some more.

21. From the passage quote:

Two single clause sentences:
1. The shape of the tadpoles changes.
2. Put three rabbit pellets into the aquarium.
Two multi-clause sentences with subordinating conjunctions
1. Change the water in the aquarium if it becomes dirty.
2. If the tadpoles eat all the pellets, add some more.
One multi-clause sentence with a coordinating conjunction
1. Their tails get longer and their gills get smaller.

(5 marks)

22. Find 2 prepositions in paragraph 1:

into	on
------	----

(1 mark)

23. Indicate whether the following are phrases or clauses:

Put three rabbit pellets	clause	into the aquarium	phrase
on the pond weed	phrase	They will need food	clause

(4 marks)

PUNCTUATION

24. Read the following passage. Insert the missing punctuation in the text.

The governors complained to the school's headteacher about the children's behaviour on the bus. The head promised to deal with the pupils concerned and report back in three weeks. The school was considered a successful one and the head was anxious that nothing should damage their reputation. Gossip spreads quickly and it's well known that reputations once lost are hard to retrieve. The head enlisted the staff's help and thanks to the teachers' skills, their behaviour improved to such an extent that it could be commended at Speech Day.

(7 marks)

TEXTUAL KNOWLEDGE AND TERMINOLOGY

Read the extract from *Greenwitch* by Susan Cooper.

Under the sunset sky the sea was glass-smooth. Long slow rollers from the Atlantic, rippling like muscles beneath the skin, made the only sign of the great invisible strength of the ocean in all the tranquil evening. Quietly the fishing boats moved out, a broad fishtail wake spreading behind each one; their engines chugged softly through the still air. Jane stood at the end of Kemare Head, on the crest of a granite outfall that tumbled its rocks two hundred feet to the sea, and she watched them go. Toy boats, they seemed from there: the scatter of a fishing fleet that every week, every month, every year for endless years had been going out after the pilchard or the mackerel before dusk, and staying at the chase until dawn. Every year there were fewer of them, but still every year they went.

The sun dropped at the horizon, a fat flowing ball spreading yellow light over all the smooth sea, and the last boat crept out of Trewissick harbour, its engines thumping like a muffled heartbeat in Jane's ears. As the last spreading lines of the boat's wake washed against the harbour wall, in a final swift rush the great sun dropped below the horizon, and the light of the April evening began very slowly to die. A small wind sprang up. Jane shivered, and pulled her jacket around her; there was suddenly a coldness in the darkening air.

25. From the passage, give examples of:

1 fronted adverbial:

Under the sunset sky...

3 metaphors:

The sea was glass smooth

Fishtail wake

A fat flowing ball spreading yellow light ...

The light of the April evening began very slowly to die

2 examples of alliteration:

Sunset sky

Fat flowing

1 example of assonance:

Slow rollers

2 similes:

Rippling like muscles beneath the skin

Its engines thumping like a muffled heartbeat in Jane's ears

2 examples of onomatopoeia: Chugged thumping
1 example of repetition: Every week, every month, every year

(12 marks)

26. Name a book by as many of the following children's authors as you can:

Julia Donaldson The Gruffalo, The Snail and the Whale, Room on the Broom	Michael Morpurgo War Horse, Butterfly Lion, Private Peaceful
Anthony Browne Into the Forest, Gorilla, Hansel and Gretel	Dick King-Smith The Sheep-pig, The Queen's Nose
Neil Gaiman The Graveyard Book, Wolves in the Wall	Malorie Blackman Noughts and Crosses, Pig Heart Boy, Cloud Busting
Emily Gravett Wolves, Meerkat Mail, Orange Pear Apple Bear	Allan Ahlberg The Jolly Postman, Burglar Bill, Funnybones

All of these authors have many more books, so if yours isn't listed here, please do give yourself the mark!

(8 marks)

Well done for getting to the end of marking the pre-course audit!

See you in September!