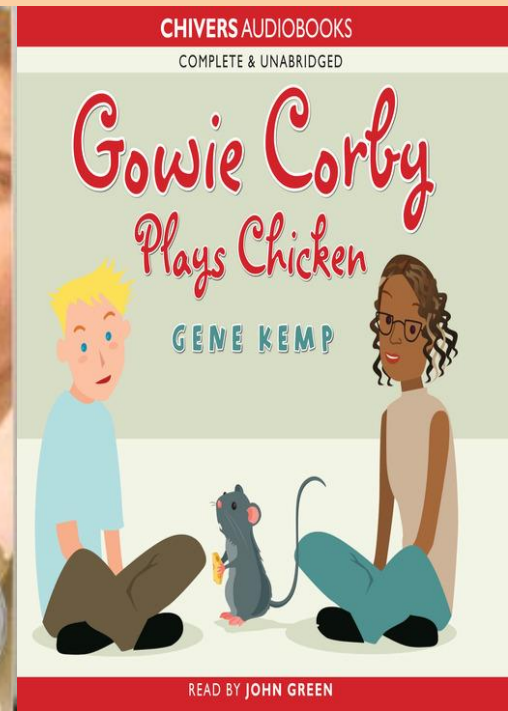
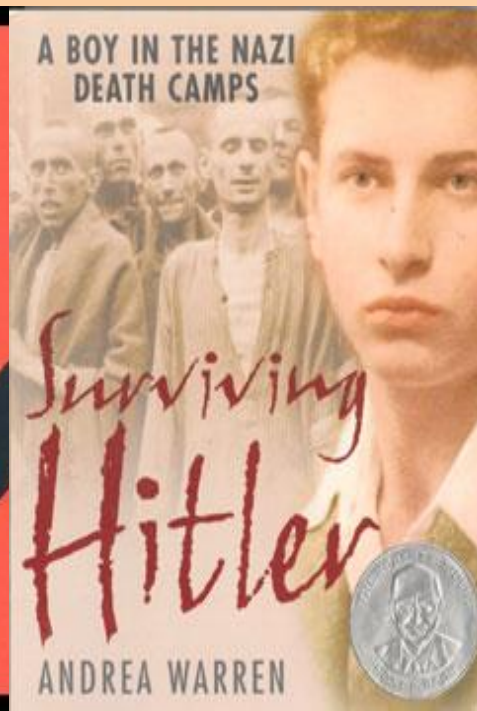
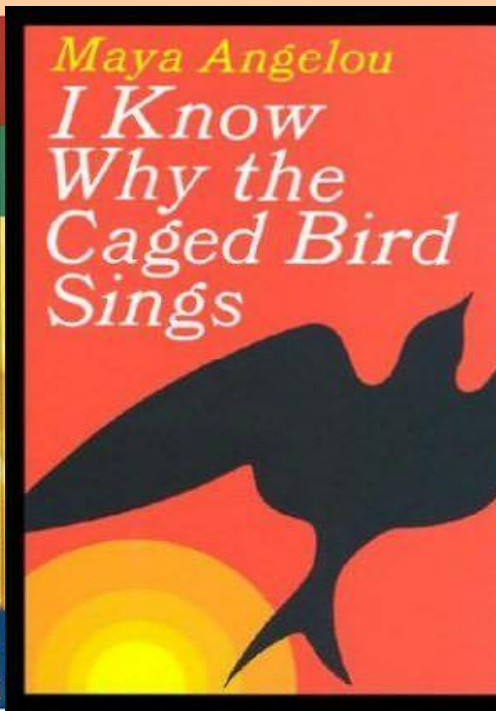
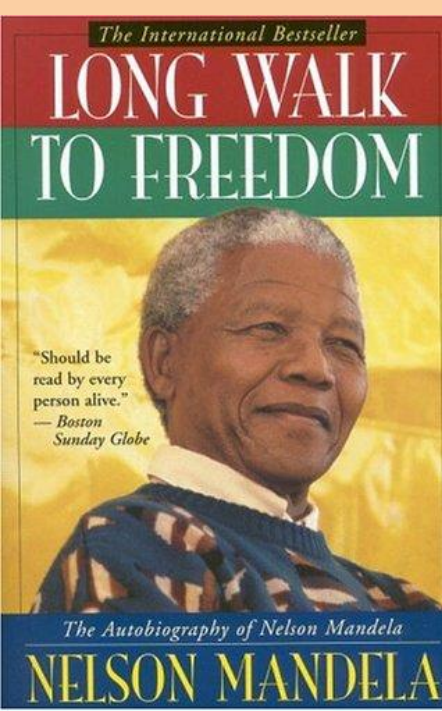


S1 Close Reading Booklet



Red Sky in the Morning

- (A1)

Section from the passage:

“there was an awfully gloomy atmosphere, and mum cried a lot...”

Own words:

The mood at home was unhappy and her mum was upset. [2/0U]

- (A2)

“Katy was a pest” or “I could have kicked her”.

(A3)

C- Tired

“...I was completely exhausted”. [2/0A]

- (A4) “bursting” [2/0A]

(A5)

Her hair [5/4/3/2/1/0U]

Her perfect nose

Her perfect skin

Large eyes

Her even teeth

- (A6a) “Skin...covered with a bloom like a peach”. OR “...huge luscious eyes that are big and brown like a spaniel’s.” [2/0A]

(A6b) Debbie’s skin is compared to a peach. Peaches are soft and smooth so is Debbie’s skin OR Debbie’s eyes are compared to those of a spaniel, both have attractive large brown eyes.
[2/0A]

Room 13

- (A1)

“It was dark. She was alone.”

The sentences are very short. This makes them dramatic and creates suspense. [2/0A]

- (A2a)

“The moonlight made a silver path on the water.”[2/0A]

(A2b)

The light from the moon is compared to silver. This shows how it reflected off the water and stresses how bright the light was. [2/1/0A]

- (A3)

“It was a tall house, looming blackly against the sky. There were many windows, all of them dark.”

It is a large dark house that has no lights. [2/1/0U]

• (A4)

“no control over her feet.” OR “forcing her on.” [2/0A]

(A5a)

It is quite creepy and frightening looking. [2/1/0U]

- (A5b)

It says it has no lights. There is a bird but it looks like a bat on the top of the gates. [2/1/0U]

Artemis Fowl

(A1)

Onomatopoeia – “whizzed.” [2/1/0A]

This is effective because it shows how quickly the object flew past her head.

(A2)

Learning as you do the job at the same time. [2/1/0U]

- (A3)

“elfin” [2/0U]

(A4)

She is feisty, brave and not afraid of anyone. [2/1/0U]

- (A5)

“...curled her elfin frame into a ball, minimising the target.”

She made herself very small so that it would be harder for him to shoot at her. [2/1/0U]

- (A6)

“Her brain scrambled for possibilities”.
[2/0A]

(A7)

To emphasise that she was unsure of
what it was. [2/1/0U]

Carrie's War

- (A1)

“In her dreams she was twelve years old again; short, scratched legs in red socks and scuffed, brown sandals, waling along the narrow, dirt path at the side of the railway to where is plunged down...”

It is a very long sentence divided with commas. The long sentence reflects how detailed her dream was. It shows how vivid her dream was. [2/1/0A]

(A2a)

Onomatopoeia – “plunged” [2/0A]

(A2b)

It stresses how steep the path was and gives the impression that Carrie had to be careful as she was walking along it. [2/1/0A]

(A3a)

She was a bit of a tom-boy. She was adventurous. [2/0U]

It says she had scratched legs and her sandals were scuffed. [2/1/0U]

- (A4)

Towards the railway line (away from the house. [2/0U]

(A5)

“sleepers had been taken up”

“Railways line had been closed” [2/0A]

- (A6)

A forgotten forest in a fairytale. [2/0U]

The Tulip Touch

- (A1)

She is angry and violent. [2/10U]

(A2a)

Alliteration of the 's' sound
(seemed...suck...swirl...) [2/0A]

(A2b)

It stresses how vivid her painting was
and how a person is drawn
into.[2/1/0U]

(A3)

“furious” [2/0U]

- (A4)

“Two huge forlorn eyes stared out as usual, half-begging, half-accusing.” [U]

Large, sad eyes which seem to send mixed messages. [2/1/0U]

(A5)

It stresses how Mrs Minniver said the word 'Look'. She almost forced Natalie to have a proper look at the painting.
[A]

(A6)

To show it to her parents or another teacher. [2/1/0U]

Harry Potter

(A1a)

It is a neat, well-kept street. [2/0U]

(A1b)

“tidy front gardens” [2/0U]

(A2)

The long sentence reflects that a long period of time has passed (10 years).
[2/1/0A]

(A3a)

A large pink beach ball. [2/0U]

Simile – Dudley’s face is round like
and ball and is very pink in colour
perhaps to suggest that he is
sunburnt. [2/1/0A]

- (A4)

“ “...the photographs showed a a large blond boy riding his first bicycle...being hugged and kissed by his mother...”

He is spoilt and is treated as though he is the only child in the house.

[2/1/0U]

(A5a)

Harry is ignored and neglected. [2/0U]

(A5b)

“...no sign that another boy lived in the house.” [2/0A]

(A6a)

Exclamation mark (!) [2/0A]

(A6b)

To show that Aunt Petunia is shouting
at Harry. [2/0U]

- (A7)

Shrill [2/0U]

(A8)

Short sentences are used to show that he is finding it hard to recall his dream. [2/1/0A]

Underground to Canada

(A1)

Sad, depressing (...it was a slow, sad rhythm – sad as the bells tolling a death...) [2/0U]

(A1b)

.
“...it was a slow, sad rhythm” OR
“sad as the bells” [2/0A]

(A2a)

A reliable, dependable person.
Someone who is in control. [2/1/0U]

(A2b)

It describes her as "...the tall strong woman..."[2/0U]

(A3)

C- light clothes [2/0U]

(A4a)

Simile – “...like tiny forgotten sheep..”
[2/0A]

(A4b)

The children are compared to lost sheep. This stresses how helpless and frightened they appear. [2/1/0U]

(A5)

Hot, dry skin

Sweaty, dusty hands [2/1/0U]

(A6)

“The sun flamed gold and blistering above them and the sky became bright blue.”

The sun was very hot and was burning them. [2/1/0U]

(A7a)

False [2/0U]

(A7b)

The children have 'hot, dry skin' which sounds uncomfortable. The sun is described as 'blistering' which sounds unpleasant. [2/1/0U]

(A8)

B – Cruel [2/0U]

Gowie Corby Plays Chicken

(A1)

She is used to sniggers or laughter because of her name. [2/0U]

(A2)

They do not laugh and are silent. [2/0U]

- (A3)

“...yes miss, they all chorus like sheep bleating, baa, baa, baa, the creeps.”

He is frustrated by their obedience and thinks they are sucking up to the teacher. [2/1/0U]

(A4)

B- Violent [2/0U]

(A4b)

All the things he draws are associated with war. [2/0U]

(A5)

Surge [2/0U]

(A6a)

Simile – “like a female hippo with weight problems.” OR “ like an old English sheepdog.” [2/0A]

(A6b)

That she is overweight and has untidy long hair. [2/1/0U]

(A7)

B – polluted [2/0U]

- (A8)

To emphasise how horrid Heather thinks Gowie is. [2/1/0A]

CORALINE

Coraline

(A1)

The bright morning sun [2/0U]

(A2)

Dislocated [2/0U]

(A3a)

A daydreamer. Someone who is in their own world. [2/0U]

(A3b)

It describes her daydreams of being in rainforests or Africa or far away places. [2/0U]

(A4)

When someone taps her on the shoulder and brings her back down to earth.[2/0U]

(A5a)

Onomatopoeia – rustling [2/0A]

(A5b)

It helps the reader to hear the gentle noise of the delicate paper butterfly.
[2/1/0U]

(A6)

To see Coraline's private thoughts.
[2/0U]

Whispers in the Graveyard

(A1a)

They are very short. [2/0A]

(A1b)

To create suspense or tension. To reflect how the boy is gasping for breath as he is running. [2/1/0A]

(A2)

The boy is running through woods or a forest and is frightened. He can hear himself shouting a girl's name.

[2/1/0U]

(A3)

Tense, scary, frightening...[2/0U]

(A4)

Onomatopoeia – rasping, whistling ripping

Repetition – screaming and screaming

Alliteration- Breath...Branches...Brambles..

Onomatopoeia – helps the reader to hear the short intakes of breath

[2/1/0A]

Repetition – emphasises his panic

[2/1/0A]

Alliteration – the ‘b’ sound reflects the gasps for air [2/1/0A]

(A5)

“blasted apart” [2/0A]

(A6)

It is not just broken but is melted and
there is almost nothing left of it.
[2/1/0U]

- (A7)

“splintered” OR “dissolved” [2/0U]

The Diary of Anne Frank

(A1)

“our many Jewish friends are being taken away by the dozen. These people are...loaded into cattle trucks and sent to Westerbork...” [2/1/0U]

(A2)

Dismal and depressing [2/0U]

(A3)

Immorality [2/0U]

(A4)

“their shaven heads...”

They have no hair. They are bald.
[2/0U]

(A5)

B – uncivilized [2/0U]

(A6)

They are gassed [2/0U]

- (A7)

“If they stop at a small station en route, sometimes some of them manage to get out unnoticed and escape...”

When their truck stops on the way to one of the camps, some of them secretly jump out and run away without being seen. [2/1/0U]

(A8)

Sabotage [2/0U]

(A9)

Saboteur [2/0U]

(A10)

“Prominent citizens” [2/0U]

(A11)

“...put five hostages against the wall.”

They shoot them. [2/0U]

Great White Sharks

- (A1)

Revered OR worshipped [2/0U]

(A2)

“greatly honoured” [2/0A]

- (A3)

Tongan warriors...swam to neighbouring islands and then regained their human form to kill their enemies.

They could swim to nearby islands as sharks then transformed back into men and killed those who were against them. [2/1/0U]

(A4)

Giver of light [2/0U]

(A5)

They were seen as friendly gods.
[2/0U]

(A6)

“On the other islands, villagers believed that sharks were spirits of ancestors...”

Other islands thoughts that they were the souls of those who had lived before them. [2/1/0U]

(A7)

Legends [2/0U]

(A8)

Because they are believed to have helped or rescued so many people [2/1/0U]

Votes for Women

- (A1)

“At the beginning of 1907 the leaders of the suffrage societies combined to organize an open-air procession through the streets of London”.

There was a march in London to protest about women’s right to vote.
[2/1/0U]

(A2)

To show that many people supported women being allowed to vote. [2/1/0U]

(A3)

The suffrage societies [2/0U]

(A4)

“mass support”

OR

“4000 people turned out” [2/0A]

(A5)

To show that even though the weather was really bad many people still marched because they believed so strongly in the cause.[2/1/0U]

(A6)

It rained and the ground became very muddy.[2/1/0U]

(A7)

A longer skirt [2/0U]

- (A8)

“If their skirts had touched the ground they’d never have been able to carry things up and down stairs without tripping...”

They had to be able to move about easily and a longer skirt would have got in the way. [2/1/0U]

- (A9)

To give extra information about the different lengths of skirts that women from different classes wore. [2/10A]

Surviving Hitler

- (A1)

To inform the reader about what it was like to be a prisoner in a concentration camp.[2/1/0U]

(A2)

To stress that they had no rights at all.
[2/10A]

(A3)

They cut prisoners' hair and left a shaved stripe down the middle.[2/0U]

(A4)

“screamed in pain.” [2/1A]

(A5)

“It looked like that worn by every other prisoner – coarse cotton with blue grey...”

The dash gives an explanation of what the uniform was like [2/1/0A]

(A6)

C- rough [2/0U]

(A7)

Sad, depressing. The narrator (Jack) clearly has terrible memories of the cruelty he and others suffered at the camp. [2/1/0U]

- (A8)

Because he does not feel that he is viewed as a person. He is now just a number. [2/1/0U]

Chinese Cinderella

(A1a)

They are very short. [2/0A]

(A1b)

They slow down the reading of them.
They show that time is passing very
slowly. [2/1/0A]

(A2)

FALSE [2/1/0U]

It says “The sisters were far too worried and preoccupied to fuss with me.”

(A3)

Sad. She is bored and has nothing to do. All there is to do is to read books from the library. [2/1/0U]

- (A4)

“I loved this book because my troubles seemed to vanish when I applied its magic.”

The book takes her mind off her problems. [2/1/0U]

(A5)

Niang has given instructions for all her mail to be forwarded to her instead.
[2/1/0U]

(A6)

The exclamation marks shows that Niang is annoyed at her and she is raising he voice to her.[2/1/0A]

- (A7)

Because she is lying to her.[2/0U]

(A8)

(Sad) because she is talking about her father who died. (Fearful) She is also taking about suffering and how everyone must suffer in some way.
[2/1/0U]

Long Walk to Freedom

(A1a)

Onomatopoeia – ‘clanged’ [2/0A]

(A1b)

It stresses how loudly the warders rang the bell. [2/1/0A]

(A2)

They give an explanation of what
‘Word wakker! Staan op!’ means.
[2/1/0A]

(A3)

“I had always been an early riser”
[2/0A]

- (A4)

It emphasises how terrible and unpleasant the smell could be.
[2/1/0U]

(A5)

toilets, shaving or washing hands and faces. [2/1/0U]

(A6)

He could have a quiet chat with another prisoner.[2/0U]

(A7)

'consisted' [2/1U]

(A8)

C – skilful [2/0U]

Wild Swans

(A1)

“freezing winters to scorching
summers”

bitter winters to very hot
summers.[2/1/0U]

(A2)

“howling winds”

OR

“roared down from Siberia” [2/0U]

(A3a)

Onomatopoeia or personification –
howling or roared. [2/0A]

(A3b)

It stresses how loud and frightening
the wind was. [2/1/0U]

(A4)

Bit and tore [2/1/0U]

(A5)

They wore masks over their faces to protect themselves. [2/1/0U]

(A6)

“The north side of the house contained a sitting room and my grandmother’s chamber; the wings on the two sides were for the servants and for all activities...”

The house is large and is divided into different sections. [2/1/0U]

(A7)

They are used to add in extra information about how this house was nicer than the one her grandma had grown up in. [2/1/0A]

I Know Why the Caged Bird Sings

- (A1)

They could eat as many oranges as they liked and the sun always shone. [2/1/0U]

(A2)

She cannot believe that her mother could enjoy herself there without her children. [2/1/0U]

- (A3)

Because she did not hear anything from them.[2/1/0]

(A4)

She cannot remember any of her features because she has not seen her in a long time. [2/1/0U]

(A5)

That he realised that his parents had been alive all this time or he might be feeling lonely [2/1/0U]

(A6)

It was very cold. [2/0U]

- (A7)

“The gifts opened the door to questions that neither of us wanted to ask. Why did they send us away? And What did we do wrong? So wrong?”

It made them question why they did not live with their parents and why they were being punished. [2/1/0U]

Letters from Hawaii

- (A1)

Because he has ridden for quite a few miles on horseback. [2/1/0U]

(A2)

He always thinks that this could be the last journey he will make. [2/1/0U]

(A3)

“(experiencing) a sort of dread” [2/0A]

(A4)

Captain Philips [2/0U]

(A5)

He was at the government prison and lost track of time. [2/1/0U]

(A6)

He got a lift from captain Philips and his horse and cart. [2/1/0U]

- (A7)

It creates a pause in the sentence and is stronger than a comma. [2/1/0A]

I Know Why the Caged Bird Sings

- (A1)

“aimlessly”[2/0U]

(A2)

“The noisy penny-arcades with their gaggle-giggle of sailors and children...”

A busy place filled with lots of amusements. [2/1/0U]

(A3)

“noise penny arcades” OR “gaggle-giggle of sailors”
[2/0A]

(A4)

Metaphor – carcasses - shows how these cars no longer have any use. The working parts have been removed and only the outside shell is left.

[2/1/0A]

(A5)

“The dead hulks were somehow so uninviting that I decided to inspect them.”

The cars looked so unappealing that she wanted to look at them closely.[2/1/0U]

(A6)

B – short-term [2/0U]

(A7)

“Its seats were untornd, and although it had no wheels it sat evenly on its fenders.”

She chooses one that is in good condition inside and level. [2/1/0U]

(A8)

metaphor.

The writer compares herself to a kite. Both are at liberty to wander where they choose. It emphasises the freedom she felt. [2/1/0A]

- (A9)

That there were no holes in the floor so that rats could not get in [2/1/0U]