

# Year 7 revision Booklet

## How to Use This Revision Booklet

### ✔ Step 1: Work Through the Questions

- Start at the beginning and complete the tasks in order
- Try your best first — **don't worry if you're not sure**
- Write full answers where possible (not just single words)

### ✔ Step 2: Check Your Answers

- When you finish a section, go to the **answers at the back**
- Compare your work carefully

Ask yourself:

- Did I get it exactly right?
- Is my answer similar?
- Did I miss anything?

### ✔ Step 3: Improve Your Work

- Fix any mistakes in a different colour
- Add anything you missed
- Read model answers to see how to improve

## For Longer Writing Tasks (Sections 20 & 21)

These don't have just one correct answer.

Instead, check:

- Does mine look like the **model example**?
- Have I used the features in the checklist?

✔ You can also:

- Bring your work to your teacher
- Ask for feedback if you are unsure

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## Top Tips for Revision

- Take your time — don't rush
- Focus on improving, not just finishing
- Practise the questions you find tricky again

## **WORD TYPES**

<b>WORD</b>	<b>DEFINITION</b>	<b>EXAMPLE</b>
Noun	names a thing, person or place in a sentence	<i>teacher, park, phone</i>
Verb	shows an action or state	<i>ran, shouted, was</i>
Adjective	adds detail to describe a noun	<i>bright sky</i>
Adverb	modifies a verb and suggests how something happens	<i>walked slowly</i>

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## **SENTENCE & WRITING**

<b>WORD</b>	<b>DEFINITION</b>	<b>EXAMPLE</b>
Expanded noun phrase	a noun with extra descriptive detail added	<i>the tall, glass building</i>
Main clause	a complete idea that makes sense on its own	<i>She opened the door.</i>
Subordinate clause	extra detail that cannot stand alone	<i>because she was nervous</i>
First person	writing that uses “I” or “we” consistently	<i>I couldn’t stop running.</i>
Third person	writing that uses “he”, “she” or “they” consistently	<i>They couldn’t stop running.</i>

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## **READING SKILLS**

<b>WORD</b>	<b>DEFINITION</b>	<b>EXAMPLE</b>
Inference	a valid idea based on evidence from the text	A character hides → they might be scared
Topic sentence	a clear first sentence that answers the question	<i>The writer presents her as nervous.</i>

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## **METHODS & CHARACTER**

<b>WORD</b>	<b>DEFINITION</b>	<b>EXAMPLE</b>
Explicit Characterisation	directly tells the reader about a character	<i>He was very selfish.</i>
Implicit Characterisation	shows character through actions or behaviour	<i>He pushed to the front of the queue.</i>
Simile	a comparison using “like” or “as”	<i>as fast as lightning</i>
Metaphor	a direct comparison without “like” or “as”	<i>The classroom was a zoo.</i>

## **Section 1: Writing Skills Revision**

### **1. Word Classes (Nouns, Verbs, Adjectives)**

Read the sentence below.

The nervous cat crept quietly across the icy floor.

Match each **bold** word to the correct word class:

- nervous
- crept
- cat
- icy

Word classes to choose from: **noun / verb / adjective**

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### **2. Expanded Noun Phrases**

Rewrite each sentence by expanding the noun phrase (add adjectives or extra detail).

2a. The boy opened the door.

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2b. The tree stood in the garden.

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### **3. Characterisation**

3a. Rewrite the sentence to include **implicit characterisation**:

Chloe folded her arms and stared at the floor.

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3b. Rewrite the sentence to include **explicit characterisation**:

Ben always shared his snacks with others.

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### **4. Stronger Verbs**

Replace the verb in **bold** with a more effective verb.

4a. The cat **walked** outside the house.

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4b. The runner **went** towards the finish line.

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### 5. Homophones: to / too / two

Choose the correct homophone.

5a. I want \_\_\_ finish my homework early.

5b. It was \_\_\_ cold to stay outside.

5c. There are \_\_\_ buses arriving late today.

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### 6. Commas

The paragraph below is missing **four commas**. Rewrite it and add the commas.

After school we met our friends at the park played football for an hour and then walked home as the sun began to set

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### 7. Using Semicolons

Write one sentence for each topic using a **semicolon** to join two main clauses.

7a. Topic: Homework

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7b. Topic: Weekends

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### 8. End Punctuation

Add the correct punctuation mark.

8a. Where did you put my coat \_\_\_\_

8b. The coach was so proud of the team \_\_\_\_

8c. Did you remember your book \_\_\_\_

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### 9. Main and Subordinate Clauses

Identify each clause as **main** or **subordinate**.

9a. Although it was raining, we continued the match.

- Although it was raining → \_\_\_\_\_
- we continued the match → \_\_\_\_\_

9b. The class stayed inside because the playground was flooded.

- The class stayed inside → \_\_\_\_\_
  - because the playground was flooded → \_\_\_\_\_
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### 10. Verb Tenses

Rewrite each verb in the **simple past tense**.

Ella runs to the gate and catches the bus which waits for her.

runs → \_\_\_\_\_

catches → \_\_\_\_\_

waits → \_\_\_\_\_

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### 11. Narrative Voice

Rewrite each sentence in the **other** narrative voice.

11a. I feel nervous before every test.

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11b. They walked home together after school.

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## Section 2: Reading Skills Revision

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Read the extract below and answer the questions.

The corridor was silent except for the faint hum of electricity. Lockers stretched ahead, their metal doors dull beneath the flickering lights. Sam paused, gripping the strap of his bag, as a cold shiver crept down his spine. Something about the place felt wrong — as if the building itself was holding its breath.

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### 12. Retrieval (True or False)

Tick **true** or **false**.

- The corridor is noisy.  True  False
  - The lockers are shiny and new.  True  False
  - Sam feels uneasy.  True  False
  - The lights are completely broken.  True  False
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### 13. Language and Atmosphere

Write **one phrase** that creates a tense or mysterious atmosphere.

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### 14. Writer's Methods

Explain **how** the writer creates tension.

Include:

- two quotations
  - explanations of their effect
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- 
-



16a. Sam stepped cautiously into the corridor.

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16b. The door slammed suddenly behind him.

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### 17. Simile or Metaphor

Write **simile** or **metaphor** next to each example.

- The silence was a blanket wrapped around the school. \_\_\_\_\_
- His heart raced like a drum. \_\_\_\_\_
- Fear crept through him like icy water. \_\_\_\_\_

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### 18. Characterisation

Is each example **implicit** or **explicit**?

- Sam's hands trembled as he reached for the handle. \_\_\_\_\_
- Sam was a brave and determined student. \_\_\_\_\_

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### 19. Short Response

What do we learn about Sam's character?

Include:

- one quotation
- one explanation

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# Mark Scheme

## Section 1: Writing Skills

### 1. Word Classes

- nervous = **adjective** ✓
  - crept = **verb** ✓
  - cat = **noun** ✓
  - icy = **adjective** ✓
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### 2. Expanded Noun Phrases

(Any sensible added detail = correct)

Examples:

- 2a. *The scared young boy opened the heavy wooden door.* ✓
  - 2b. *The tall leafy tree stood in the quiet garden.* ✓
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### 3. Characterisation

- 3a (implicit): shows behaviour
    - e.g. *Chloe folded her arms and stared at the floor, refusing to speak.* ✓
  - 3b (explicit): tells us directly
    - e.g. *Ben was kind and generous because he always shared his snacks.* ✓
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### 4. Stronger Verbs

(Any stronger alternative accepted)

- walked → *stalked / crept / wandered* ✓
  - went → *raced / sprinted / dashed* ✓
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### 5. Homophones

- 5a. **to** ✓
  - 5b. **too** ✓
  - 5c. **two** ✓
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## 6. Commas

Correct version: *After school, we met our friends at the park, played football for an hour, and then walked home, as the sun began to set.* ✓

(4 commas needed)

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## 7. Semicolons

(Any correct use joining two main clauses)

Examples:

- *I finished my homework; I felt proud.* ✓
  - *I woke up early; I wanted to enjoy the weekend.* ✓
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## 8. End Punctuation

- 8a. **?** ✓
  - 8b. **!** ✓ (or **.** accepted)
  - 8c. **?** ✓
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## 9. Clauses

9a

- Although it was raining → **subordinate** ✓
- we continued the match → **main** ✓

9b

- The class stayed inside → **main** ✓
- because the playground was flooded → **subordinate** ✓

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## 10. Verb Tenses

- runs → **ran** ✓
- catches → **caught** ✓
- waits → **waited** ✓

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## 11. Narrative Voice

- 11a → *She feels nervous before every test.* ✓
- 11b → *I walked home together after school.* ✓

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## Section 2: Reading Skills

### 12. Retrieval

- corridor is noisy → **False** ✓
- lockers are shiny → **False** ✓
- Sam feels uneasy → **True** ✓
- lights completely broken → **False** ✓

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### 13. Language

(Any suitable quote)

Examples:

- “*silent*” ✓
- “*faint hum*” ✓
- “*cold shiver*” ✓

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### 14. Writer's Methods

Level guidance:

- ✓ 1 mark: one quote

- ✓ 2 marks: two quotes
- ✓ 3–4 marks: explains effect clearly

Example: “*silent*” creates tension because it suggests something is wrong.

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### 15. Inference

- ✓ nervous and uncertain

Explanation should mention:

- “cold shiver” or “felt wrong” ✓
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### 16. Adverbs

- cautiously → shows **fear or careful movement** ✓
  - suddenly → shows **shock or surprise** ✓
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### 17. Simile / Metaphor

- blanket → **metaphor** ✓
  - like a drum → **simile** ✓
  - like icy water → **simile** ✓
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### 18. Characterisation

- trembling hands → **implicit** ✓
  - brave and determined → **explicit** ✓
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### 19. Short Response

(2 marks total)

- 1 mark: quotation ✓
- 1 mark: explanation ✓

Example: “*gripping the strap*” shows he is nervous.

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## Section 3: Writing

### 20. Description (8 marks total)

Give ticks for:

- strong verbs
- adjectives
- expanded noun phrases
- correct punctuation

#### Example:

The street buzzed with noise and movement as crowds pushed past each other in every direction. Bright lights flashed overhead while buses roared through the traffic, filling the air with tension.

People hurried along the pavement, clutching bags and calling out to one another. Everything felt overwhelming, as if the whole place was rushing faster and faster.

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### 21. Narrative (8 marks total)

Give ticks for:

- first person (I)
- thoughts/feelings
- characterization (explicit and implicit!)
- clear writing

#### Example:

I knew it was a mistake, but I didn't stop. My heart raced as I stepped forward, trying to ignore the feeling in my chest.

As soon as it happened, regret hit me instantly. I stood there, frozen, wishing I could go back and change everything.

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 **Quick Total Guide**

- Section 1 = ~25 marks
- Section 2 = ~20 marks
- Section 3 = ~16 marks