

Reading Non Fiction

GCSE English · Follows the national curriculum

Name _____ Class _____ Date _____

1. Worked example

Identify purpose, audience and form of the article.

Step 1 · Form

A first-person opinion column or magazine article.

Step 2 · Audience

Adults, especially those who may be hiding something they cannot do ('adults are excellent at hiding...').

Step 3 · Purpose

To entertain, to share a personal experience, and to argue that not being able to swim is about access, not laziness.

Answer: A light-hearted article for adult readers that entertains while challenging assumptions about non-swimmers.

Check: Each answer is supported by a clue from the text.

2. Now try one with the steps

What is the writer's viewpoint, and what perspective shapes it?

Step 1 · Viewpoint

Step 2 · Perspective

Step 3 · Evidence

Answer:

3. Practice

Show your working. The marks tell you how much is expected.

1. At what age did the writer learn to swim? Write the number. [1]

2. Name two excuses the writer used to avoid swimming. [2]

3. What was the instructor's name and former job? [1]

4. In which week did the writer swim a width without stopping? Write the number. [1]
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5. What does PAF stand for? [1]
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-
6. What is the difference between a writer's viewpoint and their perspective? [2]
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7. Name the method in 'whose school had a pool, whose parents could afford the fees, whose family had a free Saturday morning' and explain its effect. [2]
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8. Why does the writer put 'didn't fancy' and 'minding the bags' in inverted commas? [2]
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9. Explain one effect of including Bev's words, 'Water doesn't know how old you are'. [2]
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10. How does the tone change in paragraph 3, and why? [2]
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11. Analyse the effect of the comparison 'I have had promotions with less ceremony'. [3]
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12. How is the article's structure circular or framed? [2]
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13. Why does the writer say the statistic is 'not a statistic about laziness'? [2]
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14. Write one analytical sentence on how the opening line makes the reader want to continue. [2]
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4. Before you hand it in

Treating non-fiction fact with no craft.

Analyse non-fiction exactly would fiction: word choice, structure, effect.

'The writer uses a statistic to make it more believable.'

Say what this statistic does here: it shifts the issue from personal shame to social inequality.

Confusing viewpoint with topic.

State a view: 'Adults who cannot swim should not feel ashamed.'

Ignoring tone shifts.

Track where the tone changes and explain why it changes there.