

DESCRIPTIVE WRITING KO

Basic vocabulary	synonyms	Terminology	Definition
Angry	Furious, infuriated, enraged, exasperated, incensed, outraged	Semantic Field	The use of words which you would associate with a certain topic
Old	Ancient, decrepit, elderly, mature, aged	Adjective	A word which describes a noun.
Big	Colossal, immense, gigantic, tremendous, substantial, enormous, capacious, prodigious	Verb	A doing or being word. It is the word that shows us what is being done in a sentence.
Small	Meagre, inconsequential, miniature, tiny, microscopic	Character	The mental and moral qualities distinctive to an individual in a story
Happy	Cheerful, jovial, pleasant, content, jubilant, blithe, ecstatic, exultant	Setting	the time and place of the action in the story
Sad	Dismal, mournful, melancholy, sorrowful, despondent, dejected	Metaphor	Where one thing becomes another in a comparison
Poor	Destitute, impoverished, penniless, indigent, impecunious	Simile	Comparison between two things using like or as
Rich	Wealthy, affluent, prosperous	Personification	Giving human qualities to inanimate objects
Scared	Anxious, petrified, frightened, panicked, terrified, horrified	Five Senses	Sight, Sound, Touch, Taste, Feel – embedding these elements into a story
Worried	Tense, perturbed, concerned, distressed, apprehensive	Pathetic Fallacy	Ascribing human conduct and feelings to nature
Bad	Atrocious, abominable, inadequate, appalling	Symbolism	The use of symbols to represent ideas or qualities
Good	Wonderful, exceptional, amazing, marvellous	Show Don't Tell	Show a character's thoughts and feelings through description and imagery
		Adverb	A word which describes a verb
		Alliteration	Repeatedly using word which begin with the same letters
		Anaphora	Repeated the same word or phrase in successive clauses for effect.

SKILLS (AO5 & AO6)

Communication and Organisation (AO5)

- Plan content before writing = ideas + order for maximum impact
- Use **show don't tell**
- Clear atmosphere created using effective vocabulary
- Create **detailed** descriptions with effective zooms.
- Create **memorable** characters set against a suitable background.
- Use paragraphs – TIPTOP rules and be able to apply them effectively

Vocabulary, Sentence Structures, Spelling and Punctuation (AO6)

- Tense consistency** is key – need to focus on this
- Pay close attention to basic spellings
- Vary your sentence structure for effect e.g. simple, compound and complex
- Vary your sentence openings e.g. 3ed rule or De:De rule.
- Check for homophones
- Use accurate basic punctuation: capital letters, full stops, exclamation marks, commas & apostrophes.
- Ensure you choose effective verbs and adjectives to add to you description
- Ensure you have used commas correctly for embedded clauses.
- Check you have used the correct preposition and that it is in the correct place in the sentence.

MILESTONE ASSESSMENT 30 minutes

You will begin to synthesise both character and setting descriptions to create effective beginnings and complications for stories as well as creating effective tension for a narrative climax.

You will need to understand the full narrative arc but write up to the climax paragraph.

These will focus on Dickensian texts for inspiration.

24 marks = Content and Organisation
16 marks = Technical Accuracy
Plan, Write, Check.

Success Criteria for a well thought-out description:

Detail – zoom in on something in detail
Evoke the senses (see, hear, touch, taste, smell)
Sentence variety used for effect
Colour (think shades)
Range of punctuation used accurately
Imagery (similes, metaphors, personification)
Brilliant vocabulary
Emotion – atmosphere or feelings
Spelling is accurate

Sentence Structures (Complex Sentences)

Remember , if your subordinate clause comes before your main clause, you **do** need a comma.

A Adverb	Start your sentence with an adverb. Lovingly and attentively, he stared into her beautiful green eyes.
S Simile	Start your sentence with a simile. Begin with the word 'as' or 'like'. As brave as a lion, he slayed the evil monster.
P Preposition	Start your sentence with a preposition. On the top of the hill, there stood an old castle.
I -ing word (Verb)	Start your sentence with an 'ing' word. Unlocking the door, she left the room.
C Connective (A subordinator) I WAS A BWABE	Start your sentence with a connective. Although he was hurt, he continued on his quest!
E -ed word (Verb)	Start your sentence with an 'ed' word. Scared by the sound, he hid under his covers for shelter.
D Drop in clause (Embedded clause)	Add a drop in clause to your sentence. (who = person / which = place) Michelle, who was very clumsy, always fell over her own laces. Birmingham, which is located in the West Midlands, is the second biggest city in England.

Structure for Writing



Overview: What's the big picture?
Where is your character in relation to the setting?
Fronted adverbial to introduce the opening sentence:



Para 2: Focus on your character – who are they?
What are they doing?
Adverbial phrase to introduce your character:



Paragraph 3: Complication – what has happened to your character how do they feel?

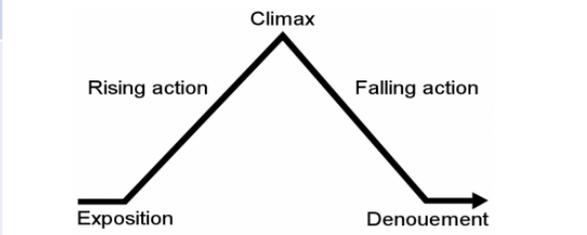


Paragraph 4: Move your character to a new setting. Think about the adverbial phrases you will use here.
Use prepositional phrases to describe new setting and where your character is.
Don't forget to zoom in on things



Paragraph 5: Climax. What is the main event of your story? What linguistic devices will you use to create vivid imagery for your reader?

Freytag's Narrative Structure



Punctuation and Grammar rules to succeed in AO6

Subject: a subject is the thing doing the verb.
Verb: an action, emotion or state of being. It is the word that shows us what is being done in a sentence.
Main Clause: a clause has a subject and a verb working together.
E.g. **The girl ate her cake.**
Subordinate Clause: a clause which depends on the main clause to make sense.
E.g. **Even though it rained every day, we had a good holiday.**

Sentence types:
Simple: a sentence which contains a main clause made up of a verb and a subject.
E.g. **The dog barked loudly.**
Compound: Two main clauses joined by a FANBOYS co-ordinating conjunction
E.g. **I went to school, and I completed all of my homework.**
Complex: This is a sentence which consists of a main clause and a subordinate clause. I WAS A BWABE should help you remember some key subordinators.
E.g. **Although I had never tried it before, I enjoyed my vegan burger.**

Embedded Clause:
An embedded clause gives your reader more information about your subject. They come after the subject in your sentence and have commas at the start and end of the embedded clause.
E.g. **The man, who was wearing a blue jacket, came up to me in the queue.**

Prepositional phrase:
This is when you use prepositions in part of your sentence to describe something's position or place. If you begin sentences with a prepositional phrase, you must have a comma.
E.g. **Under my bed, there was a mountain of forgotten toys.**
Other prepositions include:
in, between, outside, opposite, beside, next to, under, above, for, with

Apostrophes:
These can be used to either:
• show where letters have been missed out. These are called contractions.
E.g. **Don't worry.**
• show that someone owns something. This is called using apostrophes to show possession.
E.g. **That is Sarah's dog.**

Colon or semi-colon:
Colons: these show that the words which follow it are an explanation, example or list of what has been written before it.
E.g. **There were two choices this time: fight or run away.**
Semi-colons: a semi-colon joins two main clauses that are closely linked into one sentence.
E.g. **I slept for a long time; I am still tired.**

Co-ordinating conjunctions for compound sentences
For
And
Nor
But
Or
Yet
So

Paragraphs TipTop
Ti - stands for **time**
P - stands for **place**
To - stands for **topic**,
P - stands for **person**

Subordinators for complex sentences
If
When
After
Since
Although
Because
While
As
Before
Even though

Comma rules

Rule 1: use a comma to separate items in a list

E.g. **I needed to buy apples, bananas, grapes and a pineapple.**

Rule 2: use a comma around an embedded clause ('who' / 'which').

E.g. **The dress, which had red roses on the hem, was completely ruined.**

Rule 3: use a comma in a compound sentence before a FANBOYS co-ordinating conjunction.

E.g. **I needed to eat healthily, but I really wanted a slice of cake.**

Rule 4: use a comma after a subordinate clause when it is used before a main clause.

E.g. **As I was ten minutes early, I decided to get a coffee.**

Sentences for year 7

2 Pair rule:

When you have two pairs of adjectives at the **start** of your sentence.

E.g. **Elated and overjoyed, excited and giddy, the children scrambled onto the ride.**

3ed rule:

This is when you list three adjectives which have an 'ed' suffix **at the start** of your sentence.

E.g. **Confused, troubled, worried, she didn't know what had happened.**

The More, the More rule:

This is when you begin each clause with **'the more'**.

E.g. **The more the teacher tried to explain, the more confused the pupils became.**

Sentences for year 8

De:De rule:

This is when the first sentence states the description and the second sentence adds in detail. You separate the ideas using a colon.

E.g. **Snails are slow: they take hours to cover a short distance.**

List, List and List rule:

This is where you list adjectives to describe a scene.

E.g. **It was a cold, wet and dark Monday morning.**

Getting Worse rule:

This is where you list three adjectives which get progressively worse in their meaning.

E.g. **The situation was becoming worse, desperate, earth-shattering.**