

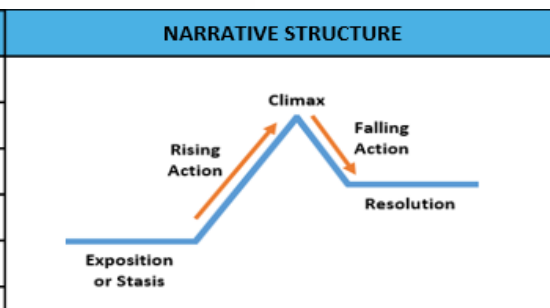


PUNCTUATION	
. Full Stop	— Dash
? Question Mark	() Brackets
! Exclamation Mark	' Apostrophe of Omission
, Comma	' Apostrophe of Possession
; Semicolon	... Ellipsis
: Colon	Parenthetical commas

PARAGRAPHING	
Time: You move on to a new period of time	Topic: You change from one topic to another
Place: You move on to a different location	Person: If a new person speaks or change from one person to another.
TIP TOP	

VOCABULARY/KEY SPELLINGS	
1. characterisation	6. resolution
2. speech	7. suspense
3. foreshadowing	8. synopsis
4. narrative direct	9. tension
5. pathetic fallacy	10. viewpoint

NARRATIVE PERSPECTIVE
First Person: Telling a story from the point of view of a character, using their voice and thoughts and experiences. i.e. I me we us
Second Person: The point of view of the onlooker, which is you, the reader. For instance, the text would read, "You went to school that morning."
Third Person: The narrator is not part of the story but they see and know everything. They refer to all characters with third person pronouns. i.e. he she they



1. Opening	A way in to the story; to grab the reader's interest
2. Problem	Something that complicates the story and needs sorting.
3. Build-up (Rising action)	A series of relevant incidents that create suspense, interest and tension in a narrative, building up to the climax.
4. Climax	A dramatic or eventful moment.
5. Falling action	Wind-down is made up of the events after the climax of a story that wrap up the plot and lead to resolution.
6. Resolution	The tidying up of loose ends, pulling the threads of a story together.
7. Ending	The last words, leaving an impression on the reader.

INTERESTING SENTENCE STARTERS
-ly adverbs followed by a comma: "Suddenly, the..."
-ing verbs : "Frowning, she..." "Laughing loudly..."
short sentence : "I was hidden." "Suddenly she paused."
nouns : "Leaves scattered..." "Cars flew by..."
Preposition : "Before she knew it" "Without warning"

KEY TERMS
Cataphoric reference: pronouns usually refer to a noun that has already been mentioned, but just using a pronoun in the opening sentence can make your reader wonder 'who is it?' or 'what is it?'
Characterisation: the creation and convincing representation of fictitious characters.
Cliffhanger: A moment where the story is very exciting and everyone wants to know what's going to happen next but then the story is paused and we are left waiting.
Figurative language: language techniques used to convey a complicated meaning, colorful writing, clarity, or evocative comparison. (e.g. metaphor / simile / personification)
Narrative hook: catches your reader's attention and draws them into your story.
Pathetic Fallacy: human emotions attributed to aspects of nature, such as the weather. The weather can be used to reflect a person's mood, with dark clouds or rain present in a scene involving sorrow.
Plot synopsis: A plot synopsis is a summary of the story. It simply tells the plotline so that you know what happens.
Sensory writing: Sight, sound, touch, smell, and taste. Writers employ the five senses to help their reader imagine the setting they are creating in detail.
Show don't tell: Physical descriptions (rather than statements of fact or events) to help develop character, mood and atmosphere.

Year 9 Descriptive Writing



Approaching a Poem – MESSAGE, TONE, LANGUAGE and STRUCTURE, CONTEXT	
<p>MESSAGE</p> <ul style="list-style-type: none"> • What is the poem about? • Are meanings clear or ambiguous? Literal or figurative? • Who is the speaker? What are their thoughts? • Are there any alternative interpretations? • What is the key message/ morale of the poem? • Who is the poem written to? • What themes are in the poem? Why are these significant? • How is the reader intended to react? • How does the poem make you feel? 	<p>TONE</p> <ul style="list-style-type: none"> • How does the speaker/ subject feel? • What is the feeling that you get when reading the poem? What attitudes does the poem express? • What mood runs through the poem? Why has the poet done this? What is the poet trying to say? • Does the mood stay the same throughout the poem, or does it change?
<p>LANGUAGE & STRUCTURE</p> <ul style="list-style-type: none"> • Where are key words and why are they significant? • Are there any effective language techniques used by the poet? (See the 'Language Techniques' section of the knowledge organiser) • What do you notice about the structure of the poem? (See the 'Structural Information/Techniques' section of the knowledge organiser) • Link back: how do the language or structural choices made by the poet lead you to your understanding of the MESSAGE and TONE? 	<p>CONTEXT:</p> <ul style="list-style-type: none"> • Who is the poet and when did they live? • What happened in the poet's life? Did this influence their poetry? • What social/ political ideas did the poet hold? How do these affect his/her poetry? • What styles/ forms/ language is the poet known for? Are these evident in this poem? • When/where do you think that the poem was set/written? • What were the main attitudes at the time? What clues in the poem are there for this? • Is the poem linked to any historical events? How is this significant?

Structural Information/Techniques – the form (style) of the poem, its rhyme, rhythm, and meter, and how it is set out on the page	
<p>Form The form of a poem is its physical structure. A poem's form is dictated by its stanza structure, line lengths, and rhyme scheme, amongst other features. Here are some common forms of poetry:</p> <ul style="list-style-type: none"> • Sonnet – A short rhyming poem with 14 lines. Sonnets use iambic meter in each line, and use line-ending rhymes. • Elegy – A poem of serious reflection, normally about the dead. • Narrative – Narrative poems tell the story of events through poetry. There are clear narration, characters and plot. • Epic – A lengthy poem celebrating adventures & accomplishments. • Free Verse – Free verse poems do not follow any rules. • Ballad – A long poem in short stanzas – normally quatrains (4 lines) - that tells a story. They often use repetition. 	<p>Rhyme Rhyme is the 'correspondence of sound between words or the endings of words, especially when these are used at the ends of lines of poetry.' Poets use rhyme for a number of reasons:</p> <ul style="list-style-type: none"> • To make a poem more musical and give it a 'beat' or 'rhythm, or to show creativity and sophistication in language' • To emphasise particular words/sounds that hold value or add meaning to the poem/ its messages; • Aid the memory for recitation purposes. <p>Poets organise the rhyme in their poems using Rhyme Schemes:</p> <ul style="list-style-type: none"> • This can help to establish the form – for example, the English sonnet traditionally holds an ABAB-CD-DEFE-GG rhyme scheme.
<p>Stanzas A stanza is a grouped set of lines in a poem, set apart from other lines by a blank line of indentation.</p> <ul style="list-style-type: none"> • Stanzas are often used to group related ideas, or show content related to a particular time or place. • Poets manipulate the number, type, and length of stanzas to aid meaning. • Names of stanzas of different lengths are shown on the right. 	<p>Metre/Rhythm The metre of a poem is the measured pattern of rhythm created by stressed and unstressed syllables. Rhythm refers to the overall tempo, or pace, at which the poem unfolds. Poets who write free verse often tend to ignore meter and focus instead on the content and tone of their poem. However, many poems follow a clear metre throughout. Common metres are below:</p> <ul style="list-style-type: none"> • Iambic: Metre which starts with an unstressed and then a stressed syllable. • Trochaic: Metre which starts with a stressed and then an unstressed syllable. • Dactylic: Metre which starts with a stressed and then 2 unstressed syllables. • Anapestic: Metre which has 2 unstressed and then a stressed syllable.
<p>Key Questions Regarding Structure</p> <ul style="list-style-type: none"> • What is the form of the poem? How do you know? • Does the poem have a regular or irregular structure? Why? • How many stanzas does it have? What can be read from this? • Does the poem rhyme? What rhyme scheme does it use? What is the effect of this? Is the rhyme regular or irregular? • What can be noted about the line length/ metre? • What rhythm (if any) runs through the poem? Why did the poet include this line length/ metre/ rhythm in the poem? 	<p>Line Type/Length Lines of poetry can end in two ways – enjambment (the sentence runs over two lines) or end-stopped. Unlike prose, writers of poetry can end lines where they choose, meaning that the line type and length is often employed to support meaning.</p> <ul style="list-style-type: none"> • The use of long lines, containing enjambment, for example, can reflect complex or even confusing ideas. • Short, end-stopped lines may be used for dramatic effect, or to allow the reader to dwell on ideas.



Language Techniques – vocabulary, phrases, techniques and devices used by the poet.		
Interesting Adjectives	Describing words that are specific or beyond the most obvious, creating a clear effect.	"Parting with his poison – Flash of <u>diabolic</u> tail in the <u>dark</u> room - he risked the rain again."
Interesting Verbs	Doing words that are specific or beyond the most obvious, creating a clear effect.	" <u>Stumbling</u> across a field of clods towards a green hedge That <u>dazzled</u> with rifle fire, hearing Bullets <u>smacking</u> the belly out of the air"
Imagery	Words or phrases that appeal to any sense or any combination of senses.	"Yellow, and black, and pale, and hectic red, Pestilence-stricken multitudes: O thou, Who chariotest to their dark wintry bed"
Similes	A comparison between two objects using "like" or "as"	"O my Luve is <u>like</u> a red, red rose That's newly sprung in June O my Luve is <u>like</u> the melody That's sweetly played in tune."
Metaphors	A comparison between two things in order to give clearer meaning to one of them.	"'Hope' <u>is</u> the thing with feathers— / That perches in the soul And sings the tune without the words/ And never stops - at all"
Alliteration	The repetition of initial consonant sounds	"With <u>swift, slow, sweet, sour</u> ; adazzle, dim; He fathers-forth whose beauty is past change."
Assonance	The repetition of vowel sounds	"With its <u>leaping</u> , and <u>deep</u> , cool murmur... ... <u>White</u> and <u>shining</u> in the silver-flecked water."
Repetition	The repeating words, phrases, lines, or stanzas	Keeping <u>time, time, time</u> , In a sort of Runic rhyme, To the tintinnabulation that so musically wells From the <u>bells, bells, bells, bells</u> ,
Onomatopoeia	The use of words which imitate sound	"A child sitting under the piano, in the <u>boom</u> of the <u>tingling</u> strings And pressing the small, poised feet of a mother who smiles as she sings."
Oxymoron	A figure of speech in which apparently contradictory terms appear together.	"Down the close, darkening lanes they sang their way To the siding-shed, And lined the train with faces <u>grimly gay</u> ."
Personification	A figure of speech which gives animals, ideas, or inanimate objects human traits or abilities	" <u>Death, be not proud</u> , though some have called thee Mighty and dreadful, for thou art not so;"
Hyperbole	Exaggerated statements or claims not meant to be taken literally.	" <u>The sea him lent those bitter tears</u> Which at his eyes he always wears/ And from the winds the sighs he bore, Which through his <u>surging breast do roar</u> ."