



## DESCRIPTIVE WRITING: KS3 KNOWLEDGE ORGANISER

| The Slow-Zoom   | Descriptive Writing Techniques   |   |   | Punctuation        |  |
|---|--|---|---|--------------------|--|
|   | Technique  | Description   | Example   | Punctuation        | Usage & Example  |
| <p>1. Begin by describing the <b>entire scene</b> <i>without</i> focusing on specific details. Aim to capture the <b>overall atmosphere</b> and give your reader a <b>general idea</b> of what you're describing.</p> | Simile   | Using 'like' or 'as' to directly compare two things that share similarities.  | <i>Her skin was pinched and puckered, like fingertips out of the bath.</i>  | Full Stop.         | Marks the end of a sentence.<br><i>This is a dog.</i>  |
| <p>2. <b>Zoom in</b> on a part of the image that <b>stands out</b> to you. Describe this element of the scene in <b>more detail</b>.</p>  | Metaphor   | Making a comparison between two things that are not immediately alike but which share something in common.              | <i>The classroom was a zoo, a howling, hissing, biting, fighting menagerie of feral five year-olds.</i>                     | Question Mark ?    | Placed at the end of a sentence that is a question.<br><i>Who does that dog belong to?</i>   |
| <p>3. <b>Zoom in closer</b>. Try to <b>find a specific person</b> to focus on and describe them and their behaviour.</p>  | Imagery  | Using descriptive language to paint a picture in the reader's mind and appeal to the senses.                            | <i>The moonlight streamed down from the endless sky and shimmered across the gentle waves.</i>                              | Exclamation Mark ! | Use at the end of a sentence that expresses a strong emotion.<br><i>What a lovely dog you have!</i>  |
| <p>4. <b>Zoom in all the way</b>. Go <b>inside</b> your chosen person's mind. Describe their <b>thoughts and feelings</b>.</p>  | Personification  | Giving human characteristics or qualities to something non-human.   | <i>The mountains frowned down at the climbing party, as if annoyed at having been woken up.</i>                             | Comma ,            | Separates subordinate clauses from main clauses (when the subordinate clause is first) or items in a list.<br><i>Although I like cats, I much prefer dogs. Your dog has long, dark, glossy hair.</i> |
|   | Sensory description  | Describing using the five senses to bring a place to life in the reader's mind.   | <i>She gasped as the sour-sweet tang of the rubbish dump jumped up her nostrils and slid down her throat.</i>               | Semicolon ;        | Joins two complete sentences that share a related idea.<br><i>I love your dog; it is so friendly.</i>  |
|   | Dehumanisation   | Describing a person in such a way as to make them sound like an animal or object.                                       | <i>He tore into the chicken leg, tearing off huge chunks of flesh and bolting them down, his chin dripping with grease.</i> | Colon :            | Used to introduce a list or explanation.<br><i>I like lots of different dogs: Poodles, Pugs and especially Pomeranians.</i>  |
| <b>Sentence Starters</b>  |  |   |   |                    |  |
| <b>Starter Type</b>   | <b>Example</b>   |   |   |                    |  |
| Noun starter  | <i>The sky was thick with choking black smoke.</i>   |   |   |                    |  |
| Adjective pair starter  | <i>Relentless and ferocious, the inferno devastated the landscape.</i>                       |   |   |                    |  |
| Adverb starter  | <i>Pointlessly, the helicopter trickled water onto the blaze.</i>                            |   |   |                    |  |
| -ing verb starter   | <i>Wailing in terror, the people fled from their houses.</i>                                 |   |   |                    |  |
| Preposition starter   | <i>Above the fire, the smoke cloud stood hundreds of feet in the air, obscuring the sun.</i> |   |   |                    |  |
| Triple starter  | <i>Hissing, roaring and spitting, the fire began to chase after the escaping residents.</i>  |   |   |                    |  |
|   | (Brackets)   | Used to enclose extra information. Can be replaced by dashes or commas.<br><i>The dog (named Spot) can do tricks.</i>   |   |                    |  |
|   | Apostrophe of Omission '   | Indicates a missing letter.<br><i>He doesn't like dogs.</i>   |   |                    |  |
|   | Apostrophe of Possession '   | Indicates ownership.<br><i>This is Toby's dog.</i>  |   |                    |  |
|   | Ellipsis...  | Creates a pause or suspense.<br><i>I opened the door...and I saw...a dog!</i>   |   |                    |  |
|   | Parenthetical commas,  | Help to mark off additional information.\n <i>Spot, a dog who was young at heart, could do the most amazing tricks.</i> |   |                    |  |