

Punctuation Mark	When should it be used?
Full Stop	To mark the end of a sentence For initials
Apostrophe	Use it for contractions <i>Do not: don't/ Were not: weren't/ Is not: isn't</i> Use it for belongings <i>The bag belongs to the boy: The boy's bag</i> Single person: add 's' <i>The assignment belongs to the teachers: The teachers' assignment</i> Plural people that ends in s: add ' <i>The box belongs to the men: The men's box</i> Plural people that does not end in s: add 's
Question Mark	To mark the end of a direct question? When will you be ready?
Comma	To separate single items in a list <i>They ate apples, pears, oranges and plums.</i> To create a slight pause <i>It was John that did it, I think.</i> To separate off parts of a sentence <i>The teacher, Mr Wilson, welcomed the students.</i> To create a subordinate clause within a complex sentence <i>The classroom, which was heaving with students, was starting to get stuffy.</i>
Speech Marks	To place around what is said by a person (direct speech) <i>"You sit there," Melissa said.</i> To show a quotation within another quotation <i>Melissa said, "I told him to sit there, but he said 'no' to me."</i>



AO6: SP&G/ Technical Accuracy

- Can I use a sentence structures for clarity, purpose and effect?
- Can I use a range of punctuation accurately and for effect?
- Can I proof read my response, ensuring all sentences make sense to avoid losing marks?

Exclamation Mark	To show that something is shouted <i>"Help!"</i> To emphasise force or power within a voice <i>"Come here!"</i> To emphasise a strong feeling <i>"I am so happy!"</i>
Semi-Colon	To join together two pieces of closely-related information. Creates a shorter pause than a full stop. <i>I had to eat the pear; there were no apples left.</i> <i>Birmingham is the UK's second largest city; London is the largest.</i> To separate items in a list when the sentence already has some punctuation within it <i>She saw three men: Jamie, who came from New Zealand; John, the milkman's son; and George, a gaunt kind of man.</i>
Colon	To introduce a quotation <i>Jamie said: "There will be rain tomorrow."</i> To introduce a list <i>We will need the following: pens, pencils, rulers and calculators.</i>
Hyphen	To join two words together to create a hyphenated compound. These two words then create a phrase. <i>The well-liked teacher</i> <i>Her floor-length gown</i> <i>The man-eating shark</i>

Planning matters! The key thing is to be **creative** and **descriptive**.

The picture or the title is only the starting point, so you don't have to endlessly write about the picture or title.



Paragraph	What part of the setting are you going to focus on?	How are you going to structure your paragraphs? Use the example paragraph structures from the previous page.	What mood are you going to create in this paragraph?	What words / techniques will you use to create this mood?
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Preposition start Beyond the gate, the road stretched far away.	Simile As sharp as a razor , the crescent moon's light pierced the gloomy skyline.	Embedded Clause The streetlamps, despite their brave burning torches , were engulfed by the choking fog.
Verb Opening Howling with ferocity , the barbarous werewolf sank to its knees and caught the scent of its prey...	Sentence Variety Vary the way you start sentences to keep your writing interesting and lively .	Subordinate Clause Although partially hidden in an alleyway , the silhouettes of two men could be heard conspiring unspeakable crimes.
Adverb beginning Frantically , the dead tree branches swung in the breeze and pointed towards the decaying palace above.	Brackets The rickety village houses (which stood misshapen and messy) were masked by the blanket of fog.	Double Adjective Defiant and desperate , he stumbled through the fog, determined to reach the palace before it was too late.



AO5: Content and Organisation

- ❑ Can I communicate clearly, effectively and imaginatively?
- ❑ Can I organise ideas, using structural and grammatical features to support coherence and cohesion of texts?

Figurative language: serves as an excellent communication tool for conveying complex descriptions or emotions effectively.

- ✓ Compare two unlike ideas to increase understanding of one
- ✓ Describe ideas sometimes difficult to understand
- ✓ Show a deeper emotion or connection
- ✓ Influence the audience
- ✓ Help make connections
- ✓ Make descriptions easier to visualise
- ✓ Elicit an emotion

Noun	word for an object, person, place or thing.
Adjective	A word that modifies a noun. E.g. The ferocious lion watched its vulnerable prey.
Verb	Word that denotes an action or state of being Said: <i>Screamed, shouted, sobbed, talked, whispered, yawned, hummed</i> Saw: <i>Glanced, admired, envied, glimpsed, spied, examined, peeked</i>
Metaphor	Describing something by saying that it is something else. E.g. <i>The great cavern of a mouth opened'</i>
Simile	Describing something by comparing it to something else, using the words like' or as'. E.g. <i>Like a deep, inky splodge, the midnight sky covered the horizon in darkness.</i>
Personification	Making an object or thing perform an action usually associated with humans. E.g. <i>The stars winked in the night sky.</i>
Alliteration	A series of words that begin with the same sound used next to or near each other. E.g. <i>The hummingbirds hovered in heavenly harmony.</i>

Sensory Description: details that make writing come alive in the reader's mind. They enable the author to *show* rather than *tell* the reader what is happening.

Sight	The soldiers, when they leapt out, looked to him like green insects, crouching and running up the hillside, fabulous with fear.
Touch	The open window allowed a cool spring breeze to caress my cheeks...
Smell	An ancient clunker of a school bus spluttered along in front of us spewing out nauseous black clouds of exhaust...
Taste	The bitter taste of the pre-trip travel sickness pill still clung to back of my throat...
Sound	I heard the rain still beating continuously on the staircase window, and the wind howling in the grove behind the hall; I grew by degrees cold as a stone, and then my courage sank.

Imaginative Vocabulary

Avoid:	Rather say:	Avoid:	Rather say:	Avoid:	Rather say:
afraid	petrified	fierce	ferocious	rude	vulgar
angry	furious	good	superb	serious	solemn
bad	atrocious	happy	jubilant	small	miniscule
beautiful	exquisite	hot	scalding	strong	unyielding
big	immense	hungry	ravenous	stupid	idiotic
bright	vivid	large	colossal	tasty	succulent
sad	forlorn	lively	vivacious	thin	gaunt
clean	impeccable	loved	idolised	tired	exhausted
clever	ingenious	neat	immaculate	ugly	repugnant
cold	glacial	old	ancient	valuable	precious
said	uttered	poor	destitute	weak	feeble
dirty	squalid	pretty	stunning	wet	saturated
dry	arid	quiet	soundless	wicked	depraved
eager	zealous	risky	perilous	wise	sagacious
fast	rapid	roomy	spacious	worried	apprehensive