Writing to entertain

Text Types

- Narrative
- Story extracts
- Stories with character/ setting emphasis
- Poetry

Text Structure

- Detailed description
- Use paragraphs to organise in time sequence

Link to other style ideas

- Use a range of tenses to indicate changes in timing, sequence etc

Grammar and Sentences

- Refine and control an elaborate use of **'show not tell'** to infer how characters are feeling and **develop characterisation through description and speech**:

Heart pounding in her chest, Helen crept warily into the cave   'And who are you?' Sneered the King.

- **Incorporate stage direction into speech to advance the narrative:**

'Stop!' he shouted, picking up the stick and running after the thief.

'Enough!' roared the queen, as she slammed her fist onto her throne, 'you will not fight the beast!'

- **Use long sentences to 'take the reader's breath away' and create a sense of drama using repetition and semi-colons where appropriate:**

Over the cobbles, Bethan sprinted, heart pounding in her chest with fear; she raced through Snickelways and leapt over merchants' carts. From alley to alley, street to street she raced as if the devil were on her heels.

- **Control the pace of piece by using short sentences to slow a reader down:**

Bethan finally found a place she could hide. Her heart began to slow. Her breath began to settle. She was safe.

- **Refine and control an elaborate use of adverbials, including –ing and –ed clauses, varying their position in the sentence for an effect:**

Jamie ran, from street to street, desperate to escape the bullies.
From behind the ink-black, deathly clouds, the sickly moon loomed, glaring down upon Mia, watching her every move.
Terrified of being caught, Tom leapt from shadow to shadow, heart racing in his chest.

Adverbials

meanwhile	later that day	silently
within moments	all night	nearby
under the treetops		never before
-ing openers		-ed openers

Conjunctions

if	because	when	while	as	until
whenever	once	since	although
unless	rather		

Punctuation Content

Use of the **semi-colon, colon** and **dash** to mark the boundary between independent clauses [for example, It's raining; I'm fed up; this our chance—our only chance—to make a difference]

How **hyphens** can be used to avoid ambiguity [for example man eating shark versus man-eating shark, or recover versus re-cover

Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections [for example, the use of adverbials such as on the other hand, in contrast, or as a consequence), and ellipsis