

Key Stage Three

- A- Anecdote
- C- Conjunctions
- R- Rhetorical Questions
- I- Imperatives
- S- Stats
- P- Personal Pronouns
- F- Facts
- O- Opinions
- R- Repetition
- E- Exaggeration
- S- Shock Tactics
- F- Facts
- T- Triplets

Sentence Openers

Ing- Grabbing her bag, the woman stormed out of the shop.

Similes- Like a babbling toddler...she spilled the beans.

Preposition- Under the dark clouds, the lamppost gleamed brightly.

Adverb- Hurriedly, she spilled the beans.

Conjunction- Despite the weather, we plunged into the sea.

Ed- Petrified, the dog stood on the spot.

Personification- The sun shone brightly down on me as if she were shining for me alone.

Onomatopoeia- The snake hissed as it got ready to strike.

Simile- Zia was a record-setting runner and as fast as a speeding bullet.

Metaphor- When Zia ran, he was a speeding bullet racing along the track.

Alliteration- The snake slithered away slowly.

Senses- The stench of the bins drifted through the open door.

Colours- The crimson red sun glared in the sky.

- P** → ❖ **Personification:** When objects, ideas or animals are given human qualities.
- O** → ❖ **Onomatopoeia:** the word is the same as the sound that it describes. Like "meow" or "roar". Or can be other sounds like 'tick tock' and 'bang'.
- S** → ❖ **Similes:** A comparison is made using the words 'like', 'as', or 'than'.
- M** → ❖ **Metaphors:** A comparison is made between two things...one is said to be other.
- A** → ❖ **Alliteration:** Two or more words in a sentence which begin with the same letter.
- S** → ❖ **Senses:** Sight, smell, touch, hear and taste.
- C** → ❖ **Colours:** Using colours to describe.

Structural devices

❖ **Short Paragraphs-** Used for impact and to draw attention from the reader.

❖ **Topic Sentences-** Used to organise paragraphs.

❖ **Punctuation** e.g. Ellipsis

All punctuation is used for effect e.g. A author's use of an ellipsis can be used to create a cliff hanger and suspense; or to show a character's uncertainty.

Topic sentences

Before writing any paragraph you need to think firstly about the topic and then what you want to say about the topic. They always contain:

1. **A topic**
2. **A controlling idea.** (What you want to say about the topic)

Example: Topic People can **avoid burglaries** by taking certain precautions. Controlling Idea
(The precautions for...)

Controlling Idea There are **several advantages** to **growing up in a small town.** Topic
(The advantages of...)

Topic **Fixing a flat tire on a bicycle is easy** if you **follow these steps.** Controlling Idea
(The steps for...)