**Sophisticated Writing – Developing Technical Expertise**

1. Vocabulary
2. Sentence openers
3. Sentence structures (punctuation for effect and sentence length)
4. Paragraphing
5. Literary techniques
6. **Vocabulary**The idea is to use accurate vocabulary, which is outside of everyday use. You want to use vocabulary that is better than most teenagers.

You have two options: 1) use unusual words and / or 2) use unusual word combinations

**Unusual words:** look for interesting synonyms of the verbs, adjectives, and adverbs you might use. For example: synonyms for the word “drink”, all the different ways someone could drink: sip, gulp, taste, swallow, glug, toast.

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| **Word** | **Synonyms** |
| Run (verb) |  |
| Dark (adjective) |  |
| Quickly (adverb) |  |

**Unusual word combinations**: create interesting word combinations to create interesting images for the reader.

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| Words | Use the words to create some unusual images |
| 1. whispering; 2. leaves; 3. silence; 4. enemies; 5. skies; 6. white; 7. eyes |  |
| 1. shimmering; 2. path; 3. anger; 4. dream; 5. door; 6. flow; 7. sun |  |
| 1. stalking; 2. roots; 3. wild; 4. murmuring; 5. heart; 6. dead; 7. grief |  |

1. **Sentence Openers**

One way to make your writing interesting to read is to add variety to your sentences. It is boring to read a sentence that starts with “the” or “he” over and over.

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| **3 ways to open a sentence** | **Write a sentence for your story using each sentence open type** |
| **Use speech to open sentence.** *Eg. “Halt!” the command sounded in the darkness.* |  |
| **An adverb opener (don’t forget the comma)** *Eg. Suddenly, the ride lurched to a stop, upside down.* |  |
| **An ING verb opener (don’t forget the comma)** *Eg. Hurrying, he slammed the door and strode out of the building.* |  |

1. **Sentence structures**  
   **Punctuation for effect:** Another way you can vary your writing is to use different sentence structures, using punctuation to control your writing.

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| **3 punctuation marks you must use** | **Write a sentence using these 3 punctuation marks** |
| **Colon (:) used to add more information.** *Eg. He was very cold: the temperature was sub-zero.* |  |
| Use a **semi-colon (;)** to join related independent clauses. *Eg. He turned and ran for the forest; the monster chased him.* |  |
| **Commas (,)** around a relative clause. Eg. *Mark, who was always late, hurried through the forest alone.* |  |

**Different sentence lengths:** Readers get bored if you only write long or really long sentences, you need to vary your sentence lengths.

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| **Different sentence lengths** | **Write a sentence using these 3 punctuation marks** |
| **A very short sentence to add drama.** *Eg. He ran.* |  |
| **A group of short sentences to show action.** *Eg. A door creaked. The wind howled. The candle flickered out.* |  |
| **A long descriptive sentence with commas.** *Eg. The dark, grey, peeling walls were splattered with splotches of dried blood, a liquid dripped into a sticky pool below our feet.* |  |

1. **When should I start a new paragraph?**

There are 7 occasions when you should start a new paragraph in writing.

1. A new \_\_\_\_\_\_\_\_\_\_\_\_ comes along

2. A new \_\_\_\_\_\_\_\_\_\_\_\_ happens

3. A new \_\_\_\_\_\_\_\_\_\_\_\_ is introduced

4. The \_\_\_\_\_\_\_\_\_\_\_\_ changes

5. A new person is \_\_\_\_\_\_\_\_\_\_\_\_

**Task 1:** Fill in the gaps for each of the boxes. You need to un-muddle the anagrams to discover each word:

1. A Chart Rec 5. A Peg Skin
2. En Vet 6. Me It
3. A Die 7. A Car Me
4. Gent Its

7. The \_\_\_\_\_\_\_\_\_\_\_\_  
moves

6. \_\_\_\_\_\_\_\_  
moves forward or back

**Task 2:** Let’s practice using some of these. Use a felt-tip to write // every time a new paragraph is needed. Use:

Red for every time a ***new person is speaking (4)***

Yellow for when the ***time moves forwards or backwards (1)***

“So, what do you have to say for yourself then?” enquired the police officer. The young boy replied softly, “Nothing, you can’t prove anything!” Silence settled in the room for a minute. All that could be heard was the clock patiently ticking on the wall, and the breathing from the two persons trying to outstare each other. Eventually, the silence was broken, and the police officer pulled a clear bag from behind his back and slammed it on the table. “What do you call this then, eh?” Silence. The boy’s favourite hat stared back at him from within the bag. “Oh” was all he could manage.

**Task 3:** Now re-read the paragraph and imagine it as a film, when would the camera change?

Use pink every time ***the camera would change.***

1. **Literary techniques**Literary techniques are another great way to make your writing interesting for your reader. These help you create interesting images for the reader.

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| **Technique** | **Definition** | **Example** |
| Pathetic fallacy |  | *Winter wrapped her cold fingers around me* |
| Personification |  | *The leaves danced in the wind.* |
| Simile |  | *The man howled like a wolf at full moon.* |
| Metaphor |  | *She was cold-hearted. He is a monster.* |
| Allusion |  | *Christy didn't like to spend money. She was no* ***Scrooge****, but she seldom purchased anything except the bare necessities* |
| Colour imagery |  | Golden sunlight warmed the room from the inside… |
| Oxymoron |  | The silence was defeaning… |
| Alliteration |  | Fumbling forward he fought his way through the vines and branches of the thick forest. |

**Story plan:**A clear plan for your story is essential. You want to limit yourself to a very short period of time. This will ensure that you focus on the individual parts of your story in enough detail. Use the plan below to organise your ideas.

1. Opening description

**Just one hour**

1. First thing that happens
2. Second this that happens
3. Most exciting thing
4. What happens straight after

**My plan**

1. Opening description: ………………………………………………………………………………………………………………  
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**Just one hour**

1. First thing that happens:………………………………………………………………………………………………………  
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2. Second this that happens: : …………………………………………………………………………………………………  
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3. Most exciting thing: ………………………………………………………………………………………………………………  
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4. What happens straight after: …………………………………………………………………………………………………  
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