

CREATIVE PROSE WRITING KO

| Vocabulary to create emotions | Definition | Writing to: Create an imaginative yet realistic story that has a clear beginning, middle and end. |
|-------------------------------|--|---|
| Uplifting | Inspiring happiness or hope | |
| Joyful | Expressing great pleasure or joy | |
| Hopeful | Feeling or inspiring optimism for the future | |
| Despair | Complete loss of all hope | |
| Distress | Extreme anxiety, sorrow or pain | |
| Melancholy | A feeling of pensive sadness with no obvious cause | |
| Optimistic | Looking at the positive aspects of life | |
| Pessimistic | Looking at the negative aspects of life | |
| Pensive | Thoughtful mood | |
| Frustrated | Feeling of annoyance | |
| Inferior | Lower in rank status or quality | |
| Sentimental | feelings of tenderness, sadness, or nostalgia | |
| Powerful | Having great power or strength | |
| Insignificant | Too small or unworthy to be considered important | |
| Nostalgia | A longing for the past | |
| Apprehensive | Feelings of anxiety or fear | |

SKILLS (AO5 & AO6)

Communication and Organisation (AO5)

- Plan content before writing = ideas + order for maximum impact
- An **effective opening** which grips the reader's attention/gets straight into the story/arouses curiosity
- A **complete** story – **well structured** – a clear **beginning, middle and end**
- Snappy dialogue** (don't over rely on this – use it sparingly)
- Description** and **imagery** to build up atmosphere – **show don't tell**
- Maybe a **plot twist** – give your reader something to think about at the end
- Maybe an **ending** which **links** with the **opening**
- Use paragraphs – TIPTOP rules and be able to apply them effectively
- Use time and sequencing discourse markers to link your ideas clearly

Vocabulary, Sentence Structures, Spelling and Punctuation (AO6)

- Tense consistency** is key – need to focus on this
- Pay close attention to basic spellings
- Vary your sentence structure for effect e.g. simple, compound and complex
- Vary your sentence openings e.g. ASPICE
- Check for homophones
- Use accurate basic punctuation: capital letters, full stops, exclamation marks, commas & apostrophes.
- More challenging punctuation: colons, semi-colons, parenthesis & hyphens.

EXAM REQUIREMENTS - English Language – Component 1, Section B – 45 minutes

You will be asked to use one of four titles as a springboard for a piece of creative prose writing. Examples

- Write about a time when ...
- Write a story which begins ...
- Write a story which ends ...
- The Affair / The Crisis ...

24 marks = content and organisation
16 marks = technical accuracy

Plan, Write, Check.

You will be expected to write between 300-400 words – 2-3 sides of writing .

Success Criteria for a well thought-out story:

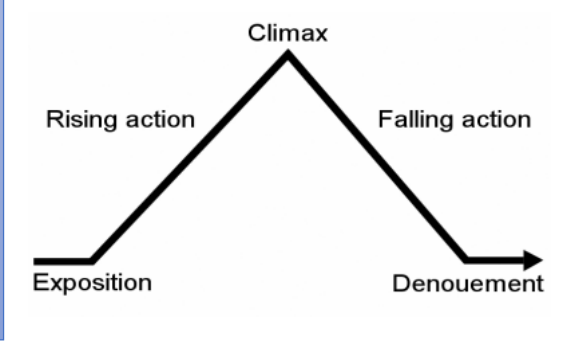
Nothing too far fetched
Ambitious vocabulary- adjective and verbs
Range of literary devices -
Really detailed setting
Accurate SPAG
Tense and time control
Introduce main character
Vary sentence structures
Endings should not be clichéd

Sentence Structures (Complex Sentences)

Remember , if your subordinate clause comes before your main clause, you **do** need a comma.

| | |
|---|---|
| A Adverb | Start your sentence with an adverb. Lovingly and attentively, he stared into her beautiful green eyes. |
| S Simile | Start your sentence with a simile. Begin with the word 'as' or 'like'. As brave as a lion, he slayed the evil monster. |
| P Preposition | Start your sentence with a preposition. On the top of the hill, there stood an old castle. |
| I -ing word (Verb) | Start your sentence with an 'ing' word. Unlocking the door, she left the room. |
| C Connective (A subordinator) | Start your sentence with a connective. Although he was hurt, he continued on his quest! |
| E -ed word (Verb) | Start your sentence with an 'ed' word. Scared by the sound, he hid under his covers for shelter. |
| D Drop in clause (Embedded clause) | Add a drop in clause to your sentence. (who = person / which = place) Michelle, who was very clumsy, always fell over her own laces. Birmingham, which is located in the West Midlands, is the second biggest city in England. |

Freytag's Narrative Structure



5 PART NARRATIVE STRUCTURE

| 5 PART NARRATIVE STRUCTURE | Definition |
|----------------------------|--|
| Exposition | Set the scene and introduce the characters |
| Rising Action Complication | The lives of the characters are complicated in some way |
| Climax | is what occurs directly after the climax |
| Falling Action Consequence | the most intense, exciting, or important point of something; the culmination |
| Resolution Denouement | the action of solving a problem or contentious matter |

Golden Rules of Dialogue

Use sparingly to develop plot or character.

- All dialogue must be contained in speech marks.
- Before the end of the speech marks, you must punctuate (, ! ? .)
- Include dialogue tags – who said what and how.
- New speaker, new line

“Don't do that!” shrieked the man. “I will,” she replied, “if I want to!”

Use Prepositional Phrases to describe a Setting

- Use a **prepositional phrase** at the start of each sentence – it must begin with the preposition
- Use a comma after the **prepositional phrase**
- Use a main clause that begins with a subject after the **prepositional phrase**

E.g. Under the teacher's desk, the highlighters and glue sticks hoped they would be needed and put to good use.

| Common Misspellings (AO6) | | | Paragraphing (AO5) | |
|---------------------------|--------------------------|----------------------|--------------------|--|
| Correct spelling | Spelling advice | Common misspelling | | |
| beginning | Double 'n' before '-ing' | begining | Time | Start a new paragraph when you move to a new period of time. |
| definitely | -ite not -ate | definitely defiantly | | |
| finally | Two 'l's | finaly | Place | Start a new paragraph when you move to a different place. |
| happened | Ends with '-ened' | hapend | | |
| successful | Two 'c's, two 's's | succesful | Person | Start a new paragraph when you bring a new person into your writing, or when you change from one person to another (especially when writing conversations) |
| therefore | End with '-fore' | therefor | | |
| which | Begins with wh- | wich | | |
| tomorrow | One 'm', two 'r's | tomorrow, tomorrow | Topic | Start a new paragraph when you move on to a new topic or subject. |
| appearance | End with -ance | appearence | | |
| weird | e before i | wierd | | |

Sentence Structure – Complex Sentence Variety (AO6)

| | |
|---------------------------|---|
| A Adverb | You could start your sentence with an adverb. E.g. Lovingly and attentively, he stared into her beautiful green eyes. |
| S Simile | You could start your sentence with a simile. Begin with the word 'as' or 'like'. For example: As brave as a lion, he slayed the evil monster. |
| P Preposition | You could start your sentence with a preposition. For example: On the top of the hill, there stood an old castle. |
| I -ing word (verb) | You could start your sentence with an 'ing' word. For example: Unlocking the door, she left the room. |
| C Connective | You could start your sentence with a connective (a subordinator). For example: Although he was hurt, he continued on his quest! |
| E -ed word (verb) | You could start your sentence with an 'ed' word. For example: Scared by the sound, he hid under his covers for shelter. |
| D Drop in clause | You could add a drop in clause to your sentence. (who = person / which = place) For example: Michelle, who was very clumsy, always fell over her own laces. For example: Birmingham, which is located in the West Midlands, is the second biggest city in England. |

| Punctuation (AO6) | |
|-------------------------------|---|
| Exclamation marks ! | An exclamation mark is used after interjections, humorous sentences or to show surprise and excitement. E.g. Oh! But he was a tight-fisted hand at the grindstone, Scrooge! (A Christmas Carol) |
| Question marks ? | Question marks are used in both formal and non-formal writing and in cases where direct and indirect questions are being asked. E.g. Whence is that knocking? (Macbeth) |
| Semi Colons ; | A semi-colon is used to join two sentences with a logical link or to separate items in a detailed list E.g. Logical link: Lennie's hands remained at his sides; he was too frightened to defend himself. (Of Mice and Men) E.g. Detailed list: Summer was our best season; it was sleeping on the back screened porch in cots, or trying to sleep in the treehouse; it was a thousand colours in a parched landscape; but most of all, summer was Dill. (To Kill a Mockingbird) |
| Colons : | A colon is used to introduce lists, quotations or summaries. It can also be used to indicate that the sentence that follows a colon will clarify what has been stated before it E.g. List: There are three 'core' skills: reading, writing and arithmetic. E.g. Clarify: Everything was screaming: the sea, the wind, my heart. (Life of Pi) |
| Speech marks " " | Speech marks are used to show direct speech or the reporting of direct speech. All speech must begin with a capital letter and must have a piece of punctuation inside the speech marks at the end. E.g. "I wonder how many miles I've fallen by this time?" she said aloud. (Alice's Adventures in Wonderland) |
| Parenthesis (Brackets) | Parenthesis are used to add extra information, asides or more detail and should be used sparingly in your writing. E.g. "I am serious", said Estella, not so much with a frown (for her brow was smooth) as with a darkening of her face. (Great Expectations) |
| Apostrophe ' | Apostrophes are used to show possession or omission. They are NEVER used to make plurals. E.g. Omission: Don't = do not / Can't = cannot E.g. Possession: The teacher's bag (belongs to one teacher). The girls' gym (belongs to all of the girls) |
| Comma , | Commas are used to separate lists, introductory words and clauses. E.g. Lists: Scrooge! A squeezing, wrenching, grasping, scraping, clutching, covetous old sinner! (A Christmas Carol) E.g. Introductory words: Often, after the rest of the family had retired for the night, I took the boat and passed many hours upon the water. (Frankenstein) E.g. Clauses: As wind filled the room, the air thundered with the monster's angry bellows. (A Monster Calls) |
| Dash - | Dashes are used in a similar way to brackets. They are often used in pairs to enclose extra information. They can also be used to emphasise or clarify and point, in a similar way to colons. E.g. Extra information: I can't help thinking about this girl – destroying herself so horribly – and I've been so happy tonight. (Sheila: An Inspector Calls) E.g. Clarify: I looked up, and there he was – the same man from yesterday's meeting. |
| Ellipses ... | Ellipses are used to show an interruption, thought or as a cliff hanger ending. E.g. Then, it appeared out of nowhere... |