**Language Features**

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| **APES STOMP** | | |
| **Feature** | **Definition** | ***Examples*** |
| **Alliteration** | Where two or more words start with the same sound. | *The wind whistled wildly;*  *the crazy king killed a cow* |
| **Personification** | When an object is made to seem alive or an animal is human-like. | *The tree stared at me; the dogs were talking* |
| **Emotive language** | Language that is emotional. | *For just £1 a month, you can help find Jack a home* |
| **Simile** | Comparing one thing to another using the words 'like' or 'as'. | *I was like a mouse quietly creeping up the stairs* |
| **Sibilance** | Where two or more words start with an ‘s’ or ‘sh’ sound. | *Stuart’s sizzling sausages; Sheila’s shabby shop* |
| **Triplet** | Listing three things. | *Snap, crackle and pop; I came, I saw, I conquered* |
| **Onomatopoeia** | Words that sound like the noise they describe. | *Woof, moo, bang, beep, ahem, achoo, ting-a-ling* |
| **Metaphor** | Comparing one thing to another WITHOUT 'like' or 'as'. | *The classroom is a zoo; You are my sunshine* |
| **Pathetic fallacy** | When the weather reflects a character’s mood. | *Rain = sadness,  Sun = happiness* |

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| **Bonus features** | | |
| **Feature** | **Definition** | **Examples** |
| **Contrast** | Words that are opposites. | *Night/day, happy/sad, big/small* |
| **Hyperbole** | Something that is so exaggerated it can’t be true. | *I’ve told you a million times;*  *I could eat a horse* |
| **Listing** | Giving a set of more than three things. | *Milk, bread, peas, chocolate, bananas and cake* |
| **Semantic field** | Words that share a theme. | *Heart, roses, couple =  the semantic field of love!* |
| **Zoomorphism** | Making a human sound  animal-like. | *Billy Smith is a pig;*  *Stop being such a cow* |

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| **DAA FORREST** | | |
| **Feature** | **Definition** | **Examples** |
| **Direct address** | Talking to the reader/listener. | *Your country needs you;  Ladies and gentlemen* |
| **Alliteration** | Where two or more words start with the same sound. | *The wind whistled wildly;  the crazy king killed a cow* |
| **Anecdote** | A short, personal story. | *I ripped my trousers when I bent over in class!* |
| **Fact** | Something everyone agrees is true. | *Rihanna is a singer; Cheetahs are very fast* |
| **Opinion** | A person’s beliefs. | *I love chocolate; Ed Sheeran is boring!* |
| **Repetition** | A repeated word/phrase. | *The wheels on the bus go round and round* |
| **Rhetorical question** | A question that isn’t meant to be answered. | *Don’t you just love English?* |
| **Emotive language** | Language that is emotional. | *For just £1 a month, you can help find Jack a home* |
| **Statistic** | A percentage or fraction. | *1 in 10 people are ginger; humans are 60% water* |
| **Triplet** | Listing three things. | *Snap, crackle and pop; I came, I saw, I conquered* |

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| **Bonus features** | | |
| **Feature** | **Definition** | **Examples** |
| **Contrast** | Words that are opposites. | *Night/day, happy/sad, big/small* |
| **Formal language** | Language used in formal situations. | *Ladies and gentlemen, one must attend the lavatory* |
| **Jargon** | Technical words. | *Glucose, RAM, parboiled, myocardial infarction* |
| **Listing** | Giving a set of more than three things. | *Milk, bread, peas, chocolate and cake* |
| **Semantic field** | Words that can all be linked  by a topic. | *Heart, roses, couple =  the semantic field of love!* |

**Words**

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| **Word Class** | **Definition** | **Examples** |
| **Noun** | A naming word for people, places, things and ideas. | *I’m Emily. I love London. Where’s my fork?* |
| **Adjective** | A describing word. | *The black cat.*  *I am happy.* |
| **Verb** | A doing word. | *He kicked the ball. I love dancing to 80s music.* |
| **Pronoun** | A word replacing a name. | *I, me, you, we, us, they, them, she, her, he, him* |
| **Adverb** | A word ending in –ly that gives more detail about an adjective or verb. | *That dude is really old.  The robber quietly crept in.* |

**Sentences**

All sentences start with a capital letter and end with either a full stop, question mark or exclamation mark. Sentences come in different lengths, types and moods:

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| **Length** | **Definition** | **Examples** |
| **Short** | A sentence with  up to 10 words. | *Short sentences are urgent and get to the point.* |
| **Long** | A sentence with 25 or more words. | *Long sentences are used to provide a lot of detail, but they will also slow the pace of the text down.* |
| **Type** | **Definition** | ***Examples*** |
| **Minor** | A one-word sentence. | *Wow!* |
| **Simple** | A sentence that contains one clause  (one subject and one verb). | *I cried.*  *She laughed very loudly.* |
| **Compound** | A sentence that contains two clauses joined by the word and/but/or. | *I cried and she laughed very loudly.* |
| **Complex** | A sentence that contains two clauses. One clause makes sense on its own, but the other doesn’t. | *The match ended because it snowed.*  *If he goes, I go.* |

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| **Mood** | **Definition** | **Examples** |
| **Declarative** | A statement. | The dog ate my homework. |
| **Imperative** | A command. | *Go home. Shut the window.* |
| **Interrogative** | A question. | *What? Where am I?* |
| **Exclamatory** | A sentence with an exclamation mark | *Get out of my pub! Woohoo!* |

**Structural Features**

When analysing structure, you should think about HOW the text has been put together and WHY the writer chose that way. Look for PATTERNS, CHANGES and FOCUS.

The main features are:

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| **Feature** | **Definition** |
| **Focus** | What the writer is concentrating on. Consider why the writer has chosen that focus and why their focus shifts. |
| **Mood** | A story’s overall feeling (e.g. happy, sad, dark, humorous, etc.) You can achieve a mood through the language you use. |
| **Suspense** | The writer makes you tense. You want to carry on reading. |
| **Foreshadowing** | Hints about what will happen later in a story. |
| **Climax** | The most exciting or tense part of a story. |
| **Setting** | The location, weather, time of year, and time of day. |
| **Pathetic Fallacy** | The weather reflects a character’s mood (e.g. sunny = happy). |
| **Semantic Field** | Words that share a theme (e.g. ‘red’, ‘green’, ‘orange’). |
| **Sentences** | See page 12 for more on sentence lengths, types and moods. |

You might also consider the text’s narrative **perspective**, use of **time** and **ending**.

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| **Perspective** | **Definition** |
| **First person** | An account told by somebody who took part in the action.  It is told using words like ‘I’, ‘me’, ‘we’ and ‘us. |
| **Second person** | A writing style that makes the reader sound like they are a character in the story. The reader is called ‘you’ in the story. |
| **Third person** | An account told by somebody who is NOT part of the action.  It is told using words like ‘he’ and ‘she’. |

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| **Time** | **Definition** |
| **Present tense** | Events are discussed as they are happening. |
| **Past tense** | Events are discussed after they have happened. |
| **Flashback** | When a story suddenly changes to talk about a past event. |
| **Flashforward** | When a story skips ahead to future events. |
| **Fast pace** | When lots happens at once. A fast pace can be achieved by using lots of verbs and short, simple sentences. |
| **Slow pace** | When not much happens. A slow pace can be achieved by using lots of adjectives and long, complex sentences. |

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| **Ending** | **Definition** |
| **Cliff-hanger** | A story that leaves the reader wanting to know more. |
| **Twist** | An ending that surprises readers. E.g. The Sixth Sense. |

**Punctuation**

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| **Punctuation** | **Definition** | **Examples** |
| **Full stop** | Used to end most sentences. | *Punctuation is fun****.***  *You know you love it****.*** |
| **Exclamation**  **mark** | Used to show urgency or emotion. | *Nooo****!*** *Help****!*** |
| **Question mark** | Used to end a question. | *How are you****?*** |
| **Comma** | Commas can be used to:  1) separate items in a list/triplet.  2) separate a fronted adverb from the rest of the sentence. | *She’s a funny****,*** *warm****,*** *and affectionate girl.*  *Thankfully****,*** *I know how to use commas.* |
| **Speech marks** | Used to show what someone has said.  When a different person speaks, you must move on to the next line. | ***“****Hello,****”***  *said Anna.*  ***“****Hiya!****”*** *replied Matt.* |
| **Brackets** | Used to add extra information.  If you remove the words in brackets, the sentence should still make sense. | *Bill* ***(****our neighbour****)*** *was gardening.* |
| **Apostrophe** | 1) Used to show missing letters.  2) Used to show possession. | *He****’****s late, but I****’****m not. The boy****’****s bag is cool.* |
| **Semi-colon** | Used to separate two sentences that share the same topic. It replaces a full stop. | *Tomatoes are tasty****;*** *mushrooms are gross.  Netflix is awesome****;*** *Amazon Prime sucks.* |
| **Colon** | 1) Used to introduce a list. 2) Used to show that what comes after the colon explains what goes before it.  The phrase the comes before the colon should always make sense on its own. | *I love sport****:*** *tennis, snooker, and football.*  *I need a wig****:*** *I’m going bald.* |

**Non-Fiction Writing Section Templates**

**Letter Article**

Your address Date Byline

Full date HEADING

Their address Subheading (optional)  
Dear ………………**,**

Introductory paragraph Introductory paragraph  
Main paragraph Main paragraph  
Main paragraph Main paragraph  
Main paragraph Main paragraph  
Concluding paragraph Concluding paragraph

Yours sincerely/faithfully**,**  
Your name

**Leaflet Speech/Essay**

HEADING Introductory paragraph

Subheading Main paragraph

Paragraph and bullet points Main paragraph

Main paragraph

Subheading Concluding paragraph

Paragraph and bullet points

Subheading

Paragraph and bullet points