

Parts of speech

Verb	A word used to describe an action, state or occurrence
Noun	A word that is used to identify a person, place or thing e.g children, countryside, chairs
Proper Noun	A word used to name particular people, places or things e.g Nicola, London, Nimbus3000
Abstract noun	A type of noun used to describe concepts (things you cannot see or touch) E.g Imagination, Capitalism, love.
Pronoun	A word that can replace a noun: 'I, you, he, she, it, they, them, we.'
Adverb	A word that is used to modify (describe) a verb e.g He ran <u>quickly</u>
Adjective	A word used to modify (describe) a noun e.g The <u>kind</u> teacher talked to the class.
Subject	The person, place or thing that is carrying out an action or being something in a sentence. E.g <u>The boy</u> shouted loudly
A clause	A section of a sentence.
An independent clause	A clause that can stand alone as a sentence. E.g 'The cat sat on the mat'
A dependent clause	A clause that depends on an independent clause to make sense E.g ' <u>Without turning around</u> , the cat sat on the mat.
Embedded Clause	A dependent clause that is embedded within an independent clause E.g The man, who appeared from nowhere, sat next to the cat.

Punctuation

Capital Letter	A	An upper case letter used to begin a sentence or to indicate a proper noun.
Full stop	.	Used to mark the end of a sentence.
Comma - lists	,	Used to separate items in a list.
Comma – separating clauses	,	Used to separate dependent clauses from independent clauses.
Exclamation mark	!	Used at the end of an exclamatory sentence to show strong emotion.
Question mark	?	Used to indicate an interrogative sentence or a rhetorical question.
Colon	:	Used to precede lists or explanations.
Semi – colon	;	Used to join two related independent clauses.
Brackets	()	Used to indicate an extra idea, or afterthought within a sentence
Dash	-	Used to add information to an independent clause. Two dashes can be used like brackets.
Ellipsis	...	Used to indicate a sudden change in topic, omitted words, or a pause.
Apostrophe – possessive	'	Used to indicate ownership
Apostrophe – omission	'	Used to indicate a missing letter

Fragments	Sentences that are incomplete.
Comma splices	Two or more independent clauses separated by a comma
Verb agreements	The use of a form of the verb that does not match the subject E.G we was running
homophone	Words that sound the same but have different spellings and meanings

There	Indicating place
They're	Indicating possession
Their	A contraction of 'they are'
To	A preposition
Too	An adverb indicating addition or excess
Two	A number (2)

It is 6 years after what happened in "Of Mice and Men". You are describing the setting for a scene in which Candy dies.

Read 3-4 extracts from "Of Mice and Men" focused on "The Bunkhouse" and "The Barn".

++Apply:

- ☑ Form and Syntax - explore similar ideas using similar sentences.
- ☑ Voice and Tone - sound like John Steinbeck.
- ☑ Techniques - especially **personification** & **precise sensory detail**

Kitchen Sink SENTENCES

+for example...
And there were medicines on the shelves, and little vials, combs; and from nails on the box sides, a few neckties.

Zoom in on details (everything but the kitchen sink!) - make sure the details are very precise.

Near...Far...Near SENTENCES

+for example...
The horses stamped on the other side of the feeding racks and the halter chains clinked. Outside, the men's voices became louder and clearer. From around the end of the last stall old Candy's voice came.

Describe what's happening in the foreground (up close) and in the background (elsewhere)

STOP...GO! SENTENCES

+for example...
It was very quiet in the barn, and the quiet of the afternoon was on the ranch. The air in the barn was dusky in advance of the outside day. A pigeon flew in through the open hay door and circled and flew out again.

Create a freeze frame with no movement words ... break it.

The Day / The Time SENTENCES

+for example...
At the sides the feeding racks were visible, and the heads of horses could be seen. It was Sunday afternoon. The resting horses nibbled the remaining wisps of hay, and they stamped their feet.

Give the day and time in the middle of a description.

Task structure

'Describe Candy sitting on his own on his bunk.
Describe his body, his facial expression and his possessions.
Describe the inside of the Bunk House.

Describe Candy looking out of the Bunk House window
Describe the now dilapidated and abandoned farmyard

Describe Candy remembering how the farm yard used to be in the past.
Describe Candy's thoughts, feelings and emotions

Return to the Bunk House, describe the interior in detail.
Describe the moment Candy Collapses and dies.

Sentence Types

Adverbs - words that describe actions/verbs

e.g. The tree stood **strongly** in the corner of the field.

Adjectives - describing words

e.g. The **crumbling, ancient** car carcass **sad** **sadly** in the yard.

'Where first' - Putting the 'where' before the subject and action

e.g. **In the middle of the yard**, the car carcass decayed slowly.

1x added description - using one adjective to describe a subject or another thing

e.g. Candy looked out over the **haunted** yard.

2x added description - using two adjectives to describe the subject or another thing separated by 'and'

e.g. Candy looked out over the **haunted and sparse** yard.

Listed description - using descriptions with a comma in between adjectives

e.g. A **single, salty tear** ran down Candy's pain-lined face

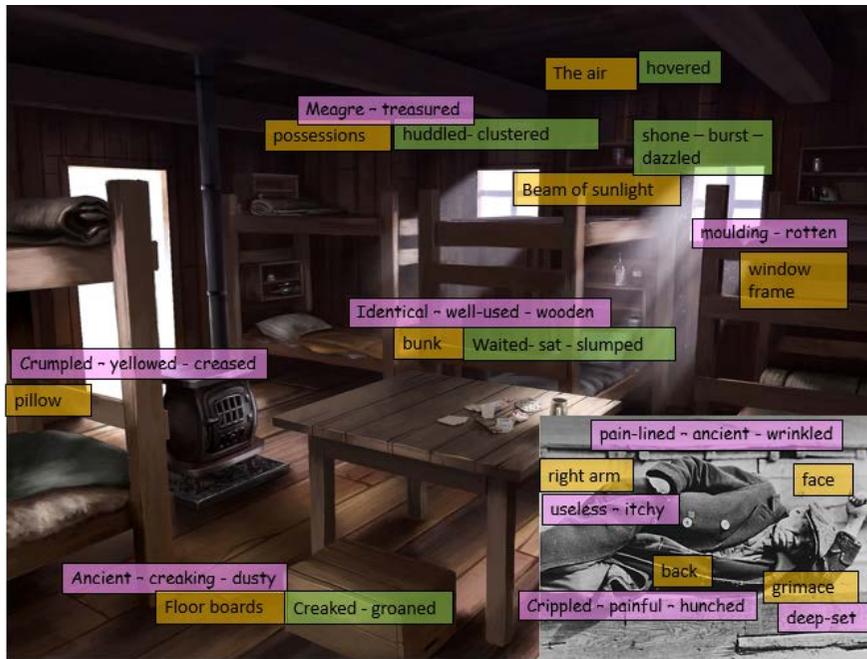
+Simile - comparisons using the word 'like'

e.g. The roof was caving in **like a crumbling cliff**.

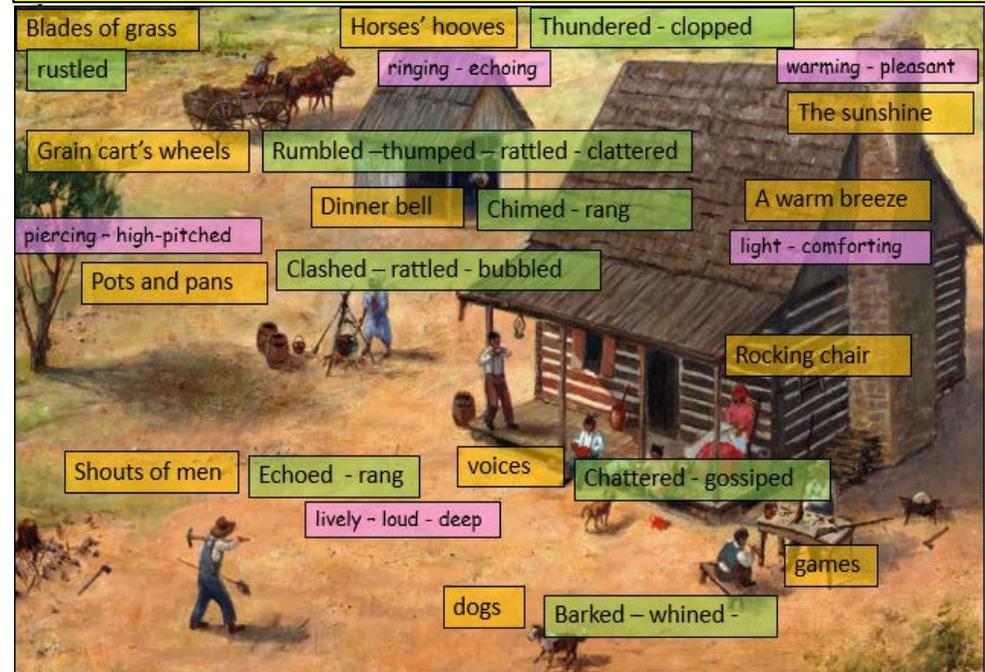
++Personification - giving inanimate objects/things human-like qualities

e.g. The cast-iron stove **spluttered and coughed out ashes**.

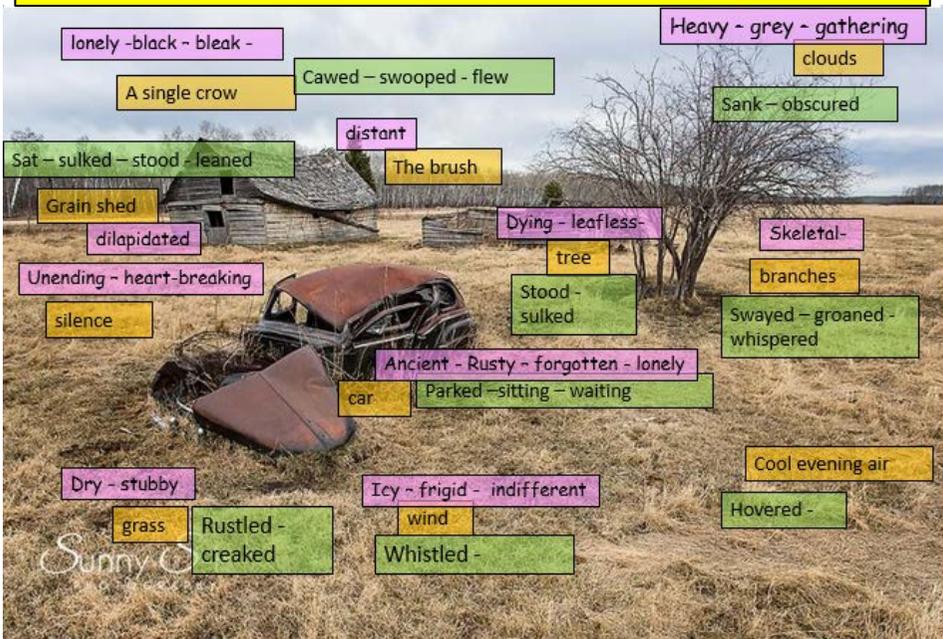
1. Candy is alone in the bunkhouse



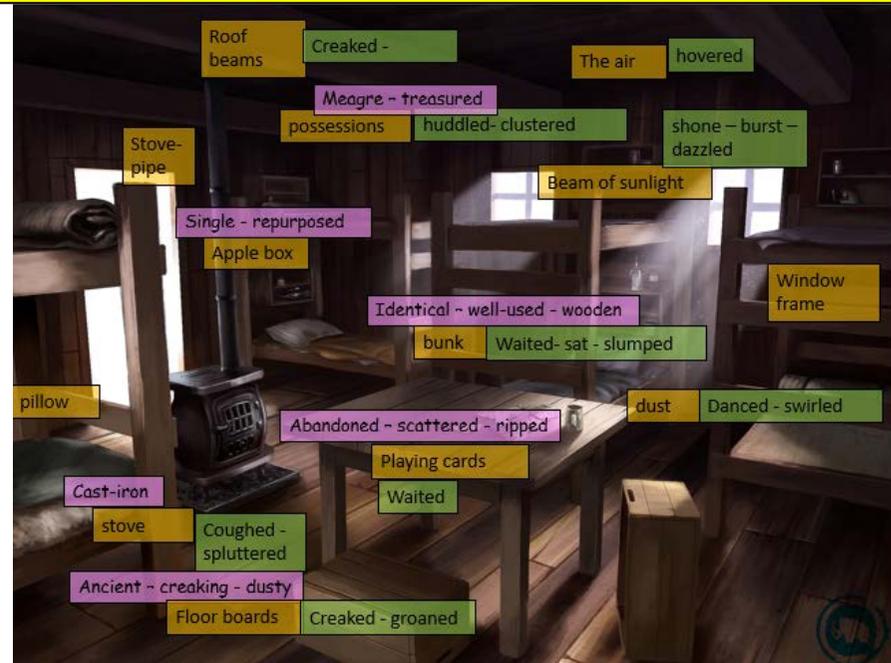
2. Candy remembers how the farm yard used to be



3. Candy looks out on the abandoned farmyard



4. Candy in his dying moments (back in the bunkhouse)



AO5: Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences. Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts.

Band 1 Simple, Limited	Lower 1 ↕ 3	<p>Content</p> <ul style="list-style-type: none"> Occasional sense of audience Occasional sense of purpose Simple vocabulary <p>Organisation</p> <ul style="list-style-type: none"> Limited or no evidence of structural features One or two unlinked ideas No paragraphs 	<div style="border: 1px solid black; padding: 5px; text-align: center;"> Must write in paragraphs to cross this line </div>
	Upper 4 ↕ 6	<p>Content</p> <ul style="list-style-type: none"> Simple awareness of register/audience Simple awareness of purpose Simple vocabulary; simple use of linguistic devices <p>Organisation</p> <ul style="list-style-type: none"> Evidence of simple structural features One or two relevant ideas, simply linked Random paragraph structure 	
Band 2 Some success	Lower 7 ↕ 9	<p>Content</p> <ul style="list-style-type: none"> Attempts to match register to audience Attempts to match purpose Begins to vary vocabulary with some use of linguistic devices <p>Organisation</p> <ul style="list-style-type: none"> Attempts to use structural features Some linked and relevant ideas Attempt to write in paragraphs with some discourse markers, not always appropriate 	<div style="border: 1px solid black; padding: 5px; text-align: center;"> Writing must be engaging and include details chosen for effect to cross this line </div>
	Upper 10 ↕ 12	<p>Content</p> <ul style="list-style-type: none"> Some sustained attempt to match register to audience Some sustained attempt to match purpose Conscious use of vocabulary with some use of linguistic devices <p>Organisation</p> <ul style="list-style-type: none"> Some use of structural features Increasing variety of linked and relevant ideas Some use of paragraphs and some use of discourse markers 	
Band 3 Consistent & Clear	Lower 13 ↕ 15	<p>Content</p> <ul style="list-style-type: none"> Register is generally matched to audience Generally matched to purpose Vocabulary clearly chosen for effect and appropriate use of linguistic devices <p>Organisation</p> <ul style="list-style-type: none"> Usually effective use of structural features Writing is engaging, with a range of connected ideas Usually coherent paragraphs with range of discourse markers. 	<div style="border: 1px solid black; padding: 5px; text-align: center;"> Writing is convincingly crafted to cross this line </div>
	Upper 16 ↕ 18	<p>Content</p> <ul style="list-style-type: none"> Register is consistently matched to audience Consistently matched to purpose Increasingly sophisticated vocabulary and phrasing, chosen for effect with a range of successful linguistic devices <p>Organisation</p> <ul style="list-style-type: none"> Effective use of structural features Writing is engaging, using a range of clear connected ideas Coherent paragraphs with integrated discourse markers 	
Band 4 Compelling, Convincing	Lower 19 ↕ 21	<p>Content</p> <ul style="list-style-type: none"> Register is convincingly matched to audience Convincingly matched to purpose Extensive vocabulary with conscious crafting of linguistic devices <p>Organisation</p> <ul style="list-style-type: none"> Varied and effective structural features Writing is highly engaging with a range of developed complex ideas Consistently coherent use of paragraphs with integrated discourse markers. 	
	22 ↕ 24	<p>Content</p> <ul style="list-style-type: none"> Register is convincing and compelling for audience Assuredly matched to purpose Extensive and ambitious vocabulary with sustained crafting of linguistic devices <p>Organisation</p> <ul style="list-style-type: none"> Varied and inventive use of structural features Writing is compelling, incorporating a range of convincing and complex ideas Fluently linked paragraphs with seamlessly integrated discourse markers 	

AO6 Technical Accuracy

Candidates must use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.

<p>Band 1 1</p>  <p>4</p>	<p>Simple, basic, occasionally accurate</p> <ul style="list-style-type: none"> • Occasional use of sentence demarcation (capital letters and full stops) • Some evidence of conscious punctuation • Simple range of sentence forms (mostly starting with The or pronouns) • Occasional use of Standard English with limited control of agreement (We was going) • Accurate basic spelling (of 1-2 syllable common words) • Simple use of vocabulary (spoken, tier 1 language)
<p>Band 2 5</p>  <p>8</p>	<p>Some control</p> <ul style="list-style-type: none"> • Sentence demarcation is mostly secure and sometimes accurate • Some control of a range of punctuation (question marks and full stops in correct places) • Attempts a variety of sentence forms (starting with 'as' or with a verb) • Some use of Standard English with some control of agreement • Some accurate spelling of more complex words • Varied use of vocabulary
<p>Band 3 9</p>  <p>12</p>	<p>Secure and mostly controlled</p> <ul style="list-style-type: none"> • Sentence demarcation is mostly secure and mostly accurate • Range of punctuation is used, mostly with success • Uses a variety of sentence forms for effect • Mostly uses Standard English appropriately with mostly controlled grammatical structures • Generally accurate spelling, including complex and irregular words • Increasingly sophisticated use of vocabulary
<p>Band 4 13</p>  <p>16</p>	<p>Ambitious, crafted, accurate</p> <ul style="list-style-type: none"> • Sentence demarcation is consistently secure and consistently accurate • Wide range of punctuation is used with a high level of accuracy • Uses a full range of appropriate sentence forms for effect • Uses Standard English consistently and appropriately with secure control of complex grammatical structures • High level of accuracy in spelling, including ambitious vocabulary • Extensive and ambitious use of vocabulary

Key	
register	Adapting the tone and style of the writing to suit the audience and purpose
Discourse markers	Connective words and phrases that link ideas, sentences and paragraphs (In other words... although... perhaps... and therefore... more precisely... for example etc)
Linguistic techniques	Words and sentences chosen for effect – for example similes, metaphors, repetition, alliteration, personification, short sentences etc.
Sentence demarcation	Accurately separating and structuring ideas into sentences using the correct punctuation.
Standard English	Formal language (<u>not</u> using slang and casual language)