



(1) Narrative Voice	(2) Persuasive Methods 1	(3) Grammar
<p><b>Narrator:</b> The voice who recounts the story to the reader. The narrator can be one of the main characters or can be <b>omniscient</b> (detached from the main story and knowing more than the characters in the story do). <i>Examples: It was a quiet day in September as the sun began to rise.</i></p> <p><b>Monologue:</b> Where one person or character shares their feelings or point of view. <i>Examples: I wish I hadn't eaten that extra sandwich for lunch, I feel too full now.</i></p> <p><b>Dialogue:</b> Where two people engage in a conversation with each other. <i>Examples: "What are you doing?" asked Joe.</i> <i>"Revising my knowledge organiser. You?" replied Sarah.</i> <i>"Same. Time to complete the Educake quiz!"</i></p>	<p>You can use the acronym <b>MADFOREST</b> to help you remember persuasive techniques.</p> <p><b>Metaphor:</b> A comparison that is not literal, it states that something is something it cannot be. Does not use like or as.</p> <p><b>Alliteration:</b> Beginning more than one word with the same sound.</p> <p><b>Direct address:</b> Addressing your audience or reader through the use of the pronoun 'you' or 'we'.</p> <p><b>Facts:</b> A true statement based on evidence.</p> <p><b>Opinions:</b> A statement based on your own feelings towards a topic.</p> <p><b>Rhetorical questions:</b> Asking a question that does not require an answer.</p> <p><b>Emotive language:</b> Vocabulary that provokes an emotional response in your reader or audience.</p> <p><b>Statistics:</b> Facts that include numbers, such as percentages, fractions etc.</p> <p><b>Triplets:</b> Three consecutive words used in the form of a list.</p>	<p><b>Was or were?</b> Was: Singular past tense verb. <i>Examples: The house was abandoned. The dog was lonely.</i></p> <p>Were: Plural past tense verb. Also used when using 'you' in the past tense. <i>Examples: We were hungry. The dogs were barking. You were excited.</i></p> <p><b>Is or are?</b> Is: Singular present tense verb. <i>Examples: He is happy. The house is wonderful.</i></p> <p>Are: Plural present tense verb. <i>Examples: They are happy. The dogs are running around.</i></p> <p><b>Have (not of)</b> The phrases 'should of', 'would of' and 'could of' are always wrong. <del>Should of</del> = should have, <del>would of</del> = would have, <del>could of</del> = could have.</p>
(4) Apostrophes	(5) Sentence Functions	(6) Writer's Intentions
<p>Apostrophes are used for omission and possession.</p> <p><b>Omission:</b> In place of a missing letter, to demonstrate when two words are contracted (shortened) into one. <i>Examples: do not = don't, would not = wouldn't, could not = couldn't, they are = they're, it is = it's.</i></p> <p><b>Possession:</b> Used to show that one thing belongs to something or someone. <i>Examples: The cat's bowl.</i></p> <p>If the noun ends in 's' or is a plural you just add an apostrophe. <i>Example: James' bag. The brothers' feet were muddy.</i></p>	<p>There are four different functions of sentences depending on what job they do.</p> <p><b>Declarative:</b> Used to make a statement and proclaim something. <i>Example: Today we are going to learn about sentence functions.</i></p> <p><b>Exclamative:</b> Ends with an exclamation mark. <i>Example: The ending of Cirque Du Freak was spectacular!</i></p> <p><b>Interrogative:</b> Ends with a question mark. <i>Example: When are we going to read Blood Brothers?</i></p> <p><b>Imperative:</b> A sentence which starts with a verb and is considered a command. <i>Example: Revise for your knowledge organiser quiz.</i></p>	<p><b>Writer's intentions:</b> When a writer produces a text, they often have an intended effect they want to have on the reader or audience.</p> <p><b>Verbs used to explore writer's intentions:</b></p> <p><b>Reflects:</b> The message the writer is trying to convey is the same, or similar, to a relevant social issue.</p> <p><b>Warns:</b> The writer is using their work as a way of alerting the audience or reader to an issue or concern.</p> <p><b>Criticises:</b> The writer is using their work to judge the behaviour of society.</p> <p><b>Highlights:</b> The writer is calling attention to a particular issue or concern.</p>

