English: *Stone Cold*

Year 8 **Term 2**

Week 1: Dual narrative

A **dual narrative** tells a story through **two different characters' viewpoints**.

In *Stone Cold*: Robert Swindells tells the story through **Link** and **Shelter**.

- **Link's narrative:** written in **first person** and shows his experiences of **homelessness**.
- **Shelter's narrative:** shows the thoughts and actions of the **antagonist**, revealing his disturbing motives.

Dual narratives create **contrast, tension and suspense**.

Week 2: Anecdote

Anecdotes are short, personal stories about a real moment or event. Writers and speakers use anecdotes to bring life to an issue; they make writing more credible as they show an experience related to the topic.

An anecdote could begin with a reference to a timeframe:

- *Last year/month/week...*
- *I remember when I was 17…*

Anecdotes should be specific and detailed. Use **imagery** to place the reader in the memory. Specific names, places, and dialogue allows them to understand emotion.

They should not be longer than a paragraph.

Anecdotes can be returned to at the end of a text to create a **cyclical structure**.

Week 3: Imagery in viewpoint writing

Although viewpoint writing is not fictional, **imagery** must be used to bring life to the piece and make your argument believable. Imagery builds a picture of the scene. It is important to **show, not tell** when describing a scene or an anecdote.

For example: 'Homeless people really struggle at Christmas time.'

Can be improved with imagery:

'Millions of homeless people lay cramped in the doorways, barely covered by a ragged sleeping bag, yet all we seem to notice is the Christmas lights hanging for miles, brightly twinkling against the winter night.'

Imagery is about **showing the problem**, not just telling the reader or audience. The use of **sensory detail** builds the scene and makes the description more **emotive**: another important rhetorical technique.

Week 4: Emotive language

The purpose of viewpoint writing is to encourage the audience to feel a certain way. **Emotive language includes any descriptions or imagery which create a strong emotion for the reader**.

Emotive language adds power to your viewpoint piece and can make your writing more persuasive: the reader may agree with your ideas if they are encouraged to feel strongly about the topic.

To make your writing more **emotive,** choose words or descriptions which make the reader feel sympathy, anger, fear, excitement or sadness.

For example:

Sadness: *helpless, lonely, abandoned.*

Anger: *outrageous, cruel, disastrous*.

E.G. *He laid there, **helpless** in his sleeping bag, **abandoned** by society in the doorway. The **outrage** I feel when I imagine the passers-by **cruelly** ignoring him is enough to motivate my activism against homelessness.*

The emotive language should suit the **purpose** and **form** of your text.

Week 5: Purpose and form

The purpose of a text is **the reason it was written**. The purpose influences the language, tone and structure in the text.

There are many reasons why a text is written: to persuade, to teach or inform, to argue or challenge, to celebrate.

For example, if you were writing a letter to **complain**, your writing might take a **critical** and **demanding** tone. If you were writing an article about someone's achievements, you might use flattering language and a celebratory tone.

The form of a text is **the type of text you are writing.**

Some examples of form are:

- Articles
- Letters
- Speeches
- Diary entries

It is important to consider whether a text is **public** or **private**, as this can influence the tone and register of the piece.

For example, a diary entry may be more **critical** about an event than a public article as these are the private, more **honest** feelings of the writer.

Week 6: Tone

Tone is **the attitude or emotion the writer wants to convey in a text.**

The best viewpoint pieces are ones which match their tone to the viewpoint, audience and purpose of a text.

Tone can be created through language choices and methods, sentence lengths and punctuation.

For example:

No one should be cast aside like rubbish on the streets. Literally. But this is how we treat the most vulnerable in society. It is a disgrace.

Short sentences here create a **forceful**, **angry** and **frustrated** tone.

Another example:

His achievements changed Britain. In fact, I would argue they changed the world and the course of history itself; we are talking about ground -breaking, earth-shattering research, and this cannot be understated.

The use of **hyperbole** in this text creates a **celebratory** and **exaggerated** tone. The writer clearly thinks highly of the person they are describing.