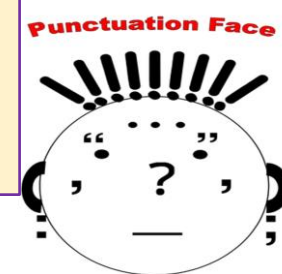


Non-Fiction Voices Year 8

- Direct address (“you”)
- Alliteration / Adjectives
- Facts
- Opinions
- Rhetorical questions
- Repetition
- Exaggeration / Emotive language
- Statistics
- Tone / Triplets



- Writing to Persuade:**
- Introduction and viewpoint.
 - Opposing and qualifying ideas.
 - Strong evidence in support of claim.
 - Style and tone of language.
 - A compelling conclusion.

Varying Sentence Openers:
 There are many ways of opening sentences besides just repeating ‘I’ or ‘The’. The acronym ‘iSpaced’ will get all of these sentence openers into your head:

-ing sentence openers
 Considering his future, he went to the Careers Advisor
 During the evening, it snowed heavily.
 Shouting, she ran away from the ghost.

Simile sentence openers
 As fast as a cheetah, he made his escape.

Like a fish in the sea, she swam across the water.

Preposition sentence openers
 At the end of the evening, they returned home.
 Through the streets of Birmingham, there are thousands of shops.
 Inside the cupboard, it was dark and scary.

Adverbial sentence openers
 Quickly, he packed his bag for school.
 Silently, she read the book in the Library.
 Surprisingly, no one was in the classroom.

Connective sentence openers
 Although you worked hard today, it wasn’t quite enough for a merit.
 However, I will say well done for your effort.
 Despite his disappointment, the student kept smiling.

-ed sentence openers
 Disguised in her costume, she was a hit at Halloween
 Shocked by the score, the football team gave up.
 Challenged to a staring contest, the student reluctantly agreed.

Essential Techniques

- Experts:** Statements from people who work in the field giving their view on the topic.
- Anecdotes:** Personal stories from people who have first hand experience.
- Statistics:** Numbers such as percentages or fractions, or dates used to give more weight to the argument/advice.

- Counter Argument
- Emotive Language
- Statistics
- Examples
- Rhetorical questions
- Short sentences
- Repetition

- Linking Paragraphs:**
- Ask a question and then provide an answer.
 - Provide a detailed argument and then dismiss it with a short sentence.
 - Provide a statement and then ask a question about it.
 - End a paragraph with a powerful word and then in the next one explain why you wrote it.
 - Try repeating the same sentence structures again and again.

- Repetition – to emphasise key words and ideas**
(clue: look in section 3)
- Pronouns – to develop a close relationship between the speaker and the audience**
(e.g. you, I, we)
- Pattern of 3 – to build up an argument; the most important point is often the third in the list**
(clue: look in section 4)
- Metaphors – a comparison that creates a powerful image**
(clue: look in section 1 or 2)
- Lists – to give more detail and provide examples**
- Short, attention-grabbing sentences.**

We can use the acronym **ToPTIPS** to help us remember where to put new paragraphs:

- 1) **New Topic:** Whenever you start a new topic, add in a new paragraph.
- 2) **New Person:** Whenever you talk about a new person or have a new person talking, add in a new paragraph.
- 3) **New Time:** Whenever you change the time in your writing (so back to the past or move forwards to the future), you put a new paragraph in.
- 4) **New Place:** Whenever you switch places in a piece of writing, you add in a new paragraph.

