

| Subject terminology | Definition | Language techniques | Definition | Example | |
|--------------------------|--|--|---|---|--|
| *Persuasion | The action or process of persuading someone , or of being persuaded to do or believe something. | *Alliteration | When a writer uses a series of words that begin with the same letter or sound . Alliteration is often used to emphasise a particular phrase or idea. | <i>We want a <u>better, brighter</u> future for all children.</i> | |
| *Point of view/viewpoint | A particular attitude or way of looking at an issue. | *Direct address | When a writer uses a pronoun or name for the person they are speaking to , in order to gain their attention or make them feel personally involved. | <i><u>You</u> are the key to this entire idea succeeding - we will be with <u>you</u> all the way. I can't thank <u>you</u> enough!</i> | |
| *Line of argument | The reasons that are used to support a particular idea or view. | *Emotive language | When a writer uses vocabulary which will make the audience feel sad, concerned or outraged (for example). | <i>Thousands of <u>innocent</u> animals are at risk because of our <u>selfishness, ignorance and disregard</u> for kindness.</i> | |
| *Persona | A persona is a role/ character/ voice that you adopt when you are writing e.g. if you were writing about the topic of mental health, you might take on the persona of a doctor. | *Facts | Something that can be proven to be true . | <i>Global warming <u>is</u> happening.</i> | |
| Word classes | Definition | Example | *Opinions | A personal viewpoint (often presented as if it is a fact). | <i><u>In my view</u>, this is the best thing to have ever happened.</i> |
| *Verb | A verb is a word or set of words that shows actions and feelings . | <i>He <u>thought</u> of an idea. She <u>understood</u> what a verb was.</i> | *Rhetorical question | When a writer asks a question to produce an effect or to make the reader/ audience think . It does not require a reply. | <i>Who doesn't want to achieve success in their life?</i> |
| *Adverb | *An adverb is a describing word that adds more detail to a verb. They show the way or manner in which something is being done. | <i>She <u>instinctively</u> understood what a verb was. <u>Rapidly</u>, he thought of an idea.</i> | *Statistics | A fact that is supported by numerical data (you can make these up, as long as they are sensible). | <i><u>80% of people agreed</u> that this would change their community for the better.</i> |
| | Adverbs can show: TIME: <i>when</i> something happens. PLACE: <i>where</i> something happens. FREQUENCY: <i>how</i> often something happens. | <i>Now, then, today, later, earlier, soon. Near, here, inside, somewhere. Usually, frequently, occasionally, rarely.</i> | *Anecdote | A short dramatic, interesting or amusing story about a real incident or person. | <i>In March 2020, the coronavirus pandemic became front page news and <u>my life changed forever when</u>...</i> |
| *Noun | *Nouns are names, places and things . | <i>The <u>sunshine</u> was blinding. His <u>knowledge</u> of grammar was impressive.</i> | *Hyperbole | When a writer uses deliberately exaggerated language. | <i>I am <u>drowning</u> in the amount of homework I need to do. The deadlines are <u>killing me!</u></i> |
| | *Concrete nouns are nouns that you can see, hear, taste, touch or smell (i.e. they can be experienced through the senses). | <i>Sky, medicine, thunder, chair, cake.</i> | *Repetition | When a word/ phrase is obviously repeated throughout a sentence/ paragraph/ whole text . | <i><u>No animal deserves to be mistreated. No animal should ever suffer. No animal must ever become a victim of human cruelty.</u></i> |
| | *Abstract nouns are ideas and concepts . | <i>Love, justice, happiness, sadness, hope.</i> | ALLUSION | A reference to something else , such as a historical event, a person, a place or another text. | <i>As <u>David Attenborough</u> once said...</i> |
| *Pronoun | Words used instead of a noun i.e. 'he', 'she', 'they', 'it'. | <i>The idea filled <u>her</u> with happiness. The basketball rolled until <u>it</u> hit the wall.</i> | IMPERATIVE | A sentence that is used to issue a command or instruction , make a request , or offer advice . | <i><u>Remember</u> this moment.</i> |
| *Adjective | An adjective is a describing word that adds more detail to a noun. | <i>His <u>impressive</u> knowledge of grammar filled him with confidence. The <u>blinding</u> sunlight meant that it was difficult to see.</i> | Inclusive pronouns | When a writer uses inclusive pronouns such as <i>we</i> and <i>us</i> to establish a common bond and persuade the reader/ audience to share the same opinions. | <i>I know that <u>we</u> all feel the same about this issue.</i> |
| *Preposition | A preposition is a word that tells you where or when something is in relation to something else. | <i>The house was <u>on</u> a hill <u>beside</u> a tree. The cat lurked <u>under</u> the bed.</i> | MODAL VERBS | These are auxiliary verbs (also called helping verbs) like <i>can, will, could, shall, must, would, might, and should</i> . Modal verbs can make something sound more forceful, urgent or likely to happen . | <i>We <u>must</u> act now and then change <u>will</u> happen.</i> |
| | | | RULE OF THREE | The use of three words, phrases or sentences one after the other to describe something in a memorable way. | <i><u>Homes</u> have been lost; <u>jobs</u> shed; <u>businesses</u> shattered.</i> |

Year 9: viewpoint writing

*What you already know

| Sentence openings | Definition | Example | Structural features | Definition | What should you include? |
|---|---|--|---|--|--|
| *Begin with a verb | A sentence that begins with the action. | <i>Reading through newspapers, I am amazed by the amount of stories about people living in poverty in our country.</i> | | | <ul style="list-style-type: none"> - Make it very clear what you think about the topic - Address the question. - Open with a language technique e.g. direct address, a rhetorical question or an attention-grabbing statistic. |
| *Begin with an adverb | A sentence that begins with the description of the action. | <i>Suddenly, I realised that I had to say something about this terrible injustice.</i> | | | |
| *Begin with an emotion | A sentence that begins by describing the emotion of the subject. | <i>Determined, I vowed that I would make it my mission to protect animals' rights.</i> | | | |
| *Begin with a preposition | A sentence that begins by stating where something is. | <i>All around me, I see students who are struggling to cope with the stresses of homework and assessments.</i> | | | |
| BEGIN WITH AN ADVERB OF TIME, PLACE OR FREQUENCY. | A sentence that begins by stating when, where or how often something has happened. | <i>Now, we are faced with an uncertain future. In other communities in the world, people are taking action. Often, I wonder whether prejudice will ever disappear.</i> | * Main paragraph: personal perspective | In your first main paragraph, you should write from a personal perspective i.e. you can write about the topic has personally affected you or someone you know. This can make your writing very trustworthy, convincing and emotive. | You could begin with sentence openers such as... <ul style="list-style-type: none"> - Personally, I believe that... - In my experience... - Last year, I discovered... |
| Structural techniques | Definition | Example | | | |
| * Discourse markers/connectives | A word or phrase that is used to help organise ideas , either in a paragraph or at the start of a paragraph. They are like a signpost, showing the reader/ audience the direction of your thinking. | <i>However... Although... Nevertheless... Firstly... On the other hand... To conclude.</i> | * Main paragraph: wider, community perspective | In your second main paragraph, you should write from a wider, community perspective i.e. you can write about how the topic has affected people in your school, town, city or general local area . This shows that you understand how the topic affects people other than you, and makes your writing even more convincing. | You could begin with sentence openers such as... <ul style="list-style-type: none"> - Within my community... - In my local area, I have seen how... - All kinds of people where I live have experienced... |
| * Effective opening | The first paragraph, which is written to grab the reader's/ audience's attention with techniques that stand out and make people listen (e.g. rhetorical question or a shocking statistic). | <i>Can you imagine a world where everyone is equal?</i> | | | |
| * Topic sentence | A sentence that identifies the main idea of the paragraph. | <i>The facts about women and employment are clear.</i> | Main paragraph: society's perspective | In your third main paragraph, you should write from a much broader perspective i.e. you can write about how this topic has affected people throughout the whole of society, or nationally, or globally . This shows that you have a very deep understanding of the topic, and makes your writing completely convincing. | You could begin with sentence openers such as... <ul style="list-style-type: none"> - As a society, we... - In our country, we have seen how... - On an international level, this issue has... |
| * Counter argument | What someone who disagrees with you might say in response to your ideas/argument. When you consider the counter argument to your opinion, you show that you have an answer to any objections or criticisms. This ultimately makes your own argument more persuasive. | <i>Admittedly, it has been argued that global warming is just a myth – but of course, such claims are completely absurd. It has been proven that...</i> | | | |
| * Short sentences | A simple sentence, which often communicates clearly and is easily remembered . | <i>This is about our human rights.</i> | | | |
| ANAPHORA | When a writer repeats a word or phrase at the beginning of successive sentences, phrases, or clauses. | <i>"We came, we saw, we conquered."</i> | Conclusion | An effective conclusion will wrap up all your ideas and leave the reader/ audience with a powerful final impression . | <ul style="list-style-type: none"> - Remind the reader/ listener of what you think about the topic. - Finish with a language technique e.g. anaphora, an imperative or the rule of three. - Use a cyclical structure to link back to your effective introduction. |
| CYCLICAL STRUCTURE | When the end of the text repeats or references an idea/ example/ sentence from the opening . | <i>Can you imagine a world where everyone is equal? – Can we now imagine a world where we're all equal?</i> | | | |
| One sentence paragraph | When one line of text is used on its own in a text, normally for emphasis. | <i>Dear sisters and brothers, now it's time to speak up.</i> | | | |