

# Shake up your sentencings



Year 7



Year 8

1	-ing	<u>Lifting</u> her head, she knew what she had to do.
2	Simile	<u>Like</u> a diamond, her eyes sparkled.
3	Preposition	<u>Above</u> the weathered barn stars glittered.
4	Adverb	<u>Normally</u> , she would be feeling fine by now.
5	Subordinating Conjunction	<u>Whilst</u> she turned to leave, she winked at the family surrounding her.
6	-ed	<u>Amazed</u> , she took the envelope.
7	3 - ed:	Amazed, confused, thrilled, she turned to face her mother.
8	Emotion word (comma)	<u>Delighted</u> , he ran downstairs to share the news.
9	Short effect sentence	It was too late.
10	Appositives	My teacher, <u>who</u> wore red lipstick, was hilarious.
11	With a (action)	<u>With a</u> wink, he turned and walked away.
12	Do you? You should	<u>Do you</u> want to be...? <u>Then you should</u> ... So says (expert)
13	Tell: Show 3;	He was feeling worried; legs twitching; lip biting; hands wringing.
14	2 pair sentences	<u>Exhausted and tired, cold and hungry</u> , they did not know how much more they could take.
15	Tricolon	<u>Unjust, excessive and tasteless</u> say the critics of ..
16	Noun, -ing phrase, were like	The waves, <u>crashing</u> aggressively against the rocks, <u>were like</u> violent soldiers with weapons
17	Had made its way, -ing, -ing, -ing	The sun had <u>made its way</u> through the sky, <u>creating</u> shadows everywhere, <u>erasing</u> the darkness, <u>lengthening</u> out the days
18	More/more	<u>The more</u> meat we eat, <u>the more</u> environmental damage we do.
19	If... if...if... then	<u>If</u> councils could improve parks, <u>if</u> sports centres provided free activities, <u>if</u> youth clubs still existed, <u>then</u> the number of young people involved in crime would significantly fall.
20	When, when, when, then	<u>When</u> the thunder starts, <u>when</u> the rain hammers down, <u>when</u> the skies darken, <u>then</u> you know change is coming.

21	Anaphora	<u>I have a dream... I have a dream... I have a dream...</u>
22	Same end word	The consequences are <u>terrifying</u> . The impact of current climate change <u>truly and utterly terrifying</u> .
23	Welcome to the world of...	<u>Welcome to the world of</u> pageant queens, some as young as 4.
24	In a world of... we have lost...	<u>In a world of</u> ... and .... <u>we have lost</u> ...
25	2 pair sentence + symbol of	Tea and biscuits, fish and chips: <u>two undeniable symbols of</u> British food.

## Other beautiful sentences that you could pastiche



**Pastiche:** imitate, mimic, copy

<p>“People and their dwellings were such a thin dust on the surface of the globe, like invisible specks of bacteria on an orange, and the feeble lights of kebab shops and supermarkets failed utterly to register on the infinities of space above.”</p>	<p>Stories, like people and butterflies and songbirds’ eggs and human hearts and dreams, are also fragile things, made up of nothing stronger or more lasting than twenty-six letters and a handful of punctuation marks.</p>
<p>“I don’t want to fade away, I want to flame away – I want my death to be an attraction, a spectacle, a mystery.”</p>	<p>“For the first time in years, he felt the deep sadness of exile, knowing that he was alone here, an outsider, and too alert to the ironies, the niceties, the manners, and indeed, the morals to be able to participate.”</p>
<p><b>Chiasmus:</b> “Truth is beauty and beauty is truth”</p>	<p><b>Anadiplosis:</b> “The town was <i>silent, silent</i> because of the people taken by the war.”</p>



Year 9

- Using **compound sentence** to juxtapose and create emotions
- Using **relative clauses** to create an emotional tone
- Using **simple sentences** to create hooks and tension
- Using **present participles** to create an action sequence
- Using **imperatives** to create a call to action
- Using **fragments** to create emphasis
- Using **dashes** and pairs of dashes to emphasise
- Using **colons** to embellish and/or satirise