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| Device | **Explanation** | **Example** | **Effect** |
| Simile  | A way of comparing one thing to another using as or like | His hair was as black as charcoalHis legs were like stilts | A good way to create an image for the reader and make something unfamiliar familiar. |
| Metaphor | A way of comparing one thing to another **without** using as or like | His charcoal hair | A good way to create an image for the reader and make something unfamiliar familiar. |
| Personification | A way of giving human or living qualities to non-human or living things or objects | The paper danced in the air | Personification connects readers with the object. It can help make non-human things more vivid. It can help readers understand, sympathize with, or react emotionally to non-human characters. |
| Alliteration | Using the same letter or sound in closely connected words | The slimy, slippery snake | The use of the same letter, and therefore its sound, is often connected to what you are trying to describe. For example s for ssssssssnake. |
| Onomatopoeia | The word sounds the same as what it is describing | I splashed in the water | It helps the reader make connections to the text using their sense of sound. |

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| Device | **Explanation** | **Example** | **Effect** |
| Hyperbole(Exaggeration) | A word of phrase used to exaggerate something | I waited for an eternity | This is generally used to add extra effect and drama to a situation. |
| Imagery | The use of figurative or descriptive language  | It was dark and dim in the forest | This helps the writer appeal to the reader’s senses and create a visual image in their mind. |
| List of three | Three words grouped together to help describe something or make a point | Blood, sweat and tears | The use three is a really effective way of emphasising a point as it sticks in the readers mind. |
| Emotive language | Using words to produce emotion  | The victims were executed in cold blood. | To arouse strong feeling, extract emotion and maybe adopt the writer’s point of view. |
| Short sentences | A sentence with one clause | He died. | Used to create punch or make a point and can sound more dramatic. |
| Long sentences | A complex sentence using several clauses | To be in a feeding centre is surreptitiously to wipe your hands on the back of your trousers after you have held the clammy palm of a mother who has just cleaned vomit from her child’s mouth. | Used to add descriptive detail. Can be used as a way of informing and explaining. Can help with slowing the pace of the story down. |

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| Device | Explanation | Example | Effect |
| Paragraphs | A section of writing that deals with one specific theme. Usually indented at the start. |  Peter went back to his house and went to bed. In another part of town John was plotting to get his revenge. | Paragraphs are used to separate sections of writing and a way of covering a variety or themes. |
| Ellipses … | Removing words or phrases from a text that are not needed in order to understand the text. They are replaces by … | I don’t know…I’m not sure. | It is used to add drama and effect to a passage. It can give a pause for thought to the reader. It is used for cliff-hangers. |
| Exclamation mark !!!!! | Used at the end of a sentence to express a strong and forceful point | Shut up!Help! | Used to help convey the emotion and tone of a sentence |
| Speech marks “” | These marks are used to indicate a speech or quote made by someone | “It wasn’t me,” he said | It lets the reader know someone is speaking. |
| Question mark ??? | This mark is put at the end of a sentence that is meant to be a question | What’s your name? | It lets the reader know someone is asking a question. |