



The Lovely Bones

LO: To develop language analysis.
To explore alternative interpretations.



1. **List 5 facts about each image.**
2. **Zoom in – analyse the image – what does it reveal about character/plot/themes? Think outside of the box.**
3. **Write creatively to describe one of the characters displayed.**



Q1 – Identifying, synthesising and interpreting Information (AO1/4)

- For homework, you should have read the text and answered the 10 ‘Q1 Style’ questions.
- Let’s mark them as a class.

A02

Or answer a created Q2 from homework
– skip to slide 12.

8 Marks

10 Minutes

Read again lines 11 to 20. How does the writer use language here to describe Mr. Botte? (8 marks)

- You must focus on the **effect** of the language. What **impact** does it have on the **reader**?
- Select quotations with **precision** – zoom in on the impact of **specific words**.
- Pay attention to the section of the extract you have been asked to read.

Method

1) Use your opening sentence to refer to a **method** the author has used.

Evidence

2) Select a **quotation** from the text – pick out a key quotation.

Analysis

3) **Analyse** the meanings and connotations within the quotation – this should be the longest part of the paragraph.

Emotive language	Metaphor	Personification	Noun	(Dynamic) Verb
Semantic field	Simile	Asyndetic list	Adjective	Adverb



How does the writer use language here to describe Mr Botte?


• Expected

- Read the extract .
- Highlight and label any word classes or short phrases that contribute to the suspense.
- In another colour highlight and label any devices that the writer uses.
- In a final colour highlight the sentence forms used to help showcase the suspense.

• Challenge

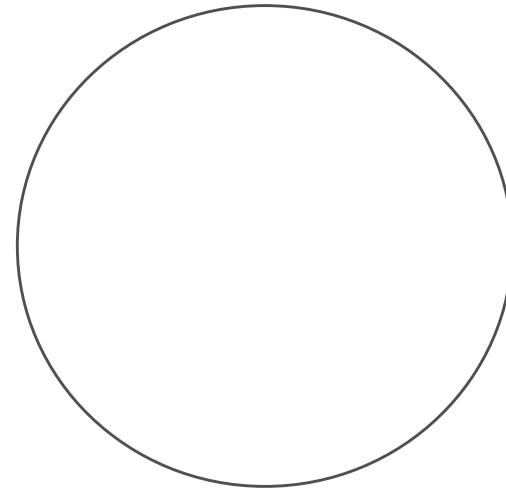
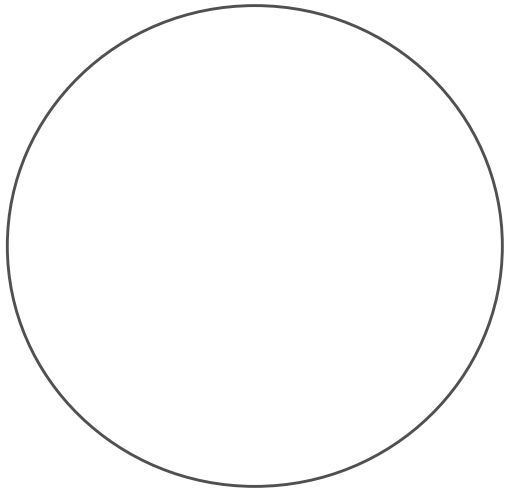
1. For each word, device or sentence highlighted, annotate the connotations created.
2. Cluster similar types of words, devices or sentences together and annotate what you think their overall effects are.
3. Does the intensity of suspense shift or develop? How does the language help reflect this?

Quote explosion – push for alternative interpretations.



“Mr Botte
came to my
memorial
and cried
quite a bit.”

What else did you pick?



<p>Method:</p> <p>Quote:</p> <p>Analysis:</p>	<p>Method:</p> <p>Quote:</p> <p>Analysis:</p>
<p>Method:</p> <p>Quote:</p> <p>Analysis:</p>	<p>Method:</p> <p>Quote:</p> <p>Analysis:</p>

Question 2 – Language (three to four paragraphs)

The writer **uses the phrase** _____ **to suggest** _____. As readers this creates the image of _____ for us because _____. **It also shows/zoom in** _____

Quote
Phrases
Verb
Metaphor
Simile
Adjective
Onomatopoeia
Personification
Adverb
Noun
Hyperbole

This suggests
This highlights
This connotes
This implies
This portrays
This shows
This exemplifies
This illustrates

This would affect the reader because...
This creates a sense of...
This is effective because...
Gives the impression of...
This makes the reader feel...

“Mr Botte came to my memorial and cried quite a bit.”

Class model

- The writer uses the verb ‘cried’ to show the reader Mr Botte was visibly upset. This evokes sympathy for him which is emphasised further through the phrase “quite a bit”, which implies Susie is a little surprised at the effect the death has had on her teacher. This also portrays Mr Botte has been personally affected, possibly because of his own daughter, and shows the reader a traumatic experience for the teacher.



A02

Or answer a created Q2 from homework.

8 Marks

10 Minutes

Read again lines 11 to 20. How does the writer use language here to describe Mr. Botte? (8 marks)

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/8	Language Paper 1 – Language	
Level 4 Detailed, perceptive analysis 7 – 8 marks	Analysis of effect of language.	Judicious range of textual references/quotes.
	Sophisticated and accurate use of subject terminology.	
	Level 3 Clear, relevant explanation 5 – 6 marks	Clear explanations of effect of language.
Clear and accurate use of subject terminology.		
Level 2 Some understanding and comment 3 – 4 marks		Attempts to comment on the effect of language.
	Some use of subject terminology, mainly appropriately.	
	Level 1 Simple, limited comment 1 – 2 marks	Simple comment on the effect of language.
Simple use of subject terminology, not always appropriately.		

SELF ASSESSMENT



Have you made a range of clear points about the language techniques used?

Have you included a range of quotations?

Have you explained the effect of the language techniques on the reader?

Have you tried to develop a range of interpretations of the language?

Now you know the text really well,
what other possible LANGUAGE
questions could be asked of it?

- Think about the mood/atmosphere created
- Consider the way the characters/setting are presented/described
- Consider the relationships between the characters
- Think about the tension/movement

2. How does the writer use language here
to.....?

You could include the writer's choice of:

- Words and phrases
- Language techniques
- Sentence forms

[8marks]

<p>Method:</p> <p>Quote:</p> <p>Analysis:</p>	<p>Method:</p> <p>Quote:</p> <p>Analysis:</p>
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This illustrates

This would affect the reader because...
This creates a sense of...
This is effective because...
Gives the impression of...
This makes the reader feel...

A02

8 Marks

10 Minutes

2. How does the writer use language here to.....?
(8 marks)

- You must focus on the **effect** of the language. What **impact** does it have on the **reader**?
- Select quotations with **precision** – zoom in on the impact of **specific words**.
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Have you included a range of quotations?

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Have you tried to develop a range of interpretations of the language?

The Lovely Bones



Apostrophe or not? Make the corrections, if needed.

Russell's play is a criticism of how the working classes were treated.

Mickeys life choices are limited and theyre as a result of his upbringing.

Mrs Lyon's parenting is better than Mrs Johnstones.

Correct the spelling errors

critisise
writter
Rusel
similie
ajectives
politicil
audiance

Argue for/against one of the statements above.

Remind me of what we need to remember:



- Q3:
- You now ne
- How has th
- You could w
- What the w
- How and wh
- Any other structural features that interest you.
- [8 marks]

Step 1: Work out what is happening. (Write in margin)

Step 2: Effect – why has the writer made these choices?

Step 3: Terminology

Structure

- Listen to me read the article to you again.
- Mark down where and when the shifts in focus/perspective occur.



Structure

- Listen to me read the article to you again.
- Mark down where and when the shifts in focus/perspective occur.
- Discuss, in groups, and annotate:
 - The focus at the beginning – setting? Mood? Perspective?
 - How this changes and/or develops
 - How does the text end – why?
 - What is the narrative perspective?
 - Are there any other structural techniques being used? Use the prompt if needed.

Remember to consider:

- How structure is used
 - Why it is used
- The effects on the reader!



Structure

Step 1: what is happening. Write in margin

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.

Structure

Step 2: effect – why has the writer made these choices?

Choose 4 to explain.

1.

2.

3.

4.

Step 3 - Structure Terminology

- at first
- then
- at this point
- narrows down
- now
- focuses
- the author then introduces
- finally
- wide view
- eventually
- the author goes back to
- changes the scene to
- shifts away from
- Location
- Setting
- Protagonist
- 1st/2nd/3rd person narration
- Unreliable/omniscient narrator
- Introduction
- Conclusion
- Chronological
- Climactic moment
- Flashbacks/Flashforward
- Foreshadow
- Repetition
- Repeated motif

Structure – Feedback for Class Plan



Structure

The opening sentence of the novel immediately arouses the curiosity of the reader as the narrator speaks about herself in the past tense, which is most unusual, when she says: "My name was Salmon" followed immediately by the statement: "I was murdered on December 6, 1973." This is completely unexpected and effectively surprises the reader, who is now curious to know more. The narrative focus then shifts to a quotation in a yearbook and then widens as the narrator describes her favourite teacher, Mr. Botte. However, just when the reader is beginning to think Mr. Botte might be her murderer, she states: "I wasn't killed by Mr. Botte, by the way." The narrative focus then narrows on Mr. Botte and his own daughter who also died as a child. What follows is a focus on the narrator's murderer. The fact that he was "a man from our neighborhood" whom both her mother and father knew adds more interest for readers of this story because we now wonder whether they know this man is their daughter's murderer and we are curious to learn whether or not he will be caught. The focus then shifts again to the night and the location of the narrator's murder, signalled by the same date mentioned in the opening paragraph. The dialogue between Susie and Mr. Harvey is mainly spoken in telegraphic sentences, suggesting to the reader that their conversation is stilted and awkward or uncomfortable. The telegraphic sentences create tension and suspense as the readers wonder if he might be her murderer.

Structure

The *opening sentence of the novel immediately arouses the curiosity of the reader* as the **narrator** speaks about herself in the **past tense**, which is most unusual, when she says: "**My name was Salmon**" followed immediately by the statement: "**I was murdered on December 6, 1973.**" *This is completely unexpected and effectively surprises the reader, who is now curious to know more.*

The **narrative focus then shifts to** a quotation in a yearbook **and then widens** as the **narrator** describes her favourite teacher, Mr. Botte. However, *just when the reader is beginning to think Mr. Botte might be her murderer*, she states: "**I wasn't killed by Mr. Botte, by the way.**" **The narrative focus then narrows** on Mr. Botte and his own daughter who also died as a child.

What follows is a focus on the **narrator's** murderer. The fact that he was "**a man from our neighborhood**" whom both her mother and father knew *adds more interest for readers of this story because we now wonder whether they know this man is their daughter's murderer and we are curious to learn whether or not he will be caught.*

The focus then shifts again to the night and the location of the **narrator's** murder, signalled by the same date mentioned in the opening paragraph. **The dialogue** between Susie and Mr. Harvey is **mainly spoken in telegraphic sentences**, *suggesting to the reader that their conversation is stilted and awkward or uncomfortable.* The **telegraphic sentences create tension and suspense** as the *readers wonder if he might be her murderer.*

Your turn:



- Q3:
- You now need to think about the **whole** source.
- How has the writer structured the text to interest you as a reader?

- You could write about:
- What the writer focuses your attention on at the beginning of the source
- How and why the writer changes this focus as the source develops
- Any other structural features that interest you.
- **[8 marks]**

- **The narrative begins with and the author describes**

- **The focus then shifts to and the purpose of the dialogue ...**

- **The author begins to develop tension when**

- **The tension is heightened by the use of dialogue which is**

- **The narrative reaches its climax with an interesting structural device**

Question 3 – Structure (three to four paragraphs)

At the start of the extract, the writer focuses our attention on _____ to suggest _____. I think this is effective because _____.

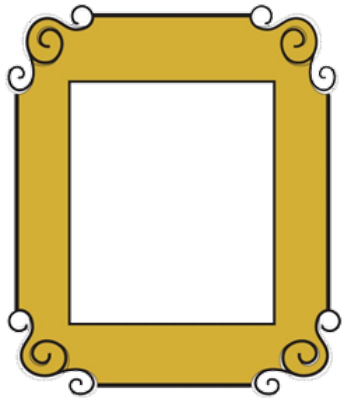
In the middle of the extract the writer uses _____ to suggest _____. I think this is effective because _____.

Towards the end of the extract the writer uses _____ to suggest _____. I think this is effective because _____.

- Beginning
- Middle
- End
- Shift in focus
- Narrative perspective
- Flashback / Flashforward
- Dialogue
- Cliffhanger
- Juxtaposition/paradox
- Foreshadowing
- Linear narrative / non-linear narrative

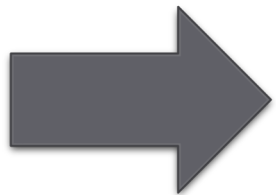
- Suggests
- Highlight
- Connotes
- Implies
- Portraying
- Showing
- This exemplifies
- This illustrates

- This would affect the reader because...
- This creates a sense of...
- This is effective because...
- Gives the impression of...
- This makes the reader feel...



Why does the bigger picture matter?

This is what the examiner is looking for!



Level	Skills Descriptors
Level 4 <i>Perceptive, detailed analysis</i> 7-8 marks	Shows detailed and perceptive understanding of <i>structural features</i> <ul style="list-style-type: none">Analyses the <u>effects</u> of the writer's choices of <u>structural features</u>Selects a <u>judicious range</u> of examplesMakes sophisticated and accurate use of <u>subject terminology</u>
Level 3 <i>Clear, relevant explanation</i> 5-6 marks	Shows clear understanding of <i>structural features</i> <ul style="list-style-type: none">Explains clearly the effects of the writer's choice of <i>structural features</i>Selects a range of relevant examplesMakes clear and accurate use of subject terminology
Level 2 <i>Some understanding and comment</i> 3-4 marks	Shows some understanding of <i>structural features</i> <ul style="list-style-type: none">Attempts to comment on the effect of <i>structural features</i>Selects some appropriate examplesMakes some use of subject terminology, mainly appropriately
Level 1 <i>Simple, limited comment</i> 1-2 marks	Shows simple awareness of <i>structural features</i> <ul style="list-style-type: none">Offers simple comment on effect of <i>structural features</i>Selects simple references or examplesMakes simple use of subject terminology, not always appropriately

It is not ok to just **identify** different structural features... you **must** analyse what **effect** these have on the reader.

You will need to analyse a minimum of 4 quotations to be able to hit this level.

Ideally you want to include 4-6 quotations.

You **must** use **subject terminology**, otherwise you cannot get above 2marks.

Peer Assessment



The Lovely Bones

1. **Dirty 30 BIG**



Question 4 Evaluation

- 1) Agree with the statement
- 2) First reason for agreeing
- 3) Quotation (integrated) to prove that you agree
- 4) Effect and evaluation of language (**PECS**)
- 5) Agree with statement once more

ALWAYS AGREE

It is much easier to find things that **SUPPORT** the statement.

CONSTANT REFERENCE TO QUESTION

Use the words from the question constantly

Integrate **PECS** at every available opportunity to show you are **EVALUATING** language

20 marks
25 minutes

What is the 5 point structure you've been taught for this question?

P

E

C

S

Q4: Focus this part of your answer from line 21 to the end of the extract. A student, having read this part of the text said: “In this part of the text, Susie acts naively and makes mistakes.”

To what extent do you agree?

In your response, you should:

- Write about the ways she acts naively
- Evaluate how the writer shows this
- Support your opinions with quotations from the text

[20 marks]

How might we re-word the question in our writing?

“Susie is naive and makes mistakes...”

- ...innocent
- ...doesn't think things through
- ...makes poor choices
- ...is too trusting
- ...behaves like a child

Q4: Focus this part of your answer from line 21 to the end of the extract. A student, having read this part of the text said: “This part of the text is very tense; the reader is waiting for something bad to happen.”

To what extent do you agree?

In your response, you should:

- Write about the way that the writer increases the tension
- Evaluate how the writer makes this a dramatic moment
- Support your opinions with quotations from the text

[20 marks]

How might we re-word the question in our writing?

“This moment is tense...”

- ...dramatic
- ...eerie
- ...intense
- ...suspenseful

- The reader is expecting...
- ...something bad
- ...on edge
- ...scared

Q4 Approach

Read again the lines referred to in the extract

Annotate quotations – ensure all quotes selected link to the STATEMENT

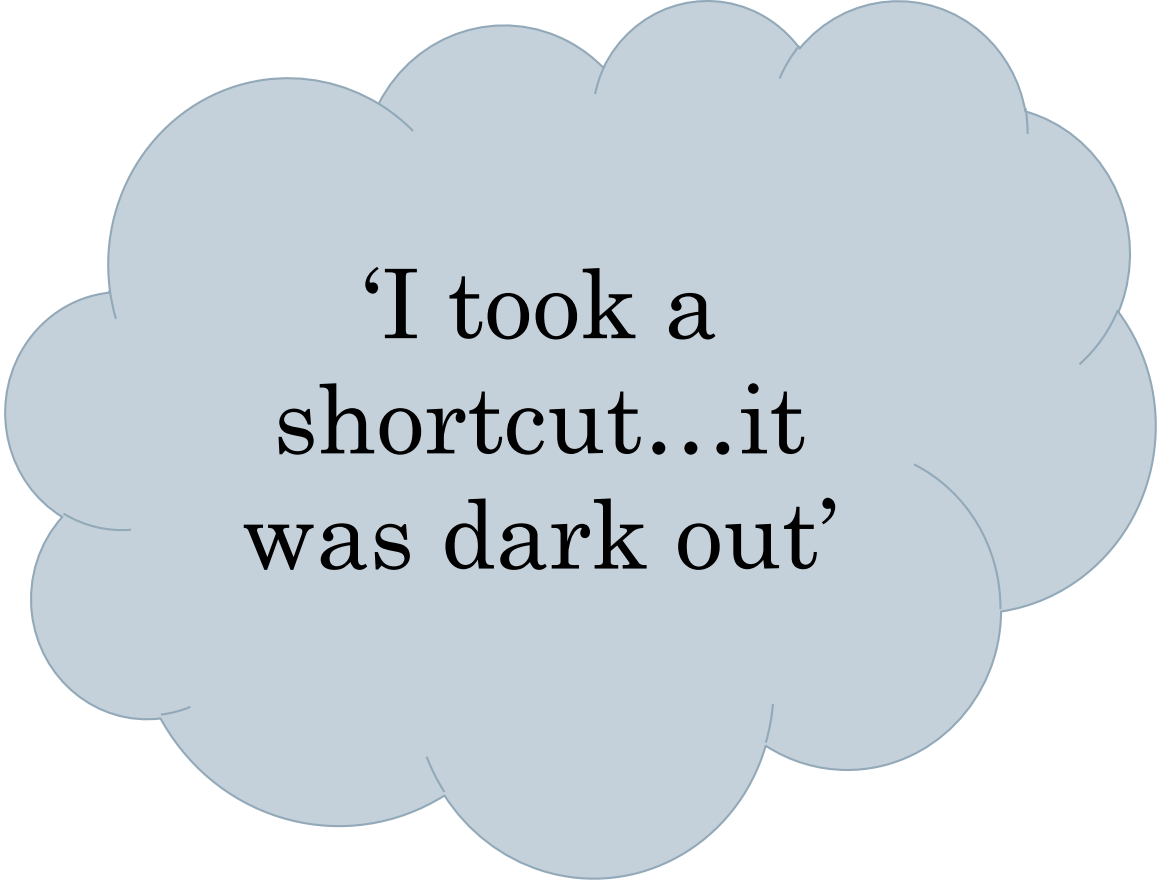
Locate METHODS – HOW has the writer created these impressions (use of specific lexis or writing/structural techniques?)

Ensure methods and effects located SUPPORT the statement for your AGREE point of view (PECS to evaluate!)

Naive

On the following slides are 3 quotations I have selected – please explode them with PECS and EFFECT in response to the Q4.

Makes mistakes



‘I took a
shortcut...it
was dark out’

Naive

On the following slides are 3 quotations I have selected – please explode them with PECS and EFFECT in response to the Q4.

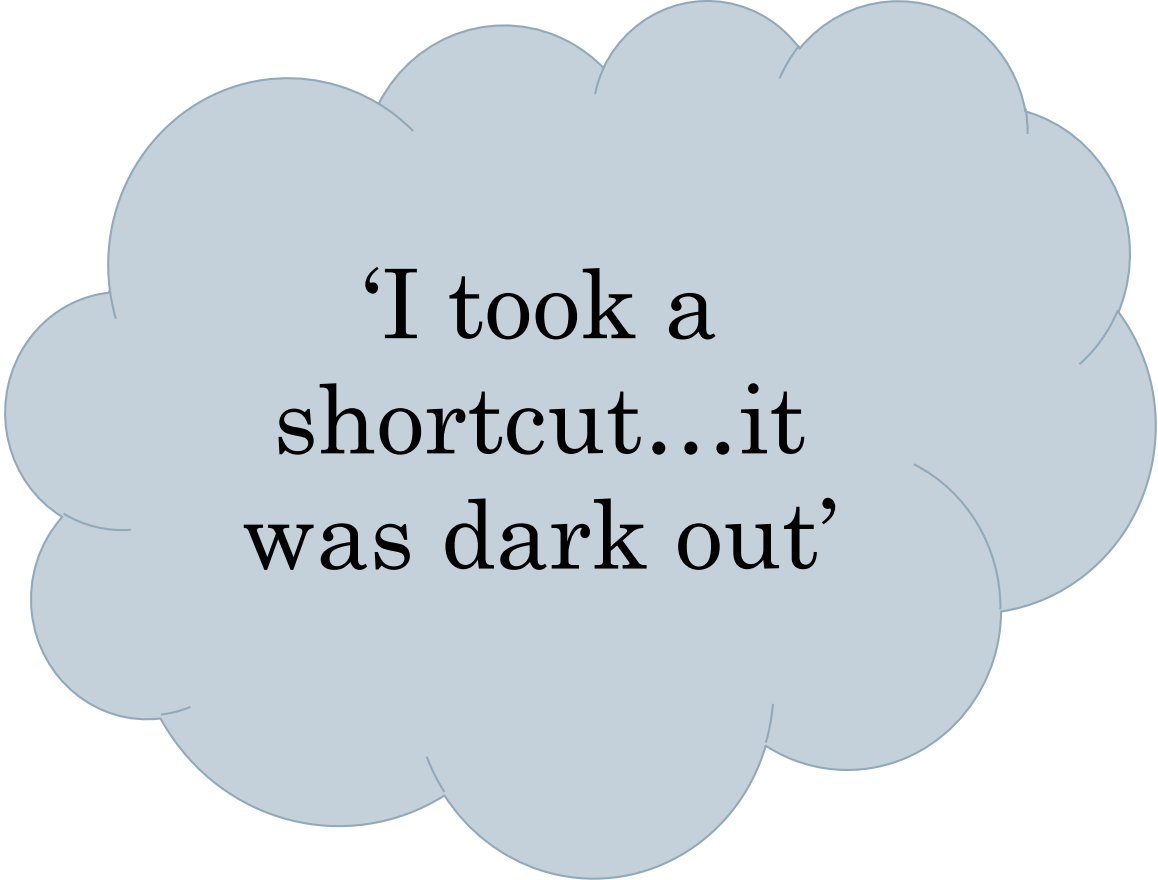
Makes mistakes

‘I wish now
that I had
known this was
weird. I had
never told him
my name.

Tense

On the following slides are 3 quotations I have selected – please explode them with PECS and EFFECT in response to the Q4.

Waiting for something bad



‘I took a shortcut...it was dark out’

Tense

On the following slides are 3 quotations I have selected – please explode them with PECS and EFFECT in response to the Q4.

Waiting for something bad

‘I wish now that I had known this was weird. I had never told him my name.

Live model

- 1) Agree with the statement
- 2) First reason for agreeing
- 3) Quotation (integrated) to prove that you agree
- 4) Effect and evaluation of language (PECS)
- 5) Agree with statement once more

Your turn...

Question 4 – Evaluate (four to six paragraphs)

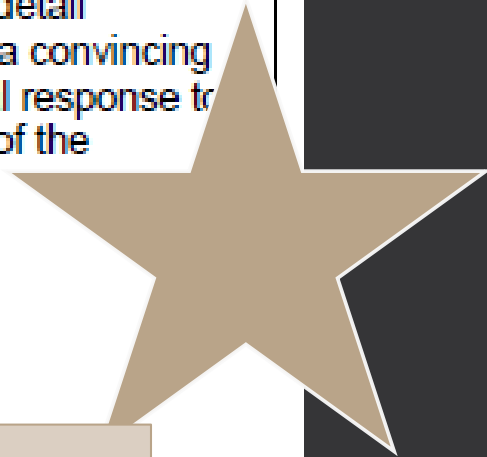
- 1) Agree with the statement
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- 4) Effect and evaluation of language (**PECS**)
- 5) Agree with statement once more

Purposely
Effectively
Clearly
Successfully
Intentionally
Consciously
Deliberately

Quote
Phrases
Verb
Metaphor
Simile
Adjective
Onomatopoeia
Personification
Adverb
Noun
Hyperbole

Mark scheme

<p>Level 2</p> <p>Some evaluation</p> <p>6-10 marks</p>	<p>Shows some attempts at evaluation:</p> <ul style="list-style-type: none"> • Makes some evaluative comment(s) on effect(s) on the reader • Shows some understanding of writer's methods • Selects some appropriate textual reference(s) • Makes some response to the focus of the statement 	<p>Level 3</p> <p>Clear, relevant evaluation</p> <p>11-15 marks</p>	<p>Shows clear and relevant evaluation:</p> <ul style="list-style-type: none"> • Evaluates clearly the effect(s) on the reader • Shows clear understanding of writer's methods • Selects a range of relevant textual references • Makes a clear and relevant response to the focus of the statement 	<p>Level 4</p> <p>Perceptive, detailed evaluation</p> <p>16-20 marks</p>	<p>Shows perceptive and detailed evaluation:</p> <ul style="list-style-type: none"> • Evaluates critically and in detail the effect(s) on the reader • Shows perceptive understanding of writer's methods • Selects a judicious range of textual detail • Develops a convincing and critical response to the focus of the statement
<p>Simple, limited evaluation</p> <p>1-5 marks</p>	<ul style="list-style-type: none"> • Makes simple, limited evaluative comment(s) on effect(s) on reader • Shows limited understanding of writer's methods • Selects simple, limited textual reference(s) • Makes a simple, limited response to the focus of the statement 				



Can you green pen a brief EBI?

Self assessment is key!

Create your own Q4 and plan a response

- Consider:
 - Characters
 - Emotions
 - Reader's reactions
 - Mood/atmosphere

LO: To revise and practise creative writing skills.

The Lovely Bones

1. **Dirty 30 BIG**



5. Your school or college is asking students to contribute some creative writing for its website.

Either: Write a narrative suggested by the picture

Or: Describe an occasion when you felt worried about something. Focus on the thoughts and feelings you had at the time.



DESCRIPTIVE

NARRATIVE

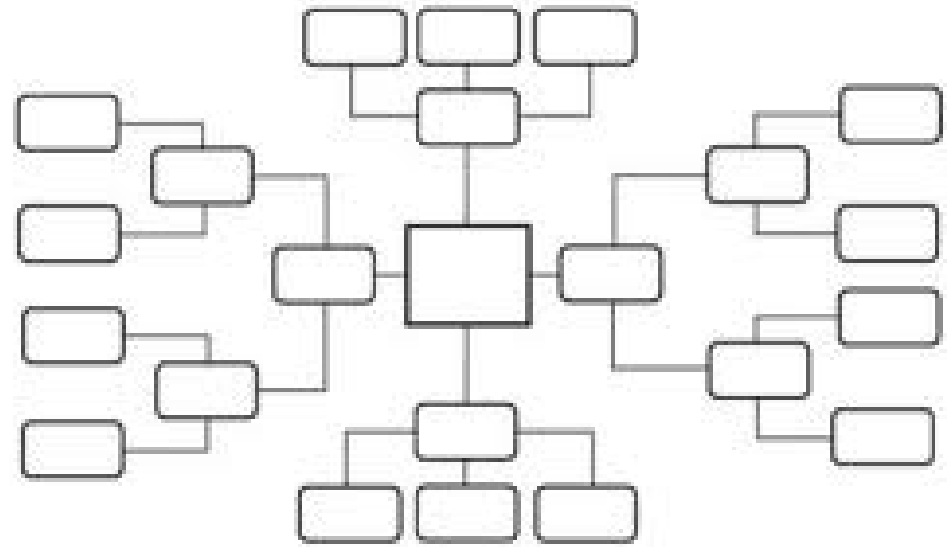
What are the
'ingredients'?

Discussion around ideas

Don't just describe the picture – what does it prompt?

- Characters
 - Their lives
 - Their emotions
 - Their history
 - Flashbacks
- Setting
- Emotions





Create a semantic map.
Think outside the box!



Adjectives	Nouns	Verbs	Adverbs

I sprinted towards safety.

- Add a **PHRASE** at the beginning of the sentence.
- Add an **ADJECTIVE** before the **NOUN**

Planning your response

E.G

**PARAGRAPH 1
PANORAMIC**

**PARAGRAPH 5
ZOOM IN**

**PARAGRAPH 2
ZOOM IN**

PARAGRAPH 6 – One Line

**PARAGRAPH 7
ZOOM IN**

PARAGRAPH 3 – One line

**PARAGRAPH 8
PANORAMIC WITH A CHANGE**

**PARAGRAPH 4
ZOOM IN**

Openings

Story Beginnings

Start with something very odd

Use direct speech

Start in the middle of something

Make your reader laugh

Create a very clear picture

Talk to your reader: use first person narrative

Create a tense atmosphere

Shock your reader

Endings



Lesson or
moral
ending

Surprise
ending/twis
t

Circular
ending

Make your
reader
laugh

Story
Endings

Dialogue
ending

Reflection
ending

Question
ending

Cliff-hanger

Independent Writing

5. Your school or college is asking students to contribute some creative writing for its website.

Either: Write a narrative suggested by the picture

Or: Describe an occasion when you felt worried about something. Focus on the thoughts and feelings you had at the time.



- Detailed descriptions – saying a lot about a little
- Higher level vocabulary
- Language techniques and devices
- Accurate use of basic punctuation
- Higher level punctuation
- Variety of sentence lengths and structures
- Paragraphs – accurate and unusual

Have a go at using the skill descriptors for AO5 AND AO6 to determine which band your paragraph sits in so far...

Level		Skills Descriptors
Level 4 19-24 marks Compelling, Convincing	Upper Level 4 22-24 marks	<p>Content</p> <ul style="list-style-type: none"> • Register is convincing and compelling for audience • Assuredly matched to purpose • Extensive and ambitious vocabulary with sustained crafting of linguistic devices <p>Organisation</p> <ul style="list-style-type: none"> • Varied and inventive use of structural features • Writing is compelling, incorporating a range of convincing and complex ideas • Fluently linked paragraphs with seamlessly integrated discourse markers

Level 3 13-18 marks Consistent, Clear	Upper Level 3 16-18 marks	<p>Content</p> <ul style="list-style-type: none"> • Register is consistently matched to audience • Consistently matched to purpose • Increasingly sophisticated vocabulary and phrasing, chosen for effect with a range of successful linguistic devices <p>Organisation</p> <ul style="list-style-type: none"> • Effective use of structural features • Writing is engaging, using a range of clear connected ideas • Coherent paragraphs with integrated discourse markers
	Lower Level 3 13-15 marks	<p>Content</p> <ul style="list-style-type: none"> • Register is generally matched to audience • Generally matched to purpose • Vocabulary clearly chosen for effect and appropriate use of linguistic devices <p>Organisation</p> <ul style="list-style-type: none"> • Usually effective use of structural features • Writing is engaging, with a range of connected ideas • Usually coherent paragraphs with

7-12 marks

Some success

Level 2

10-12 marks

- Some sustained attempt to match register to audience
- Some sustained attempt to match purpose
- Conscious use of vocabulary with some use of linguistic devices

Organisation

- Some use of structural features
- Increasing variety of linked and relevant ideas
- Some use of paragraphs and some use of discourse markers

Lower Level 2

7-9 marks

Content

- Attempts to match register to audience
- Attempts to match purpose
- Begins to vary vocabulary with some use of linguistic devices

Organisation

- Attempts to use structural features
- Some linked and relevant ideas
- Attempt to write in paragraphs with some discourse markers, not always appropriate

Level 1

1-6 marks

Simple, Limited

Upper Level 1

4-6 marks

Content

- Simple awareness of register/audience
- Simple awareness of purpose
- Simple vocabulary; simple linguistic devices

Organisation

- Evidence of simple structural features
- One or two relevant ideas, simply

<p>Level 4 13-16 marks</p>	<ul style="list-style-type: none"> • Sentence demarcation is consistently secure and consistently accurate • Wide range of punctuation is used with a high level of accuracy • Uses a full range of appropriate sentence forms for effect • Uses Standard English consistently and appropriately with secure control of complex grammatical structures • High level of accuracy in spelling, including ambitious vocabulary • Extensive and ambitious use of vocabulary
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<p>Level 3 9-12 marks</p>	<ul style="list-style-type: none"> • Sentence demarcation is mostly secure and mostly accurate • Range of punctuation is used, mostly with success • Uses a variety of sentence forms for effect • Mostly uses Standard English appropriately with mostly controlled grammatical structures • Generally accurate spelling, including complex and irregular words • Increasingly sophisticated use of vocabulary
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<p>Level 2 5-8 marks</p>	<ul style="list-style-type: none"> • Sentence demarcation is mostly secure and sometimes accurate • Some control of a range of punctuation • Attempts a variety of sentence forms • Some use of Standard English with some control of agreement • Some accurate spelling of more complex words • Varied use of vocabulary
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<p>Level 1 1-4 marks</p>	<ul style="list-style-type: none"> • Occasional use of sentence demarcation • Some evidence of conscious punctuation • Simple range of sentence forms • Occasional use of Standard English with limited control of agreement • Accurate basic spelling • Simple use of vocabulary
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Green pen for growth

Label your response with all of the awesome things you did within your writing.

- Where did you meet the Secret 7?
- Where did you WOW with your vocab?
- Where did you use dashes and semicolons?

- Create a WWW and an EBI based on the mark scheme and your labelled positives...

- What might you've missed?
- What could you have done better next time?
- Where could there have been a semicolon?