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# Make sure your writing stays organised

## Learning objectives

- understand the importance of keeping your work organised
- link parts of your work together.

A good piece of writing is linked all the way through.

### Getting you thinking

Read this newspaper article.

## Rooney ready to ask United for transfer in bid to force Chelsea move

Wayne Rooney is prepared to take on Manchester United and issue a formal transfer request to try to force the club to change their mind and allow him the move he wants to Chelsea.

United revealed they had turned down a second bid from Stamford Bridge. "He is not for sale," a club spokesman said.

The Premier League champions insist their **stance** will not change and that Rooney needs to buckle down and start preparing for a World Cup season.

That was followed by Rooney pulling out of the pre-season fixture against AIX in Stockholm today, [with] a shoulder injury. Rooney has not played since the end of last season and is a major doubt for England's game against Scotland at Wembley on Wednesday week.

By then, we should know whether he has made a transfer request.

Adapted from Daniel Taylor, *The Guardian*, 6 August 2013



### Glossary

**stance:** point of view, opinion

- 1 Which words in the long first sentence link ideas together?
- 2 How does the fourth paragraph follow on from the third?

3 Note down all the **synonyms** the writer uses for Manchester United (for example, 'the club').

4 How does the conclusion (final paragraph) link back to the opening?

### How does it work?

To organise a piece of writing clearly, you need to

- make a clear point in each paragraph
- make links between your paragraphs
- stay on topic all the way through
- link your conclusion back to your opening

You can use words like 'he' (pronouns) and 'his' (possessive pronouns) to refer back to a name used previously without having to repeat it.

### Now you try it

5 Rewrite these sentences using pronouns and possessive pronouns:

Ozil is the best player Arsenal has bought in five years. Ozil has doubled Arsenal's goal-threat. Ozil is Arsenal's big gun this season. Ozil's passing is brilliant.

### Apply your skills

6 Write three or four paragraphs about what makes a good team player. This does not have to be about sport. Plan what you are going to say in each paragraph before you start.

### Checklist for success

- ✓ Use linking words, including pronouns and synonyms to avoid repetition.
- ✓ Develop ideas from one paragraph to the next.
- ✓ Include a comment at the end that clearly links back to the start.

### Glossary

**synonym:** a word that means the same or nearly the same as another word



### Check your progress

#### Some progress

I can plan three or four paragraphs with a main point in each paragraph.

#### Good progress

I can link my sentences together using connectives and pronouns.

#### Excellent progress

I can signal clear links between my paragraphs to develop my ideas.

# Punctuate and set out written speech

## Learning objective

- explore the layout and punctuation of written speech.

The punctuation and layout of written speech can look complicated. Follow these guidelines to create lively **dialogue**.

### Getting you thinking

Look at these sentences:

I saw you watching me Mr Crepsley said You gasped aloud when you first saw me Why?

B-b-b-because I kn-kn-know who you a-are Steve stuttered, finding his voice

I am Larten Crepsley the creepy-looking man said

No Steve replied I know who you really are

*Cirque du Freak* by Darren Shan

### Glossary

**dialogue:** characters in a book talking together



- 1 Can you work out what is happening? Why or why not?

### How does it work?

This is *dialogue*. But you may have found it difficult to work out which words were actual speech.

It is easier for your reader to follow what is happening if you use speech marks to show when someone is talking. Speech marks can be double (“...”) or single (‘...’). The actual words spoken go inside the speech marks.

The details of who said the words go at the start, end or sometimes the middle of the sentence. Use a comma to mark off these details. The comma goes inside the speech marks.

Now add a full stop at the end of the sentence.

‘I saw you watching me’  
Mr Crepsley said

‘I saw you watching me,’  
Mr Crepsley said

‘I saw you watching me,’  
Mr Crepsley said.

## Now you try it

6.2

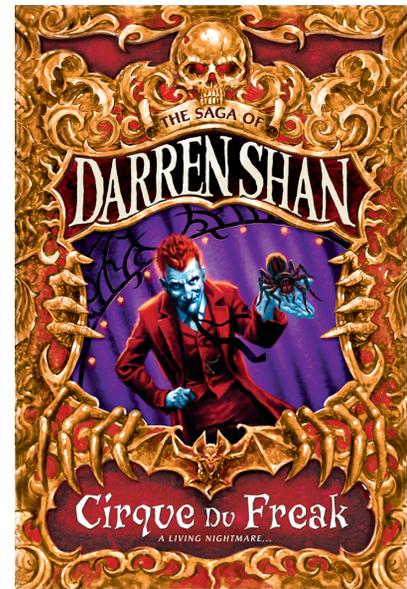
- 2 Do the same thing with the sentence below.
  - a) First, add the speech marks.
  - b) Then add a comma and a full stop to make a complete sentence.

B-b-b-because I kn-kn-know who you a-are  
Steve stuttered, finding his voice

## Apply your skills

Here is the rest of Steve and Mr Crepsley's conversation:

'Oh?' Mr Crepsley smiled, but there was no humour in it. 'Tell me, little boy,' he sneered, 'who am I, *really*?'  
'Your real name is Vur Horston,' Steve said, and Mr Crepsley's jaw dropped in astonishment. And then Steve said something else, and my jaw dropped too.  
'*You're a vampire,*' he said, and the silence which followed was as long as it was terrifying.



- 3 In groups of three, read aloud the passage. One of you should be Mr Crepsley, one Steve, and one the narrator.

The person playing the narrator needs to read aloud all the words outside the speech marks.

- 4 Act out what you think happens next. What does Mr Crepsley say or do? How do the others respond?

- 5 Finally, write down a line of dialogue for each character. Use speech marks and speech punctuation. Remember to use a new line for each new speaker.

## Check your progress

### Some progress

I can try to punctuate written speech.

### Good progress

I can use accurate speech punctuation in my own writing.

### Excellent progress

I can use detailed speech punctuation to match character and behaviour.

Write with technical accuracy of syntax and punctuation in phrases, clauses and sentences