

## How can I use vocabulary to make my writing compelling?



In the video we talk you through a few methods to improve your vocabulary. Use this work sheet to expand on those methods and consider a few more:

### Consider the impact of the words you choose:

This is a headline from a school newspaper: **Year 10 pupil broke school fence.**

Work through the sentence, to **change or edit** the words in the sentence. How does the meaning change?

1. The adjective (Year 10) e.g. Ex-pupil or Yr. 6 Pupil = \_\_\_\_\_

\_\_\_\_\_

2. The noun phrase (Yr. 10 pupil) e.g.. Teacher or Parent = \_\_\_\_\_

\_\_\_\_\_ + \_\_\_\_\_

3. Add an adverb before or after the verb broke e.g.. willing broke or accidentally broke= \_\_\_\_\_

\_\_\_\_\_

4. Change the object (school fence) e.g. school rules, world record = \_\_\_\_\_

\_\_\_\_\_

### Choosing synonyms.

Another way that you can show range in your writing is by swapping more obvious words for the ones that are more ambitious. For each of the words in the table find synonyms that you could replace them with to add impact to your writing.

Tier 1 word	Word class	Synonyms
Computer	Noun	
Nervous	Verb	
Break	Verb	
Run/ran	Verb	
Teacher	Noun	
Slowly	Adverb	

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Think about the task set at the end of the video:

### Describe a time when you broke the rules

The video suggested you wrote the **opening paragraph**.

- Re-read your paragraph and highlight the ambitious word choices you made.

*If you can't find any....do you need to make some changes?*

Consider the **focus** for your story.

- Create a word bank of ambitious words or phrases you could include:

*For example:*

*Panic/trepidation, run/bolt, hideaway/sanctuary, creep/scuttle, avoid/circumvent.*

Here are some more tasks you can practise with:-

- **Describe a journey that you have made**
- **Write an account of a party you have attended.**
- **Describe the first time you were excited.**
- **Write an account of a visit to a relative.**