**Writing Body Paragraphs**

1. Revist the assessment task sheet. What are the two criteria upon which you are being assessed?

Building your paragraph

2. Complete the following grid as a reminder of the TEEEL acronym:

|  |  |
| --- | --- |
| T |  |
| E |  |
| E |  |
| E |  |
| L |  |

Remember, that at Year 11, you will need to use more than one example in each paragraph. This means that it reality, your paragraph will follow a T, E, E, E, E, E, L format.

3. Below is a sample paragraph written by a student about a different short story than the one we have studied.

1. **Read** the paragraph carefully.
2. **Highlight** each part of the paragraph using the colours from the grid above.

Imagery is used to communicate that the children in this story are innocent victims of great cruelty. Scott achieves this by emphasising their suffering and the undeserved nature of their abuse. By highlighting the vulnerability of the children the reader can understand the tragedy of their plight and the urgent need to protect them. In, ‘they have such tender bodies, my dream children, terrified eyes, they lift their helpless arms so innocently to ward off the blows, they whimper as their bird bones crack’, Scott uses metaphor to compare the vulnerable abused children to tiny helpless birds. Such a comparison is appropriate because small birds are easily frightened and damaged, defenceless to their predators. The cracking of the bones is a disturbing onomatopoeia which emphasises the damage that these children suffer and that they are defenceless to prevent. It arouses revulsion and horror in the reader by this explicit reference to sound, creating an immediacy whereby the audience can hear the force of the violence these children experience. Scott’s use of the possessive pronoun ‘my’ highlights the narrator’s sense of personal responsibility and ownership of these children, emphasising not only the vulnerabilty of the children but the powerlessness of the narrator to protect them from the abuse from which they suffer. The harrowing description of the children is further developed in the simile, ‘They are innocent, my lost children, small and trusting, their bodies are like flowers’. By comparing the children’s bodies to flowers, the author again captures the fragility of the children, that they are so easily bruised and battered. It also points to the fact that their youthful beauty soon fades, as flowers do. Fleeting and marred, the children’s beauty is destroyed at the hands of their abusers. This imagery reveals the terrible damage that these children face, often from those who they should trust. Portrayed as innocent sufferers, the violence is shown to be cruel and unwarranted. But their cries go unheeded, we as a society are callous and unwilling to offer the support that it truly needed to keep these children from being further damaged.

Use of language in literary analysis to show understanding

As well as in terms of structure, the paragraph makes use of precise and descriptive language to communicate the student’s **confident** understanding of the short story. This also serves to create an **authoritative** tone for the reader, **persuading** the reader that the student’s literary analysis is **thoughtful** and **convincing**.

3. In the grid below, **copy** and **paste** words and phrases from the sample paragraph. An example from each column has been provided for you.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Terminology used by the student to identify specific language features | Verbs used by the student to describe what the author has done in the short story | Adjectives used by the student to describe and explain the effect of the author’s language choices | Sentence starters | Words used to link the two examples |
| metaphor | communicate | vulnerable | Imagery is used… |  |