

Structuring a paragraph using 'what, how, why'

What

What is the writer presenting? What is your area of focus?

E.g. If the question is, 'How is the character of Sally presented in 'The Ruby in the Smoke,' then your 'what' may be:

Pullman presents Sally as an outsider from society because she doesn't want the life that a girl in her position would be expected to adopt.

How

How are these ideas demonstrated or developed?

Introduce and embed a quotation to develop your argument. This is your opportunity to analyse the connotations of words and how we are encouraged to react as a reader or member of the audience.

Pullman presents Sally as different from the others through the contrast between her characterisation and that of her Aunt Caroline. The imagery used to describe Aunt Caroline makes her seem lifeless and dull, she has 'faded ginger hair and loose, dead white skin' while Sally is described as vibrant and striking. She is 'uncommonly pretty' and has 'sharp, flashing eyes'. The contrasting characterisations reflects that Sally does not fit in with society and the list of unappealing but socially acceptable jobs that Mrs Rees suggests are available to her: 'the modest goal of governess' or 'a lady's companion' are clearly not what Sally would wish.

Why

Why is this effective? Why might it create a reaction of shock/approval/outrage/empathy/sympathy for the reader? Why does it impact on the structure of the narrative? Why might the writer want to present her this way?

Pullman employs the character of Sally as an example of how ambitious, young women were stifled in the 19th century by social expectations of propriety. Sally's refusal to conform to 'modest' expectations or to do as she was told by those deemed responsible for her makes her an appealing heroine to a contemporary audience.

How to structure a well organised, analytical paragraph

1. Start with your **topic sentence** which should make **explicit reference to the task** (using **key words from the title**) and explain what the **focus of the paragraph** will be. (The **what**)

2. Refer to the **writer's methods** to show **how this particular idea is presented** in the text. You must **remain focused on the idea you flagged up in your topic sentence**.

3. Develop by considering **why this is significant** in terms of either reader response, the wider plot of the text, the genre or the literary context.

4. Make **explicit reference back to the title** to ensure you have remained focused on the question.

EVALUATIVE COMMENT: The impact/effect of this might be that

TRACING IDEAS THROUGHOUT THE TEXT: The symbol/idea/concept of _____ is further developed at a later point when....

ANALYSING AN ALTERNATIVE INTERPRETATION: The image could also be interpreted as...

THE COMBINED EFFECT OF TECHNIQUES: The writer uses ____ coupled with _____ to highlight...

READER POSITIONING: The reader is encouraged/ positioned in favour of/against _____ because....

Evaluative vocabulary		Emotional vocabulary	
Subtle	Skilful	Outrage	Empathy
Challenging	Striking	Sympathy	Approval
Crucial	Significant	Pity	satisfaction
Pivotal	Provocative	Remorse	Compassion

Year 7 The Ruby in the Smoke Vocabulary Lists

Covetous	Villain	Henchman	Timid
Heroine	Hypocritical	Malevolent	Addiction
Reclusive	Mutiny	Naive	Etiquette
Logical	Empire	Cunning	Entrepreneur
Sinister	Reckless	Belligerent	Resourceful
Predatory	Vigilante	Complacent	Orphaned
Slum	protagonist	Charismatic	Courageousness
Bohemian	Victoriana	Melodrama	Perilous
Victim	Nightmarish	Cutthroat	Neglected

Year 7 Analytical Writing Knowledge Test 1

You must write all your answer in full sentences in your books.

1. Give two useful evaluative words beginning with P.
2. What are the three questions to ask yourself when structuring an analytical paragraph?
3. How might you phrase an evaluative comment?
4. What should you include as the first stage of structuring a well organised, analytical paragraph?
5. What should you include in the 'what' part of your answer?
6. Give two words associated with emotional analysis.

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Year 7 Analytical Writing Knowledge Test 2

You must write all your answer in full sentences in your books.

1. Give two useful evaluative words beginning with C.
2. How might you phrase an alternative interpretation?
3. What should you include as the second stage of structuring a well organised, analytical paragraph?
4. What should you include in the 'how' part of your answer?
5. Give two words associated with emotional analysis.
6. What should you include as the third stage of structuring a well organised, analytical paragraph?
7. Give two questions that you might consider when considering the 'why' part of your analysis.

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Year 7 Analytical Writing Knowledge Test 3

You must write all your answer in full sentences in your books.

1. Give three useful evaluative words beginning with S.
2. How might you phrase a comment on reader positioning?
3. What should you include as the forth stage of structuring a well organised, analytical paragraph?
4. How might you phrase a discussion of the combined effect of techniques?
5. Give four words associated with emotional analysis.

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