

KS3 English Language Fiction Writing **Adding Detail Example**

How has the second writer extended this piece of fiction? What techniques have they used?

Writer One

"What do you want to do today?" asked Mark.

"I dunno," said Ali.

They looked out of the window. It was raining.
They felt bored.

Mae came into the room. "Let's go into town," she said.

"OK," said the other two. They all left.

Writer Two

"What do you want to do today?" asked Mark lazily. He stretched his legs out in front of him on the beanbag, while giving a massive yawn. He was like a cat, waking after a long sleep.

"I dunno," shrugged Ali, not looking at his cousin. He didn't come to stay at Mark's house that often, so he didn't know what to suggest.

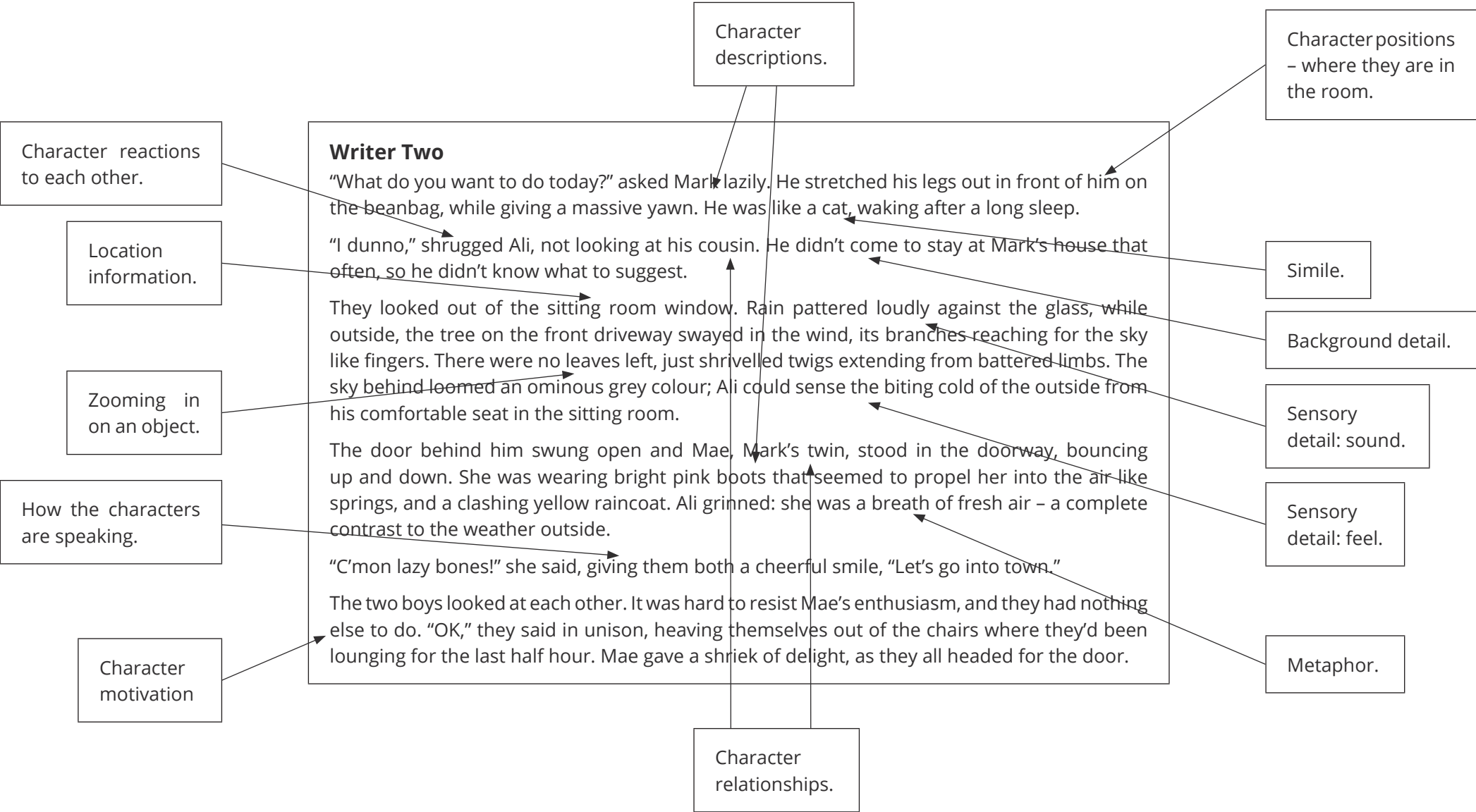
They looked out of the sitting room window. Rain pattered loudly against the glass, while outside, the tree on the front driveway swayed in the wind, its branches reaching for the sky like fingers. There were no leaves left, just shrivelled twigs extending from battered limbs. The sky behind loomed an ominous grey colour; Ali could sense the biting cold of the outside from his comfortable seat in the sitting room.

The door behind him swung open and Mae, Mark's twin, stood in the doorway, bouncing up and down. She was wearing bright pink boots that seemed to propel her into the air like springs, and a clashing yellow raincoat. Ali grinned: she was a breath of fresh air – a complete contrast to the weather outside.

"C'mon lazy bones!" she said, giving them both a cheerful smile, "Let's go into town."

The two boys looked at each other. It was hard to resist Mae's enthusiasm, and they had nothing else to do. "OK," they said in unison, heaving themselves out of the chairs where they'd been lounging for the last half hour. Mae gave a shriek of delight, as they all headed for the door.

KS3 English Language Fiction Writing **Adding Detail Example Answers**





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Extend Game

In groups, each student picks up a card in turn and reads it out. The next person has to repeat the sentence, and then add some detail. Then, the next person has to repeat what the previous player has said, and add some more detail. They mustn't add events – only more description and context is allowed. How far can they carry on the piece?

The night was dark and stormy.	The house was old and run down.
“You need to pay me my money,” said Rex.	Mia finished first in the race.
Harry waited at the bus stop.	Inside the classroom it was very noisy.
Amir scored the winning goal.	The car splashed Karina as it passed.
It was cold inside the dungeon.	“Hello!” said Paola.
Michael finished and put his pen down.	It was very busy on the beach.

KS3 English Language Fiction Writing

Extend Your Fiction Writing Reference Mat

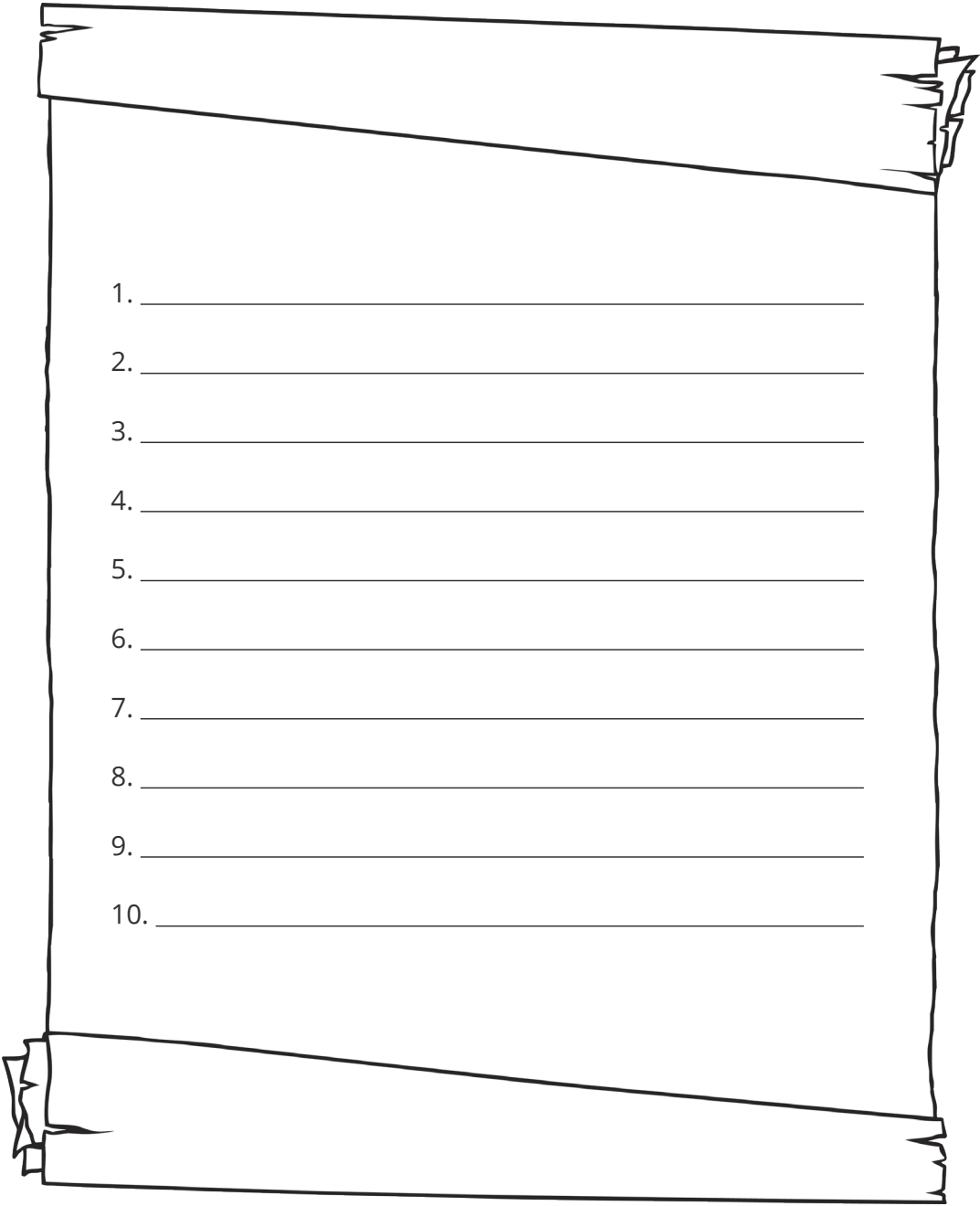
Struggling to make your story longer? Try these tips!

<p>How do your characters react to each other? When someone moves, enters or says something, what do the others do?</p>	<p>What do your characters look like? How are they standing? How do they speak?</p>	<p>Where is your story taking place? Can you describe it in detail?</p>
<p>Is your setting hot or cold? How could you describe it?</p>	<p>How do your characters feel about each other and about the setting? Can you show your reader?</p>	<p>Can you add a simile (saying something is like something else)?</p>
<p>What is motivating your characters? Why do they do what they do? Can you explain it?</p>	<p>What can you hear? Describe the sounds.</p>	<p>Can you add a metaphor (saying something is something else, to describe it better)?</p>
<p>Choose one small object in your scene and describe it in lots of detail. Tell us everything about it – as if you were examining it with a magnifying glass.</p>	<p>What is your characters' backstory? Why are they here? Tell your reader a bit about them.</p>	<p>What can you smell? Describe the smells of the setting.</p>

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Extending Stories

What do you need to remember when trying to extend your story? Make a list here.
Remember: make your list as comprehensive as possible, as you'll be using it again!



A hand-drawn scroll with ten numbered lines for writing. The scroll is drawn with a simple black outline and has a slightly wavy, torn edge effect at the top and bottom. The lines are numbered 1 through 10, starting from the top left and moving downwards. Each line is a horizontal line with a small gap at the beginning, followed by a period and a space, and then a long horizontal line for writing.

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



KS3 English Language Fiction Writing Lesson 8: Adding Detail Teaching Ideas

Learning Objective:

To practise extending fiction writing by adding in detail.

Success Criteria:

- To understand the need for detailed, extended writing at GCSE.
- To identify techniques writers use to extend their writing.
- To write an extended fiction paragraph.

Context

This is the eighth lesson in a KS3 unit of work focusing on KS4 English Language writing assessment objectives. In this lesson, students experiment with ways to extend their writing.

The focus for this lesson is AO5: **Communicate clearly, effectively and imaginatively**, selecting and adapting tone, style and register for different forms, purposes and audiences; organise information and ideas, **using structural and grammatical features to support coherence and cohesion of texts**.

Starter

Tell Me More!

To introduce the concept of the lesson, you could start by giving students the **Tell Me More Worksheet**, where they have to write questions to find out more about the story shown. Then, you could explain that the focus for today's lesson is to think about ways of extending writing, as at GCSE, they will be required to write their own piece of fiction.

Main Activities

Adding Detail Techniques

Next, students could look at the two examples of the same piece on the **Adding Detail Example**. In pairs, can they identify the techniques the second writer has used to make their writing more detailed? (You may need to model this for the first sentence with lower ability students.)

Extend Game

Now, students could play the **Extend Game**. In groups, they each pick up a card in turn and read it out. The next person has to repeat the sentence, and then add some detail. Then, the next person has to repeat what the previous player has said, and add some more detail. They mustn't add events – only more description and context is allowed. How far can they carry on the piece? Can it do a full lap of the group?

Activity Title

To put these techniques into practice, students could now start to extend their own writing. Can they write a paragraph from a story titled The Big Secret? There is an **Extend Your Fiction Writing Reference Mat** available to support lower-ability students.

Plenary

Make a list!

Finally, can students make a list of things to remember about creating ideas for stories, using the **Extending Stories List**? This will be a useful revision resource for a writing task at the end of the unit.

