 Language Table

| Language to | Whole Text | Paragraph Level | Sentence Level | Word Level |
| --- | --- | --- | --- | --- |
| Express ideas (Field 1) | * Complication – What to write as a short story with NYE as a focus? * Unfolds in stages – builds on ideas to reflect the writing process * Not resolved (deliberate) | * 13 sections organise the development of the story (process) and characters (Sandy’s story as well as writer’s) * Uses narrative structure – orientation, complication, series of events and so on | * Noun groups build description, characters, settings * Range of verb groups to build both setting and character * Uses sentence types to build writer’s thoughts and feelings | * Use of past tense * Nouns, verbs and adjectives build vivid noun groups * Present continuous verbs * Uses real places and events |
| Connect ideas (Field 2) | * 13 sections structure * Cyclical structure * Multiple stories built on through the text: Sandy’s, Writer’s, Meta-narrative | * References to the months to show passing of time * Returns and builds on previous decisions * Uses real places to connect * Autobiographical references connect between the imaginative and the real | * The ideas in the groups and clauses extend his ideas through use of complex sentences, particularly | * Repetition of key nouns and verbs for example, dark |
| Interact with others (tenor) | * Includes the audience * Engages the audience through the rise and fall of confidence of writer re his story and the rise and fall of Sandy’s story * Evaluations of the characters * Meta-narrative to bring the story wider * Plays with “expert”, omniscient narrator – not sure where his story id going most of the time | * Rhetorical questions to build our understanding of his process and indecision * Builds both Sandy’s story with the writer’s story * Builds tension, clarity and then insecurity – waves of emotions * Uses the two settings (Afghanistan and America) to connect reader to social and political issues | * Use of powerful and original metaphors * Setting used as a character * Uses a range of figurative devices effectively * Plays with modality to show writer’s confidence, or lack of, at different points in the story re the plot and so on. | * Implicit and explicit evaluative vocabulary |
| Create cohesive texts (Mode) | * Ideas woven effectively * Returns to same events | * Section opening paragraphs orient the reader to events, problems * Characters and events tracked/returned to through the story | * Variety of sentence beginnings to orient events and examine the writing process | * Articles and pronouns used to track characters |