

SUSPENSE!

reveal the character's thoughts, *e.g. She wondered if she would ever escape the darkness.*

use empty words to hide the threat – *something, somebody, it, a silhouette*

include short punchy sentences for drama.

use rhetorical questions to make the reader worried – *Who had turned out the light?*

SETTING

Select the time of day and weather to create an effect, *e.g. thunder rumbled through the darkness*

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Show the setting through the character's eyes, *e.g. Jo looked round the room.*

Use prepositions to extend descriptions – *below the hill; on top of the table.*

Use a detailed sentence of 3 to describe what can be seen, heard or touched, *e.g. Old carpets, dusty sheets and broken chairs littered the floor.*

ACTION

'Show' not 'tell' – reveal or hint at a character's feelings through their actions *e.g. trudged, tiptoed, glanced, sighed*

Use personification *e.g. The bushes seemed like they were holding their breath.*

Using 'ing' to open the action or extend the action. *E.g. Leaping out from behind the car,... / The trees lined the streets like an army, standing to attention.*

Mirror the character's feelings through the setting, *e.g. The murky water lay dead before him.*

Use repetition to build tension whilst advancing the action, *e.g. Towards the lake ... towards the bowl ... towards my fish!*

Writing Toolkit