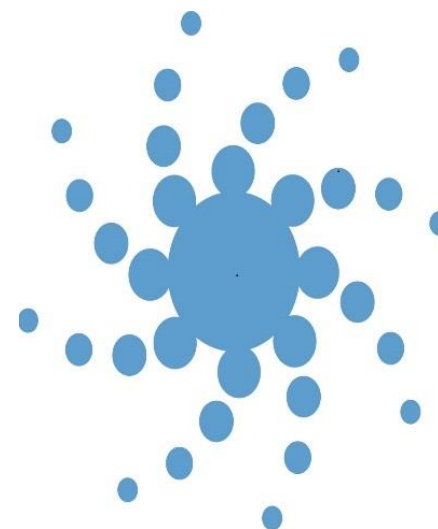


Writing



Name: _____

Class: _____



'Transforming Life chances'

Working towards the expected standard

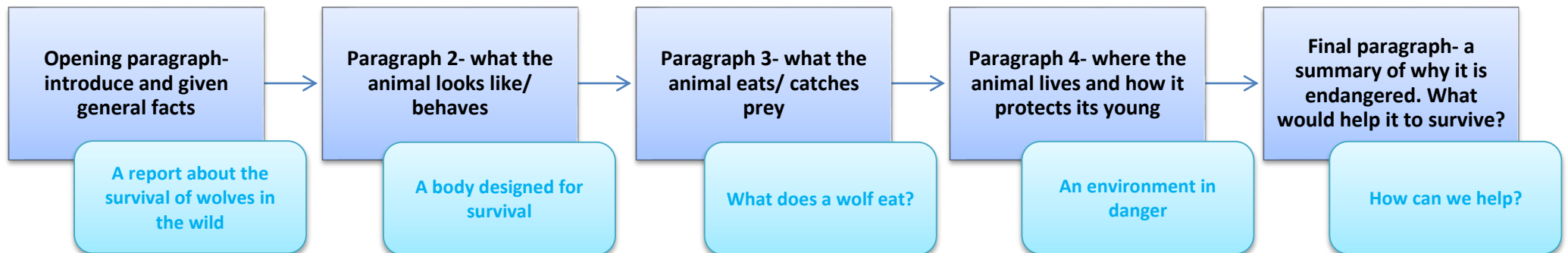
Using and applying descriptive language applies to all levels of writing so are covered at the back of this knowledge organiser

4a Can I use sub-headings?

We can use **sub-headings** in non-fiction writing to make the text easier to read and understand.

When we write an explanation or a report, we can use subheadings to **organise the paragraphs** or **group together the facts** for each different idea about the topic.

E.g. If we were writing a report about an endangered animal we might group the information into paragraphs, each with a different subject and therefore **sub-heading**



4b Can I use bullet points?

Bullet points are used to draw attention to important information and help the reader to pick out the main issues and facts within the text more quickly.

The text introducing the bullet points should end with a colon.

If the text following the bullet points is not a complete sentence then it doesn't need to begin with a capital letter or end with a full stop.

However, if the text is a complete sentence, it should have a capital letter and a full stop.

It's a good idea to start each bullet point with a similar type of word (word class) e.g.

Activities at the summer fair will include:

- tossing the wellie
- riding the rodeo horse
- pinning the tail on the donkey

5 Can I use capital letters correctly?

When must we use capital letters?

Capital letters

A sentence always starts with a capital letter.

The train hurried along the track.

A person's name or title always begins with a capital letter

Mr Cook, the Queen, James, President Obama, Sarah

The name of a place or building always has a capital letter

London, Africa, Medway, Park Crescent, Buckingham Palace

Special occasions/days/months always begin with a capital letter

Christmas, Thursday, Diwali, September, Happy Birthday

For major words in books, films, plays, art, etc

James and the Giant Peach, Mona Lisa, Frozen

For brand names and names of companies

Lloyds bank, McDonalds, Nike, Cadbury

For adjectives derived from proper nouns

English, Victorian, Shakespearean

The first word for every line in a poem has a capital letter

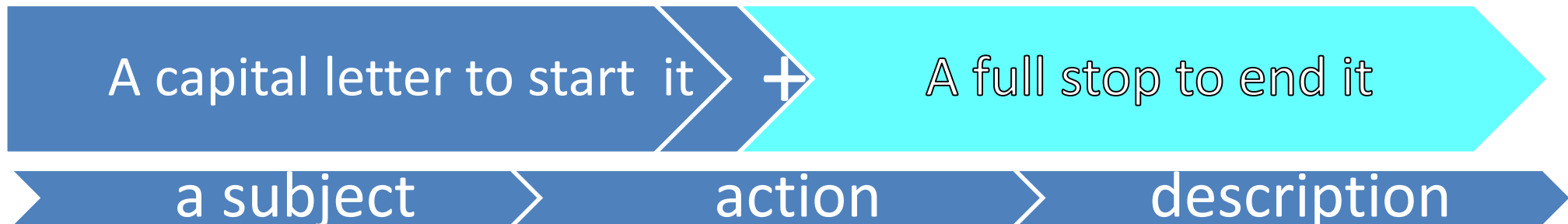
With bated breath the town awaits
To ring the bells to celebrate

For most letters in words that are acronyms

NSPCC, NASA, PiXL, M&S

5a Can I use full stops correctly?

What do we need to make a good sentence?



A full stop is really important! It is used at the end of a complete sentence. When we read, it tells us to pause briefly. Otherwise we would get terribly out of breath when we read aloud. It also helps us to make sense of the text when we are reading.

How are full stops used?

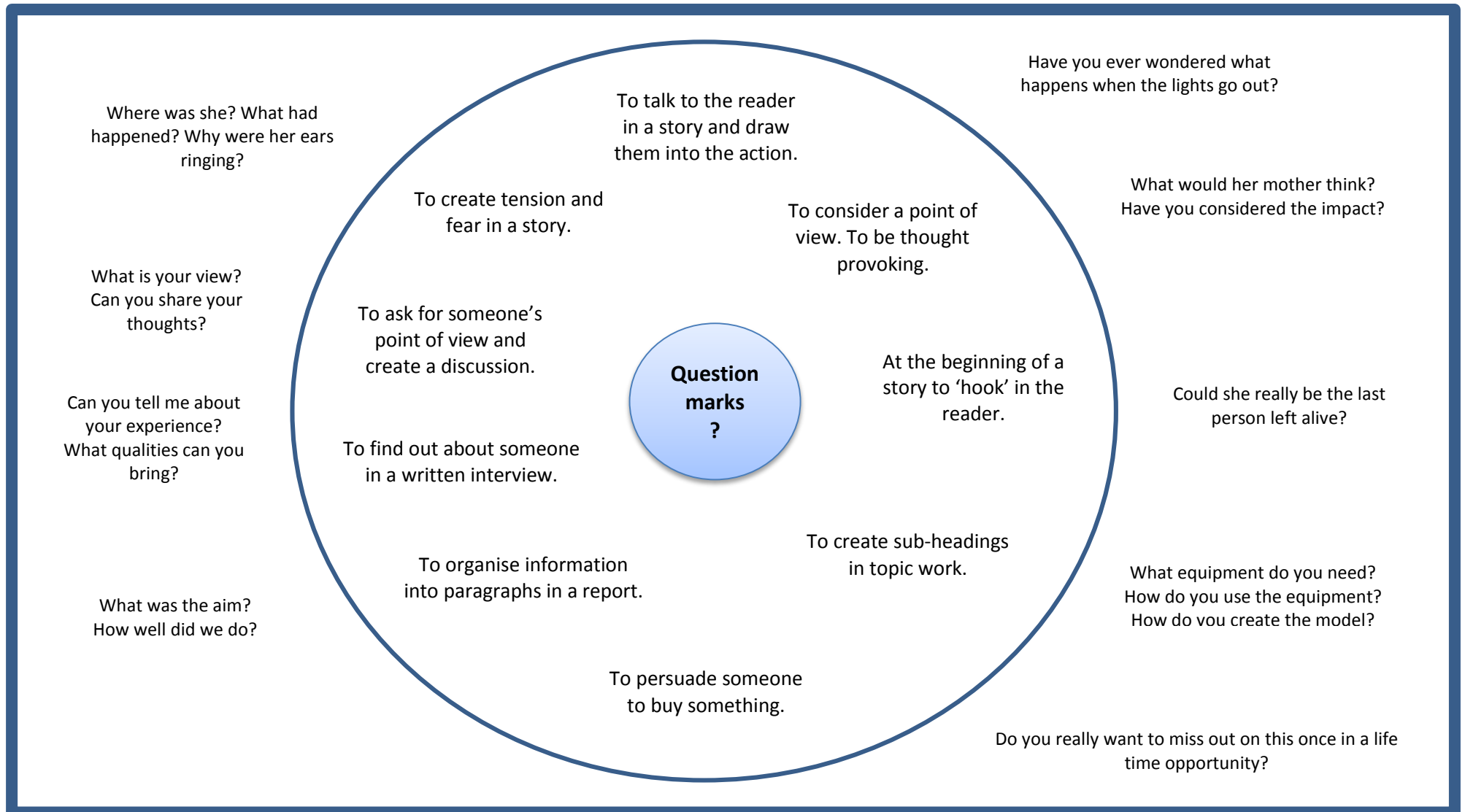
How are full stops used?	How are full stops not used?
<ul style="list-style-type: none"> ✓ At the end of a sentences to avoid confusion by telling the reader where to pause and therefore understand where one idea ends and another begins. ✓ To create short sentences that build tension by making the reader pause more frequently when reading ✓ To abbreviate longer more difficult words to avoid confusion e.g. etc. p.m. 	<ul style="list-style-type: none"> X When ending the sentence with another punctuation mark e.g. a question mark or exclamation mark X If the sentence ends with an abbreviation e.g. 'See you at 7p.m.' X After titles, headings or sub-headings

How to use full stops correctly

Inside speech marks when the spoken words end the sentence	Mum said, "I will leave the door open for you."
Outside of brackets if an extra remark/ explanation is added	The baby couldn't have her toy so she threw a wobbly (better known as a tantrum).
Inside of brackets if a complete sentence is added	This time, she took an umbrella with her. (The day before she had been soaked through.)

5b Can I use question marks accurately?

Question marks are used to demarcate a question within your writing. Questions can be used in a wide variety of ways to make your writing more interesting for the reader:



5c Can I use commas for lists?

Where do we use a comma?

We use commas in a list sentence. It joins smaller sentences together. This can help your writing to flow much better, create a sense of movement and therefore create more excitement or suspense for the reader.

We can use a comma to separate objects, action or description in a list sentence

Objects: Reece bought some pencils, a rubber, three pens **and** a new writing book

Description: The new girl had brown curly hair, a smile like a new moon **and** deep blue eyes.

Action: He raced around the corner, darted into the shop **and** hid quickly behind the counter

In a sentence with a list, we put a **comma** to separate each object except for the last two objects. We put **and** between these last two objects

5d Can I use apostrophes for contraction?

Apostrophes are used for possession and **contraction**. Contraction is when words are 'contracted'

Apostrophes are used when two or more words have been joined and have a letter or letters missing forming a **contraction**.

Here are some useful **contractions** that you can use in your writing:

Have not	haven't	Were not	weren't	You will	you'll	Who is	who's
Did not	didn't	Is not	isn't	We are	we're	I have	I've
Was not	wasn't	Do not	don't	They are	they're	You have	you've
Has not	hasn't	Does not	doesn't	You are	you're	We have	we've
Could not	couldn't	I will	I'll	I am	I'm	They have	they've
Should not	shouldn't	We will	we'll	She is	she's	We did	we'd
Can not	can't	They will	they'll	He is	he's	They did	they'd
Are not	aren't	He will	he'll	It is	it's	He did	he'd
Had not	hadn't	She will	she'll	There is	there's	She did	she'd

If you are not sure whether there should be an apostrophe or not, then read the sentence with the two words rather than the contraction-this will help you to see if you have picked the correct contraction to use:

He showed a photograph of your family	So you know that you don't need an apostrophe – the word your in this sentence is not a contraction.	My mum said that you're allowed to come for team	So you know that you do need an apostrophe – the word you're in this sentence is a contraction.
He showed a photograph to you are family		My mum said that you are allowed to come for tea	

8 Can I write legibly?

Minimum standard for Working towards	Expected standard for all New Horizons children
<p>Immediately, I smell the goodness of bread ^{fresh} bread and Salty fish ^{Salt} Salt fish as I walk down ^{down} the Kaos streets. AS I rappidly rushed down the street, I hid carefully so the police-man do did not see me & or he don't send me back to the work house and the smcke.</p> <p>Hardly out of breath, I walking ^{down} walk down the wet path ^{pathment} past the dog and hard the horses trotting across the brick feet rodes Path Path Pat paths and the noise of two women having a argument about something that I don't even X know about.</p> <p>I feel really scard because my mother isn't with me and news because some one could ^{or} snat snack me like the police could snack me and take me to there house or take me to j Jail till I get dder and let me out.</p> <p>The Sight that I See are Shops ,biladings, people and Structures like the Shard , the Big ben and the spear.</p>	<p><u>How Pointe Shoes Came To Be</u></p> <p>Have you ever wondered why ballerinas look so beautiful and graceful on stage? Keep on reading to find out about what makes the Nutcracker you saw at Christmas the magical story that it is.</p> <p>Pointe shoes are what make dancers different and beautiful. With their pink satin and silky ribbons, these shoes have been around since 1795. They were invented to make ballerinas look weightless when dancing, so they started spinning, balancing and jumping en pointe (on the tips of their toes). They are traditionally worn by women for a beautiful pad de deux (a solo dance with one man and one woman) but in some ballets men go en pointe too. There is an all male ballet company called Les Ballet Trockadero that had a very famous production of Swan Lake featuring men dancing en pointe as the female swans.</p>

Working at the expected standard

4 Can I integrate dialogue in narratives to convey character and advance the action?

- i. Starting a new line for a change of speaker
- ii. Adding an 'as clause' to the speech sentence
- iii. Using split speech
- iv. Using other verbs instead of said
- v. Adding adverbs to speech

i. Starting a new line for a change of speaker

A new line should be started whenever there is a change of speaker. This makes it clear to the reader exactly who is speaking

Sometimes you might see speech written like this which would be very confusing if we didn't know that each line starts with a new speaker

"Hello."

"Hiya!"

"What's your name?"

"What's yours?"

"I asked first!"

"Lucy Bee."

"Pleased to meet you, Lucy Bee, I'm Red Smith."

You must ensure that you state who is speaking. This will help the reader and improve your attainment

If we add who is speaking and further information the dialogue is easier to understand and more meaningful.

"Hello," shouted Gary as he spotted Joe and Julie running towards him, panting for breath

"Hiya," shouted Joe.

"Hi," chimed in Julie. She stared at Gary through her new glasses.

"Good to see you Gaz," she chuckled. Everyone laughed.

"They're great!" said Gary. Julie looked so different in her new glasses.

"I think I should go to the shop," mumbled Gary. He took off his old glasses and stared at the broken lens. The other two looked at each other.

"But I don't want to go," said Julie. She had spent enough time there for one day

ii. Adding an 'as clause' to the speech sentence

Speech sentences can often be improved by adding an 'as clause' to the end of the sentence. The 'as clause' can reveal important details to the reader and helps to describe the action, and to move the action on in a story.

"What a lovely day to go to the beach!" yelled Joe to his best friend Harry **as they hurtled down the winding pathway that led onto the golden sand.**

Instantly, the reader knows that these friends are excited to be going down to the beach. It tells the reader exactly where they are, what they're doing and helps to create more excitement and action within the text.

"What a lovely idea and what a kind and thoughtful granddaughter you are," said the wolf with a deceitful smile **as he realised just how easy it was to fool stupid Little Miss Red Riding Hood.**

Adding an 'as clause' to the speech can also give us an insight into what the character is **really thinking** which may be different to what they are actually saying!

iii. Using split speech

Sometimes when writing a speech sentence we can split it into two parts.

The inverted commas must then be placed at the beginning and end **of each part** of the speech. Commas are used to separate the spoken part from the rest of the sentence

For Example

“I wonder,” **she said longingly**, “**w**hether I will ever become a famous actor.”

In this example, there is no need to start the second part of the conversation with a capital letter because it is only one complete sentence that has **simply been split up**.

However, in the example, **the same speaker** is saying **two complete sentences** which have been split up and therefore, the second sentence needs to start with a capital letter.

Suddenly, the wolf appeared. Little Red Riding Hood jumped out of her skin. The wolf smiled.

“Hello Little Red Riding Hood. Where are you going on this sunny morning?” he asked in a sickly kind of voice.

“Oh you startled me, Mr Wolf,” she replied innocently. **“My Grandma is ill in bed. I’m taking her some goodies.”**

“What a lovely idea,” said the wolf with a deceitful smile. **“What a kind and thoughtful granddaughter you are.”** Then he wished her good day and sloped off into the forest as quickly as he could.

iv. Using other verbs instead of said

There is nothing wrong with using the word said when you are writing speech but you can often make your writing more interesting by using other ways of speaking too e.g. whispered, shouted, bellowed.

Shouted	Mumbled	Called	thundered	Whispered	Whined	Announced
Chanted	Retorted	Moaned	Uttered	Yelled	Screeched	Exclaimed
Cried	Explained	Chattered	Murmured	Chuckled	Complained	Stammered
Bellowed	Replied	Asked	Demanded	Boasted	Pleased	Remarked
cackled	Stormed	Yawned	Lied	Pestered	Sobbed	Shrieked
observed	sighed	Howled	groaned	reported	grunted	babbles

vi. Adding adverbs to speech

Sometimes, but not always it is also helpful and more informative if you put an adverb into the speech e.g.

“Open the door!” he shouted.

“Open the door!” he shouted **nervously** or “Open the door!” he shouted **angrily**.

By adding an adverb, the reader is given more information about how the character is feeling.

angrily	anxiously	cautiously	cheerfully	courageously	crossly	cruelly
defiantly	doubtfully	elegantly	enthusiastically	foolishly	frantically	gently
gladly	gracefully	happily	hungrily	inquisitively	irritably	joyously
loudly	madly	merrily	nervously	quickly	sadly	Shyly
solemnly	weakly	wildly	subtly	swiftly	thankfully	slightly

5a Can I use passive verbs to affect how information is presented?

Active and passive

A sentence is written in the **active voice** when the **subject** of the sentence performs the **action** (verb) in the sentence.

Eg. **Samia baked** a chocolate birthday cake

A sentence is written in the **passive voice** when the **subject** of the sentence **has an action done to it** by someone or something else.

Eg. A chocolate birthday cake **was baked by Samia**

In a passive sentence, the ‘thing’. That would normally be the object is turned into the subject by the passive use of the verb.

Passive sentences use an auxiliary verb followed by a part participle verb form

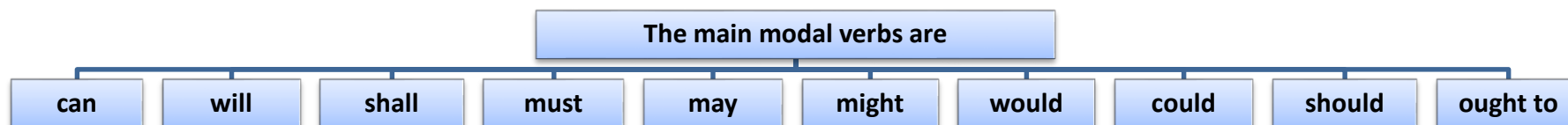
Passive verb form	Active verb form
The car was driven by Tom.	Tom drove the car.
The grapes were picked by the gardener.	The gardener picked the grapes.
The fox was chased by the yapping dog	The yapping dog chased the fox.
Fines are issued by the courts	The courts issue fines.
Photographs were taken by dad.	Dad took photographs
This path was laid in 1905.	They laid this path in 1905.
Tina’s book is being marked by Miss Gee.	Miss Gee is marking Tina’s book.
The victim was bitten by a vampire.	A vampire bit the victim.
Jack was given a warning by the referee.	The referee gave Jack a warning.
The songs are performed by the school choir	The school choir performs the songs.

5b Can I use modal verbs to suggest degrees of possibility?

Modal verbs are used to express ideas such as: permission, ability, doubt, certainty, obligations, advice, possibility and probability. They express the **mood** or **attitude** of the speaker to what is being said.

Modal verbs are usually used together with the base form of another **verb** e.g. to ice-skate;

- "I **can** ice-skate," said Lucy. This means Lucy believes she has the **ability** to ice-skate.
- "I **might** ice-skate," said Lucy. This means Lucy believes there is a **possibility** that ice-skating could happen.
- "I **will** ice-skate," said Lucy. This means that Lucy is **certain** that she is going to do it.



Uses of modal verbs		Uses of modal verbs- negative sentences	
Degrees of certainty:	Obligation/freedom to act:	Degrees of certainty:	Obligation/freedom to act:
doubt, probability, possibility, requests	permission, advice and ability	doubt, probability, possibility, requests	permission, advice and ability
<ul style="list-style-type: none"> • It might <i>rain</i> this afternoon. • I may <i>help</i> you with your homework or I may not. • He will <i>help</i> you to wash the car. • Could it <i>be</i> the perfect time to ask for a rise in my pocket money? • Hopefully, she will <i>apologise</i> for her behaviour. • Would you <i>mind</i> if I borrowed your pen? 	<ul style="list-style-type: none"> • You must <i>be</i> home by midnight. • You should definitely <i>say</i> you're sorry. • He can <i>win</i> the race if he trains hard. • You ought to <i>revise</i> for the test. • Can I <i>stay</i> out until it gets dark? • He could <i>play</i> the piano when he was only five 	<ul style="list-style-type: none"> • It might not <i>be</i> the right time to ask for help. • I may not <i>be</i> able to attend the meeting tonight. • He will not <i>help</i> you to do the washing up. • You mustn't <i>look</i> while I wrap your present. • That can't <i>be</i> the right answer, it doesn't make sense! • Wouldn't you like to <i>win</i> a holiday to Disneyland? 	<ul style="list-style-type: none"> • You must not <i>stay</i> out any later than midnight. • You shouldn't always <i>take</i> her for granted. • He can't <i>win</i> that race unless he can suddenly sprout wings! • You ought not to <i>be</i> so rude to your mum. • I wouldn't like to <i>be</i> in your shoes when she finds out! • You may not <i>start</i> until I tell you.

6a Can I use adverbials of time and place?

A **fronted adverbial** is a word or phrase that goes at the beginning (the front) of a sentence. Hence the word 'fronted'.

- ✓ It describes the verb in the sentence
- ✓ It can tell us about **where**, **when** or **how** something has happened

For example

At the end of the street, the gang waited for the boy to appear. (**where**)

Yesterday, I met an alien on my way home from school. (**when**)

Quick as a flash, the dog snatched the sausages and vanished into thin air! (**how**)



KEY- you must remember a **comma** should follow a fronted adverbial

Fronted Adverbials- examples				
Time	Place	Frequency	Manner	Degree
Afterwards,	Above the clouds,	Often,	Sadly,	Almost unbelievably,
Already,	Below the sea,	Again,	Slowly,	Much admired,
Always,	North of here,	Daily,	Happily,	Nearly asleep,
Immediately,	Wherever they want,	Weekly,	Awkwardly,	Quite understandably,
Last month,	Far away,	Fortnightly,	Bravely,	Really happily,
Now,	Somewhere near here,	Sometimes,	As quick as a flash,	Perhaps,
Soon,	Over my bed,	Rarely,	As fast as he could,	Maybe,
Yesterday,	In the wooden box,	Twice a year,	Without a sound,	Just arrived,
Today,	Behind the shed,	Never before,	Without warning,	Certainly amused,
Tomorrow,	Down by the cliffs,	Never in my life,	Unexpectedly,	Obviously angry,
Next year,	Nearby,	Occasionally,	Unfortunately,	Definitely confused,
In January,	Back at the house,	Infrequently,	Suddenly,	Completely exhausted,
In the morning,	Around the tent,	Regularly,	Mysteriously, frantically,	Barely alive,
After a while,	Everywhere she looked,	Frequently,	anxiously,	Hardly out of breath,
Before long,	In the distance, upstairs,	Constantly,	Courageously,	Decidedly unimpressed,
All of a sudden,	Under the ground,	Once or twice,	Silently,	Perfectly confident,
In the blink of an eye,	In the depths of the cave,	Sporadically,	Curiously,	Positively trembling,
Just then,	Within the dragons lair,	Every so often,	Nervously,	Totally overwhelmed,
Eventually,	Under the shadowy tree,	Periodically,	Rapidly,	Somewhat flustered,
Later,	Between the ornaments,		Carefully,	Utterly joyous,

6b Can I use pronouns correctly?

Cohesion in writing means tying the words and ideas together so that there is flow between them. It is a little like **invisible glue** between words and paragraphs. Having good cohesion in your writing means that your readers can easily understand your ideas, as they flow smoothly from one to another.

A **pronoun** is a word that replaces a noun in a sentence. They help us to avoid repeating words. Look at this example:

<p>Mr Jones was vacuuming the lounge. Mr Jones was becoming bored.</p> 	<p>In this example, repeating the name (Mr Jones) makes the writing seem jerky and the sentences sound very separate. There is no invisible glue between them (cohesion). If we replace 'Mr Jones' with the pronoun 'he', the two sentences now seem linked and more cohesive.</p>	<p>Mr Jones was vacuuming the lounge. He was becoming bored.</p> 
------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------

Different types of pronouns			Poor cohesion	Good use of pronouns
Personal pronouns	Relative Pronouns	Possessive Pronouns	<p>We carried the suitcases out to the car and put the suitcases in the boot. Whenever we went on holiday, the car was absolutely full. The car even had a roof box! Once we were all in, Mum put some music on. The music was really lively and we all started singing along. My sisters were already annoying me and I was squashed between my sisters. Fed up with listening to my sisters, I put my headphones on.</p>	<p>We carried the suitcases out to the car and put them in the boot. Whenever we went on holiday, the car was absolutely full. It even had a roof box! Once we were all in, Mum put some music on. It was really lively and we all started singing along. My sisters were already annoying me and I was squashed between them. Fed up with listening to them, I put my headphones on.</p>
<p>I you he she it we they them us</p>	<p>who which when whose that</p>	<p>mine yours his hers theirs ours its</p>		

6c Can I identify and use synonyms?

A synonym is a word that has the same (or nearly the same) meaning as another word in the same language.

Choosing effective synonyms can make your writing more precise and interesting. Even synonyms have shades of meaning- you need to pick the most appropriate synonym to fit the meaning for your sentence.

A thesaurus will help you locate synonyms and improve your writing

After waiting for the bus for over an hour, Mandy felt annoyed, frustrated and infuriated!

Why do you think the writer here eventually chose the word infuriated?
How is it different from annoyed or frustrated?

Creating lists and then choosing the 'best' word can often help:

Sad	unhappy	upset	miserable	depressed	morose	Heart-broken	gloomy
-----	---------	-------	-----------	-----------	--------	--------------	--------

Using synonyms

Choose words that will improve the impact that your sentence has on the reader. For example:

Liam felt **scared** during the horror film.

Think about the synonyms for scared....

You could have written:

Liam felt **petrified** during the horror film.

Liam felt **terrified** during the horror film.

Liam felt **horrified** during the horror film.

Liam felt **frightened** during the horror film.

Considering alternatives will ensure that your writing conveys the meaning that you intend but also have maximum impact on your reader.

6d Can I use conjunctions correctly?

Conjunctions are used to extend sentences. This improves the cohesion of the piece of writing as well as adding depth by connecting two main clauses together

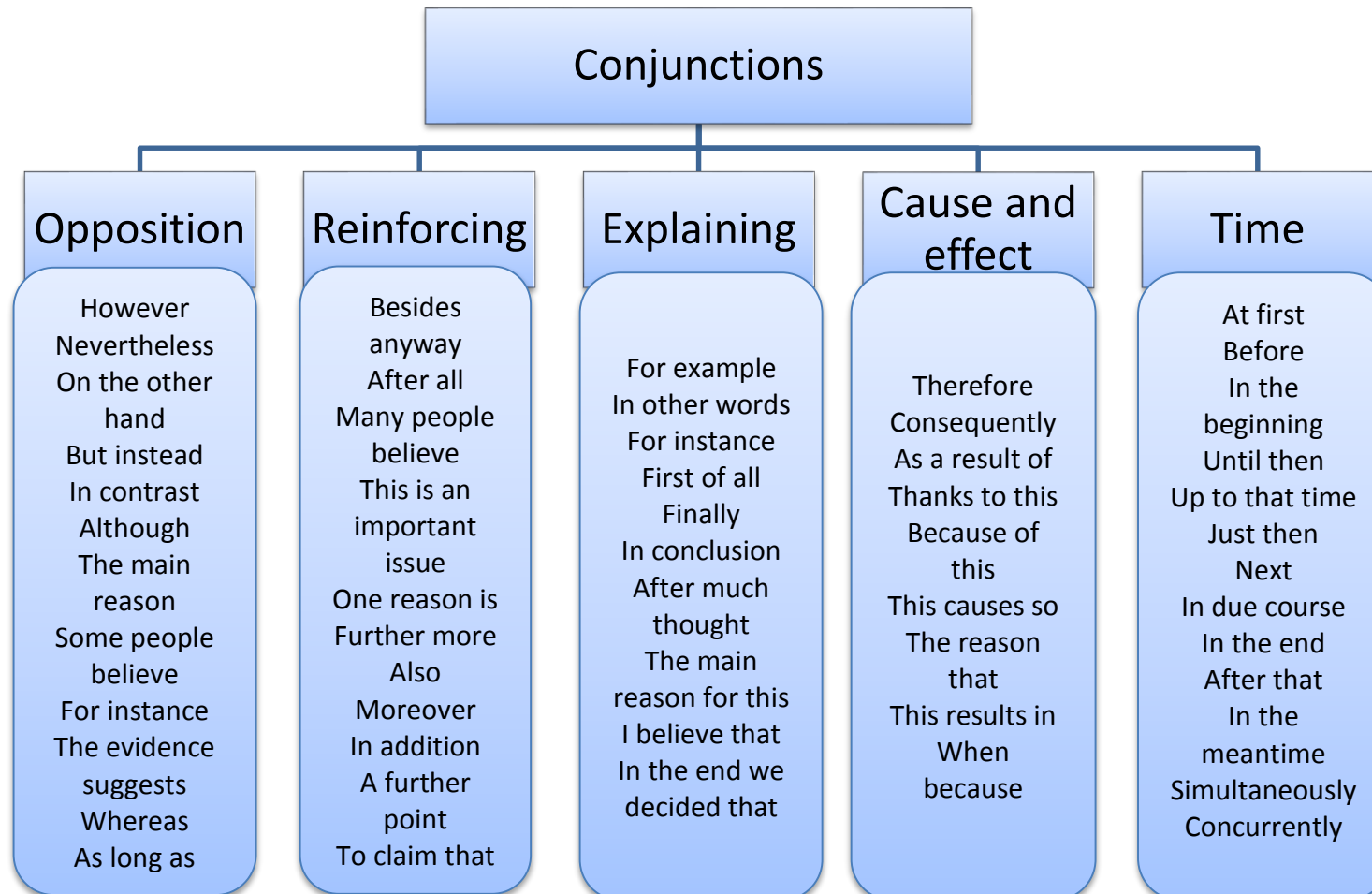
- ✓ I am going to the cinema on Saturday **and** I am going to visit Grandma
- ✓ I wanted to go shopping alone **but** my friend insisted on coming with me.
- ✓ My Auntie will travel by train **or** she might decide to drive instead.

Both clauses in each of these sentences could be a complete sentence on its own.

Sometimes we want to make our sentences longer

They boy picked up the handkerchief-----The nervous boy slowly picked up the dirty handkerchief, **and** squeezed his face in disgust!

The second sentence tells us much more than the first sentence.



7 Can I use verb tenses consistently and correctly throughout my writing?

When writing, it is important to keep the **tense consistent within a clause or paragraph**. Often the same tense is maintained throughout a piece of writing. For example, a narrative is often told in the **past tense**. If there is a shift in tense, it should be **intentional** and **controlled**. For example, a flashback story would begin in the **present tense** then shift to the **past tense**.

As she **runs** over the gravel road, her heart **thumps** in her chest. (simple present)

As she **ran** over the gravel road, her heart **thumped** in her chest. (simple past)

How does this demonstrate the required skill?

Within the first sentence, both verbs are written in the simple present tense, so the tense is consistent. In the second example, both verbs are written in the simple past tense, so the tense is consistent.

I **am thinking** of buying some new shoes. I'll ask Dad while he **is cooking** dinner.

When she **was walking** down the road, Kate **was wondering** whether or not to have an ice cream.

How does this demonstrate the required skill?

In both examples, the tense is consistent within the sentence (Present progressive in the first and past progressive in the second).

Sima **has attended** karate club since she **was** eight.

After James **had finished** his lunch, he **played** basketball.

How does this demonstrate the required skill?

In both examples, the tense is consistent within the sentence (Present perfect in the first and past perfect in the second).

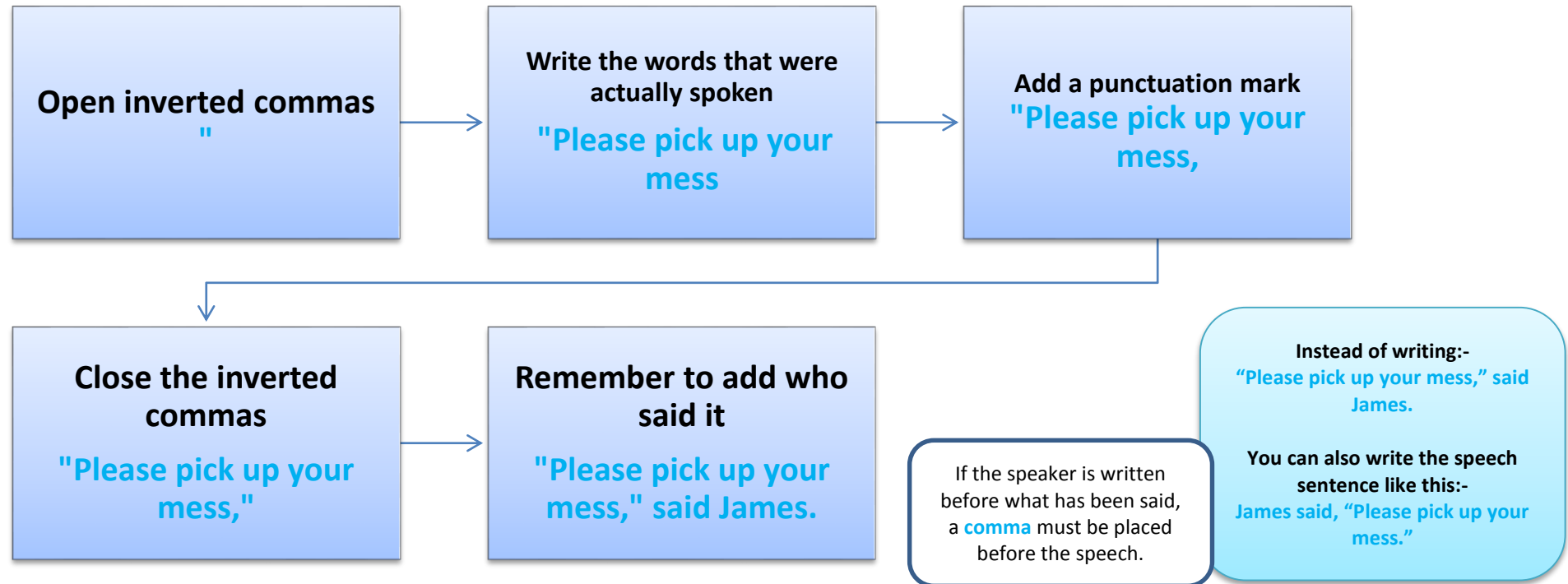
Past and present tense verb words

Simple Past	Past Participle	Present
Did	Have done	Do
Was/were	Have been	Be
Had	Have had	Have
Got	Have got	Get
Came	Have come	Come
Went	Have gone	Go
Began	Have begun	Begin
Spelt	Have spelt	Spell
Grew	Have grown	Grow
Left	Have left	Leave
Forgot	Have forgotten	Forget
Rode	Have ridden	Ride
Lost	Have lost	Lose
Ate	Have eaten	Eat
Broke	Have broken	Break
Drove	Have driven	Drive
Flew	Have flown	Fly
Knew	Have known	Know
Read	Have read	Read
Became	Have become	Become
Bit	Have bitten	Bite
Brought	Have brought	Bring
chose	Have chosen	choose

8a Can I use inverted commas to indicate direct speech?

Inverted commas are also known as speech marks and quotation marks

When writing speech, we use two inverted commas like this "....." E.g. "An elephant ate my homework," said Ashley.



8b Can I use an apostrophe for possession?

Using the possessive apostrophe

The possessive apostrophe is used to show **who an item belongs to** or **is part of**.

It is used at the end of a word with an 's' – and shortens the description in the sentence.

E.g. The dog's tail was wagging furiously. = The tail that belongs to the dog was wagging furiously.

E.g. Mary's cat followed her to school. = The cat belonging to Mary followed her to school.

Be careful!

The apostrophe must not be used for **plurals** by mistake!

I bought two pear's = **WRONG!**

I bought two pears = **CORRECT!**

Singular form

If the noun is **singular**, you add an apostrophe and the letter **s** to show possession.

E.g. **The dog's tail** – the apostrophe before the **s** tells us that the tail belongs to **only one** dog.

Plural ending in s

If the noun is **plural** and it **already ends in the letter s**, then you simply add the apostrophe after the **s**.

E.g. The **girls' toilet** – the apostrophe after the **s** tells us that the toilet belongs to **more than one** girl.

Plural NOT ending in s

If the noun is **plural but does not end in the letter s**, then you add an apostrophe and **s**.

E.g. The **men's** hats (the hats of the men)

The **children's** coats (the coats of the children)

Names that already end in s

We can either add an apostrophe or we can add an apostrophe and also an extra letter **s**.

E.g. **James's** coat or **James'** coat

Mrs **Kells'** shoes or Mrs **Kells's** shoes

8c Can I use commas for parenthesis?

Parenthesis is a **word** or **phrase** inserted into a sentence, usually as an **explanation** or **afterthought**. The sentence should make grammatical sense without it.

Commas are generally used to punctuate **additional words, phrases** or **clauses** which should be read as part of the sentence but that the writer does **not** wish to draw particular attention to.

E.g.

The school football team, **captained by George**, outperformed their rivals by a mile.

The Romans, **thought by many to be the most influential of Britain's invaders**, invented roads, concrete and the calendar.

Climbing higher than the tree tops, **past the uppermost point of the church spire**, the hot-air balloon rose up into the clear, summer sky.

Daisy got on with the job, **tidying the mess in her bedroom**, but her thoughts kept wandering to the mysterious box on the shelf.

The sentence must make sense by itself once the information inside **the pair of commas** has been removed.

8d Can I use brackets correctly?

Brackets are used when you want to add **extra information**, or a **thought**, to a sentence to give **greater detail** discussed.

This extra information is not really necessary to the sentence and therefore it could be removed without damaging the structure of the sentence.

Sometimes, a comma or a dash can be used instead of a bracket (as in extra information sentences) but using a bracket can bring extra variety into your writing.

Brackets are used to enclose any word or group of words within a sentence. They are used in two main ways.

1. As an afterthought – for example:

We saw a small coloured bird (it was obviously some sort of finch) fly down and take the fruit.

The boy put up his hand (he'd taken a good five minutes to think) and still had the wrong answer.

The present turned out to be a magnificent painting (definitely not what I was expecting).

2. As an explanation – for example:

My little sister threw a wobbly (better known as a tantrum) when she couldn't have the toy.

Most of Bangladesh is less than 15 metres (50 feet) above sea level.

The worthy winner (my dad) stood proudly on the podium to receive his trophy.

Roald Dahl (an award winning author) wrote some wonderful children's stories.

REMEMBER you are adding extra information- if we take out the part in brackets, the sentence **MUST** still make sense!

Working at Greater depth within the expected standard

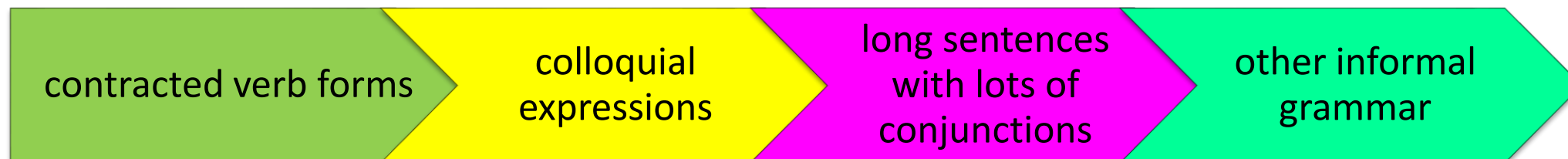
1 Can I write effectively for a range of purposes and audiences, selecting the appropriate form and drawing independently on what they have read s models for your own writing?

Literacy language	Characterisation	Structure
As you read different types of texts, collect literary language that you can use independently in your own writing.	Consider the way that different authors use characterisation. This means the techniques that they use to develop their characters.	Explore how different texts are structured. Some forms of writing have a very clear structure whereas others offer the writer more freedom.
Literary language: think about the alternative words that are often used in narrative e.g. slay instead of kill, foe instead of enemy.	Characterisation: the techniques used by authors include choosing striking names, show not tell, appearance, actions and speech.	Structure: most non-fiction forms have a clear structure that should be followed. Narratives can be more flexible e.g. be linear, begin with a flashback or contain a story within a story.
<p style="text-align: center;">Example</p> <p>The rock used to build the castle had been hewn from the cliff face. Issuing a blood-curdling howl, the mighty beast plunged into the inferno and perished instantly.</p>	<p style="text-align: center;">Example</p> <p>She knocked on the door of the dreaded private study. "Enter!" boomed the deep and dangerous voice of Miss Trunchbull. A giant of a man was standing in the doorway. His face was almost completely hidden by a long, shaggy mane of hair ...</p>	<p style="text-align: center;">Example</p> <p>Structure that must be followed: explanation text, balanced argument, recount (newspaper), non-chronological report, diary</p>

2 Can I distinguish between the language of speech and writing and choose the appropriate register?

When we write, we cannot use the same register (or tone) as we use when we speak. For most forms of writing, we need to use a more formal register. For example: if you are explaining something to a friend, you can say 'D'you get it?' but, in writing, you would have to say 'Do you understand?'

There are four main elements of spoken language that we do not use in our writing:



Contracted verb forms such as don't, won't and couldn't should not be used in formal writing. The expanded form should be used instead e.g. do not, will not, could not.

Informal	Formal
I won't be visiting your café again.	I will not be visiting your establishment in the future.
Animals shouldn't be kept in zoos.	Animals should not be kept in conditions such as this.

Colloquial expressions are words and phrases that are often used in everyday spoken language but should not be used in formal writing. This includes words which come from Kent and Medway or slang words. E.g. Obvs, slick, skeet, savage, dab

Informal	Formal
It's raining cats and dogs.	It is raining heavily.
We won't put up with it anymore.	We will not tolerate this any longer.

Long sentences with lots of conjunctions which are often used in conversational language are not appropriate in formal writing. Longer sentences in formal writing will usually be controlled by using conjunctions carefully to structure sentences with clear meaning.

Informal	Formal
The concert was really good but it rained but that was okay because we all had coats and it was so much fun that we didn't notice and just got on with it.	Even though it rained, we still enjoyed the concert because we had coats; it was fantastic.
Avoid starting sentences with a conjunction.	

Other grammatical features to be aware of in formal writing.

Always include the relative pronoun

The park near my house has a pond.
The park which is near my house has a pond.
The boy I met on holiday was tall.
The boy whom I met on holiday was tall.

Use the passive voice

The scientists conducted an experiment.
An experiment was conducted by the scientists.

Choosing the register-Choosing whether to use formal or informal language is often based on the text type that is being written.

Informal	Formal
Letters to friends Diary extracts either from your point of view or in role as a character Speech to show character in a narrative Quote in a report Play script	Letter of complaint Explanation text Balanced argument Persuasive writing Narrative Non-chronological report Recount (newspaper)

3 Can I exercise an assured and conscious control over levels of formality, particularly through manipulating grammar and vocabulary to achieve this?

The deliberate use of different **grammatical forms** enables you, as the author, either to maintain the appropriate level of formality throughout a text or to vary it within the text.

Specific **vocabulary choices** help you to establish whether the text is formal or informal. By carefully selecting particular words or phrases for their formality or informality, you can achieve subtle shifts in the register.

Grammatical forms:	Using questions to engage the reader Manipulating verb forms e.g. passive voice Contractions in speech Contrast between informal quotes and reported speech	Have you ever wondered ...? Don't you agree that ...? The match was played behind closed doors. "I s'pose you'll be wantin' me to clean yer boots." "I didn't do it, guv!" said the perpetrator as he was led away in handcuffs.
Vocabulary choices:	Choosing nouns to match the formality Use of informal language e.g. slang, dialect Vocabulary to vary tone – conversational and formal reporting language Selecting literary language	The materials for the bridge were selected for a combination of flexibility and strength. That's cool, right? He grabbed the pies and legged it. The thief fled the scene with the pies secreted away.

4 Can I use the range of punctuation taught at key stage 2 correctly e.g. semi-colons,

The semi-colon looks like a comma with a full stop above it, and this can be a good way to remember what it does. It creates more separation between ideas than a comma does but is less final than a full stop.

The semi-colon tells the reader that the second clause is closely linked to the first clause.

Look for opportunities in your writing where you can use a semi-colon to avoid overuse of the comma and make your sentences clearer to read and understand.

A semi-colon connects two or more independent clauses e.g.

- ✓ Semi-colons are followed by a lower case letter unless the word is a proper noun.
- ✓ The clause each side of the semi-colon must be able to stand alone as a sentence

Using semi-colons

To replace a conjunction

My sister always sleeps with the light on; she is afraid of the dark. **(because)**
 The cake was finally finished; Mum had spent hours icing it. **(after)**

To link sentences including conjunctions

I did not finish reading the newspaper; **instead,** I watched the news.
 Everyone knows he is guilty of committing the crime; **however,** it will never be proven.

Punctuate long lists

There were pears and apples, clustered in little bowls on the counter; there were bunches of grapes, dangling temptingly from hooks above the shelf; there were delicious peaches, furry and ripe and ready to dribble down the chin on biting.

Some people like to get up early in the morning but others like to start their day around ten o' clock.	Some people like to get up early in the morning; others like to start their day around ten o' clock.
In 1969, the world witnessed an amazing event. (when) Man walked on the moon!	In 1969, the world witnessed an amazing event; man walked on the moon!
She was sure that the cat had been stolen nevertheless she continued to search.	She was sure that the cat had been stolen; nevertheless she continued to search.
Travis argued that the test was really easy however many others disagreed with his opinion.	Travis argued that the test was really easy; however many others disagreed with his opinion.
The bodywork sparkled and shone like a new car dad had spent hours polishing it.	The bodywork sparkled and shone like a new car; dad had spent hours polishing it.
My little brother hid underneath his bed he didn't want to have a bath.	My little brother hid underneath his bed; he didn't want to have a bath.

4a Can I use dashes correctly?

A dash is a short horizontal line that can be used alone or as a pair instead of brackets. Dashes can be used to mark the boundary between two independent clauses.

An independent clause is a group of words that can stand alone as a sentence.

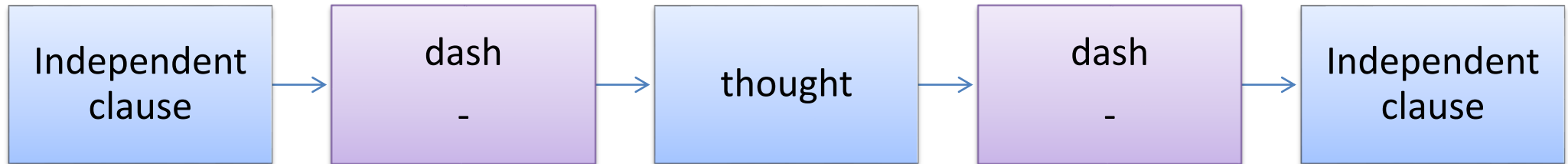
It always contains a subject and a verb and explain a complete thought e.g.

Marty threw the stone. It landed on the far side of the lake.

A thought can then be added inside the two independent clauses, joining them with a dash placed at either end e.g.

Marty threw the stone - **my goodness how hard he could throw**- and it landed on the far side of the lake!

A dash usually connects with a separate thought and a conjunction such as: and, but, yet, as, for



The **dash** can also be used **alone** in a sentence to indicate a sudden change of emotion or thought or an aside (a short departure from the main subject of the sentence) e.g.

Let's see the damage the floods have caused - no! Let's look at the causes first.

There was a long pause - and a long silence.

The waiter in the restaurant was rude - yet expected a tip!



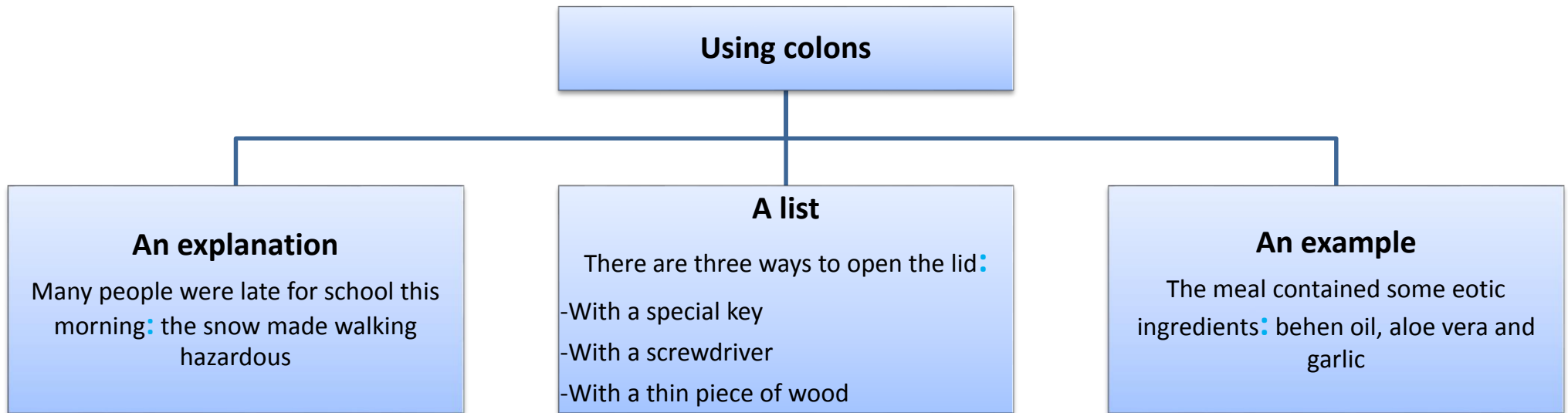
4b Can I use colons correctly? :

The colon acts as a pause before the introduction of related information. It separates and highlights the second statement. It tells the reader to look forward for information that follows on from and links to, the earlier statement.

Look for opportunities in your writing where you can use a colon to make your sentences easier to read and understand and to give variety to your sentences.

Using colons

A colon used within a sentence usually tells you that a list, an example or an explanation is about to follow e.g.



Winston Churchill said that you should never, never, never, never give up!	<i>In the words of Winston Churchill: Never, never, never, never give up!</i>
To make the perfect jam sandwich you will need soft bread, butter and jam.	To make the perfect jam sandwich you will need: soft bread, butter and jam.
The following teachers attended the school conference Mrs Dawson, Mr Smith and Miss Davison.	The following teachers attended the school conference: Mrs Dawson, Mr Smith and Miss Davison.
The following four topics will be discussed mental maths results, after-school clubs and school dinners.	The following four topics will be discussed: mental maths results, after-school clubs and school dinners.

After extensive discussion, the governors came to a decision the new sport's hall could not go ahead without funding.	After extensive discussion, the governors came to a decision: the new sport's hall could not go ahead without funding.
The house had everything we needed three bedrooms, a large garage and a garden.	The house had everything we needed: three bedrooms, a large garage and a garden.
These are my favourite colours purple, green and yellow.	These are my favourite colours: purple, green and yellow.

4c Can I use hyphens correctly?

A **hyphen** is used to join two or more words together into a new compound word to show that they belong to each other

E.g.

hard-of-hearing	heavy-duty	good-looking	fair-haired	twenty-three
high-speed	mother-in-law	bad-tempered	ten-year-old	two-thirds

A hyphen is sometimes used to separate a prefix from its root word , especially if the prefix ends in a vowel and the root word begins with a vowel.	E.g. co-operative de-icer co-ordinate pre-arranged
Or to separate a prefix from a name or date .	E.g. pre-1900 post-Victorian late-1800s
Or to separate words prefixed by ex-, self-, al- and sometimes by cross- .	E.g. ex-patriot self-service all-inclusive cross-reference

Hyphens can be used to avoid confusion between words that look the same but have different meanings e.g.

To re-cover	Means to fit a new cover to something
To recover	Means to get back to normal
To resign	Means to give up or give in to something
To re-sign	Means to sign your name

Using a hyphen in the wrong place can change the meaning of the sentence completely

A man-eating shark was in the water.	Means a shark that eats humans was in the water.
A man eating shark was in the water.	Means a man in the water was eating shark meat.
The lady was wearing a light, blue coat.	Means the blue coat was light in weight.
The lady was wearing a light-blue coat.	The means that the coat was light-blue in colour.

Language features- all writers are authors!

Purpose of language features- Authors use a variety of different language features in both fiction and non-fiction writing for a variety of purposes. For examples, they might use

Repeated words	so that we remember the topic/emotion they are portraying
Factual language	to give clear information, importance and truth to what is being written
Formal language	to give a sense of authority and knowledge
Exclamations	to bring excitement, shock, surprise etc
Figurative language	to improve descriptions and paint more vivid descriptions for the reader
Questions	to make the reader question their opinions and consider the text more deeply
Imperatives	to instruct the reader and make them listen and take notice
Emotive language	to make the reader feel guilt, anger, sorrow, fear etc
Informal language	to create a relaxed, friendly or humorous feel

Playing with words

<p style="text-align: center;">Using word-play</p> <p>We can use a word or words with more than one meaning, similar sounds or prefixes to create humour.</p> <p>E.g. A dog has a fur coat and pants. A gossip is someone with a sense of rumour. Don't catch a cold, dispatch a cold.</p>	<p>Many jokes are created by linking words together and using similar sounding words with different meanings.</p> <p>E.g. My dad brought me a globe for Christmas. It means the world to me. Two peanuts were walking down the road when one was assaulted (a-salted).</p> <p style="text-align: center;">When a clock is hungry it goes back for seconds.</p>
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Alliteration

Alliteration is where words in a sentence begin with the same letter. Authors often use particular letters to create different effects.	
'Tongue-twisters' use alliteration: Peter Piper picked a peck of pickled pepper. She sells sea shells on the sea shore..	
<p>Alliteration is also often used to make names of someone or something catchy and fun.</p> <p>E.g. Mickey Mouse, Spongebob Squarepants, Coca Cola, Pizza Parlour</p>	<p>In fiction writing alliteration can create softness, sharpness, strangeness etc when describing a setting or event.</p> <p style="text-align: center;">The snow fell softly and silently through the stillness of the night.</p>

The **b**ig **b**oulder **b**lasted onto the mini **b**us, **b**reaking it into **b**its.

Personification

Personification is when a writer gives an object or animal human-like qualities.

Personification creates **sharper images**. When human qualities are used in descriptions it helps the reader to connect to what they experience as humans.

E.g. The house groaned under the blackness of the night sky.
The damp, grey fog sneaked around the garden like an intruder.
The rain spat on the dry mounds of earth.

The first rays of sunshine tip-toed through the morning meadow.
This allows the reader to imagine exactly how the sun's rays are moving as they know what it feels and looks like tip-toe.

Onomatopoeia

Onomatopoeia is the use of words to create the sounds they describe.

The words imitate the sound of the objects or actions they refer to. E.g. Splash, squelch, buzz, pitter-patter.

The **buzzing** bee flew across the garden.
The leaves **rustled** loudly as he walked through the wood.
She **zipped** up her coat and went out into the cold night.
The **fluttering** flag flapped loudly against the flagpole.
Bang! The firework exploded and then **whizzed** into the air.

Creating effects to engage the reader

Use exaggeration – make what you are describing sound bigger, better, nicer or in some other way really special.
E.g. Gorgeous designs and fantastic patterns; An amazing story that will change your life; It will be the adventure of a lifetime!

Use intriguing or rhetorical questions to draw in the reader.
E.g. Are you too busy or too tired to cook? Was this the only way out? Is there a better way to have fun? Do you want more money? Do you deserve more?

Use snappy slogans or proverbs – a little phrase or saying that helps the reader to remember the action or product they are describing.
E.g. Two heads are better than one; great minds think alike; faster than fairies, faster than witches; don't delay – buy it today!

Use alliteration or rhyme – this can amuse or create tension, fear and other effects.
E.g. stunning stunts and whizardly wheelies; the ghostly grey mist crept cautiously along the strange, silent street; a special treat for tired feet! The noise came shrill, then all was still.

Use powerful adjectives to describe objects and actions – this can make them sound terrifying or dangerous, or exciting or attractive.
E.g. amazing; fantastic; awesome; a spine-chilling shiver came over me; it was getting frighteningly more difficult to breathe with every second.

Using bias to persuade

Bias is when an author uses **his or her point of view** to write about an event or topic. If the writing is biased, you only get **'one side of the story'** and that is the side the author wants you to agree with.

This is a very useful technique when writing persuasively!

If the author can put forward a **strong argument** then they might **persuade** the reader to agree with their point of view and therefore get what they want!

The local council are currently considering innovative plans to build a bypass road around the town. This is an absolutely brilliant idea and will certainly take heavy traffic away from town centre and make life much easier for people who work in the centre of town. It will certainly make crossing the road much safer for the school children at Arkle Street Primary school, who 'take their life in their hands' every day crossing the busy main road outside their school. The overgrown and scruffy woodland area and row of old, unattractive houses that will need to be removed to make way for this fantastic new world, will be a small price to pay.

By picking out and noting down all the **advantages** of the bypass and **ignoring or trivialising the disadvantages**, the author is **persuading** the reader to **agree** with **their point of view**.

Using similes and metaphors

Using similes and metaphors in your writing not only improves the description but also heightens feelings and emotions in the text.

Metaphor

Simile

A metaphor is a stronger, more direct way of comparing two things without using the words like or as.

A simile compares two things that share a common feature. The word as or like is used to compare the two things.

Violent electric daggers streaked sharply across the sky, tearing the clouds apart.

The wind howled and wailed around the house like hungry wolves in the night.

This metaphor sentence describes a powerful lightning strike by using words like 'violent' and 'tearing'. It also makes the lightning sound angry and dangerous.

This simile sentence not only describes the sound of the wind but its comparison with the wolves creates an eerie, haunting feel to the piece of writing, improving suspense.

As parents we are also concerned about the safety of our children who currently enjoy a safe, quiet play area on ground destined to become what can only be called a 'death trap'!

The boy dashed down the road like superman flying through space.

This metaphor sentence is written to shock the reader by comparing a safe, quiet play area with a 'death trap' and helps to strengthen the argument of the writer.

The common feature = the boy moved really quickly and Superman moves really quickly

Using euphemisms

A euphemism is used when the author wants the writing to be funnier, more polite or less hurtful to the reader.

A euphemism may be used to conceal or make light of something that would be uncomfortable to say in plainer terms.

For example:-

Instead of saying that someone has died, you might say that a person has 'passed away'. This is a kinder way of expressing death.

However, if you wanted to be funnier or tell a joke, you might say that they have 'kicked the bucket' or 'bit the dust' or 'gone to meet their maker'!

Euphemism	Meaning
The man had a sudden call of nature .	Need to use the toilet
He was a paying guest at the house.	The lodger
The lady asked for directions to the restroom .	The toilet
The boy said his dad was between jobs .	Unemployed
Before he went on stage the actor was told to break a leg .	Good luck

Using Idioms

Sometimes an author uses idioms to make their writing funnier or more interesting to the reader.

Idioms are words used in a special way that may be different to their true meaning.

For example:- if you were arguing with your brother or sister your mum might say, "**Cut it out or you will go to bed!**"
Your mum does not mean she wants you to use scissors to cut something out. She simply wants you to stop! 'Cut it out' is an idiom!

Or you might say that your **dad's bark is worse than his bite**. To explain this, we might think of it in terms of a dog. A dog might bark a lot, sound scary and look scary...but it might be a really friendly dog. So a person whose **'bark is worse than their bite'** is similar – they sound scary, look scary, but in fact they are not really that scary at all. It's just how they come across to others.

Idiom	Meaning
The boy needed to pull his socks up .	Improve his work or behaviour
"I'm afraid you'll have to like it or lump it ," she said.	Take what's offered or do without
The girl had a sweet tooth .	A liking for sweet or sugary foods
They tried to pull the wool over your eyes .	Hide something from you
She went to visit her friend once in a blue moon .	Not very often

Repetition

An author might repeat a word to give the text more power and importance and to create more tension and panic.

For example:-

He began **running** quickly across the deserted street. **Not** daring to stop and measure the distance between himself and his predators. **Not** thinking about where he was **running**. Only **running, running** to survive.

Powerful verbs, adjectives and adverbs

An author might also use powerful verbs, adjectives and adverbs to create more impact and help the reader understand how the character is feeling.

For example:-

Her **trembling** heart began to **thump furiously** as she turned slowly towards the open doorway. Suddenly, a **blood-curdling** scream reached her ears and her legs turned to jelly. In a **blind panic**, she **dashed frantically** through the open door and out into the **shadowy darkness** of the **lonely night**.

Creating tension

To create a feeling of unease, authors often introduce a strange shadow or sound in their writing without being exactly clear about what it is. They will often use a 'but' sentence for extra impact.

It was then that she heard it. A scratch! A strange scraping sound, like animal claws. It came from behind the bushes. Ellie's heart missed a beat! What on earth could that be? She peered slowly around the edge of the cold, grimy shelter. Something moved, something definitely moved and then disappeared back into the murky darkness. Something or someone was in there! **But what?** Her heart began to race and her legs shivered uncontrollably. Clutching at her phone she tried again, frantically pressing the keys to make her call. Nothing! She turned to run. **But there**, blocking her escape was a ghostly grey shadow.