



Exit here to check your use of punctuation.

# PUNCTUATION POINT



## Full Stop Farm

Most sentences will end with a full stop. Each sentence is an independent thought.



**Read aloud** sentences to hear where one sentence finishes and another begins.

**Add in** missing full stops.

Be careful - Using a comma in place of a full stop is called **comma splicing**.



# Ee



## Comma Cathedral

Commas are used in the following ways:

- To separate words in a list – *I packed eggs, bacon and bread.*
- To separate clauses – *As it is raining, we will go to the park later.*



**Skim read** your work and **add in** missing commas.



## Capital Letter Court

All sentences should begin with a capital letter.

Capital letters are also used for **proper nouns** - *Tesco, Harry Potter*

Remember capital letters at the beginning of titles - *The Jungle Book*



**Skim read** your work and **add in** any missing ones.

Capital letters should be taller than lower case letters and must sit on the line.



## Question Quarter

All questions should end in a question mark.



**Skim read** your work and **add in** missing ones. Look out for question words such as **how, who, when, where, why, which, and what** to help you find them.



Could you have included **rhetorical questions**? These are great for giving the reader something to think about.



**Skim read** your work and **add in** missing ones.



Don't over-do it. Only one exclamation mark is needed.



## Exclamation Eye

Exclamation marks are used for exclamation sentences – e.g. *What a lovely day it is!*  
*How strange that was!*

They can be used at the end of a command or statement if a strong emotion is expressed.

e.g. *Go away!*  
*"I'm not going!" shouted Tilly.*

## Apostrophe Abbey

Apostrophes are used in the following ways:

- To show where letters have been omitted (missed out) in contractions – *can't, I've*
- To show possession – *the girl's hat* (singular - add 's)  
*Charles's dog* (If the singular word ends in -s, add 's)  
*the children's coats* (plural - add 's)  
*the girls' hats* (If the plural word ends in -s, add the apostrophe after the -s)

**Skim read** your work and **add in** missing apostrophes.





## PUNCTUATION POINT

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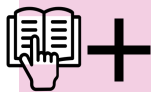
### Parenthesis Palace

If you have included extra information about a noun, check you have used commas, brackets or dashes to separate this information.

*The car, a red car, sped down the road.*

*My sister (who sleeps a lot) made me late today.*

*My car – that is new – is very fast.*



Skim read your work & add in missing ones. Could you swap punctuation if you have used the same throughout?

### Colon College

There are two uses of a colon.

- To introduce a list.  
*Dave packed: cheese, eggs, milk and sugar.*
- To link two related sentences. The second sentence helps to explain the first.  
*We found the keys: Dad had moved them.*



Skim read your work. Could you swap full stops or conjunctions for a colon?

Dashes can also show a sharp break between main clauses.

*The film was so sad - I cried a lot.*

Could you swap any full stops for a dash?

### Semicolon Circus

There are two uses of semicolons.

- To separate items in a list if they are longer phrases. *Claire noticed: a large rhino; a very unhappy chimp; and a bright pink flamingo.*
- To replace a full stop in order to link two related sentences. The sentences could stand alone as their own sentences. *I have a test tomorrow; I can't go out tonight.*



Skim read your work and swap some full stops to join sentences that are closely



### Dialogue District

Inverted commas are only used for direct speech. Remember – they trap the spoken words. Skim read your work & add in missing speech punctuation.

Before closing the speech, there should be a , ! ? or in some cases a full stop. These go inside the inverted commas. Always introduce speech with a comma too.

*"Where are you going?" asked Sam.*

*"What a marvellous idea!" gushed Rosie.*

*"I can't be bothered," complained John.*

**Split speech** - if the speech is an incomplete sentence, place a comma before starting the second part of the speech. The new speech should then begin with a new inverted comma and lower case letter.

*"It's over there," said Sally, "behind those trees."*

**Split speech** - if the first part of the speech is a complete sentence, place a full stop before starting the second part. The new speech should then begin with a new inverted comma & capital letter.

*"I'm not impressed," moaned Mrs Smith. "I expected better from you."*

### Hyphen Hill



Skim read your word and add in missing hyphens. Where you have used two or more words to create an expression, check you have joined the words with hyphens.  
*test-drive, sister-in-law, well-cooked.*

**Check** - Often used to add a prefix that ends in a vowel to a word that begins with a vowel.

*co-own, re-enter*



Exit here to check your use of grammar.

# GRAMMAR GROVE



## Language Library

### Fiction & Poetry

Use a thesaurus to **check** for synonyms for words you want to improve to enhance your writing. Swap less appealing words.



**Be careful** - Only add words to your writing if you know the meaning of them.

Have you used figurative language? (*alliteration, onomatopoeia, metaphor, simile, personification*)

**Swap** any language that can be improved upon.



### Non-fiction

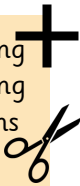
**Skim read & swap** any common words for better topic-related words.

**places/environments**  
**homes/habitats**



## Sentence Structure Square

Do you have sentences of varying length? **Skim read** your writing & **add** or **cut out** conjunctions to vary sentence lengths.



**Long sentences** are good for detail. Use sub-ordinating conjunctions to create complex sentences. **Remember** - I SAW A WABUB *if, since, as, when, although, while, after, before, until, because*

**Medium length sentences** - use co-ordinating conjunctions to join main clauses, creating compound sentences. **Remember** - FANBOYS *for, and, nor, but, or, yet, so*

**Short sentences** are good for creating tension. Over-use them and the writing becomes stilted. **Read aloud** your sentences to check the flow.



Are your sentences in a logical order? Are 'like' sentences next to each other?



## Formality Fountain

Should you be writing formally or informally?

**Formal writing** -

- no contractions (**can't, won't**)
- no speech-like phrases
- more tier 2 words (**illustrates, apparent, demonstrates**)

**Formal writing** is best most of the time, unless you are writing:

- dialogue
- quotes in a newspaper report
- a letter to someone you know
- a diary entry

**Skim read** your writing and check that your writing is formal unless it needs to be informal. **Swap** any less formal words for more formal alternatives.



## Tense Tower

Are your tenses consistent? (*e.g. if you needed to write in past tense, are all your verbs past tense?*)

Do you need to change tenses? (e.g. in dialogue)



**Skim read** your writing to check your tenses are consistent and appropriate.

Look out for irregular verb forms. (e.g. **was/were**)

Use your tenses mat to identify and check different tenses.



Exit here to check your use of grammar.

## GRAMMAR GROVE

### Cohesion Common

### Layout Lighthouse

### Paragraph Park



**Skim read** your writing and check your use of paragraphs.

Check that you have started a new paragraph for:

- A change of time
- A change of place
- A change of person
- A change of topic

Within paragraphs, check that sentences are in a logical order. Similar sentences should be placed next to each other. **Swap** sentences around if you need to.



**Skim read** your writing to check how it flows.

Think about what you learnt at 'Sentence Structure Square'. Have you used conjunctions to lengthen sentences?

Have you used a mix of proper nouns and pronouns? (e.g. *Jack was eight years old. He lived with his parents.*)



**Swap** some proper nouns & pronouns if you need to.

Have you used a range of sentence openers to link ideas?

- Adverbial phrases for how - *with fear in her heart/ cautiously*
- Adverbial phrases for when - *After lunch/ within minutes*
- adverbial phrases for where - *Under the trees*
- Adjectives - *Excited, Sam ran to the door.*
- Other adverbs - *however, furthermore, consequently.*



**Add in** any new sentence starters to enhance your writing.

The layout of a text is very important for the reader - especially in non-fiction writing.

#### Non-fiction

Have you set out your text appropriately for the purpose? **Skim read** your writing and **add in** anything missing.



Have you ensured that your layout allows the reader to read your work easily or find information from your text easily? Features such as **headings, sub-headings, text boxes** and pictures with captions can help.

Look at other examples of texts like the piece you have written. Are they similar?



**Swap** paragraphs/text boxes around to make your text more readable if you need to.



## SPELLING SQUARE

Exit here to check your use of spelling.



### Homophone Hotel

Homophones are words that sound the same but are spelt differently and have different meanings.



Skim read your writing and swap any incorrect spellings of common homophones.

*there/ their/ they're to/ two/ too*

*which/ witch who's/ whose*

*hear/here your/ you're practise/practice*

Near homophones are words that almost sound the same but have different spellings and meanings.



Skim read your writing and swap any incorrect spellings of near homophones.

*of/ off were/ where our/ are affect/effect*



### Key Word Castle

'Key' words are words that are necessary to include in your writing.

They can be:

- High frequency words (words we use most commonly)

*were people went said because was*

- Topic-related words that are linked to the genre

*habitat component government*

Skim read your writing and check any spellings of these words.



### Ambitious Word Academy

Ambitious words can be:

- Tier 2 words - words that can be used in different contexts  
*conclude, apparent, examine, illustrate*

- Powerful verbs  
*sauntered, exclaimed, rampaged*

- Adjectives  
*exceptional, claret, horrendous*

- Adverbs  
*menacingly, gracefully, cautiously*



Skim read your writing and check any spellings of these words.



Some spellings come from the common exception or commonly misspelt word lists.



Skim read your writing to check any spellings of these words.



#### DICTIONARY TIPS

- ⇒ Words are in **alphabetical order** so open the book at the right letter.
- ⇒ **Scan** the page, looking at the first **two or three letters** of the words.
- ⇒ When the word has been found, **copy** the spelling **carefully**.



ADD MORE AVENUE

Exit here to add and remove detail from your writing.



### Cut Out Column

Sometimes we need to remove parts of our writing to enhance it. This can be removing words, phrases or whole sentences.



**Skim read** your writing and **cut out** any words, phrases or sentences that don't quite work in your writing.

- Have you repeated yourself?  
(e.g. **making the same point but worded differently, or accidentally repeating words in a sentence**)
- Have you veered away from a point you are making?  
(e.g. **switched topics within a paragraph**)
- Have you used words or phrases that you are not quite happy with?  
(e.g. **a word that may not be appropriate for the sentence**)



If you are cutting out parts of your writing, cross out neatly so your teacher can see your edits clearly.

### REMEMBER

- ⇒ Editing writing can be messy. As long as you cross out neatly your writing will still be readable.
- ⇒ NEVER worry about crossing out and making additions to your writing. Making changes shows you care and is the sign of a great writer.



### Extend Estate

Sometimes what our writing needs is more detail and this can be added in after writing.

Have you missed any opportunities to explain or describe something in more detail?



**Skim read** your writing to see where you can **add in** more detail for the reader.



We can add more detail in a range of ways:

- **Expand noun phrases** by adding more detail. For example, this can be done by adding adjectives or by using relative clauses
- If you have made a point, **elaborate** on it by giving details for the reader
- Give **examples** where appropriate
- If you read your writing and notice a section missing (e.g part of a story, or a paragraph in non-fiction), add this in.
- Add in a range of **sentence openers**.



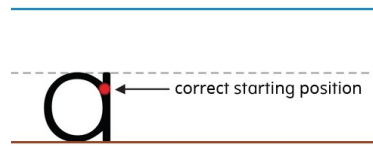
**Be careful** - whatever we add into our writing must be purposeful and must enhance our writing.





RE-WRITE ROAD

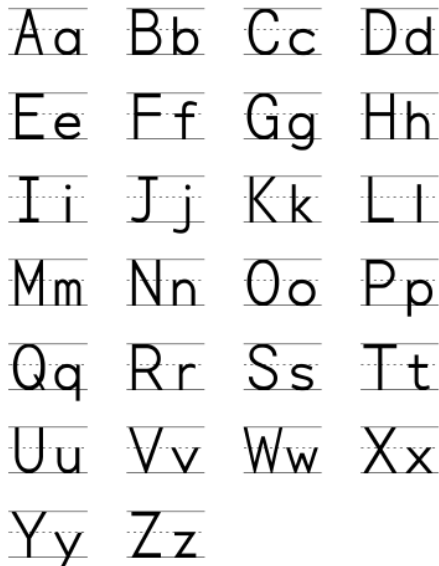
Exit here to re-draft/publish your work.



Eventually, they arrived in Antarctica where the film crew were waiting for Lauren's mum to report the news, causing Lauren to be left alone and find the winter hut herself.

Sizing

Letters should be the correct size and shape. Capital letters should be noticeably taller.



Formation

Letters should be formed from the correct starting point.

- Letters that start from the **top** - a, b, c, f, g, h, i, j, k, l, m, n, o, p, q, r, s, t, u, v, w, x, y, z
- Letters that start from the **middle** - d, e
- **Ascenders** must have a noticeable 'stick' - b, d, h, k, l, t
- **Descenders** must fall under the line - f, g, j, p, q, y

Cursive Script

Letters should be joined accurately and consistently.

- 'Break letters' that are not joined - b, g, j, p, q, y, x, z
- Letters that join from the **top** - o, r, v, w
- Letters that join from the **bottom** - a, c, d, e, h, i, k, l, m, n, s, t, u
- Letters that join from the middle - f



Handwriting House

The only focus when re-drafting is handwriting. It is very important that your handwriting is legible. This means the reader should be able to read it.



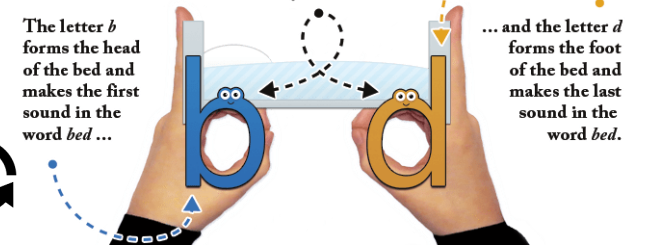
After writing a paragraph, stop and skim read your handwriting. Swap any letters that are the incorrect size.



Form circles with your thumbs and pointer fingers and make b and d with your hands.

The letter b forms the head of the bed and makes the first sound in the word bed ...

... and the letter d forms the foot of the bed and makes the last sound in the word bed.



Writing Implements

What will you choose to write with? (Pens, pencil, felt tips, fine liners etc)

Word Processing

Sometimes it is appropriate to publish writing on a computer.

- Choose a font that is easy for the reader to read. For example, this font is harder to read - *difficult*
- Choose a font size and colour that is also easily readable.

Orientation

Check carefully that letters are written the correct way round. Ones to check for - b/d, p/q