

Let's bake Grandpa.
 Let's bake, Grandpa. ✓
 I like cooking dogs and flowers. ✗
 I like cooking, dogs and flowers. ✓

-Comma before the speech if speech is in the middle of the sentence.
 -Use "" when a character starts and finishes speaking (punctuation inside speech marks).
 -Start speech with a capital letter (apart from the second part of split speech).
 -New speaker, new line.
 Ahmet approached Brendan the bully, "Leave me alone!" he cried.
 "Make me," snarled Brendan, "I dare you."

Contraction – She **wouldn't** do that. **It's** in the classroom.
Possession – The **moon's** light shone brightly. Violently, the **trees'** branches thrashed around in the wind.

The dog, **itching like mad**, had fleas all over it.
 Children, **fighting for their lives**, were struggling to find adequate food.

Now listen. I need you to understand that....
Scared, frightened, terrified, he cowered in the corner of the room.

Mr Smith loves Mr Smith's plants. ✗
 Mr Smith loved **his** plants. ✓

Maybe you could show me where it is. **I will** find out anyway. **I might** even search for it myself.

Dashes (short and descriptive)
 The best class in the school – 6K – have won the attendance award.
 My favourite team – Coventry City – won their game yesterday.
Brackets (extended extra information)
 Mo raced to the finish line (he had never been more determined to come first).
 Unicef rights (article 20) outlines that the Government will help unaccompanied refugees.
Commas (relative clause beginning with relative pronoun – that, who, whom, whose, which)
 Mr Ali's children, **whose** Lego pieces were lost, cried when they couldn't build the toy helicopter.


Jack, **who didn't want to eat his dinner**, cried until he went to bed.
 The shop, **that was across the road**, sold Hubba Bubba.

- Year 5**
- Use apostrophes for contraction/possessive apostrophe with plural and singular nouns mostly correctly.
 - Use inverted commas and other speech punctuation to indicate direct speech.
 - Use commas to clarify meaning or avoid ambiguity.
 - Add phrases to make sentences more precise and detailed.
 - Use range of sentence openers – judging the impact or effect needed.
 - Use pronouns to avoid repetition.
 - Indicate degrees of possibility using adverbs (e.g. perhaps, surely) or modal verbs (e.g. might, should, will).
 - Use the following to indicate parenthesis:
 - Brackets
 - Dashes
 - Commas
 - Link clauses in sentences using a range of subordinating and coordinating conjunctions.
 - Use relative clauses beginning with who, which and that to add detail and description
 - Use verb phrases to create subtle differences (e.g. she began to run).
 - Consistently organize into paragraphs.
 - Link ideas across paragraphs using adverbials of time (e.g. later), place (e.g. nearby) and number (e.g. secondly).
 - Use fronted adverbials with commas to vary sentence structure

Coordinating Conjunctions

for, and, nor, but, or, yet, so

F.A.N.B.O.Y.S.



Subordinating Conjunctions

after	even though
although	every time
as	if
as far as	in order that
as if	since
as long as	so
as soon as	so that
as though	than
because	though
before	unless
even if	until
when	whenever
where	whereas
wherever	while

Correlative Conjunctions

either...or
not only...but (also)
neither...nor
both...and
whether...or
just as...so
the...the
as...as
as much...as
no sooner...than
rather...than

Time - After the clock struck midnight...
Place – In the middle of the deep, dark hole...
Number – Firstly, secondly, after...

After much hesitation, the child leapt into the abyss and hoped for the best.
When he finally opened his eyes, he realised it wasn't as bad as he first thought.

coordinating conjunctions

Connects two main clauses.
for, and, nor, but, or, so, yet

inverted commas

Inverted commas are used to indicate direct speech
"Did you hear that noise?"
whispered Sam.

apostrophe for possession

the girl's eyes (shows singular possession)
the girls' eyes (shows plural possession)

apostrophe for contraction

Apostrophes shows where the letters would be if the word was written in full.
cannot → can't

subordinating conjunctions

Connects a subordinate clause to a main clause
as if, because, unless, since, even if, when, whenever, wherever, whereas, while, rather than, until

Year 5 Writing Toolkit



parenthesis

We can use brackets (), dashes - or commas , to add additional information into the main clause.
After lunch (around 1pm) we will finish our history lesson.

expanded noun phrases

Adds additional detail to the noun by adding adjectives or by explaining where the noun is.
beautiful, blue sky
The adjectives must not be synonyms and must have a comma to separate them.
the fox in the playground
the strict maths teacher with curly hair

modal verbs

Express the certainty, ability, or obligation of other verbs.
will, would, may, might, can, could, must, ought to, shall, should

relative clause

Uses a relative pronoun (who, whom, whose, which, that) to add additional information.
The book, that I borrowed from the library, is due back tomorrow.

narrative point of view

1st person: I, we, me, my, mine, our, ours
2nd person: you, your yours
3rd person: he, his, him, she, her, hers, it, its, their, theirs

pronouns

Using pronouns avoids repetition of the noun and helps cohesion
She waved to him.
His mother is over there.
This will be an overnight visit.

fronted adverbials

Used at the start of a sentence to describe manner, time or place.
Must be followed by a comma.
In the early morning, they began their thrilling adventure.

With great caution, he removed the top layer.

Startled, unnerved, terrified, he cowered in the corner of the room.

Brimming with excitement, she jumped out of bed eager to start her day.