

Help sheet for parents to support writing curricular targets - punctuation – Autumn Term 2012.

<u>Punctuation mark</u>	<u>Where punctuation is used.</u>	<u>Examples</u>
Full stops	To mark the end of a sentence.	The cat sat on the mat.
Full stops	For abbreviations /acronyms	Feb. 14 th , R.S.P.C.A. , B.B.C.
Capital letters	To mark the start of a sentence.	The cat sat on the mat.
Capital letters	Names of people, places.	Jack, Sally, Dr, Mrs, Wolverhampton, New York, Elston Hall Primary, River Thames, Stafford Road, Monday, June, Prince of Wales, I etc.
Capital letters	For titles, headlines etc.	The Lord of the Rings, Eastenders, Big Brother, ALERT OVER TWISTERS etc.
Question marks	At the end of a sentence which asks a question.	Where is Class 18? Who is your teacher?
Exclamation marks	For emphasis, to mark surprise, humour, joy, pain, fear, anger. To show that someone is shouting or giving an order.	I don't believe it! Silly me! What a beautiful day! Don't shoot! How dare you! Ouch! Stand up straight! Call the police!
Commas	To separate items in a list.	Sam had a pencil, a pen, a rubber and two rulers in his pencil case. She stopped, stared and ran.
Commas	To separate clauses in a sentence.	When they got to school, they played football on the playground. Although it was raining, they still had a picnic.
Speech marks	These show the exact words that someone has spoken.	"I have won a holiday for two in France," said Fred. Fred said, "I have won a holiday for two in France."
Correct speech layout	A capital letter must be used whenever someone starts to speak. New line for each new speaker. Punctuation goes inside the speech marks. Comma goes before speech marks are opened.	"I am very excited about going abroad," said Fred. "When are you going?" asked Alice. Fred replied, "We are leaving tomorrow morning."
Brackets	To interrupt, add explanation, add an afterthought. If you take away the words between the brackets, the rest of the sentence should still make sense.	I spoke to Eliza (her sister is a doctor) about your strange symptoms. The streets were deserted (it was Easter Sunday) and not a single shop was open. I gave the bear a banana (all I had left). Peggy Mitchell (the landlady of the Queen Vic.) bought everyone a drink.
Apostrophes	To show who owns what (possession) To show letters are missing.	This is Jane's car. The thief stole the girl's handbag. You're = you are I'm = I am They're = they are
Colons	To introduce lists. To give more explanation.	You need the following ingredients: two eggs, a litre of milk, some cherries etc. Eventually he told us his secret: the old beggar was actually a very rich man.
Semi-colons	To link two closely linked, short sentences. To break up lists where each item on the list is rather long.	The door swung open; a masked figure strode in. At the circus we saw a dwarf, juggling with swords and daggers; a clown who stood on his head on a tight-rope; a fire-eater with flashing eyes; and an eight-year old lion-tamer.
Dashes or hyphens	Used when adding detail. To add a pause for dramatic effect.	From his bedroom window – at the front of the house – he could see the mountains. The boys were playing - very dangerously- in the road. I opened the lid eagerly and there inside the box was – a dead mouse.
Ellipsis	Three dots at the end of a sentence used to help reader imagine the rest of the action, or to show that time is passing.	Between us we swung the body of the murdered thief far out into the river. The evil eyes of an alligator glinted greedily...

Help sheet for parents to support writing curricular targets – sentence construction – Spring 2013.

I went to school.

The man has a ball.

Can you jump?

The man has a ball and a toy.

I ran to school but I was still late.

I was tired, so I went to bed.

The cat sat on the mat so that he could curl up and go to sleep.

He put on the lights, because it was getting dark.
lights.

When it was dark, she turned on the

The girl, who had long red hair, walked swiftly into the classroom.

The girl walked into the classroom, which by now was filled with children.

The girl walked into the classroom that had been allocated to her on arrival at the school earlier this morning.

After they had finished eating their dinner, they had some pudding.

While they were having their dinner, they listened to some music.

Before they went out, they checked that all of the windows were closed.

Whenever she visited her grandparents, she always took them a gift.

As the girl, with flaming red hair and freckles on her nose, walked into the classroom, all heads turned to stare at her.

Although it was late, they still stayed up and watched T.V.

Though the cat was really hungry for its tea, it sat patiently on the mat.

Whilst they were working, they had several cups of tea.

If the weather was cold outside the cat always sat on the mat in front of the fire.

Linking arms, the girls danced down the street.

Fighting a way through the crowd, the thief managed to escape.

Peering into the darkness, they could identify nothing.

Shovelling snow as fast as possible, the rescue team managed to reach him.

Useful adjectives:

sticky, red, big, smelly, stupid, cold, huge, busy, jolly, large, terrified, scary, crazy, white, black, tiny, enormous, fast, slow, clever

Useful adverbs:

slowly, quickly, hopefully, gradually, suddenly, quietly, loudly, kindly, terribly, extremely, happily, sadly

6 steps for describing:

Use this to improve simple sentences such as:

The man walked down the road.

1. Use an adjective:

The **tall** man walked down the road.

2. Use another adjective:

The tall, **thin** man walked down the road.

3. Change the verb into a more exciting one:

The tall, thin man **limped** down the road.

4. Use an adverb:

The tall, thin man limped **slowly** down the road.

5. Give an ending:

The tall, thin man limped slowly down the road **on his journey home.**

6. Use an adjective in the ending:

The tall, thin man limped slowly down the road on his **long** journey home.

Parent's quick guide to improving children's writing:



Start sentences in different ways:

- *Use an adverb* – Nervously, David picked up the keys.
- *Use a verb with -ing* – Breathing fast, he put the key in the lock.
- *Use a verb with -ed* – Petrified, David turned the key.
- *Use a prepositional phrase* – Down the sodden path, came the stray dog.
- *Use a simile* – Like a lost child, the dog whimpered for its mother.
- *Start with a connective* – Although he had never been so scared in his life, David opened the creaking door and walked in.
- *Re-order the sentence* to make it more unusual – Through the doorway David slipped in silence, like a ghost in the night.