



Upper Key Stage Two

Writing skills

Name: _____

Basic skills

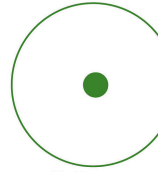
Capital letters and full stops:

Always ensure your sentences begin with a capital letter and end with a full stop. Make sure your sentences **are always** grammatically correct.

You must always have capital letters for **proper nouns**, people's names, places, days of the week and month etc.



Capital/lower case letters



Full stops

Commas:

Commas are used in lists, in between adjectives and they're used at the end of fronted adverbials.



Apostrophes:

There are two types of apostrophes:

Apostrophes for contraction show missing letters.
can't wouldn't she'll he's they'd

Apostrophes for possession show that something belongs to someone.

Frank's bike Laura's dog The map's hidden secrets

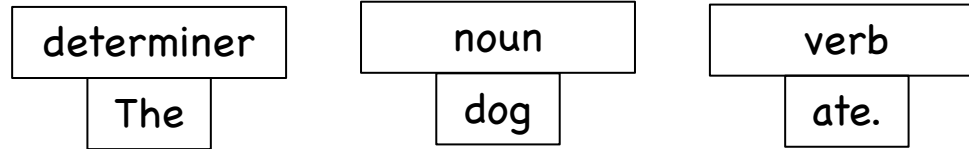


Question marks:

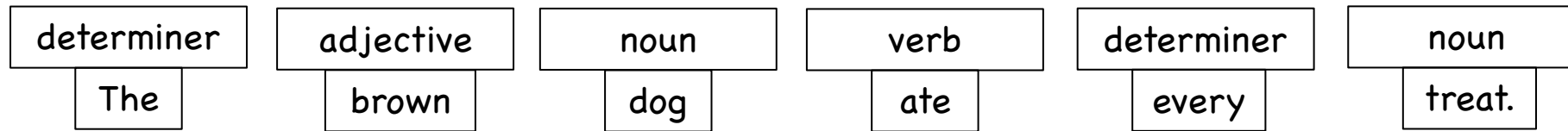
Question marks are used at the end of a direct question. They mark the end of a sentence like a full stop.



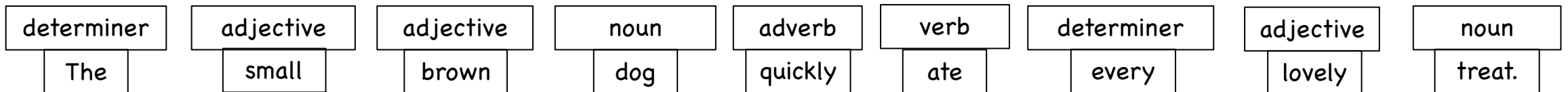
Building sentences



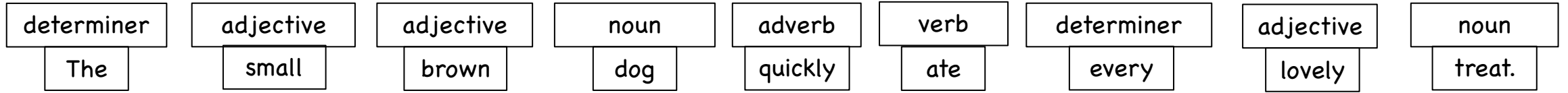
We can expand the sentence by using describing words...



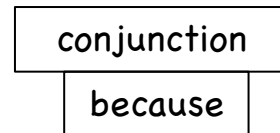
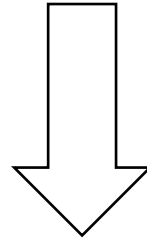
We can add more describing words...



Building sentences continued...



We can add more detail by adding a conjunction to this sentence.



The small, brown dog quickly ate every lovely treat **because** the other small, brown dog sneakily looked over at her treats.

Punctuation

An exclamation mark shows a strong emotion. This could be happy, sad, angry and more. You only ever use one exclamation mark. It works the same as a full stop and finishes a sentence.



A question mark shows when a question has been asked. You will often be asking why, who, where, what. It works the same as a full stop and finishes a sentence.



A full stop marks the end of a sentence. Use full stops when you have a sentence that makes sense and isn't too long that you can't breathe!



An ellipsis builds suspense or silence. It can show that something is about to happen or make the reader pause for dramatic effect. It always has three dots.



A colon shows that you are about to write a list. This could be a list for shopping, a list of names and much more. It does not act as a full stop.



A semi colon joins two main clauses together. However, these clauses need to be relevant to one another.



Brackets show parenthesis (extra information). They can also be used to replace commas in relative clauses.



Dashes are used for parenthesis. **Hyphens** are used to link two nouns together. **The man-eating crocodile.**



My Notes:

Word class

Adjective – An adjective is a describing word. It can describe what something looks, smells, tastes, sounds like and more.

Noun – A noun is the name of something. Anything in the world that has a name is a noun. Foot, chair, cloud, hill, car and billions more!

Pronoun – A pronoun replaces a noun. He, she, we, they, his, hers, they, them, you, your, yours, me, my, it.

Proper noun – A proper noun is the name of a person, place, day or month. They must have a capital letter. Holly, Patrick, Dipton, United Kingdom, Saturday, May.

Verb – A verb is a doing word. It shows an action. Run, running, ran. Think, thinking, thought. Cry, crying, cried and many, many more!

Adverb – An adverb describes a verb. It describes how you do something. Often, it ends with an -ly suffix. Quickly, slowly, carefully, gradually, amazingly, surprisingly.

Conjunction – A conjunction joins two clauses together. You have **coordinating conjunctions** that join main clauses (and, but, so). You also have **subordinating conjunctions** (because, when, if) and many more!

Preposition – A preposition shows the position of something relative to something else. Through, under, on, over, in, above, against, around.

Determiner – A determiner is placed in front of a noun to show how many you have “**three** dogs”, “**a** milkshake”. It can also clarify what the noun refers to “**the** dog”, “**that** dog”, “**my** dog”.

Subject – A subject is a person or thing in the sentence that is doing something. The **girl** kicked the ball. The **girl** is the subject because she is the one doing something.

Object – An object is the person or thing in the sentence having something done to it. The girl kicked the **ball**. The **ball** is the object because it is having something done to it.

Grammar

Noun phrases – A noun phrase consists of a determiner and a noun. **The dog, a coat.**

Expanded noun phrases – An expanded noun phrase consists of a determiner, one (or more) adjectives and a noun. **the scary dog a warm, fluffy coat**

Past tense – The past tense describes something that has now finished happening. Often, the verb will have an -ed suffix on the end but not always.

Present tense – The present tense shows something that is still currently happening now. Often, it has an -ing suffix on the end but not always.

Past progressive tense – Has was/were in front of a present tense verb.
I was painting the fence.

Present perfect tense – Has have/has in front of a verb.
I have been waiting for two hours.
She has worked here for thirty years.

Statements, Questions, Commands, Exclamations:

- **Statements** tell you something. It is an average sentence and we use them in everyday conversations.
- **Questions** ask you something and end with a question mark.
- **Exclamations** show strong emotions such as anger, excitement or surprise. They end with an exclamation mark.
- **Commands** tell you to do something and start with a verb.

Modal verbs – Modal verbs indicate possibility. **Should, would, could, might, may, can, must, might.**

Subjunctive form – This is a more formal way of speaking. We remove the 's' from the verb. If I **were** him. I suggest he **face** up to the bully.

Common mistakes:



I done it
its mine



I did it/I have done it
it's mine

Main and subordinate clauses

Main clauses:

A main clause makes sense by itself.
It is a sentence by itself.

It must have a subject, an object
and a verb.



main clause

subordinate clause

The witch was selfish because she
wouldn't let anyone in her garden.

Subordinate clauses:

A subordinate clause does not make sense by itself. It needs to be
attached to a main clause to make sense.

A subordinate clause can come at the **back** or **front** of a sentence.
If it is at the **front** of a sentence it is also a **fronted adverbial**.

I jumped in fright **when the monster screamed**.
When the monster screamed, I jumped in fright.

Use the following **subordinating conjunctions** and more to start
subordinate clauses.

because, when, if, while, after, in, since, although, through, over,
under, unless, whether, until, wherever

Fronted adverbials

Fronted adverbials come at the front of a sentence and add more detail.

- Fronted adverbials describe **where, when, why** or **how** something is happening.
- Fronted adverbials end with a comma. If you read out the sentence to check, you can tell there is a natural pause where the fronted adverbial ends. This is where the comma should be.
- Subordinate clauses at the front of sentences are also fronted adverbials.

Tips for using fronted adverbials:

- Use them a lot! Your writing should be filled with fronted adverbials - making your writing sound more mature and interesting. Varying your sentence openers engages readers more with your writing.

In the distance,
Over the hill,
Under the stairs,
Through the cave,
Above the clouds,
On a morning,
Against his
friend's advice,
Horrorified,
Shocked,

Because _____,
If _____,
When _____,
Although _____,
At _____,
Before _____,
While _____,
Since _____,
Storming away,
Delighted,

Amazingly,
Carefully,
Quickly,
Suddenly,
Stupidly,
Slowly,
Importantly,
Majestically,
Sprinting through
the dark,

Every day,
Occasionally,
Sometimes,
All of a sudden,
Later,
Never in my life,
Down by the cliff,
Behind the shed,
Laughing
hysterically,

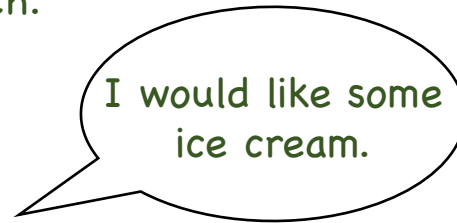
Barely alive,
Overwhelmed,
Exhausted,
Out of breath,
Yesterday,
After a while,
On Tuesday,
Without warning,
Amazed,
Delighted,

Direct speech

Direct speech is speech that comes directly from a character's mouth.

Use the following rules to punctuate direct speech.

- Start on a **fresh line**.
- Begin with your first inverted comma. “
- Write your direct speech.
- Put a **comma, exclamation mark or question mark before** the “.
- Place your last inverted comma. ”
- Write who said the direct speech and remember capital letters for proper nouns.



Because it was a beautiful, sunny day, Hannah and Beth wanted to go to the beach. They asked their Mam for a lift.

“I would like some ice cream,” said Hannah.

Tips for using direct speech:

- Don't overdo it! Use direct speech infrequently, here and there in your writing. It is easy to get stuck in conversation between two characters. Fill in between it with description, fronted adverbials and subordinate clauses.
- Think of words other than 'said'.
whispered, shouted, yelled, asked, begged, cried, demanded, mumbled, hinted, joked
- Try and include your reading skills in your direct speech. This is your opportunity to show how your character is **feeling**, what they are **thinking** and their **motives** (reasons why they do things).

Parenthesis

Parenthesis is adding extra information to a sentence using brackets, dashes or commas.

- If you take the parenthesis out, the sentence or passage should still make sense.
- Most of the time, parenthesis is tucked into a sentence but it can also be its own sentence.
- Parenthesis can help us better understand things like setting or aspects of a character.
- It is almost like the author is whispering in your ear!
- You can also use commas, brackets or dashes for relative clauses for parenthesis.

Examples:

- The suitcase was worn **(and very full)** and she struggled to close it.
- James - **who is terrified of heights** - is taking part in a charity skydive at the weekend.
- Lucy, **Joe's brother**, likes to play football.

Tips for using parenthesis:

- Don't overdo it! Parenthesis is used infrequently to help the reader understand more of what it is you are writing about. This could be in fiction or non-fiction. Two or three in a piece of writing is enough.
- Use your reading skills to develop your parenthesis. Add detail about how a character is feeling, what they are thinking or why they are doing something.

Relative clauses

Relative clauses add extra information about a noun to a sentence.

- Relative clauses are introduced by a relative pronoun: that, which, who, whose, where or when.
- Relative clauses are a special type of subordinate clause.
- They can come in the middle or at the end of sentences and are marked with commas, dashes or brackets.

Examples:

- I won't stand by the man, **who smells of slime**.
- The map, **that was unfinished**, held many secrets.
- The guitar, **which was missing a string**, was wildly out of tune.
- The lake, **where we used to meet**, has dried up because of the heatwave.
- Lauren, **whose parents gave her pocket money each week**, wanted to go to the cinema.

Tips for using relative clauses:

- Think about extra information you would like to give about a place, character or item in your writing.
- Choose whether you will use commas, dashes or brackets and keep that consistent within your piece of writing.
- Ensure you choose the correct relative pronoun. (Read your sentence back to make sure it sounds right. If it doesn't, think about why and edit it.)

Noun phrases and expanded noun phrases

Noun phrases:

A noun phrase is made up of a determiner and a noun. See the examples below:

determiner

noun

the

cat

two

shoes

my

friends

your

pen

Expanded noun phrases:

An expanded phrase is made up of a determiner, adjective (or more than one adjective) and a noun.

determiner

adjective(s)

noun

the

scary

cat

two

brown

shoes

my

kind

friends

your

purple, sparkly

pen

Paragraphs

Paragraphs show a change in your writing. They show when one of the following things has changed:

- The thing you are talking about
- The time
- The place

You start a new paragraph by finishing your sentence with the correct punctuation, then missing out a line and starting a fresh line. There should be a neat gap between your last paragraph and your new one. The gap should only ever be one line.

Example:

The boys were looking incredibly scared. They had not realised that it was going to happen... When they threw the rock, they did not mean for it to hit the window but as it left Joe's hand, he knew exactly what was going to happen.

The next day, they woke up in fear. They knew someone would have seen them and they would get caught. Wondering whether they should tell their parents first, they had no idea what to do.

Tips for using paragraphs

- If you are changing what, who or where you are talking about, start a new paragraph.
- There isn't a rule for how long or short paragraphs should be. However, you should have at least two or three in a page of writing.
- If you are unsure of where to put a paragraph, think about what you plan on writing about next and think about whether the time or place or what is happening is going to change.