



Wodensfield
Primary School

Writing (Punctuation and Grammar)

Knowledge Organisers (Y1-6)

including Parent Guides (Y3-6)



Varying openings draws attention to the opening clause or phrase. It's also a way to create cohesion in texts as it helps them to flow, avoiding repetition of 'the...'

Action: Stamping down the stairs, Hiding behind the tree,
 Adverbials of time: Just then, All of a sudden, In a flash,
 Speech: "I'm going out," Sam shouted. "Help!" screamed....

A **simple sentence** stands alone. *I went for a walk.*

Varying sentence structure can take many forms:
 -Two **main clauses** are joined with a conjunction
The bird ate a worm and it flew into the tree.
 -A **subordinate clause**- it doesn't make sense alone. The commas separate the clauses.
When I saw the food, my tummy began to rumble.
Sam had many toy cars but then he lost them.

The subject and verb must match within a sentence; however, they may vary across a piece of work. For example, in a past tense narrative, direct speech may be present tense.

Past already happened	Present today or now
I was dancing yesterday in PE. Last week, I jumped over the bar.	I am going swimming today at school. I like to play catch.

Year 4

- Vary sentence structure, using different openers. Use sentences of different forms including some sentence structures with more than one clause
- Use past and present tense correctly and consistently
- Use some cohesive devices e.g. co-ordinating and subordinating conjunctions, adverbs and prepositions (to express time and cause) and nouns and pronouns (for clarity and to avoid repetition).
- Use adjectival phrases (e.g. biting cold wind).
- Use appropriate choice of noun or pronoun.
- Use fronted adverbials and use a comma after each one (e.g. Later that day, I heard bad news.).
- Use apostrophe for singular and plural possession.
- Use commas to mark clauses.
- Use inverted commas and other punctuation to punctuate direct speech.
- Use paragraphs to organise ideas around a theme.
- Use connecting adverbs to link paragraphs.

Cohesive devices are words or phrases that make clear how the different parts of a text fit together. These are used within and across paragraphs to help them to flow. Some examples of cohesive devices are:

- **Pronouns:** refer back to earlier nouns used to avoid repetition.
 - Sam – he, the boy, his, him.
 - Aisha – she, her, the girl.
- **Prepositions, conjunctions and adverbs:** make relations between words clear. Before leaving, check... After lunch..., Finally...

Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases. E.g. *the teacher* expanded to: *the strict maths teacher with*

An expansion of the **noun** with **adjectives** for description. *evil beast small timid creature*

Placed at the front of the sentence as a **fronted adverbial** and it is then followed by a comma. Gives information related to time, place or manner.

After much hesitation, the child leapt into the abyss and hoped for the best.
Staring at what was in front of him, he realised it wasn't as bad as he had first thought.

Apostrophes to mark **singular** and **plural** possession

the **girl's** name is... the **girls'** names are
 the **dog's** paw is the **dogs'** paws are

-Use " " when a character starts and finishes speaking

-Start speech with a capital letter

-Punctuate within the speech marks this could be ! ? . or ,)

The conductor shouted, "Sit down!"

"Today I had chips for lunch," Sam told his mum.

A group of linked sentences about the same thing. Start the new **paragraph** on a new line when you are writing about a new idea, person, place or event. Paragraphs organise your work and show themes. Apply these within written work:

-Narrative: at least **beginning**, **middle** and **end**, however there will be others such as a change in setting or event in a longer story.

-Report writing: each new section with a new subheading

Heading = The title All about the Romans

Subheadings =Within the report - Roman Weapons The Empire

All can be used to inform time, place and cause.

- Conjunctions link words and phrases together.
- Adverbs modify verbs, adjectives and clauses.
- Preposition describes location, place or time - before a noun.

Conjunctions		Adverbs		Prepositions	
when	before	then	next	before	after
while	since	soon	always	during	due to
because	so	later	now	above	below
where	later	inside	outside	through	under
unless	until	therefore		beside	with
yet	once	yesterday		inside	next to
that	if	frequently		because of	
		eventually			

- A **full stop** comes at the end of a sentence that is complete and finished. *The boy ran across the road.*
- A **question mark** comes at the end of a sentence that is asking a question. *What time is lunch?*
- An **exclamation** is something you say or shout that shows you are very happy, angry, or surprised. *Oh dear!*
- A comma can be used to separate items in a list. *I like cheese, lettuce and tomato in my sandwich.* There is no comma before 'and'.

A noun phrase adds detail to the noun. *the big bear...a black dog...an old, wooden boat...the bird with golden feathers...*

*It does not need to be 2 adjectives + noun, a noun can be modified by a noun. *bed socks...history book...ankle boots*

First, second, and third person show the narrative point of view.

1st person: I, we, me, my, mine, our, ours.

I went shopping. The picnic is ours for lunch. We had a great time.

2nd person: you, your yours.

You are kind. The gift is all yours.

3rd person: he, his, him, she, her, hers, it, its, their, theirs...

He is running fast.

They preferred to play football.

Sally watched the game.

The present perfect verb form, instead of the simple present.

Simple present tense

I like to play games.

My dad drives a red car.

Present perfect

He **has gone** out to play.

(**present+perfect** form)

I **have** finished my work.

(**present+perfect** form)

Inverted commas (also known as speech marks) show when people are actually speaking: this is known as direct speech.

"I'm beginning to understand," he said.

" " At the start and end of what is being said.

A group of linked sentences that are usually about the same thing. A new **paragraph** starts when you are writing about a new idea, person, place or event. Start the new paragraph on a new line.

In stories this could be the **beginning, middle** and **end**.

In a report, this could be a new paragraph for each section of the report using headings and subheadings.

Heading = All about Cats

Subheadings = Diet of a Cat

Cat Breeds

Year 3

- Use capital letters, full stops, question marks, exclamation marks and commas for lists.
- Use conjunctions, adverbs and prepositions, mostly accurately, to inform time, place or cause
 - Use conjunctions (when, so, before, after, while, because).
 - Use adverbs (e.g. then, next, soon).
 - Use prepositions (e.g. before, after, during, in, because of).
- Use nouns and noun phrases, modified by adjectives and other nouns to add detail, experimenting with adjectives to create impact.
- Correctly use verbs in 1st, 2nd and 3rd person.
- Use perfect form of verbs to mark relationships of time and cause.
- Use punctuation mostly accurately, including some use of inverted commas to indicate direct speech.
- Group ideas into basic paragraphs.
- Write under headings and sub-headings.
- Write with increasing legibility.

A sentence where the **subject** receives an action by someone/something.

Passive - The **house** was cleaned by Miss Abraham.

Active - Miss Abraham cleaned the **house**.

Semi-Colon - links closely related clauses instead of using a conjunction.

I enjoyed my run in the park this morning; I felt exhausted afterwards.

The cat sleeps in the basket; the dog sleeps on the bed.

Colon - links clauses where the second clause explains more about the first.

Mr Ali was late for work: his alarm didn't go off.

Unaccompanied refugees are left to suffer: they are orphans due to the conflict.

Dash (normally used informally) - indicates parenthesis within a sentence.

Mrs Ambris enjoyed her netball match - she played in defence.

You will need to bring the following: pyjamas for an overnight stay; slippers for the morning; and a swimming kit for the water activities.

Complete sentence - use capital letters and punctuation.
words/phrases - don't end with punctuation. Be consistent when beginning each point with capital/lower case letters.

A **re-formed** music group
His **long-standing** friend
Please **re-cover** the book.

. ? , ! ' ... " " - () : ;

Creating **cohesion** means 'tying' our words, phrases, sentences and **paragraphs** together, to ensure the text 'flows'.

This 'flow' can be accomplished by using **pronouns to avoid repetition** (Ali and Tom wanted the apple. **They** couldn't wait).

Conjunctions to link ideas and **adverbs and adverbials to convey time, place or reason**. Eventually, they agreed to share the apple because they wanted to stay friends.

Although he was wealthy, he was still unhappy.

He was still unhappy **although** he was wealthy.

Year 6

- Use subordinate clauses to write complex sentences.
- Use passive voice where appropriate.
- Use expanded noun phrases to convey complicated information concisely (e.g. The fact that it was raining meant the end of sports day).
- Use a sentence structure and layout matched to requirements of text type.
- Use semi-colon, colon or dash to mark the boundary between independent clauses.
- Use colon to introduce a list and semi colon within a list.
- Use correct punctuation of bullet points.
- Use hyphens to avoid ambiguity.
- Use full range of punctuation matched to requirements of text type.
- Use wide range of devices to build cohesion within and across paragraphs.
- Use paragraphs to signal change in time, scene, action, mood or person.

TIP TOP
Time Person Topic Place

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."

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

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.

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.

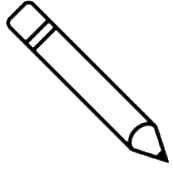
Jack, **who didn't want to eat his dinner**, cried until he went to bed.
 The shop, **that was across the road**, sold Hubba Bubba.

- 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:
 - o Brackets
 - o Dashes
 - o 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	Subordinating Conjunctions	Correlative Conjunctions
for, and, nor, but, or, yet, so F.A.N.B.O.Y.S.	after although as as far as as if as long as as soon as as though because before even if when where wherever	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
	even though every time if in order that since so so that than though unless until whenever whereas while	

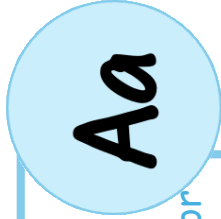
Time - After the clock struck midnight...
Place – In the middle of the deep, dark hole...
Number – Firstly, secondly, after...

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.



Year 1

Writing Toolkit



capital letter

Used at the start of a sentence or for a proper noun

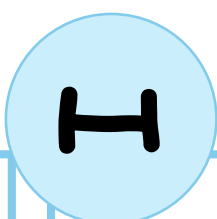
Ben is reading a book. It is fun.



spelling

When you don't know how to spell a word use your phonics.

The dog has a t-ai-l.



I

We use **I** to show when we are writing about ourself.

I like to sing in the car.



and

Joins two sentences together

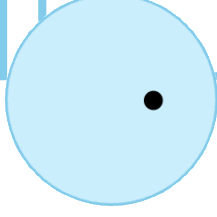
The boy is talking and the girl is listening.



finger space

We use finger spaces between groups of letters to show words.

The ball is red.



full stop

Show that it is the end of a sentence.

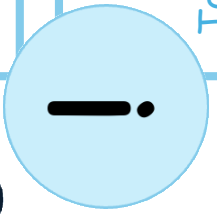
The boy went to the shop.



question mark

To show that a sentence is a question.

When do I stop?



exclamation mark

To show you are very happy, angry or surprised.

That was very good!

statement

A sentence that tells the reader a fact, idea or opinion.

The sky is blue.
My favourite colour is green.

command

A sentence that gives an instruction or tells you to do something.

Pass me your book.
Line up quietly!

exclamation

A sentence that shows intense feeling or surprise. Ends with an exclamation mark.

Oh dear!
What a great friend you are!

question

A sentence that asks something. Always ends with a question mark.

What time is lunch?
How are you going to get there?

expanded noun phrases

Adds additional detail to the noun by adding adjectives or by explaining where the noun is.

blue sky
girl on the bike

coordinating conjunctions

Connects two main clauses.

and, but, or, so

subordinating conjunctions

Connects a subordinate clause to a main clause

when, if, because, that

Aa

.

!

?

Year 2 Writing

Toolkit



past tense

Shows something has happened.

Ben **ran** home yesterday.
Sally **drank** a glass of milk.
I **saw** a cow in the field.

present tense

Show something is happening now.

Sam **walks** to school.
I **am watching** TV.
I **eat** pizza every Friday.

verb

A word which describes an action.

jump, write, read, sing, look, walk, open, speak, listen, watch

adjective

A describing word.

beautiful, green, unpleasant, small, large, scary, caring

adverb

A word which describes a verb.

quickly, slowly, quietly, loudly, gently, joyfully, happily

commas in a list

To separate items in a list.

I went to the shop to buy milk, bread, eggs **and** butter.

apostrophes

To show letters have been removed from a word:

cannot → can't

To show something belongs to someone.

The girl's coat.

statement

A sentence that tells the reader a fact, idea or opinion.

The sky is blue.

My favourite colour is green.

command

A sentence that gives an instruction or tells you to do something.

Please can you pass me your book.

Line up quietly.

exclamation

A sentence that shows intense feeling or surprise. Ends with an exclamation mark.

Oh dear!

What a great friend you are!

question

A sentence that asks something. Always ends with a question mark.

What time is lunch?

How are you going to get there?

1st, 2nd or 3rd Person

shows the 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

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

Year 3 Writing Toolkit



present perfect form

Used to describe past actions which are related to the present.

He has gone out to play.

I have finished my work.

apostrophe for possession

the girl's eyes (shows singular possession)

the girls' eyes (shows plural possession)

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.

inverted commas

Inverted commas are used to indicate direct speech.

"Did you hear that noise?" whispered Sam.

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,
With great caution,

subordinating conjunctions

Connects a subordinate clause to a main clause

when, if, because, although

coordinating conjunctions

Connects two main clauses.

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

coordinating conjunctions

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

subordinating conjunctions

Connects a subordinate clause to a main clause
when, if, because, although

apostrophe for possession

the girl's name (shows singular possession)
the girls' names (shows plural possession)

apostrophe for contraction

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

1st, 2nd or 3rd Person

shows the 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

Year 4 Writing Toolkit



present perfect form

Used to describe past actions which are related to the present.
He has gone out to play.
I have finished my work.

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.

inverted commas

Inverted commas are used to indicate direct speech.

"Did you hear that noise?"
whispered Sam.

standard English

was/were:

Singular (I, he, she, it) - She was busy doing her homework.

Plural (you, we, they) - They were quiet doing their work.

did/done:

Past tense (an action that has already happened) - He did his homework on time.

Past participle (we add an auxiliary verb) - He has done his homework on time.

heading

The title of a non-fiction text

All about the Romans

sub-heading

Given to a paragraph/subsection

Roman weapons, Roman roads

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,
With great caution,

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

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.

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.

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.

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

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.

pronouns

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

fronted adverbials

With great caution, he removed the top layer.

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

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

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.

modal verbs

Express the certainty, ability, or obligation of other verbs.

will, would, may, might, can, could,
must, ought to, shall, should

ellipsis

Used to create suspense.

Without a second thought, we entered the dark, eerie house ...

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 6 Writing Toolkit



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,
With great caution,

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.

apostrophe for possession

the girl's eyes (shows singular possession)

the girls' eyes (shows plural possession)

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.

passive voice

A sentence where the subject receives an action by someone/something.

Active: The school arranged a visit.
Passive: A visit was arranged by the school.

apostrophe for contraction

Apostrophes shows where the letters would be if the word was written in full.

cannot → can't

colon

Used to introduce a list.

When I go shopping, I need: milk, bread, eggs, cheese and meat.

semicolon

A piece of punctuation which connects two independent but separate main clauses.

My homework is due tomorrow; I need to find my pen.