

# Year 5: Writing Mat

## Paragraphs

A paragraph is a collection of sentences about the same idea. Organise your work into themes and try to link your paragraphs with appropriate words/ phrases to create flow and cohesion using connective devices....

## Cohesive devices

Use a range of devices to build cohesion within a paragraph and across paragraphs. Try using adverbials of time, place or number. You could also use a variety of tense choices to move between paragraphs.

Devices such as: *On the other hand, In conclusion,*  
Adverbials of time: *Later that week, The following morning, After a while,*  
Adverbials of place: *Far off, Nearby, Further along the road,*  
Adverbials of number: *First of all, secondly*  
Varied tense choices eg *Although he had seen her before,...*

## Standard English

Try to be aware of Standard English in your writing and edit out common errors, especially around verbs. Eg:

We did that. (*NOT* We done that.)

You could have checked. (*NOT* You could of checked)

They were going . (*NOT* They was going.)

## Sentence

A sentence is a group of words that are about one idea. The group of words make sense together. Sentences begin with a capital letter and end with a . or ? or ! A simple sentence has one idea and one verb eg *I like chocolate. Do you like it?*

## Degrees of possibility

Indicate degrees of possibility using a variety of **adverbials** such as **surely, perhaps, never, unlikely** or **modal verbs** such as **could, should, might, must.**

Eg We are definitely going home at 3:15

They might become extinct.

She could have been injured.

## Relative Clauses

Use a variety of relative clauses beginning with who, which, where, when, whose, that. (Sometimes you might choose to omit (leave out) the relative pronoun.)

Eg We spoke to the girl, who was clearly upset.  
Luckily we caught the train, which was late.  
I am visiting John, whose mother is very ill.

*Try embedding the relative clause eg*  
The girl, who was called Jane, was upset.  
John, whose mother is ill, came to visit.

*Or omitting the relative pronoun eg*  
Arthur, born in 1950, was a famous writer.

## Punctuation for parenthesis

Include brackets, hyphens or commas (parentheses) to add extra information eg The Lion (scientifically named *Panthera leo*) is commonly found in Africa. If you see one in the wild – and this is unlikely- do not approach it. Lions can be very dangerous, especially when hungry.

## Full stops, question marks & exclamation marks

You need to put a punctuation mark at the end of each complete idea.  
A full stop ends a statement eg It is snowing today.  
Question marks end a sentence where a question has been asked eg Have you seen the snow?  
Exclamation marks end a sentence to show high feelings or volume eg Wow! It is snowing!

## Commas

**Lists:** Commas show a break between words in a list:  
They bought eggs, milk, cheese, ham and bread.

**Fronted adverbials:** Include a comma after fronted adverbials:  
*Suddenly*, the door slammed.

*On Wednesday*, we planted the seeds.

**Between clauses:** When you put a subordinate clause before a main clause.  
Josh went to bed because he was tired. **Because he was tired**, Josh went to bed.  
She wears wellies whenever it rains. / **Whenever it rains**, she wears wellies.

**Around an embedded clause** eg The teacher, named **Miss Smith**, was marking books.

**In Direct Speech:** Between speech and the reporting clause  
eg "They were looking for you," he remarked

**To mark parenthesis** eg The young boy, **now tired and lonely**, staggered down the street.

## Punctuation to avoid ambiguity

Include hyphens or commas to add clarity to your work:

I saw a man eating shark. / I saw a man-eating shark.

The police tried to recover the man. / The police tried to recover the man.

## Apostrophes for possession

Apostrophes can show that something belongs to something else.

Eg The cat belonging to my grandma = my grandma's cat

The hair belonging to Bilal = Bilal's hair

The books belonging to the teacher = the teacher's books

Watch carefully when using apostrophes with plural words:

The noses belonging to girls = The girls' noses

The tails belonging to the dogs = The dogs' tails

Pay special attention to plurals which don't have an s eg people, children, men: The children's dog, the people's books, the men's coats

## Punctuation of

When you want to show that someone is speaking you need to use inverted commas (speech marks). You put them around the words that someone is saying.

**"It's here," whispered John.**

**"Don't touch it," warned Mary.**

**But a voice in the darkness urged, "Take it!!"**

You need a **comma** between the direct speech and the rest of the sentence (reported clause) and new speakers go on a new line.