



! ? , “ ”

Describe using senses:



Paragraphs around a theme
Verb tenses used correctly
Adverbs
Capital letters and full stops
Question marks ?
Exclamation marks !
Commas for lists
Apostrophes for contraction and possession/plural possession
Inverted commas
Expanded noun phrases – 2a/3a
Prepositional phrases
Subordinating conjunctions to extend sentences
Fronted adverbials
Pronouns to aid cohesion
Year 5/6 spelling words
A wider variety of sentence structures – Alan Peat
Adventurous synonyms of previous words, e.g. cat then feline
Joined, legible handwriting
Show good awareness of the reader by CREATING AN EFFECT on them

### Subordinating clauses

**Subordinate starter:** Although she wasn't hungry, Meena ate her food.

**Subordinate sandwich (embedded subordinate clause):** Meena, although she wasn't hungry, ate her food.

after, although, as, because, before, even though, if, once, rather than, since, though, unless, until, when, whenever, while, as long as

REMEMBER: Use a thesaurus for powerful vocabulary choices!



### Alan Peat

**All the Ws** = Who..? What..? When..? Where..? Why..? Would..? Was..? What if..?

**List sentences** = His hair was long, brown and unwashed.

**3a/2a (expanded noun phrase) sentences** = It was a cold, wet, miserable Wednesday afternoon.

**BOYS** = He was a friendly man most of the time **but** could also become nasty.

**Simile/metaphor sentences** = The moon hung above us **like** a patient, glowing face.

**Verb, person** = **Running**, Sarah almost tripped over her own feet.

**If, if, if, then** = **If** the alarm had gone off, **if** the bus had been on time, **if** the road repairs had been completed, **then** he might have got to school on time.

**Double -ly ending** = He swam slowly and falteringly.

**As -ly sentences** = **As** the rain came down **heavily**, the children ran for shelter.

**-ing, -ed sentence sentence** = **Running** near the beach, he **halted** as the ground gave way.

**Personification** = The rain **wept** down.

**With a(n) action, more action** = **With a thundering roar**, Thor **launched** his final attack.

**The more, the more** = **The more** it rained, **the more** depressed he became.

**Emotion word, comma** = **Terrified**, he froze instantly on the spot where he stood.

**3 -ed sentences** = **Frightened, terrified, exhausted**, they ran from the creature.

## Apostrophe rules:

### CONTRACTION (linking two words)

do not = don't there is = there's  
could have = could've I have = I've  
it is = it's should have = should've

### Possession

girl's coat hen's egg  
baby's bottle  
(PLURAL nouns NOT ending in s)  
women's toilets children's coats  
men's shoes

### Possession

(plural nouns and names ending in s)  
Mr Evans' car the girls' toilets  
the boys' team Mrs James' house

## Homophones

there - their - they're to - too - two  
your - you're our - are  
where - wear - we're - were

## Inverted commas:

"What is your favourite fruit?" asked Tia.  
Levi replied, "I like apples the best."  
Levi enquired, "Tia, what is your favourite?"  
"I like bananas," Tia responded.

## Years 3/4 Statutory Spellings

accident(ally)	disappear	interest	pressure
actual(ly)	early	island	probably
address	earth	knowledge	promise
answer	eight/eighth	learn	purpose
appear	enough	length	quarter
arrive	exercise	library	question
believe	experience	material	recent
bicycle	experiment	medicine	regular
breath	extreme	mention	reign
breathe	famous	minute	remember
build	favourite	natural	sentence
busy/business	February	naughty	separate
calendar	forward(s)	notice	special
caught	fruit	occasion(ally)	straight
centre	grammar	often	strange
century	group	opposite	strength
certain	guard	ordinary	suppose
circle	guide	particular	surprise
complete	heard	peculiar	therefore
consider	heart	perhaps	though/although
continue	height	popular	thought
decide	history	position	through
describe	imagine	possess(ion)	various
different	increase	possible	weight
difficult	important	potatoes	woman/women

### Vocabulary Questions with Victor

- What does this word/phrase/sentence tell you about the character/setting/mood? By writing..., what effect has the author created? Do you think they intended to?
- What other words/phrases could the author have used here? Why?
- How has the author made you feel by writing...? Why?



### Retrieval Questions with Rex

- Find the... in this text. Is it anywhere else?
- When/where is this story set? How do you know?
- Find the part of the story that best describes the setting.
- What do you think is happening here? Why?
- What might this mean?



### Summarising Questions with Sheba

- What is the main point in this paragraph? Is it mentioned anywhere else?
- Sum up what has happened so far in X words/seconds or less.
- Which is the most important point in these paragraphs? Why?
- Do any sections/paragraphs deal with the same themes?



### Be an Author with Arlo

- What does the word... tell you about...? How?
- Find two ways that the author tells you...
  - What do you think the author meant by...?



### Inference Questions with Iggy

- What do you think.... means? Why do you think that? Could it be anything else?
- I think....; do you agree? Why / why not?
- How do you think....?
- Can you explain why....?
- What do these words mean and why do you think that the author chose them?



### Prediction Questions with Pip

- Can you think of another story with a similar theme? How do their plots differ?
- Which stories have openings like this? Do you think that this story will develop the same way?
- Why did the author choose this setting? Will that influence the story?



### Compare, Contrast and Comment with Cassie

- What is similar/different about two characters? Did the author intend that?
- Explain why... did that.
- Describe different characters' reactions to the same event.
- Is this as good as...?
- Which is better and why?



- Which words do you think are most important? Why?
- Which words do you like the most? Why?
  - How has the author made you feel happy / sad / angry / frustrated?