

# Write On



**KS3**  
**Writing**  
**Intervention**

# Welcome

This booklet is divided into sections that you can work on in class or try at home. As you make your way through, there are different types of tasks to try:

## Thinking Point

You don't need to write anything down for these questions. You can just think about them or talk them over with a partner or small group.

## Quickfire Question

These questions need a short written answer. This should be very brief and it doesn't have to be in full sentences.

## Give It a Go

This is a task for you to complete related to the topic you have been learning about. Follow the instructions to see what you need to do.

## Be the Teacher!

These tasks are your opportunity to use your new knowledge to correct an example.

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# Feedback

As you work your way through the tasks in this booklet, you'll receive feedback on what went well and what could be improved. Use the table below to record this, so you know what you need to work on.

Section	Date	Feedback
One		
Two		
Three		
Four		
Five		
Six		
Seven		
Eight		
Nine		
Ten		

# Introduction **Why Is Writing so Important?**

## **Thinking Point**

Think about all the different ways you have used writing in the last 24 hours. How have you used writing and why?



We write so that we can communicate in different ways. Writing means we can do things like send messages, share information, leave notes and show our learning.

Our writing can help us with things like making a to-do list, learning in lessons or passing information on to someone else.

Writing can also be used for pleasure, like writing stories or a diary.

We need writing in our everyday lives and we need to know how to follow the rules of writing so that we can communicate effectively.

# Section One: **Capital Letters**

**Success Criteria:** To understand how to use capital letters accurately.

## Why Do We Use Capital Letters?

### **Thinking Point**

What would writing be like if it didn't have any capital letters in it?

Using capital letters helps us understand things, such as: where new sentences start; which words are names of people or places; and which words are important in a sentence or text.

## Rules for Using Capital Letters

- There should always be a capital letter at the start of a sentence.
- Capital letters are used for proper nouns, such as the name of a person or a place.
- Titles of books, games, songs, magazine articles etc. must begin with a capital letter to show they are the name of the item.
- When we are referring to ourselves, the personal pronoun 'I' should always be a capital letter.
- Titles of people should always begin with a capital letter, e.g. Her Royal Highness the Duchess of Cambridge.

### **Key Term**

#### **proper noun**

A name used for a person, place or organisation.

e.g. **Sarah, London, Google.**

## Quickfire Questions

Using the rules listed on the previous page, answer the following questions, making sure you are using capital letters accurately.

What is your name?

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What is your favourite game?

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Name a supermarket.

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What is the name of your teacher?

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Name your favourite song.

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What day is it today?

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## Top Tip

Don't forget you need capital letters for things like the days of the week and months of the year!

## Give It a Go

Using the rules on the previous page, rewrite the following sentences, making sure you are using capital letters accurately.

george walked into morris's shop to buy some milk.

---

one of my favourite teachers is miss khan.

---

i live on church street.

---

my friend lisa and i went to magaluf last year. it was amazing.

---

## Be the Teacher

Read the text below. Using two different coloured pens, tick where a capital letter has been used correctly in one colour and circle where a capital letter has been used incorrectly or is missing with the other coloured pen.

last year, we went on a school trip to adventure castle. It was brilliant. I sat with my friend Tom on the coach and we shared some sweets. I hadn't been to Adventure castle before then and I really wanted to go on the ride 'Storm' because I had heard that it was really fast and fun. it definitely was! Tom and i went on there and it felt incredible – it is like you are actually flying through the air. We went on five times!

True or False

## Give It a Go

Read the statements below and decide if you think they are true or false.

Capital letters are always needed at the start of a sentence. **true/false**

All nouns need a capital letter at the start. **true/false**

Names of people and places need a capital letter at the start. **true/false**

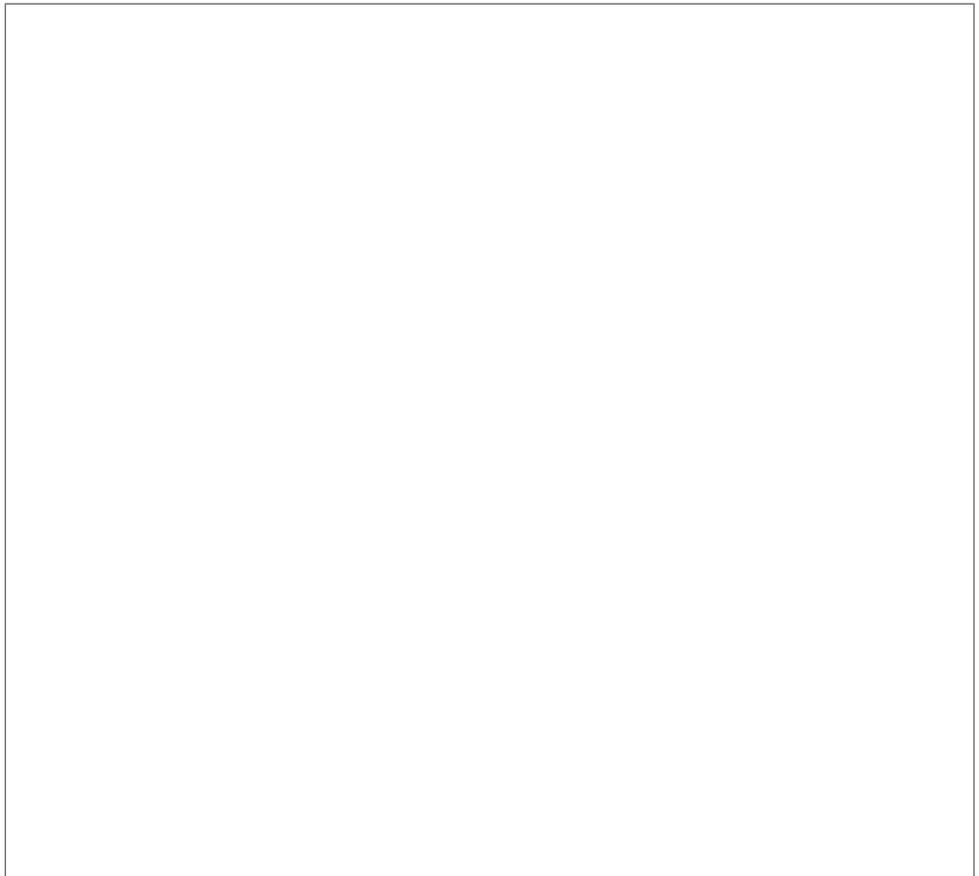
When you use the personal pronoun 'I', it should always be a capital letter. **true/false**

Capital letters are used correctly in the example below:

My birthday is on the 21st of december. **true/false**

## **Star Learning**

Bullet point four things you have found out about capital letters in this section.



## Section Two: Punctuation

**Success Criteria:** To understand how to use capital letters accurately.

### Why Do We Need Punctuation?

#### Thinking Point

Look at the example below. What would be the issues if there was no punctuation at all? What problems might we face?

You might think that you don't need to use punctuation like commas full stops and question marks in your writing but you would be wrong it makes your writing quite confusing and it is harder to understand what is going on when you are writing you should follow the rules of punctuation so that you can be an effective communicator.

Using punctuation helps to organise writing and make it easier to understand. If punctuation wasn't used, we wouldn't know where one sentence started or one ended, and it would be really confusing.

There are lots of different types of punctuation that we need to use in our writing to be able to communicate effectively. In this section, we will be looking at the following punctuation:

- full stops;
- commas;
- question marks;
- exclamation marks;
- speech marks.

## Full Stops

Full stops should always be found at the end of a sentence. They show that the point that was being made has ended and that you are about to move on to further explanations or a related point. The full stop should be placed on the line next to the final letter in the sentence.

### Examples:

London is the capital of England.

We always work hard in this lesson.

Although I love Christmas, summer is my favourite time of year.

### Top Tip

You must make sure that you do not use a comma instead of a full stop at the end of a sentence. This is called comma splicing.

### Quickfire Questions

Read the sentences below. Can you add capital letters and full stops where they are needed?

- the man looked around the wasteland it was completely silent
- the car sped up and its wheels squealed as it went round the corner it was frightening something was obviously happening
- school has always been a place to get away my family is huge and every morning it is chaos at least at school there is a routine for me
- last year, we went to the seaside for the day when the weather was good it was a brilliant day the sun was shining and the waves were lapping on to the sand I felt truly happy

## Give It a Go

Rewrite the paragraph below so that it includes correct use of full stops and capital letters.

The noise grew louder as he approached the crowd people were screaming from the seats overhead while people were chanting he covered his ears it was an unholy sound suddenly the crowd began to move he was terrified

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## Be the Teacher

Read the text below. Using two different coloured pens, tick where a full stop has been used correctly in one colour and circle where a full stop has been used incorrectly or is missing with the other coloured pen.

Slowly, Jenna walked over to her friend. She was nervous after the fall-out but it was time to sort this out she smiled hopefully.

“How are you?” she asked

“What would you care?” Fatima snapped angrily. “The last time I saw you, you made that perfectly clear.”

Jenna sighed inwardly this was going to be harder than she thought

## Star Learning

Bullet point four things you have found out about full stops in this section.

## Commas

Using commas correctly is really important to making sure our work makes sense. Without them, our work can be confusing and the sense of our sentences can be lost.

### Thinking Point

Look at the examples below. What issues can happen if you don't use commas accurately?

Let's eat Grandma!  
Let's eat, Grandma!

The panda eats  
shoots and leaves.  
The panda eats,  
shoots and leaves.

I like cooking my  
family and animals.  
I like cooking, my  
family and animals.

### Top Tip

Make sure you always double-check your comma use in your work to make sure it makes sense!

# Rules for Using Commas

## **A comma can be used to separate items in a list or a succession of actions.**

We add commas between items or actions in a list to show that there is more than one item.

e.g. He opened the drawer, took a deep breath and picked up the knife.

## **A comma can be used to separate the subordinate clause (the extra bit of information) in a complex sentence.**

Complex sentences contain an extra bit of information. We need a comma after this information to show it is not essential to the main sentence.

e.g. Whilst the boy waited outside, the girl made her way into the building.

Although the man was upset, he walked away from his son.

## **A comma can be used after a sentence opener.**

When we open a sentence with a verb opener, an adverb opener or other type of opener like a connective, we need to use a comma.

e.g. Without warning, the lady exploded into tears of frustration.

Slowly, the sun's rays began to warm her.

## **A comma can be used to separate a series of adjectives.**

When we are adding description to a sentence, we need to separate the describing words with commas.

e.g. It was cold, dark, dismal and desolate.

## Quickfire Questions

Add commas to the sentences below to separate the extra bit of information from the main sentence.

1. Dan's room was a mess which was very unusual for him.
2. The dog was excited to go to the park but his owner said it was too muddy.
3. Mai bought some ice cubes but they had melted by the time she got home.
4. Renata had decided she wanted to get fit although she wasn't sure how she would do it.
5. While Aisha watched a clip on her phone her friend waited patiently.

## Give It a Go

Use a comma and a joining word (such as but, although, while or because) to join up these pairs of sentences.

The girl looked at the photograph. A tear crept down her cheek.

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The footballer was nervous. He knew this was his big chance.

---

Jackson had brought his friend with him. He hadn't known him long.

---

The teacher was nervous for her class. She knew they would do well.

---

The girl was excited to go to the seaside. The sun was not out.

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## Give It a Go

Rewrite the paragraph so that it includes correct use of commas.

The concert was about to begin. Excitedly Lucas and Riley pushed their way through the busy bustling and noisy crowd. Without warning the lights on the stage exploded in bright strobing colours as the band started to play. Leaning over towards Riley Lucas shouted "This is brilliant!" but his voice was drowned out by screaming fans the roar of an electric guitar and the heavy beat of drums.

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## Be the Teacher

Read the text below. Using two different coloured pens, tick where a comma has been used correctly in one colour and circle where a comma has been used incorrectly or is missing with the other coloured pen.

Before reaching into his bag the man glanced around. His hand hunted through the screwdriver, hammer and crowbar until his fingers brushed against the black leather of the gloves he needed. He didn't want to leave any fingerprints. Carefully he pulled the gloves on to his hands. Like spiders, his hands crept along the huge white French windows until they reached the door handle. He peered through the glass into the large shadowy sitting room and took a deep breath.

## Star Learning

Bullet point four things you have found out about commas in this section.

# Question Marks

Question marks are used in writing to show when a question has been asked or information is needed. They replace full stops at the end of a sentence. You need to use a capital letter after a question mark.

## Thinking Point

Think back over your day. How many questions have you asked already today?

## Quickfire Questions

Are the sentences below questions or not? Add a question mark next to the questions and a full stop next to the statements.

1. How are you today
2. It is a lovely day
3. Where did you go last night
4. Who did you visit at the weekend
5. The dog is incredibly fluffy
6. Maths is your favourite subject

## Give It a Go

Add one of the following words to the sentences below to construct your own questions: **how, can, what, where, when, who, why, what** or **are**. Don't forget to add question marks at the end too!

1. \_\_\_\_\_ is your favourite kind of music
2. \_\_\_\_\_ did you get your coat
3. \_\_\_\_\_ did you get to the swimming pool

4. \_\_\_\_\_ is your favourite footballer
5. \_\_\_\_\_ you feeling OK
6. \_\_\_\_\_ does your grandma live

## Be the Teacher

Read the text below. Using two different coloured pens, highlight where a question mark has been used correctly in one colour and underline where a question mark has been used incorrectly or is missing with the other coloured pen.

The concert was about to start. Have you ever been to a live concert? The atmosphere is incredible. My friend Kendrick and I had arranged to meet our friend Andre there.

"Can you see him!" Kendrick shouted over to me.

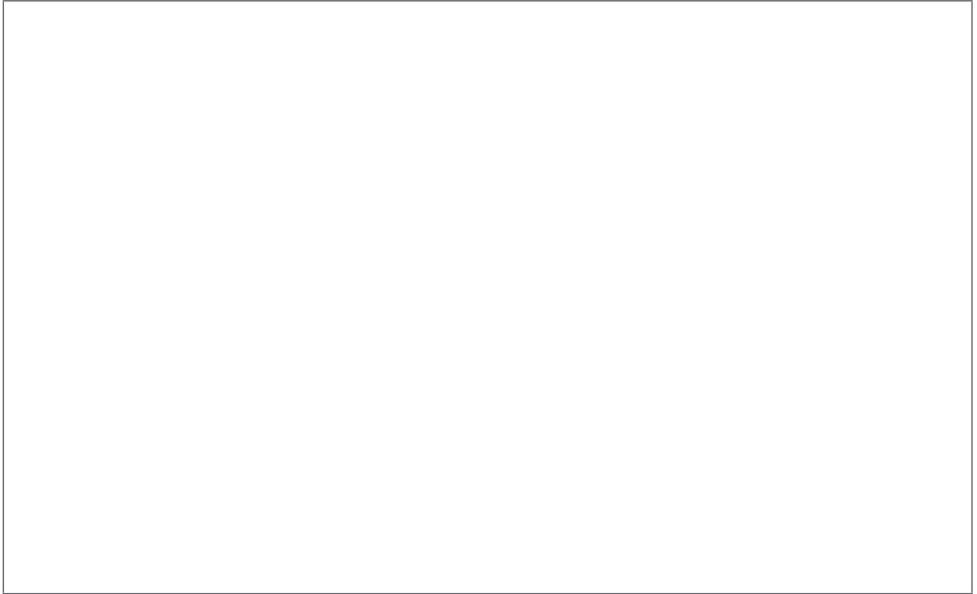
"No. Can you?" I bellowed back. The music was drowning out our voices.

Suddenly, I felt a hand on my shoulder. "Where have you been." Andre was grinning and holding a plastic cup of lemonade. "Have you met Calvin before?" he asked, pointing to another boy who was lingering behind him.

"I don't think so. How are you?" I asked, with a smile.

## Star Learning

Bullet point three things you have found out about question marks in this section.



## Exclamation Marks

Exclamation marks are used in writing to show a strong emotion like anger or excitement. They should be used in creative writing or informal writing. They replace full stops at the end of a sentence. You need to use a capital letter after a exclamation mark.

## Thinking Point

Why do you think it is important to be able to show strong emotions in your writing?

## Rules for Using Exclamation Marks

**Exclamation marks can be used to show a strong emotion like excitement or anger.**

e.g. I cannot wait for my holiday!

I think it is absolutely disgusting!

**An exclamation mark can be used to show something is surprising.**

e.g. After that, she just turned round and went home!

**An exclamation mark can be used to emphasise something.**

e.g. This is going to be the best party the world has ever seen!

### Key Term

#### emphasise

To draw attention to something or make it very obvious or clear.

### Top Tip

Try to avoid using exclamation marks in formal writing. In creative writing, they should be used sparingly for effect. Only use more than one if you really need to!

### Quickfire Questions

Which of the statements below could have an exclamation mark at the end? Add an exclamation mark to the sentences you think should have one.

1. Christmas was absolutely out of this world.
2. I am writing to you about the recent parking issues in the town centre, which are extremely worrying.

3. "I didn't know where you were," Mum exploded, her eyes red.
4. The bus is getting ready to leave.
5. You won't believe what was in front of me: the necklace I had been looking for all day.
6. The hotel review was very positive and we would visit again.

## Give It a Go

Rewrite the sentences below, adding an exclamation mark where appropriate.

"You lied" shouted Charlotte to her friend.

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"A trip to Disney would be a dream come true" the woman beamed.

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"Aiden" his dad shouted. He never listened.

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This is a once in a lifetime opportunity.

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"I'm in shock" Abdul gasped.

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## Be the Teacher

Read the text on the following page. Using two different coloured pens, highlight where an exclamation mark has been used correctly in one colour and underline where an exclamation mark has been used incorrectly or is missing with the other coloured pen.

“Come back here now,” the voice echoed around the room as my mum shouted. Her eyes were glaring at me and her cheeks were red.

“What!” I muttered, looking at my feet.

“I’m shocked, Libby,” my mum said, her hand on her hip. She shook her head, speechless with fury. “This is your grandma’s birthday party – you can’t miss it!”

My mind was in chaos. Of course I wanted to go to my grandma’s birthday party, but my new friend, Lisa, had just invited me to her birthday party too and I really wanted to go. Everyone was going to be there!!!!

## Star Learning

Bullet point two things you have found out about exclamation marks in this section.

# Speech Marks

Speech marks are used in writing to show that someone is speaking. We call this 'dialogue'. The speech marks can be found at the beginning and end of anything that is spoken in a text.

## Thinking Point

Why do you think we need to be able to show which bits have been spoken in a narrative and which bits are the narrator's words?

## Rules for Using Speech Marks

When you write conversation, there are certain rules you must follow:

**For each different speaker you begin a new line.**

e.g. "Claire, how are you?" Amanda asked.

"I'm really good," she smiled happily. "How are you?"

**You must use inverted commas to show the words actually spoken.**

It doesn't matter if you use one or two inverted commas, as long as you use the same style all the way through.

e.g. "Not so good," Amanda replied. "My spider escaped again."

**or** 'Not so good,' Amanda replied. 'My spider escaped again.'

**The first word spoken always has a capital letter.**

e.g. "Oh no!" exclaimed Claire. "What are you going to do?"

"Don't worry," smiled Amanda. "She always turns up."

**There must always be a final punctuation mark (a comma, full stop, exclamation mark or question mark) before you close your inverted commas.**

e.g. "But it's loose in your house!" shrieked Claire.

"She's harmless," said Amanda coolly. "She'll come back when she's hungry."

**The word after the inverted commas – provided you haven't used a full stop before them – always has a small letter (unless it's a name).**

e.g. "I don't know how you can be so casual about this," Claire muttered, looking pale.

"Oh, look!" beamed Amanda. "She was in my handbag all along!"

### **Quickfire Questions**

Read the statements below and add any speech marks that are missing:

1. "Good morning! How can I help you? the phone operator asked.
2. Stop, the policeman shouted, in the name of the law!
3. The bride smiled and said I'm ready!"

### **Give It a Go**

Rewrite the following dialogue so that it follows the rules from above:  
Come over here my dad said no I don't want to you need to come here  
now my dad said loudly.

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Think about an argument you have had in the past, perhaps with a parent or a friend. Write the dialogue for the argument, using speech marks accurately.

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## Be the Teacher

Read the text below. Using two different coloured pens, highlight where speech marks have been used correctly in one colour and underline where speech marks have been used incorrectly or are missing with the other coloured pen.

“Charlie, I don’t want to do this! My voice sounded weak and wobbly, but I didn’t care. The derelict house was frightening in the moonlight.

Come on! Don’t be a wuss! Charlie said, shaking her head at me and rolling her eyes.

“I’m not! It’s just...” I swallowed hard and glanced at the house again.

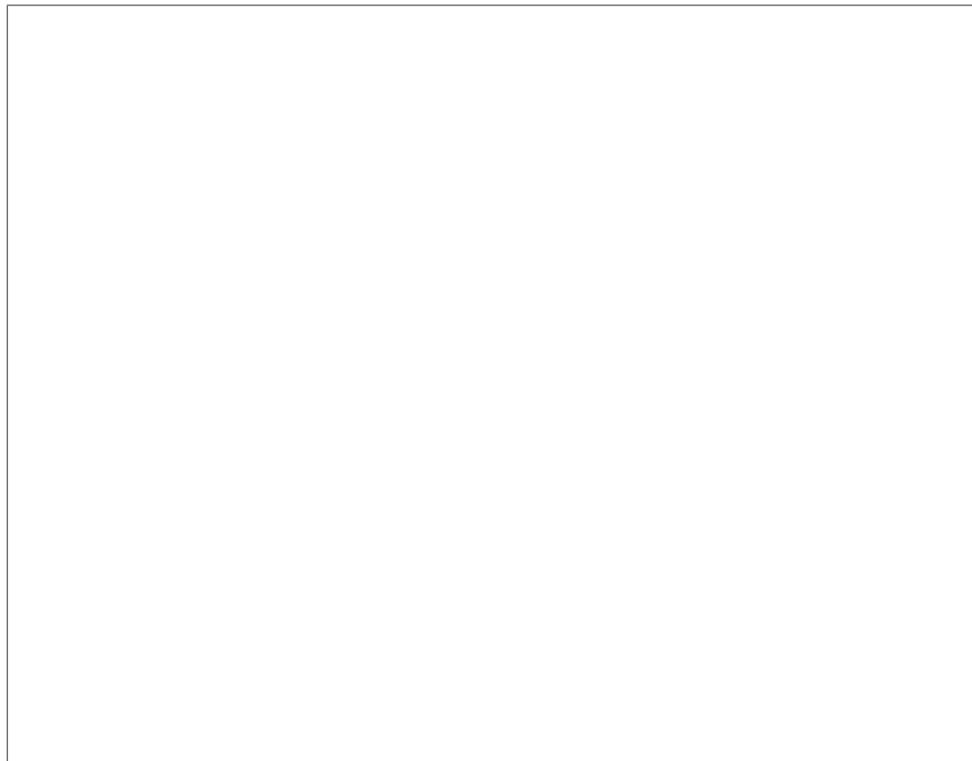
“You’ll be fine!”

Our friend, Miroslav, squeezed my shoulder encouragingly and then stepped forward into the open doorway.

“OK,” I answered, my voice high and squeaky like a mouse.

## Star Learning

Bullet point four things you have found out about speech marks in this section.

A large, empty rectangular box with a thin black border, intended for the student to write their bullet points.

## Section Three: **Word Classes**

**Success Criteria:** To understand the difference between word classes and how they add to your work.

### Word Classes

#### **Thinking Point**

Look at the example below. What are the different **types** of words we find in writing?

The train pulled into the station and ground to a halt. There was a moment of silence before its doors beeped loudly and opened with a whoosh and a sliding motion. Immediately, hundreds of passengers poured from the doors, swarming over the platform like tiny insects as they hurried towards the exit.

#### **Quickfire Question**

Writing is made up of different **word classes**. These are categories which tell us the function a word plays in a sentence. The names of some word classes are below; can you find a definition for each one?

**noun:** \_\_\_\_\_

**pronoun:** \_\_\_\_\_

**adjective:** \_\_\_\_\_

**verb:** \_\_\_\_\_

**adverb:** \_\_\_\_\_

**preposition:** \_\_\_\_\_

**connective:** \_\_\_\_\_

# Nouns

A noun is a word for an object, a place, a person or a state/idea.

## Quickfire Question

Can you give some examples of each of these different types of noun?  
There is an example for each to start you off.

Object:

table, \_\_\_\_\_

Place:

Manchester, \_\_\_\_\_

Person:

neighbour, \_\_\_\_\_

State/idea:

happiness, \_\_\_\_\_

## Give It a Go

Can you describe your classroom, using as many nouns as possible?  
Write at least three sentences.

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Now, underline all the nouns you have used.

## Be the Teacher

A student has written this list of nouns. Are they all correct? Give the nouns a tick; anything that's not a noun needs a cross. Can you spot any other errors on the list?

elephant	Leona	birmingham	happiness
desk	flower	mug	shop
sad	telephone	blue	old
computer	peace	picture	mrs taylor
glass	teacher	Big ben	river
Belgium	rajesh	ugly	truth

## Star Learning

How do you spot a noun in a piece of writing? Write a list:

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## Pronouns

A pronoun is a word which can be used instead of a noun, such as **I**, **me**, **you**, **him**, **her** or **they**. Using a pronoun means we don't have to keep using the noun again and again.

## Quickfire Question

Can you remember what a noun is?

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## Give It a Go

Write a short passage about your favourite song, film or game, using at least five of the following pronouns.

he	she	it	they	them	you	yours
mine	her	his	hers	ours	us	they
me	I	himself	herself	ourselves	that	themselves

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## Be the Teacher

Can you mark this passage written by a student, making some suggestions about where they could swap nouns for pronouns?

The boat lurched from side to side. Holly grabbed the boat's sides and tried not to be sick. Holly felt Holly's stomach clench as a massive wave rocked the boat again. The wind whipped Holly's hair and even though Holly had closed Holly's eyes, Holly could still feel the salt stinging Holly's eyes. Paul leaned towards Holly and offered Holly a tissue. Holly took the tissue from Paul and turned away, hoping Paul would not see as Holly was sick over the side of the boat.

## Star Learning

What is the function of a pronoun in a piece of writing?

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# Adjectives

An adjective is a word that describes a noun, such as **old, new, ugly, beautiful, purple** or **wrinkled**. They can add colour to our writing – they help to make it interesting!

## Quickfire Question

Can you make a list of ten adjectives? Make them as exciting and powerful as possible!

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_
10. \_\_\_\_\_

## Give It a Go

Most adjectives have three forms, called the **positive**, the **comparative** and the **superlative**, so that they can be used to compare. For example:

**Positive:** light    **Comparative:** lighter    **Superlative:** lightest

Usually, we just add -er and -est to change the adjective, but some adjectives do not follow this rule. For example:

Positive: **unusual**

Comparative: **unusualer** ✗

Superlative: **unusualest** ✗

Positive: **unusual**

Comparative: **more unusual** ✓

Superlative: **most unusual** ✓

Positive: **bad**

Comparative: **badder** ✗

Superlative: **baddest** ✗

Positive: **bad**

Comparative: **worse** ✓

Superlative: **worst** ✓

## Top Tip

If you're not sure what form the comparative and superlatives of an adjective should take, check a dictionary.

Can you find the comparative and superlative forms for these adjectives?

Positive	Comparative	Superlative
small		
good		
happy		
awful		
angry		

## Be the Teacher

Can you identify where comparative adjectives need changing and what they need to be changed to?

The latest Space Fight film is the goodest one they have made so far. The special effects are amazing and the story is excitinger than the last film. The acting is excellent and even the music is good. It is the most best instalment.

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## Verbs

A verb is an action word: it describes something happening or what someone is doing. Verbs have an infinitive form (starting with to) and then change according to who is doing the action. e.g.

### To run

I run

You run

He/she runs

They run

### To be

I am

You are

He/she is

They are

### Top Tip

We can change the **tense** of a verb to indicate when something happens. e.g. I run to the shops (happening now); I ran to the shops (happened in the past).

### Quickfire Question

How many different verbs can you think of to describe ways people move? There are a couple of examples to get you going.

run, walk, \_\_\_\_\_  
\_\_\_\_\_

### Thinking Point

Read the passage below. What do the verbs tell you about how Izzy is feeling?

Izzy slouched in her seat, huddled in her coat. She stared at the floor and sighed. When the teacher asked her a question, she shrugged.

## Give It a Go

Verbs can tell us a lot about **how** people do something. Write three sentences describing your journey to school this morning. Choose your verbs carefully to give the reader a hint about how you were feeling.

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## Be the Teacher

Look at the student's work below. Can you suggest any changes to their verbs to improve their writing?

Paul walked to the bus stop with Lena. They sitted in the shelter and talk. 'I have forgot my bus pass,' he said to Lena. He stood up and go home.

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# Adverbs

Adverbs give us extra information about verbs and adjectives.

e.g. He ran **quickly**.

The coat was **very** dirty.

## Quickfire Question

How many adverbs can you think of to describe the verb **walk**?

I walked... \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## Give It a Go

Can you rewrite this passage, inserting lots of adverbs?

The man stopped. He bent down. He picked up a five pound note. 'Look what I have found!' he said. He put the money in his pocket and walked to the shop.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## Be the Teacher

Look at this list of adverbs written by a student. Have they got them all right? Give the adverbs a tick and cross out anything which is not an adverb.

fast	strong	quickly	angry	smoothly
suddenly	inside	really	fat	very
upstairs	yesterday	man	truly	now

## Star Learning

List two things you have learned about adverbs in this section:

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# Prepositions

A preposition shows the position of a noun in relation to the rest of the sentence.

e.g. I sat **on** the bed.

He put the biscuit **in** the box.

She looked **under** the mat.

## Top Tip

Some prepositions can be made up of more than one word.

e.g. **next to**, **on top**.

## Quickfire Question

Can you underline all the prepositions in this passage?

I arrived at the station and walked to the ticket office beside the clock. 'I'd like a ticket to Edinburgh,' I explained through the window. 'I need to arrive on Sunday at 3pm.'

The man looked at me over his glasses and scratched his head under his flat cap. He punched some numbers into the machine next to him. A ticket rolled out of the printer and into his outstretched hand.

## Give It a Go

Can you write three sentences, using as many different prepositions as possible?

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Now, can you underline all the prepositions you have used?

### Be the Teacher

Look at this list of prepositions written by a student. Have they got them all right? Cross out anything which is not a preposition.

in	out	on	under
through	hiding	beside	after
without	between	over	quickly
next to	whispered	with	by

### Star Learning

What have you learned about prepositions in this section?

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# Connectives

A connective joins phrases together. Sometimes, connectives can be used to link parts of a sentence; sometimes, they can link sentences themselves.

e.g. He looked at the book **and** he gasped.

She wore sunglasses, **although** it was dull outside.

He missed the bus. **As a result**, he was ten minutes late.

## Top Tip

Some connectives can be more than one word.

## Quickfire Question

Can you underline all the connectives in this passage?

I walked to the door and opened it. There was no-one there, so I pushed the door closed. Just then, I noticed a huge parcel on the mat. It was addressed to Meena. I wanted to open it, but I knew I shouldn't as it wasn't addressed to me. On the other hand, I reasoned, it might be important. Meena might need me to open it.

## Give It a Go

Can you write three sentences, using at least three of the following connectives?

and	but	so	although
nevertheless	on the other hand	besides	however
also	or	because	after all

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Now, can you underline all the connectives you have used?

## Be the Teacher

Read this piece written by a student. How could they upgrade their work by using connectives? Make changes to what they have written to improve their writing.

Dave went into the classroom. He saw the other students throwing paper. He didn't say anything. He sat at his desk. The door opened and Mr Stephens marched in. He looked furious. Dave sighed. He realised it was going to be a long lesson.



There was a deafening crash and the walls of the building started to shake. Terrified, Aliyah scrambled under her bed and watched as books and ornaments went plummeting from her shelves to the floor below. Pieces of plaster rained down in front of her like a dusty thunderstorm. She wanted to run and find her parents, but she was scared that if she moved she would be crushed. Her heart beat wildly in her chest, and her breathing came out in ragged gasps. All she could do was hide under her bed until the earthquake subsided.

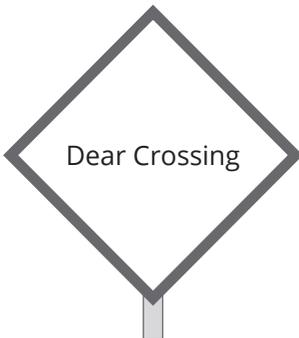
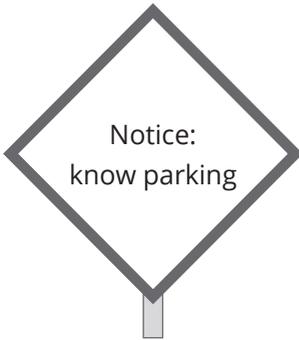
## Section Four: Homophones

**Success Criteria:** To recognise common homophones and select the correct one.

Homophones are words that sound the same but have different meanings and spellings. Lots of the common words we use every day have the same sounds but different spellings and it is important we get them right so our writing is accurate and makes sense.

### Thinking Point

Look at the signs below. Can you spot the homophone errors? Circle them in the picture.



## Quickfire Questions

Circle the correct homophone in the sentences below.

1. The men took **they're / their / there** dog for a walk.
2. **Your / You're** the funniest person I **no / know!**
3. Can you **see / sea** my point?
4. **They're / Their / There** doing **they're / their / there** best.
5. I always **right / write** neatly.

## Give It a Go

Using a selection of colours, can you match the homophones in the grid?

their	sea	write	to
right	steel	buy	your
who's	there	steal	break
you're	bye	whose	too
brake	two	see	they're

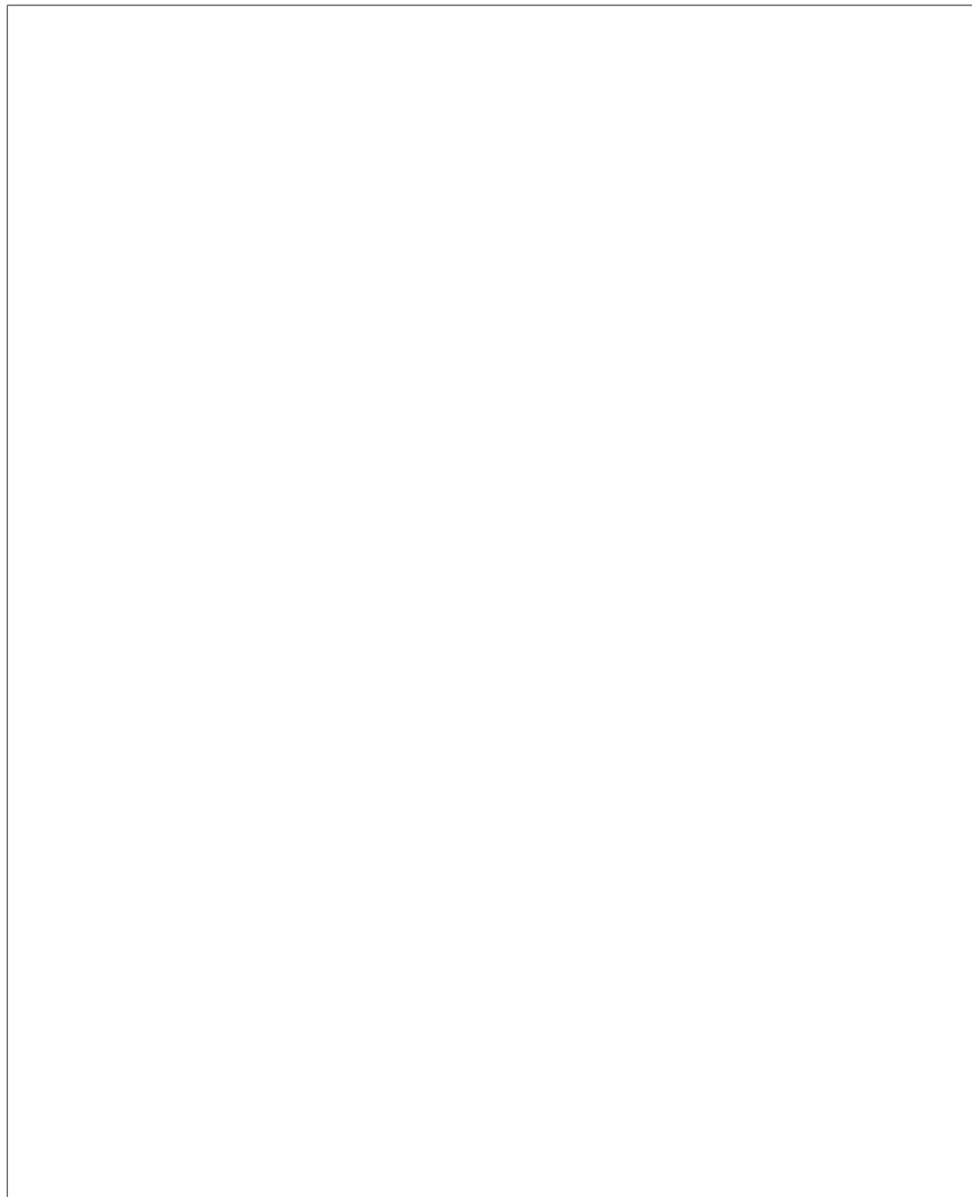
## Be the Teacher

Read the text below. Using a highlighter, highlight any homophones that have been used incorrectly in the texts below.

Last knight, we went to the see side where my grandma and grandad live. There house is bye the see and they're really happy there. I always right a postcard to my best friend when we stay there. It is a lovely brake for us and we like too go to the arcades while we are their.

## Star Learning

Bullet point three things you have found out about homophones in this section.

A large, empty rectangular box with a thin black border, intended for the student to write their bullet points.

## Section Five: **Synonyms**

**Success Criteria:** To know how to use alternative words to make my work more interesting and exciting.

### What Are Synonyms?

#### **Thinking Point**

What can you say about the words below? Are they interesting or exciting? Can you think of any other words that mean the same thing, but are more ambitious words?

said	walked	bad	to
	went	nice	

#### **Key Term**

##### **synonym**

A word or phrase that has the same meaning as another word or phrase.

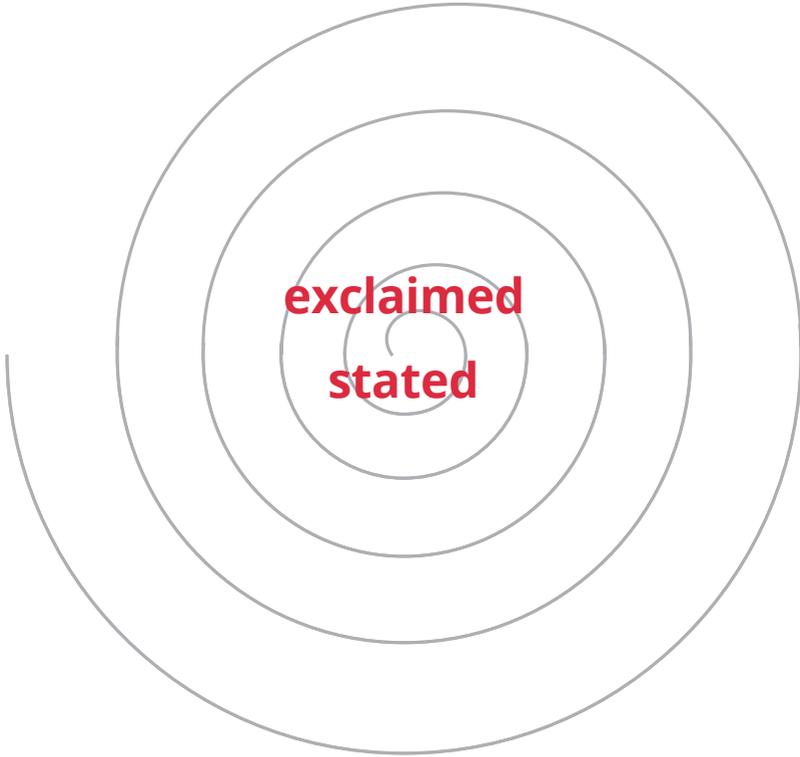
Synonyms are words that have the same meaning as another word, but they can be more descriptive or attention-grabbing. By using different words in our work, we can make our writing more interesting and exciting for our reader. We can describe in much more detailed ways and show feelings and personality through our choices too.

##### **Said is Dead!**

For example, lots of people use the word 'said' in their work. It tells us that somebody spoke, but it doesn't tell us much else. We don't know how that person is feeling, what they might be thinking or how they did it. To make the sentence or work more exciting, you **could replace** the word 'said' with something else, like 'bellowed', 'whispered' or 'muttered'.

## Quickfire Question

Look at the words in the middle of the swirl. Can you write some alternative synonyms for the word **said**?



## Top Tip

Use a thesaurus to help you find other words that have the same meaning!

## Give It a Go

Look at the grid below. Can you match up the synonyms across the columns by colouring in the matching word?

nice	stumbled	jogged	kind	snorted
walked	blubbered	giggled	sniffled	exquisite
cried	lovely	whimpered	shuffled	wept
laughed	sniggered	pleasant	chuckled	stepped

Read the example below. Rewrite the paragraph below, changing the words in bold to something more exciting.

“You are grounded!” my dad **said**. I was **sad**. I **walked** out of the room quickly. “I mean it this time!” he **said**.

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## Be the Teacher

Read the text below. Using two different coloured pens, highlight where an exciting word choice has been used in one colour and circle the boring word choices in the other colour.

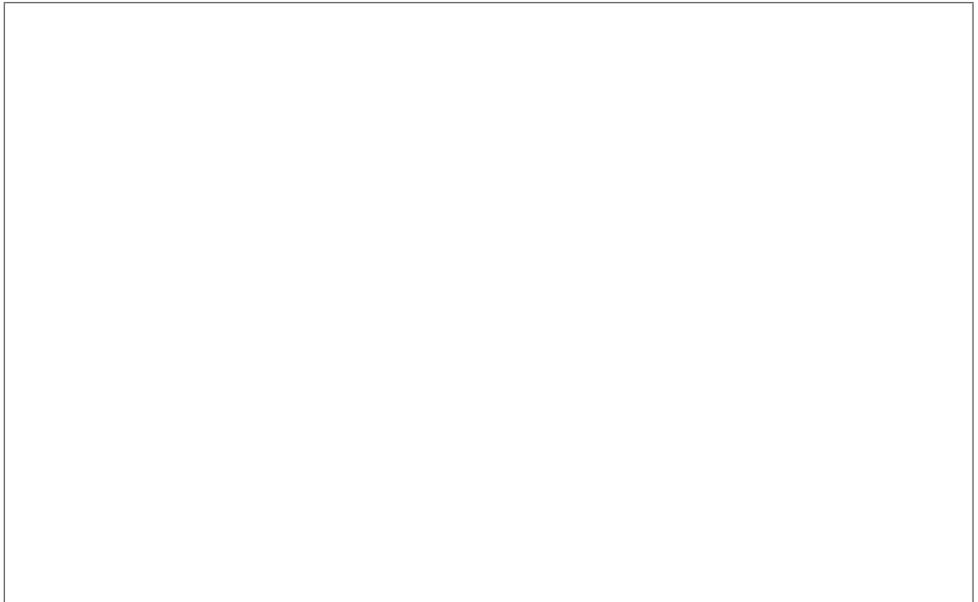
I went to the shop. It was a beautiful, fresh day. As I walked through the door, I saw one of my friends shopping with her mum. She was wearing a vibrant blue top that was really eye-catching.

"Hi Sarah!" I called cheerfully, swinging the basket in my hand. "How are you?"

"I'm good," my friend said. She smiled back at me.

## Star Learning

Bullet point four things you have found out about synonyms in this section.



# Section Six: Sentence Types

**Success Criteria:** To accurately identify and write different types of sentences.

## Thinking Point

What do we mean by **type of sentence**? Can you tell the difference between the three sentences below?

I was hungry.

I was hungry and I felt cold.

I was hungry, because I hadn't had any breakfast, and I felt cold.

## Simple Sentences

A simple sentence is a sentence that stands alone and makes full and complete sense. They are used to convey one idea or fact.

## Quickfire Question

Write about what you had for breakfast this morning, using only simple sentences. You must use at least three!

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## Top Tip

To be complete, a sentence must always have a **subject** (what it is about) and a **verb**. This unit of a sentence is called a **clause**.

## Give It a Go

Highlight all the simple sentences in this extract.

Furious, Lisa pushed forward and grabbed the paper. She felt sick. There, staring out at her in huge letters, was her name. Her picture was beside it. She could not believe it. It was like some terrible nightmare, only she knew she was awake.

## Be the Teacher

A student has made a list of simple sentences. Which ones have they got right? Tick the ones that are correct – can you make changes to the ones which are wrong?

I like chocolate and strawberry ice-cream.

I am going to Paris in the morning.

The telephone rang loudly, making her jump.

Grumpily, the goat chewed the grass.

She ran to the door and flung it open.



## Star Learning

Write what you have learned about simple sentences in this section.

# Compound Sentences

A compound sentence is two simple sentences joined together by a connective such as **and**, **but** or **so**.

## Quickfire Question

Can you write a compound sentence about what you did last night?

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## Top Tip

In a compound sentence, both of the **clauses** would make sense on their own.

## Give It a Go

Highlight all the compound sentences in this extract.

The lion roared and shook his mane. The crowd gasped, their eyes wide as they waited to see what he would do next. He stalked forward, but stopped at the mouth of the cave. He looked around. Then, with a swish of his tail, he turned and retreated into the darkness. Everyone sighed and turned away.

## Be the Teacher

A student has written this piece of work which is full of simple sentences. Can you rewrite it for them, using connectives to join some of the sentences together into compound sentences?

I went to the park. I played football. I scored three goals. George scored four. It started raining. I had forgotten my coat. I went back home.

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### Star Learning

Write what you have learned about compound sentences in this section.

# Complex Sentences

A complex sentence has a main clause, plus some extra information that would not make sense on its own.

## Thinking Point

Which of these sentences has extra information that wouldn't make sense as a separate sentence?

The dog, which was brown, barked loudly.

He ran to the station, because he was late.

I like peas but I can't stand green beans.

## Top Tip

We call the extra information in a complex sentence the **subordinate clause**.

## Give It a Go

Highlight all the complex sentences in this extract.

Quietly, she pulled the door closed behind her. She only had thirty seconds to find the key and get out of the room. She gazed around her. On the mantelpiece, an ornate clock ticked loudly. The floorboards creaked under her feet as she crept forward. She had so little time.

## Be the Teacher

A student has written this piece of work which is full of simple sentences. Can you rewrite it for them, using compound and complex sentences to give it some variety?

His heart was racing. He dived into the room on his left. He shut the door behind him. He held his breath. He heard his pursuers run past. They hadn't found him. He breathed a sigh of relief. He felt his pulse start to slow. He started to smile.

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**Star Learning**

Write what you have learned about complex sentences in this section.

# Section Seven: Tenses

**Success Criteria:** To recognise different tenses and be able to correct incorrect tense use.

When you are writing, the tense that you write in shows if the event you are writing about has already happened, is happening at that time or is going to happen in the future.

## Past Tense

Something that has already happened.

e.g. It was hot.

## Present Tense

Something that is happening right then.

e.g. It is hot.

## Future Tense

Something that is going to happen.

e.g. It will be hot.

## Quickfire Question

Can you write the present and future tense for the following past tense example?

**Past Tense:** The man was singing.

**Present Tense:** \_\_\_\_\_

**Future Tense:** \_\_\_\_\_

## Top Tip

Most of the writing you will do will be in **past tense**.

## Give It a Go

Complete the grid to include the correct examples of past, present and future tense.

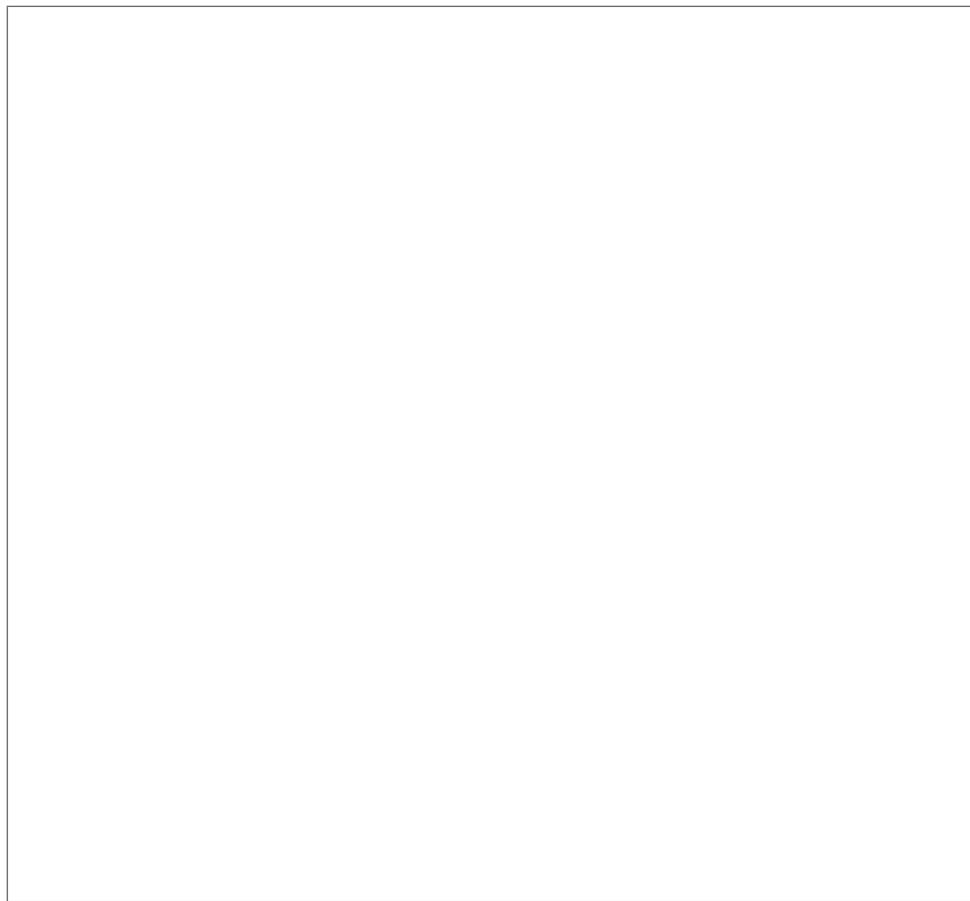
In the final row, can you write your own examples for all three?

Past Tense	Present Tense	Future Tense
He went to the game.		
I cried.		I will cry.
	I am frightened.	
		She will jump.



## Star Learning

Write what you have learned about tenses in this section.

A large, empty rectangular box with a thin black border, intended for the student to write their notes on tenses.

# Section Eight: Paragraphs

**Success Criteria:** To know how and when to use paragraphs in your writing.

Paragraphs are made up of a number of sentences and are used to organise a text into relevant sections. In creative writing, they can also be used to create tension and to emphasise certain information for effect.

## Thinking Point

Look at the text below. Which do you think would be easiest to read and why?

paragraph paragraph paragraph  
paragraph paragraph paragraph

paragraph paragraph paragraph  
paragraph paragraph paragraph  
  
paragraph paragraph paragraph  
paragraph paragraph paragraph  
paragraph paragraph paragraph  
paragraph paragraph paragraph  
paragraph paragraph paragraph  
paragraph paragraph paragraph  
paragraph paragraph paragraph

## Quickfire Question

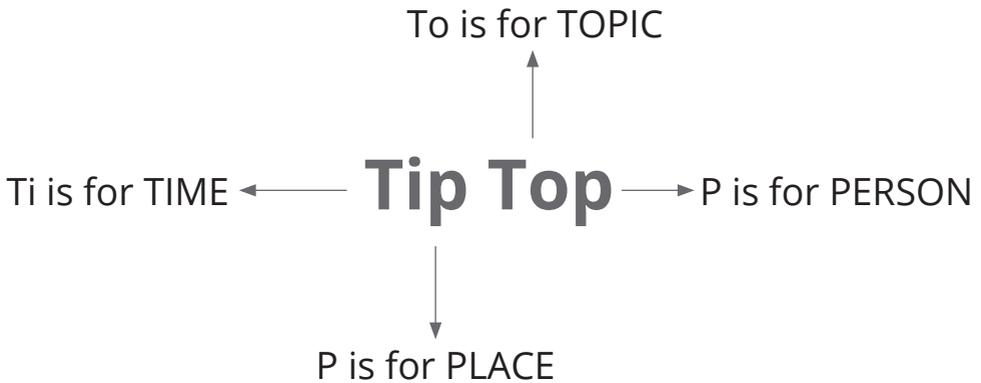
When might you start a new paragraph? Tick the answers that you think are correct.

- To start a new topic.
- To make the work look pretty.
- When someone new is speaking in dialogue.
- So that all the paragraphs are the same size and length.
- To highlight some important information in a text.

## Top Tip

Make your paragraphs Tip Top!

You should start a new paragraph whenever you change one of the following things:



## Give It a Go

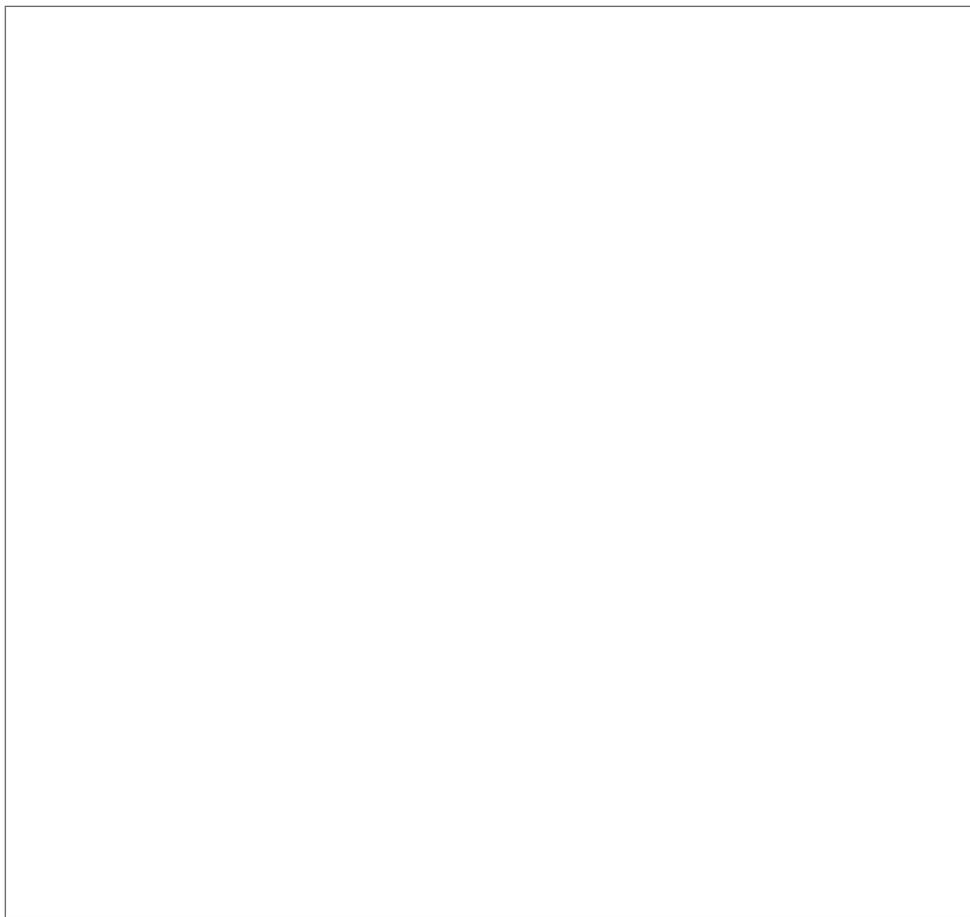
Look at the text below. Mark in where a new paragraph should be added. Remember that a new paragraph should begin when any of the following applies:

- there is a change of time;
- there is a change of topic;
- there is a change of place;
- there is a change of person.

We left school at 8 in the morning to get to Adventure Castle for 9. While we were on the coach, the teachers told us what behaviour was expected of us during the day and what time we would be leaving. When we finally arrived at Adventure Castle, we were allowed to go on the rides straight away. The first stop was the log flume. It was huge and when the boats got to the bottom, there was a big splash and everyone in the boat got soaked! Next, we went to the haunted house. It was really dark inside and there were lots of strange, ghostly noises. The girls started screaming hysterically. Consequently, the teachers decided it was time to find somewhere for lunch! A few hours later, we queued up for the roller coaster. It was fantastic and had three loops. This was the highlight of my day because you zoomed so fast it felt like you were on a rocket. We got back to school late because we had got caught in traffic. We were all tired but happy. "This was my favourite school trip ever!" said my friend Ezra. "Mine too!" I agreed. It really had been a fantastic day.

## Star Learning

Write what you have learned about paragraphs in this section.

A large, empty rectangular box with a thin black border, intended for the student to write their response to the prompt above.

## Section Nine: Creative Writing

**Success Criteria:** To understand how to build description using effective language choices.

Creative writing is all about building an image in the reader's mind. You can do this by using lots of different descriptive techniques and strategies, such as:

- exciting adjectives;
- vivid verbs;
- adventurous adverbs;
- similes;
- sensory description (where you focus on the five senses).

### Thinking Point

Which of the sentences below is the best and why?

The couple were holding hands as they walked through the park.

Lovingly, the elderly couple were clutching each other's hands as they strolled through the lush green park.

## Quickfire Question

Using four different colours, highlight the adjective, verb, noun and adverb in the following sentence.

**The lonely girl wailed sorrowfully.**

Can you add another adjective to the sentence to make it more descriptive and detailed?

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## Give It a Go

Look at the image below. Add vocabulary to the grid to describe the scene.



<b>Adjectives</b>	
<b>Adverbs</b>	
<b>Verbs</b>	
<b>Simile</b>	

## Be the Teacher

Look at the example on the following page. Using three different colours, identify:

- any amazing adjectives this student has used;
- any vivid verbs;
- any adventurous adverbs.

Can you add three extra descriptive words in to the answer, either by up-levelling an existing word or adding one in?

The large trees loomed above me, their shadows long and black over the white of the snow-covered forest floor. Like soldiers, they stood tall and straight. The snow had settled gently on their branches, highlighting the slender arms of the trees. On the forest floor, the uneven surface of twigs and fallen leaves were hidden in snow that lay like a blanket. Cold, icy wind swirled around me as fingers of sunlight reached through the branches and brightly lit up my face like a spotlight.

### Star Learning

Write what you have learned about creative writing in this section.



## Section Ten: **Non-Fiction**

**Success Criteria:** To understand the differences between formal and informal writing and to write a piece of formal non-fiction.

In this section, we will be focusing on non-fiction writing. Non-fiction is something which is real and factual. How many types of non-fiction texts can you name?

### **Thinking Point**

You have received invitations to two parties. They both have different dress codes. What will you wear to each one? Draw your outfits in the boxes below.

#### **Henry's Party**

Dress code: please wear formal dress.

#### **Katja's Party**

Dress code: please wear informal dress.

## Quickfire Question

When writing, we need to choose a formal or an informal style, depending on our audience. Read the examples below. Are they formal or informal? How do you know?

Sentence	Formal or informal?	How do you know?
Hi m8. Do u wanna come over tonite?		
The mayor predicts there will be a 47% rise in donations this year.		
To use this appliance, you must first of all read the instruction booklet thoroughly.		
Whatever. It's not even like I want to go to this stupid party anyway.		

## Give It a Go

Now, can you suggest whether a formal or informal style would be appropriate for the following texts?

Text	Formal or informal?
A letter to your gran	
A job application	
A newspaper article	
Instructions for a new board game	
An email to your friend	
A school report	
A recipe for rich beef sausages	
A speech for a school assembly	

## Be the Teacher

Read this student's work. Do you think they have managed to get a suitable formal tone in their writing? Circle any words or phrases you think should be changed and write in your own suggestions.

I think the council's plan to get rid of the sports pitch is a disgrace.

I love playing footie there with my mates, and I know loads of other people use it for games and stuff.

They are having a laugh if they think people will be pleased about this.







