

Welcome to our  
**Writing Workshop**

**To keep you busy...**

On your tables you will find twelve questions taken from the end of Key Stage 2 grammar and punctuation assessment.

Have a go!

# HOLY TRINITY C of E PRIMARY SCHOOL

37

Which option correctly completes the sentence below?

The child \_\_\_\_\_ story won the competition had worked very hard.

Tick one.

whom

whose

who's

which



38

Write a sentence using the word point as a **verb**.  
Do not change the word.  
Remember to punctuate your sentence correctly.

**I saw the teacher point at the board.**

\_\_\_\_\_   
1 mark

Write a sentence using the word point as a **noun**.  
Do not change the word.  
Remember to punctuate your sentence correctly.

**I sharpened my pencil to a fine point.**

\_\_\_\_\_   
1 mark



# HOLY TRINITY C of E PRIMARY SCHOOL

39

Underline the **relative clause** in the sentence below.

The old house that is next to our school is for sale.

1 mark

The old house that is next to our school is for sale.

40

Tick one box in each row to show whether the sentence is written in the **active voice** or the **passive voice**.

Sentence	Active	Passive
Otters live in clean rivers.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Fish are eaten by otters.	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Usually, otters are playful creatures.	<input checked="" type="checkbox"/>	<input type="checkbox"/>

1 mark

# HOLY TRINITY C of E PRIMARY SCHOOL

41

Rewrite the sentence below so that it is in the **active voice**.  
Remember to punctuate your sentence correctly.

The results were announced by the judges.

*The judges announced the results.*

---

1 mark

42

Circle the two **adverbs** in the sentence below.

All of the passengers cheered loudly, and we cheered too.

1 mark

**Award 1 mark for both words encircled.**

All of the passengers cheered loudly, and we cheered too.

# HOLY TRINITY C of E PRIMARY SCHOOL

43

Tick the option which shows how the underlined words in the sentence below are used.

The insect-eating Venus flytrap is a carnivorous plant.

Tick **one**.

as a main clause

as a fronted adverbial

as a subordinate clause

as a noun phrase



1 mark

# HOLY TRINITY C of E PRIMARY SCHOOL

44

Which verb completes the sentence so that it uses the subjunctive form?

I wish I \_\_\_\_\_ able to join you, but it will not be possible.

Tick one.

am

was

were

be



1 mark

45

What is the function of the sentence below?

How well you've done

Tick one.

a question

a command

a statement

an exclamation



1 mark

# HOLY TRINITY C of E PRIMARY SCHOOL

46

Which sentence uses the **present perfect** form?

Tick one.

Jo went shopping on Saturday and she bought a whole new outfit.

The girl entered at the last minute and won the race!

My sister was a reserve, but she scored the winning goal.

My dog was very naughty, but since the classes he has been much better.



      
1 mark



# Early mark making and phonics



# Early years framework – Early Learning Goals

## **Communication and language** – *Listening attention and understanding, Speaking*

Listening attentively and responding, make comments to what they have heard, hold conversations, offer explanations, express their ideas and feelings using full sentences.

## **Physical development** – *Fine motor skills*

Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases;

## **Writing**

Forming recognisable letters, using their phonic knowledge to write the sounds they have heard, write simple phrases and sentences that can be read by others.



# Early years Development Matters

## Physical development

Before teaching children the correct pencil grip and posture for writing, or how to use a knife and fork and cut with scissors, check:

- that children have developed their upper arm and shoulder strength sufficiently: they do not need to move their shoulders as they move their hands and fingers
- that they can move and rotate their lower arms and wrists independently

## Writing

Support children to form the complete sentence orally before writing. Help children memorise the sentence before writing by repeatedly saying it aloud. Only ask children to write sentences when they have sufficient knowledge of letter-sound correspondences.

Dictate sentences to ensure they contain only the taught sound-letter correspondences.

# Early mark making

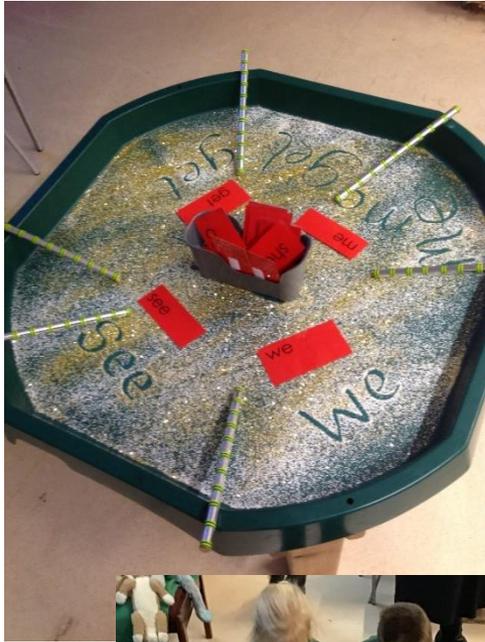
- Children to develop their mark making using a variety of resources.
- Starting big! Big movements with arms, ribbons, drawing big shapes in the air.
- Using giant chinks, decorating paint brushes and water, sticks in mud and sand, making marks using hands in sand/salt/shaving foam etc
- Get outside natural things – sticks in mud!
- Playdough – strengthen wrists, dough disco!
- Fine motor – pegs, threading, rubber/hair bands, tweezers/tongs.
- Using various construction kits, building and creating using small pieces.
- Practising cutting using scissors
- Using cutlery accurately when eating



# Mark Making/Writing in Early Years

## Nursery/Reception

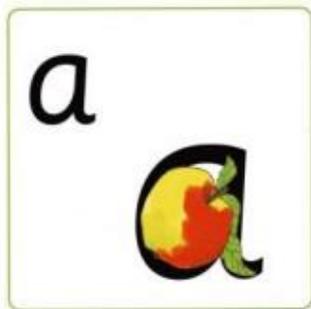
- Write Dance – programme to develop gross motor skills.
- Dough disco – Using pladough – squeezing, rolling, etc
- Various resources for mark making freely available inside and outside.
- Various fine motor activities daily provision, threading, cutting, using tweezers etc
- Painting – using variety of different paint brushes
- Funky fingers – daily activities threading, cutting, using tweezers
- Junk modelling – using scissors, tape
- Construction kits – lego etc
- Name writing
- Free writing area – post its, post cards, envelopes etc
- Letter formation practise – wipe boards and pens, big felts rolls of paper etc.
- Role play – café, police station, doctors/hospital etc



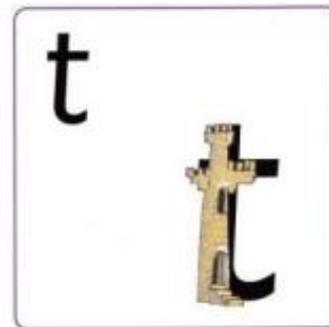
# Read Write Inc.

## Phonics

- Daily phonic sessions where children follow the Read write Inc Scheme.
- This phonic scheme links phonic sounds with writing – simple rhymes per letter.



Around the apple  
and down the  
leaf.



Down the tower,  
across the tower.

# Early Writing

- Using phonic knowledge when reading – segmenting and blending the sounds.
- Common frequency words – reading and spelling by sight
- Children will need to know the corresponding phonic sounds and letter formation before they begin to write.
- In Reception focus is to put pencil to paper – independence.
- Children will spell words phonetically.

## Shopping List

TMRTO GRAP

APUL PEY

PNIARU

## Wanted



bcb lps

pppl top

shrp teeth

## Little Red Riding Hood's Basket

Red Riding Hood take in her basket to Granny's house? Stick the treats in the basket. List to show what was inside.



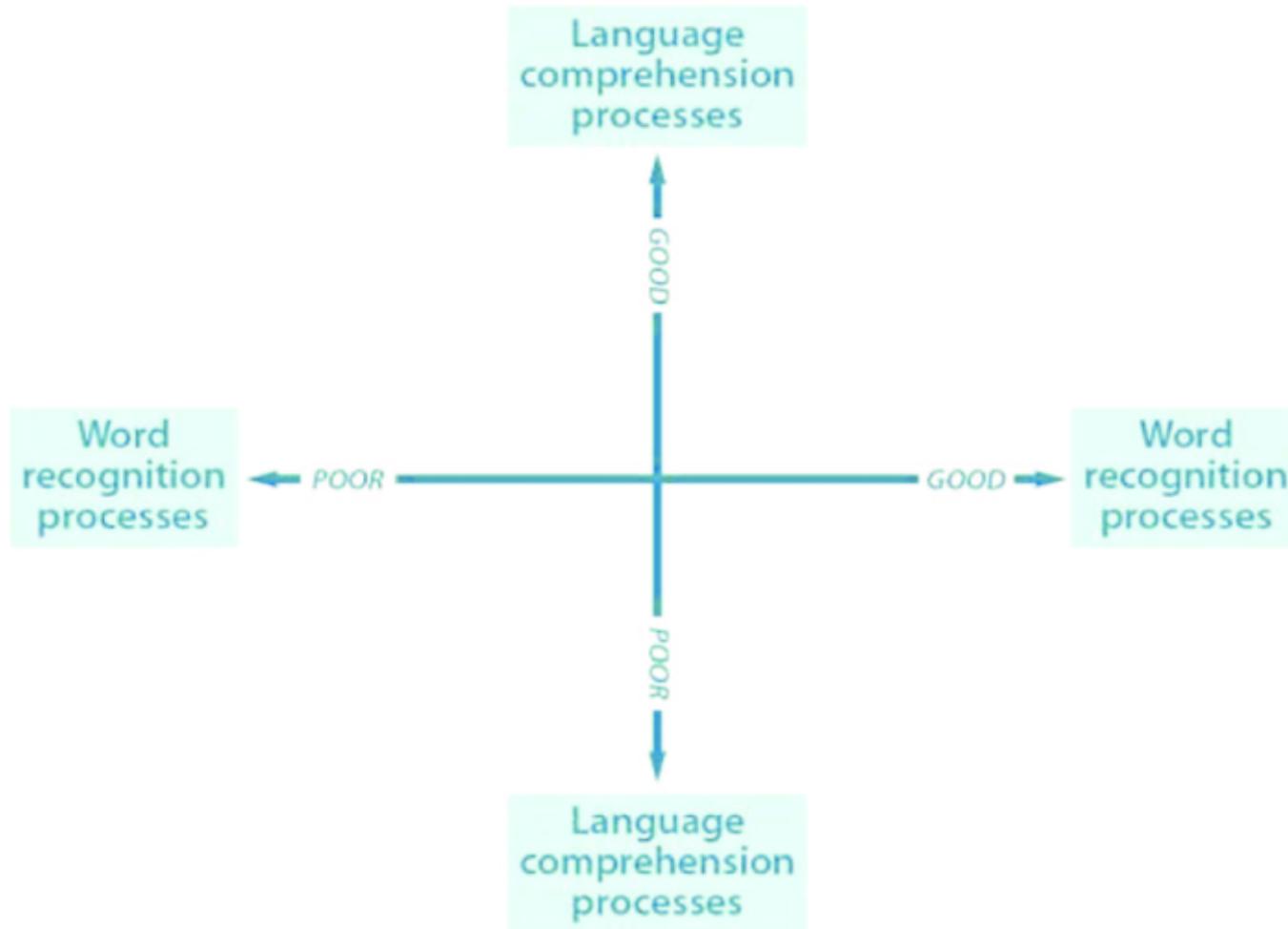
com Jam  
SPETES  
bpb Sweet  
CRART Carr  
EGS  
milk



# **KS1**

## **Year 1 & Year 2**

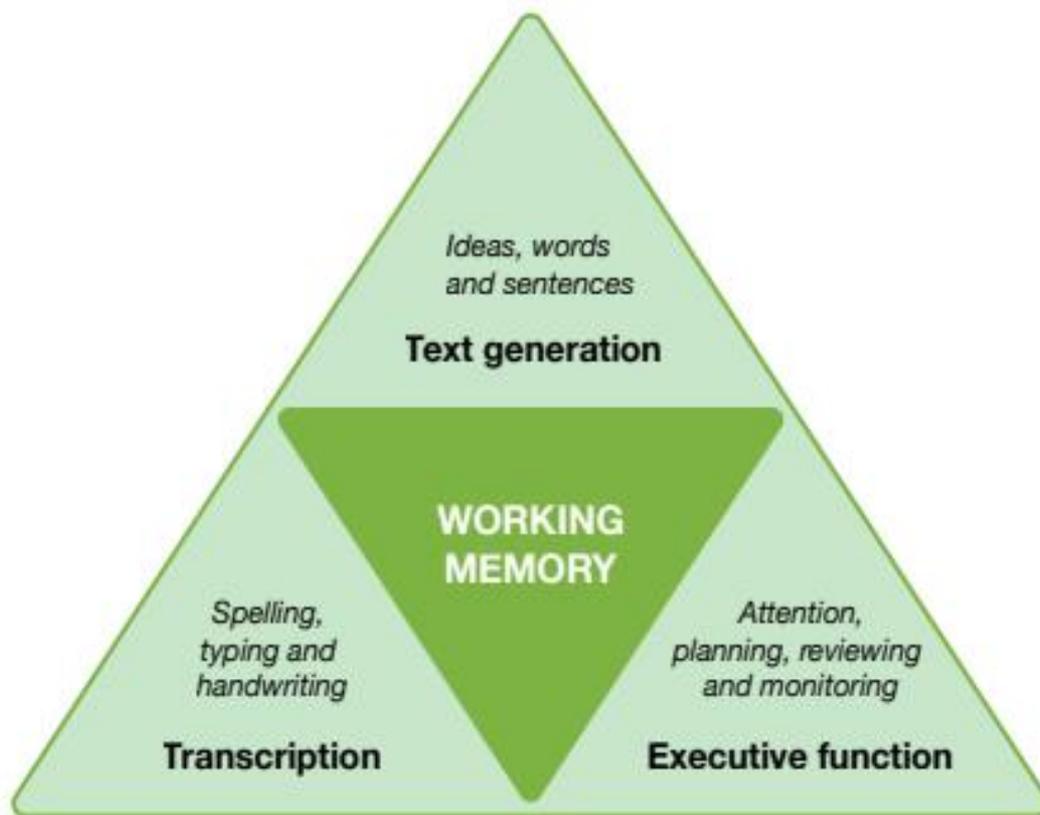
# The Simple View of Reading



The 'simple view of reading' (Rose 2006: 77).

# The Simple View of Writing

Figure 6: Based on 'The Simple View of Writing' developed by Berninger et al.<sup>40</sup>



**KSI**  
**Year 1 & Year 2**  
**National Curriculum**  
**Statutory**  
**Requirements**

**There are 4 main components:**

**Spelling**  
**Handwriting**  
**Vocabulary, Grammar and Punctuation**  
**Composition**

# Spelling

## YEAR 1

Pupils should be taught to:

- spell: words containing each of the 40+ phonemes already taught
- common exception words
- the days of the week

## YEAR 2

Pupils should be taught to:

- **spell by:**
  - segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly
  - learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones
  - learning to spell common exception words
  - learning to spell more words with contracted forms - learning the possessive apostrophe (singular) [for example, the girl's book]
  - distinguishing between homophones and near-homophones
- add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly English
- Apply spelling rules



# Handwriting

## Year 1

Pupils should be taught to:

- sit correctly at a table, holding a pencil comfortably and correctly
- begin to form lower-case letters in the correct direction, starting and finishing in the right place
- form capital letters
- form digits 0-9
- understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these

## Year 2

Pupils should be taught to:

- form lower-case letters of the correct size relative to one another
- start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined
- write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters
- use spacing between words that reflects the size of the letter

# Vocabulary, Grammar and Punctuation

## Year 1

Pupils should be taught to:

- leave spaces between words
- join words and clauses using and
- beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark
- using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'
- use the grammatical terminology discussing their writing.

## Year 2

Pupils should be taught to:

- learning how to use both familiar and new punctuation correctly including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular)
- **learn how to use:**
- sentences with different forms: statement, question, exclamation, command
- expanded noun phrases to describe and specify [for example, the blue butterfly] - the present and past tenses correctly and consistently including the progressive form
- subordination (using when, if, that, or because) and co-ordination (using or, and, or but)
- some features of written Standard English
- use and understand the grammatical terminology in discussing their writing

# Composition

## Year 2

### Year 1

Pupils should be taught to:

- write sentences by:
  - saying out loud what they are going to write about
    - composing a sentence orally before writing it
  - sequencing sentences to form short narratives
  - re-reading what they have written to check that it makes sense
  - discuss what they have written with the teacher or other pupils
  - read aloud their writing clearly enough to be heard by their peers and the teacher

-Pupils should be taught to:

- develop positive attitudes towards and stamina for writing by:
  - writing narratives about personal experiences and those of others (real and fictional)
  - writing about real events
  - writing poetry
  - writing for different purposes
  - consider what they are going to write before beginning by:
    - planning or saying out loud what they are going to write about
    - writing down ideas and/or key words, including new vocabulary
      - encapsulating what they want to say, sentence by sentence
    - make simple additions, revisions and corrections to their own writing by:
      - evaluating their writing with the teacher and other pupils
      - re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form
      - proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly]
      - read aloud what they have written with appropriate intonation to make the meaning clear

How can I support my child's writing at home?

**Spelling**  
**Handwriting**  
**Vocabulary, Grammar and Punctuation**  
**Composition**



# How can I support my child's writing at home?

## Spelling

Every 2 weeks on the learning platform, KSI teachers change the Red words (CEW words), phonics focus for Year 1 and spelling rule for Year 2.

Practise these spellings/rules at home every day for a few minutes.

Dictionary work: teach your child how to use this with support, rather than finding/ spelling the word for your child.



# How can I support my child's writing at home?

## Pyramid Writing

"Pyramid write" your spelling words.

You must write neatly!

\*Example: home h  
ho  
hom  
home

## Three Times!

Write each spelling word three times.

**First**, write each word in pencil.

**Second** write each word in crayon.

**Third**, write each word in marker.

You **MUST** write neatly!

## Spelling

## Silly Sentences

Write silly sentences using a spelling word in each sentence. Please underline your spelling words! Write neatly!

Example: My dog wears a blue and purple dress when he takes a bath.

## Spelling

## Flashcards

Make a set of flashcards to practice your spelling words. When you look at your flashcard, read the word and then spell it out loud.

\*Example- there | t-h-e-r-e.

## Squiggly Spelling Words

You are going to write your spelling words two times. First write in regular letters. Then write the words again in squiggly letters!

## Across and Down

Write each of your spelling words across and then down (starting with the first letter).

\*Examples- when four  
h o  
e u  
n r

# How can I support my child's writing at home?

## Handwriting

We want to encourage our writers to eventually use joined handwriting. Therefore, it is important that they form letters correctly – the sooner, the better as it is difficult to relearn formation of letters.

Handwriting practise sheets are available on the Learning Platform class pages for Year 1 and 2. Holy Trinity follows the Nelson Handwriting programme.

You could also ask your child to copy a few sentences of text with a focus on handwriting.

When your child writes, focus on the formation, size of letters, lower and upper case letters, ascenders and descenders.



# How can I support my child's writing at home?

## Handwriting

size of letters

*man* → man

upper and lower case letters

*a a b b* → A a B b

ascenders

*d b* → d b

descenders

*y g* → y g

# How can I support my child's writing at home?

## Handwriting

### The Letter forms

a b c d e f g h i j k l m  
n o p q r s t u v w x y z

### The joined up sentence

The quick brown fox  
jumps over the lazy  
dog.

# How can I support my child's writing at home?

## Vocabulary, Grammar and Punctuation

**READING, READING, READING:** If you take one thing to action away from the workshop, let it be this.

**Listen** to your child read every single day.

Use **shared** reading to model more difficult text and move the narrative along.

**Model** reading to your child. This supports a love of reading, storytelling and expression.

Audio books with written text for your child to follow. This will allow them to immerse themselves in the book whilst observing how vocabulary, punctuation, grammar and expression are used to enhance writing and capture the reader's attention.



How can I support my child's writing at home?

# Composition



How can I support my child's writing at home?



## Oracy

Alongside reading, your child will benefit from lots of discussion and talk time around books and stories and anything else that is of interest to them. Your child needs to be able to organise their thoughts, ideas and experiences to help them to be a good writer.

**Narrating a child's activity**

e.g. "The Stegosaurus is stomping and plodding his way into the tidy up box."

**Commenting** e.g.

Child: "Look at what I found!"  
Adult: "Wow, that is a hairy spider!"

**Recapping** e.g.

"First we did... then we... finally we..."

**Reflecting**

e.g.  
"I was thinking what a great idea it was to..."

**Extending** e.g.

Child: "My car was the fast."  
Adult: "Yes, your red car was the fastest."

**Implicit corrections** e.g.

Child: "I hided the dinosaur in the box."  
Adult: "You hid the dinosaur in the box!"

**Make links** e.g.

"It's just like when you..."

**Suggest ideas** e.g.

"We could try..." or "Perhaps..."

**Imagining** e.g.

"What might it be like to..."

**Reminding** e.g.

"Remember when you had this problem before? What did you do to fix it?"

**Explaining** e.g.

"When it is cold outside, we wear more clothes to keep warm."

**Pondering or asking open questions**

e.g. "I wonder why..." or "What could happen next?"

**Posing problems**

e.g.  
"Maybe there's a way of..."

**Modelling your thinking**

e.g. "I think I'm going to use the small paint brush so I can carefully add the eyes."

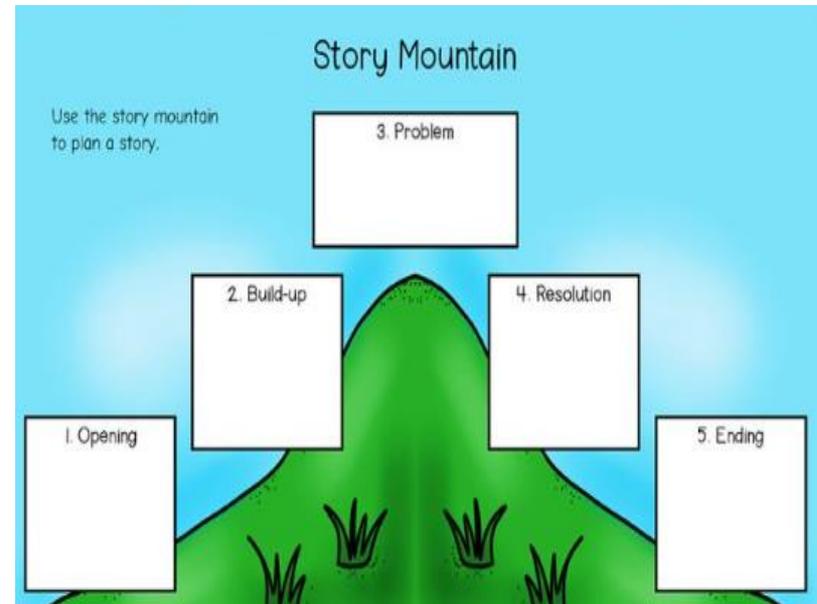
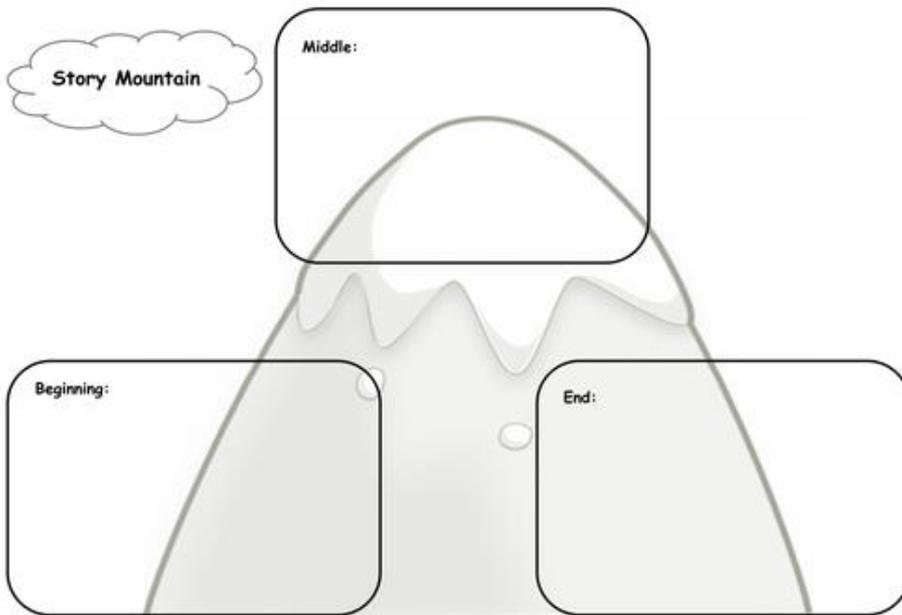
Figure 3: Implicit approaches for supporting language, communication, and thinking  
—adapted from Siraj (2005) and Fisher (2016)<sup>18</sup>

# How can I support my child's writing at home?

## Verbally sequence and retell a story

Year 1

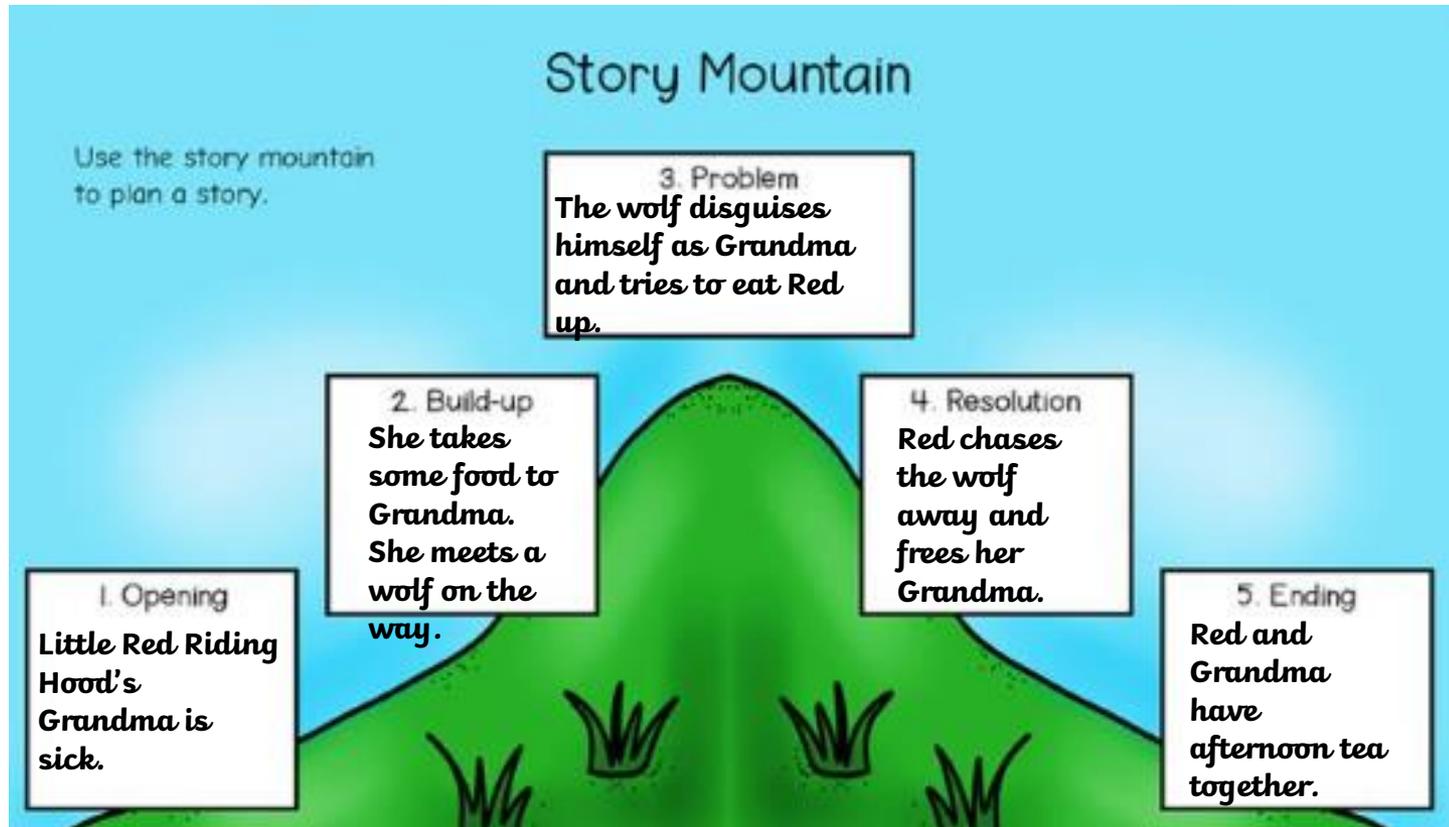
Year 2



# How can I support my child's writing at home?

## Verbally sequencing and retelling a story

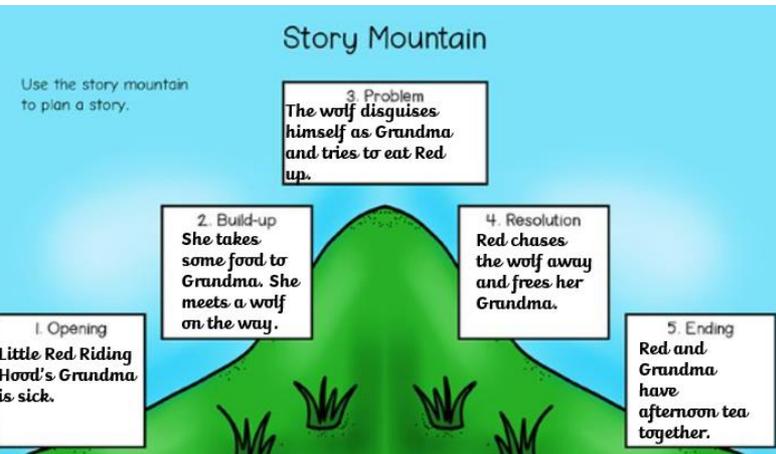
### Little Red Riding Hood



# How can I support my child's writing at home?

Retell the story using the story mountain.

## Little Red Riding Hood



I. Opening  
Little Red Riding Hood's Grandma is sick.

Who?

Where?

Why?

# How can I support my child's writing at home?

Retell the story using the story mountain

## Parent activity I

Little Red Riding Hood

I. Opening  
Little Red Riding  
Hood's Grandma  
is sick.

**Who?**

**Where?**

**Why?**

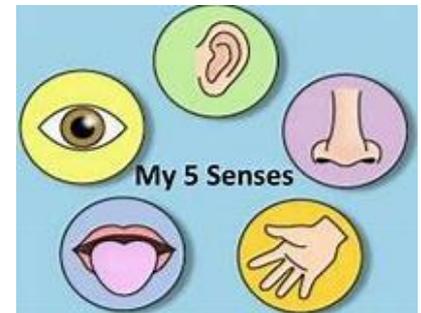
A girl who wore a red cloak lived by a forest. She went to see her sick Grandma.

**What sort of girl was she? Happy? Bossy? Kind?**

**Can you think of a different synonym or simile for 'red'?**

**Use your senses to describe the forest.**

**Use adjectives to describe Grandma.**



# How can I support my child's writing at home?

Retell the story using the story mountain.



Little Red Riding Hood

I. Opening  
Little Red Riding Hood's Grandma is sick.

**Who?**

**Where?**

**Why?**

A girl who wore a red cloak lived by a forest. She went to see her sick Grandma.



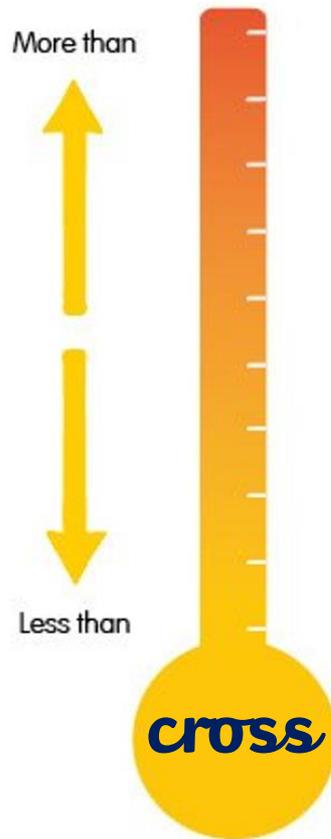
There was once a clever, young girl who wore a crimson cloak, which was as soft as snow. She lived in the middle of the forest where the birds chirped their tuneful songs every morning and the sweet perfume of the vibrant flowers filled the air. As well as being clever, Red was a kind girl. Her poor, lonely Grandma was feeling poorly and so she set off along the tree lined path, with a basket of delicious food to cheer her up.

# How can I support my child's writing at home?

## Parent activity 2

### Shades of meaning

The wolf was **cross** with Red for refusing his help.



Work together to gather synonyms.

Either you or your child can scribe.

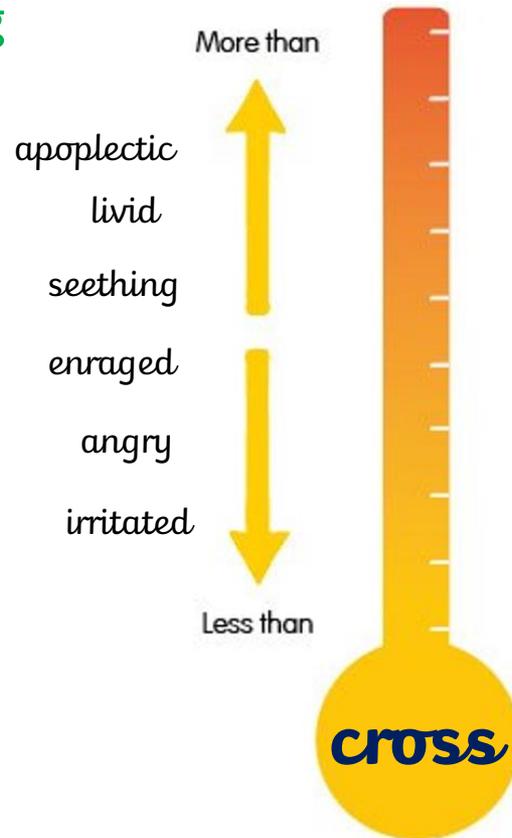
Use a Thesaurus when you can't think of anymore words. Show your child how to access this.

Arrange the words in shades of meaning.

Role play the level to embed meaning.

# How can I support my child's writing at home?

## Shades of meaning



The wolf was **seething** **inside** with Red but he painted a smile on his face.

# How can I support my child's writing at home?

## Writing in a Diary or Journal regularly

Develops stamina

Use **Think it, Say it, Write it, Read it** technique.

Allows your child to write sequentially about their own experiences.

An opportunity to write without judgment.

An opportunity to have ownership.

Allows for editing by reading back and making corrections/ enhancing.



How can I support my child's writing at home?

## Writing in a Diary or Journal regularly

### **Word banks**

Time connecting words to allow your child to sequence events chronologically.

Conjunctions to enhance writing by building sentences.

### **Practise editing**

Read writing back to your child whilst they can see the text.

Can they spot mistakes or make any improvements?

# How can I support my child's writing at home?

## Writing in a Diary or Journal regularly

Word banks – time conjunctions, adverbials and other time linking devices to allow your child to sequence events chronologically.

after	as soon as possible	before	earlier
eventually	finally	in the beginning	in the end
just at that moment	just then	later	meanwhile
next	several months later	suddenly	while
first	without warning	second	after that

How can I support my child's writing at home?

**Writing in a Diary or Journal regularly**

**Conjunction word mat to enhance writing.**



# How can I support my child's writing at home?

## Writing in a Diary or Journal regularly

Practise editing. Read writing back to your child whilst they can see the text. Can they spot mistakes or make any improvements?

Parent activity 3

*i brusht my TeeTh because thay shined then I I throo of My covers and get out of deb?*

Ask your child to check systematically:

Correct punctuation?

Correct spelling?

Correct tense?

Add or take away words?

Use a different colour pen for each feature.



## Top tips:

Find a regular time for spelling and reading so that it becomes a positive habit and not a rushed chore.

Listen, share, model reading with your child every day.

Encourage your child to use a writing journal/ keep a diary so that writing is purposeful to them.

Buy a Dictionary and Thesaurus to support and help your child to become independent and take ownership of their writing.

Read your child's writing back to them to help them see how they could make improvements.

## End of Key Stage 2

### Working at the expected standard

The pupil can write for a range of purposes and audiences (including writing a short story):

- creating atmosphere, and integrating dialogue to convey character and advance the action
- selecting vocabulary and grammatical structures that reflect the level of formality required mostly correctly
- using a range of cohesive devices\*, including adverbials, within and across sentences and paragraphs
- using passive and modal verbs mostly appropriately
- using a wide range of clause structures, sometimes varying their position within the sentence
- using adverbs, preposition phrases and expanded noun phrases effectively to add detail, qualification and precision
- using inverted commas, commas for clarity, and punctuation for parenthesis mostly correctly, and making some correct use of semi-colons, dashes, colons and hyphens
- spelling most words correctly\* (years 5 and 6)
- maintaining legibility, fluency and speed in handwriting through choosing whether or not to join specific letters.

**Writing Tips,  
Tricks  
and  
Games**

# GROWING TOGETHER AS CHILDREN OF GOD



## Overview

<b>Fiction</b>	<b>Non-Fiction</b>
Characterisation	Punctuation
Figurative Language	Sentence Starters
I-2-I Descriptions	Vocabulary



## Characterisation

- ▶ When creating a character, children will often produce a 'shopping list' of characteristics.
- ▶ We need to encourage them to use more subtle characterisation.
- ▶ On your whiteboards, write down what you find out about Mrs Cranleigh from the following extract.
- ▶ This links to reading inference

## Characterisation

*Mrs Cranleigh shuffled slowly across the luxurious carpet to the large window, dropping cigarette ash on her expensive slippers as she went. She lifted her wrinkled hand, heavy with diamond rings, and pushed aside the curtain just a crack. She shuddered.*

*Moving as quickly as her feeble legs would allow, she rushed to her enormous front door and checked the locks – all four of them – again. She put her lined mouth, full of nicotine-stained teeth, to the keyhole, “I’m not alone, you know,” she lied.*

## **What have you found out about Mrs Cranleigh? (7 things)**

- ▶ She is a woman.
- ▶ She is old and feeble.
- ▶ She is rich.
- ▶ She is scared of something.
- ▶ She smokes.
- ▶ She is on her own in the house.
- ▶ She is or has been married.

# GROWING TOGETHER AS CHILDREN OF GOD



## Don't tell me, show me!

- ▶ Hopefully you would have noticed that I didn't tell you any of those things that you found out – I SHOWED you!

# GROWING TOGETHER AS CHILDREN OF GOD



## To help you along...

- ▶ What do they wear?
- ▶ Where/how do they live?
- ▶ What do they say?
- ▶ How do they say it?
- ▶ How do others react to them?
- ▶ Who are their friends/acquaintances?
- ▶ What are their hobbies?
- ▶ What do they eat/drink?
- ▶ Where do they work?
- ▶ Where do they go to school?
- ▶ How do they move?

# GROWING TOGETHER AS CHILDREN OF GOD

## Roll the dice!

- ▶ 1 – Your character is very sad and very old
- ▶ 2 – Your character is a teenager and supports Chelsea
- ▶ 3 – Your character is extremely intelligent and lives alone
- ▶ 4 – Your character is a doctor and a new mum
- ▶ 5 – Your character is very wealthy and a cat owner
- ▶ 6 – Your character is struggling financially and works in a supermarket

# GROWING TOGETHER AS CHILDREN OF GOD

## Figurative Language

Figurative language is a way of expressing oneself that does *not* use a word's strict or realistic meaning.

Common in comparisons and exaggerations, figurative language is usually used to engage the reader, add creative flourish to written or spoken language or explain a complicated idea.



# GROWING TOGETHER AS CHILDREN OF GOD

## Figurative Language

- ▶ Similes (compares two things that are alike in some way and include either 'like' or 'as.')
- ▶ He was as cool as a cucumber
- ▶ Her eyes sparkled like diamonds
- ▶ Metaphors (similar but they describe something as being the same something else.)
- ▶ He was a lion in battle.
- ▶ The torchlight was a ray of hope.
- ▶ Personification is when human qualities are given to animals, objects or ideas.
- ▶ Time creeps up on you.
- ▶ The wind danced playfully through the leaves.

# GROWING TOGETHER AS CHILDREN OF GOD

## Figurative Language

- ▶ Highly regarded – indicative of original/creative thought.
- ▶ Comparing seemingly unrelated objects to provide a coherent meaning/image.
- ▶ Start obvious but become more sophisticated/subtle

# GROWING TOGETHER AS CHILDREN OF GOD

## I-2-I Descriptions

- ▶ Children's descriptions of settings, objects, people can be either far too long or far too short.
- ▶ I-2-I descriptions are a way of giving children a framework on which to 'hang' their description.

## I-2-1 Descriptions

- ▶ **The room was a mess.** Clothes spewed forth from gaping drawers and wardrobes as if they'd been regurgitated in disgust. Mouldy cups and mugs huddled in clusters on every available surface. **Mum sighed deeply and closed the door.**

# GROWING TOGETHER AS CHILDREN OF GOD

## I-2-1 Descriptions

- ▶ **The sports car was absolutely stunning.** Its sleek, ruby-red body work shone like the fake smile of a Hollywood film star. While the tinted windows guarded its occupants from the stares of the spellbound spectators who gawped like guppy fish. **Rick slipped on his sunglasses and smiled to himself.**

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## Roll the dice!

- ▶ 1 – description of a dog
- ▶ 2 – description of a teacher
- ▶ 3 – description of a beach
- ▶ 4 – description of a book
- ▶ 5 – description of a piece of jewellery
- ▶ 6 – description of a witch

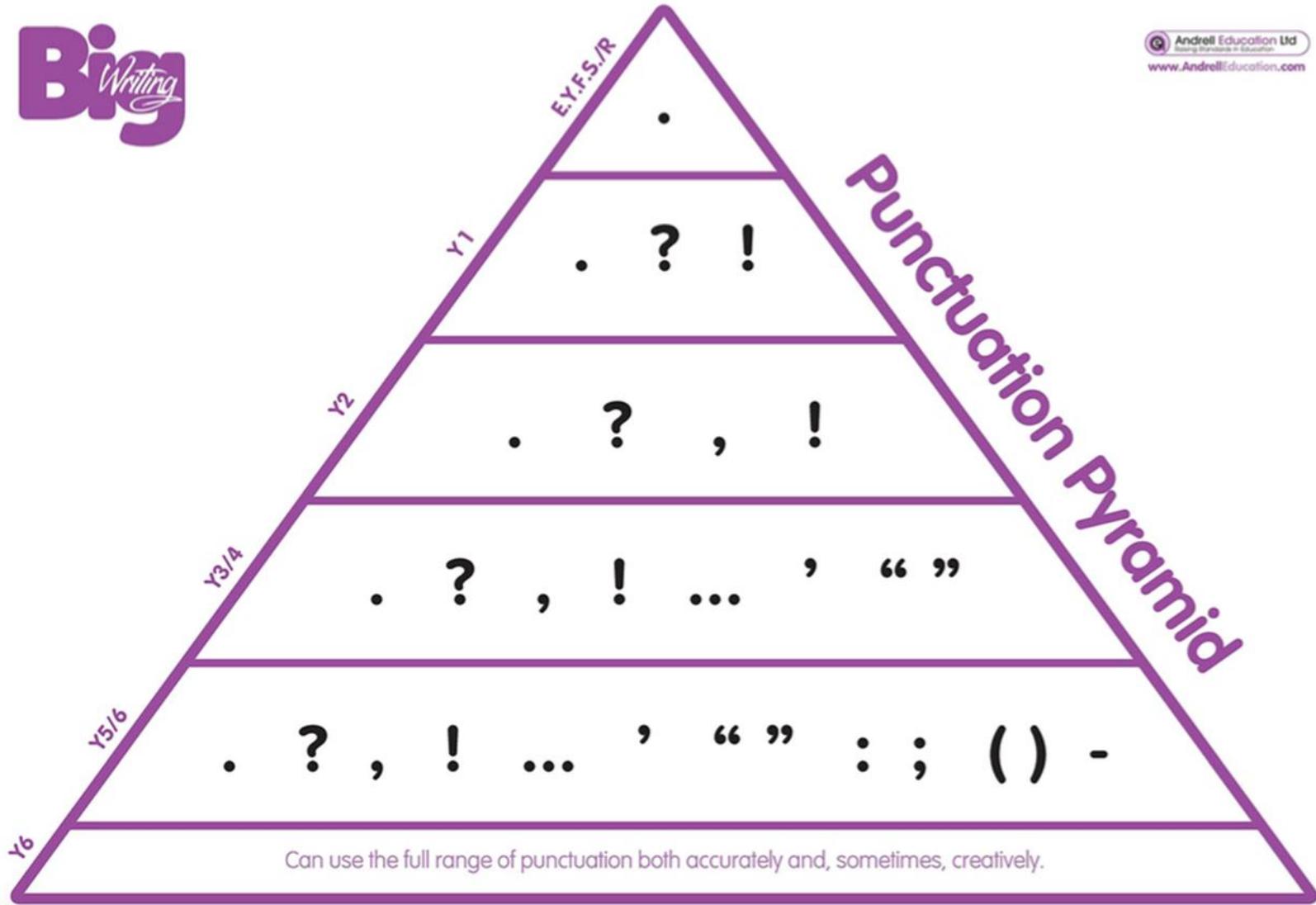
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## Non-Fiction

- ▶ The following tips and tricks apply to both fiction and non-fiction. They can be used across all genres to improve writing quality.

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## Non-Fiction - Punctuation



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## Semi-colons

- ▶ They are usually considered to be more challenging or 'higher order' punctuation and they can be used in two different ways.
- ▶ Generally taught in Year 6
- ▶ Firstly to link two related sentences together. It's important that each sentence is an independent clause which means that it can 'stand alone.'

For example:

*Gordon Ramsay is a famous celebrity chef; he can be seen on the TV every single week.*

## Semi-colons

- ▶ Secondly, we can use them to separate items in a complicated list:

For example:

*Gordon Ramsay's perfect omelette requires many ingredients including a good quality, steel whisk; a strong right arm and a lightness of touch; fresh, organic eggs from hens free to roam and finally the desire to produce the greatest, fluffiest omelette ever to grace the mouths of your friends and family.*

## Sentence Starters

- ▶ One of the best ways of improving all writing is to look at the sentence structures.
- ▶ Most children will stick to 'Subject-Verb-Object' sentence structures:

**The cat sat on the mat.**

**The picture hung on the wall.**

**Mrs Rickards walked through the door.**

**Harry the dog barked at the kitten.**

- ▶ We need them to think about more sophisticated 'multi-clause' sentences (also called complex sentences).

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## ISPACE

We can use the mnemonic '**ISPACE**' to help us remember different types of sentence starters.

So let's start with this main clause (S-V-O):

**The woman hid her purse.**

### **I – 'ing verbs'**

**Glancing over her shoulder,** the woman hid her purse.

**Panting for breath,** the woman hid her purse.

**Dreading the consequences,** the woman hid her purse.

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## ISPACE

The woman hid her purse.

**S – simile**

Silent as a grave, the woman hid her purse.

Sly as a serpent, the woman hid her purse.

As slowly as a sinking ship, the woman hid her  
purse.

.

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## ISPACE

The woman hid her purse.

**P – preposition**

**(positional language)**

**Underneath the bridge,** the woman hid her purse.

**Behind the noxious bins,** the woman hid her purse.

**In between the sofa cushions,** the woman hid her purse.

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## ISPACE

The woman hid her purse.

**A – Adverb**

**(often end in -ly)**

**Cautiously eyeing the strange man,** the woman hid her purse.

**Nervously biting her lip,** the woman hid her purse.

**Unexpectedly,** the woman hid her purse.

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## ISPACE

The woman hid her purse.

**C – Conjunction**

**(joining words)**

**Although she knew it was wrong,** the woman hid her purse.

**Despite her nerves,** the woman hid her purse.

**Before dinner,** the woman hid her purse.

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## ISPACE

The woman hid her purse.

**E – ‘ed’ verb**

Exhausted by the chase, the woman hid her  
purse.

Terrified by the encounter, the woman hid her  
purse.

Dazed and confused, the woman hid her purse.

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## Roll the dice!

**He turned off the engine.**

1 – 'ING' VERB

2 – SIMILE

3 – PREPOSITION (position)

4 – ADVERB (-ly words)

5 – CONJUNCTION

6 – 'ED' VERB

### Subordinating Conjunctions

After	Once	Until
Although	Provided that	When
As	Rather than	Whenever
Because	Since	Where
Before	So that	Whereas
Even if	Than	Wherever
Even though	That	Whether
If	Though	While
In order to	Unless	Why

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## Finally, vocabulary

- ▶ I asked a class to upgrade this sentence:

**The boy went into the shop.**

*These were some of the children's ideas:*

The **small and shabby-looking** boy went into the **sweet** shop.

The boy went **cautiously** into the shop.

**Smiling like a Cheshire cat**, the boy went into the shop.

The boy, **frightened and alone**, went into the shop.

*However, the most important opportunity for improving this sentence has been missed.*

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## The verb!

- ▶ Not one of the children changed the verb – they added, rather than amended.
- ▶ Your first stop to improve a sentence is the verb – it's the 'engine' of the sentence.

**The boy stumbled into the shop.**

**The boy stormed into the shop.**

**The boy tiptoed into the shop.**

**The boy floated into the shop.**

**The boy dived into the shop.**

**AVOID 'WENT' OR 'GOT' OR 'SAID'**

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## Final slide - promise!

- ▶ Density
- ▶ Control
- ▶ Reading habits
- ▶ Time for questions