



BRYN CELYNNOG
Comprehensive School
Nurturing Success

Literacy Success

Booklet

Name:.....

Class:.....



Literacy Success

The purpose of this booklet is to help you revise some of the important literacy skills that you should already know, and to introduce some more advanced skills. These skills are essential for success in English and in all of your subjects.

Through this booklet, you will revise or learn around 13 skills to help you improve your spelling, punctuation, grammar and sentence structure. You will be completing the tasks from this booklet with your English teacher over the next weeks. When you have completed all of the activities, you will be given a choice of descriptive writing tasks which will allow you to demonstrate everything you have learnt.

Your teacher will mark your piece of work and set you some targets to help you improve your writing, not just in English, but in your other subjects too.

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How Do I Use Capital Letters?

Use MINTS



Months of the year and days of the week



I The word, every time including I've and I'm.



Names of people, places, companies etc.



Titles of books, films, etc.



Starts of sentences

Capital Letter Sorting

Task: Sort the list of words and phrases into the correct column of the table below:

| Months | I | Names | Titles | No capital needed. |
|--------|---|-------|--------|--------------------|
| | | | | |

bryncelynnog school

september

james

lunch time

yellow

i'm

little mix

taco bell

football

its

manchester united

wednesday,

miss baldock

llantrisant

beauty and the beast

autumn

harry potter

Now read the passage that follows and add in capital letters and full stops where they are needed:

hurriedly, she walked through the opening in the trees it was a windy november

day and everything around her danced the sky was dark and murky like no sun

had risen in weeks if she didn't make it to the other side soon she knew she

would be in trouble grateful she was wearing her comfortable battered converse

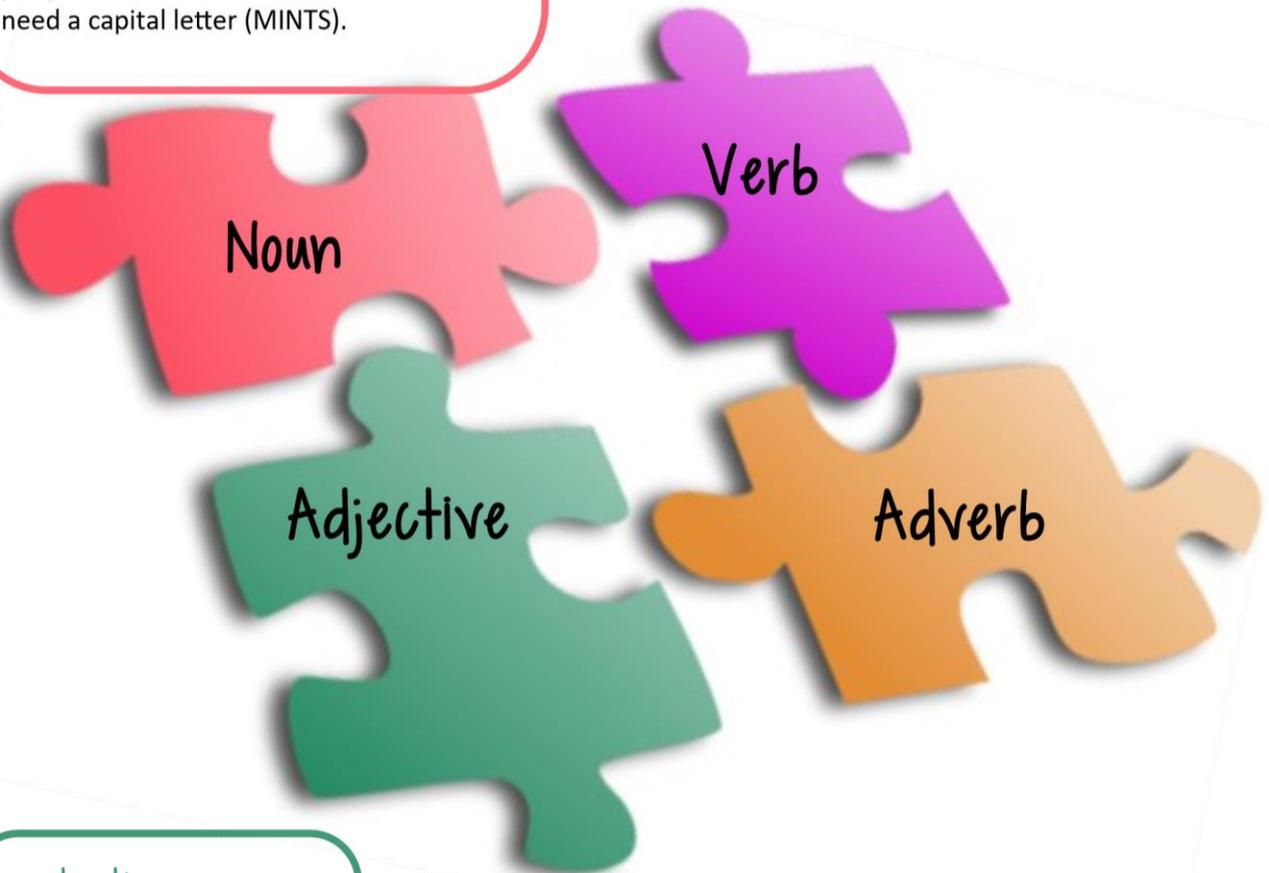
trainers, she dodged the branches as she wound her way through the leafy maze

bursting out at the other side she felt relief sweep through her

Word Classes

A **noun** is a 'naming' word. People, places, objects and things are all nouns. We call nouns we can see or touch **concrete nouns** (e.g. book, pen, sky). Nouns we can't see or touch are called **abstract nouns** (e.g. happiness, love, anger, thought, idea). We call nouns that are names or titles **proper nouns**. Proper nouns always need a capital letter (MINTS).

A **verb** is a 'doing' or 'being' word. We call verbs that describe visible actions **dynamic verbs** (e.g. to run, to laugh, to fall) We call verbs that describe more abstract actions **stative verbs** (e.g. to think, to believe, to be). Verbs show us the tense of a sentence e.g. 'I **was** angry' is past tense and 'I **am** angry' is present tense.



An **adjective** is a 'describing' word. Adjectives give us more information about nouns, e.g. '**dark stormy** sky' or '**new exciting** idea'.

An **adverb** is a 'describing' word. Adverbs give us more information about verbs. They often, but don't always end -ly. Adverbs (or adverbial phrases if they're more than one word long) can be divided into four main categories:

- **Place** -Where? E.g. 'The children played **outside**.'
- **Time** -When? E.g. 'Give that to me **immediately**.'
- **Manner** -How? E.g. '**Desperately**, I ran away.'
- **Frequency** -How often? E.g. 'The dog barked **constantly**.'

Identifying Word Classes

Task: Highlight the nouns, verbs, adjectives and adverbs in each of the following sentences.

1. The graceful swallow soared effortlessly across the sky.
2. The quick brown fox jumped over the lazy dog.
3. Excitedly, the girl skipped through the school gates.
4. Angry and ashamed, I turned and ran away as fast as I could.
5. The disappointment in his eyes was clear.

Key:

Noun

Adjective

Verb

Adverb

Challenge: Can you annotate the sentences to show what category the nouns, verbs and adjectives belong to? Use the information on Word Classes to help you.

Now write five sentences of your own and highlight them using the same key:

1. _____

2. _____

3. _____

4. _____

5. _____

More About Verbs

Sometimes one verb in a sentence isn't enough. Instead you need to use an extra verb (and make a verb phrase) to make the meaning of your sentence clear.

These 'helping' verbs are called 'auxiliary verbs' and can be split into two categories:

'auxiliary verbs' and 'modal auxiliary verbs' or 'modal verbs'.

auxiliary verbs:

(These change form
depending on your
sentence)

to do:

does did
do

to have:

has have
had having

to be:

am is are
was were
being been

modal verbs:

(These never change form)

can could ought to
may might must
shall should will would

Task: Read the sentences that follow and highlight the auxiliary verbs in one colour and the modal verbs in another colour. Be careful! Sometimes you might find both kinds in the same sentence.

1. We are baking cupcakes in D&T today.
2. Alex was sitting at the kitchen table ready for his dinner.
3. I may go to the gym this evening.
4. My horse does bite, but only if you provoke him.
5. I have forgotten my homework.
6. I must bring it in tomorrow or I will be in lunch time detention.
7. Everyone will be excited to go to the fair this weekend.
8. I ought to go to bed at 10pm but I might stay up later.

Now fill in the gaps with appropriate auxiliary verbs and modal verbs :

1. I _____ to come to school by 8.30 every morning.
2. I _____ eat breakfast before coming to school.
3. I _____ running late today, so I _____ to run to catch the bus.
4. As a nation, we _____ do more to help the environment.
5. I _____ _____ been more organised with my homework this week.
6. If I were rich, I _____ buy a yacht.
7. I _____ _____ made the flight if I _____ arrived at the airport sooner.
8. Rain _____ pouring from the sky in torrents as I ran across the yard.

As the last example shows, when we use a present participle (-ing verb) in a sentence, we always need an auxiliary verb to make the sentence complete.

For example: 'Waves crashing against the rocks.' does not make sense on its own.

We need to write 'Waves are crashing against the rocks.' (present tense) or

'Waves were crashing against the rocks.' (past tense) for the sentence to make sense.

Task: Copy the sentences below and add an auxiliary verb to the following sentences to make them complete:

1. The sun shining over Beddau. (present)

2. Children running towards their parents at the end of the school day. (past)

3. The aroma of roast dinner wafting through the air as I arrived home (past)

a simple sentence?

A simple sentence is the most straightforward type of sentence you can write. It contains just one **main clause** (idea or piece of information).

Simple sentences always contain a **subject** (main noun) and a **verb** (a doing or being word).

For example,

- The **girl** **smiled**.
- The **dog** **barked**.
- **He** **was** hungry.

Remember: 'is', 'am', 'are', 'was' and 'were' are all 'being words', so they are all verbs!

Simple sentences can also have an **object**, which is the noun that the subject is acting on. For example:

- The **bird** **soared** through the **air**.
- The **dog** **barked** at the **postman**.
- His **food** **was** on the **table**.

We can also add **adjectives** and **adverbs** to simple sentences to make them more detailed or interesting:

- The **delicate** and **graceful** **bird** **soared** through the **air** **effortlessly**.
- The **fierce** **dog** **barked** **viciously** at the **frightened** **postman**.

a compound sentence?

A compound sentence is a sentence that joins two or more **main clauses** (ideas or pieces of information) together using a **conjunction**.

These **conjunctions** are:



For example:

- I don't have any homework tonight **for** I completed it all in school.
- The clouds turned grey **and** rain began to pour from the sky.
- I didn't know who he was **nor** why he was looking for me.
- It was unlikely that they would win **but** they were determined to try.
- You must finish your work by the end of the lesson **or** you will need to finish it for homework.
- She had revised thoroughly for her exam **yet** she still felt nervous.
- It was cold outside **so** I put my coat on.

Simple and Compound Sentences

Task: Highlight the subject, verb (and object, if there is one) in the following simple sentences:

1. The bell rang loudly.
2. The sea roared towards the shore.
3. Trees towered over me.

Challenge: Rewrite the three sentences, adding adjectives and adverbs to make them more interesting then add another two simple sentences of your own.

1. _____

2. _____

3. _____

4. _____

5. _____

Task: Add an appropriate conjunction to each of the following compound sentences:

1. The sun was shining _____ there was not a cloud in the sky.
2. I want to improve my fitness _____ I walked to school today instead of taking the bus.
3. She did very well in her exams _____ she had revised very hard.
4. I have never been to Thorpe Park, _____ have I wanted to.
5. He didn't want to go to the dentist _____ he knew he had to.
6. I knew it was the right thing to do _____ I still struggled to apologise to her.
7. I could go bowling tonight _____ I could go to the park instead.

Complex sentences are made up of a **main clause** that makes sense on its own, and one or more **subordinate clauses** that do not make sense without the main clause.

The **main** and **subordinate** clauses should always be separated by a **comma** in the sentence.

There are three different ways that a complex sentence can be structured and you should be able to use them all in your writing.

1: Main clause first:

- The dog barked at the postman , baring his sharp teeth in warning.
- I ran towards the lift , hoping desperately I would make it before the doors closed.
- I entered the exam room , nervous and filled with dread.
- Exercise is important , although a healthy diet is equally vital to your health.

2. Subordinate clause first:

- Baring his sharp teeth in warning, the dog barked at the postman.
- Hoping desperately I would make it before the door closed, I ran towards the lift.
- Nervous and filled with dread, I entered the exam room.
- Although exercise is important, a healthy diet is vital to your health.

3. Subordinate clause embedded in the main clause with a pair of commas:

- His hands, which were normally steady, began to shake uncontrollably.
- The boy, who was only nine, could play the piano.
- The concert, which was too loud, gave me a headache.

Complex Sentences

Read the sentences below and add in the comma(s) between the main and subordinate clauses. Highlight the different clauses in different colours.

1. Like a sparkling diamond the sun shone in the sky.
2. I love to eat crisps although I know fruit is better for me.
3. Loud and clear the sound of the school bell rang through the classroom.
4. Heart pounding and knees trembling I walked towards the penalty spot.
6. Our new school which is yet to be officially named will open in September 2018.
7. I nervously stepped into the classroom dreading how my teacher would react to my missing homework.
8. Her eyes which usually smiled with happiness suddenly filled with tears.
9. My dog ran into my open arms obviously glad that I had returned from my weekend away.
10. As I walked through the park leaves crisp and golden crunched beneath my feet.

Key:

Main clause

Subordinate clause

Challenge: Now write three complex sentences of your own to describe your classroom. Can you write one of each different complex sentence structure?

1. _____

2. _____

3. _____

How Do I Vary My Sentences?

Just roll the dice!



Start with an adverb:

Sadly, many beautiful animal species are facing extinction.



Start with adjectives:

Excited for their first day, the children lined up in the yard.



Start with an -ing verb:

Finding time for hobbies isn't always easy, but it's definitely worth it.



Start with a time phrase:

One rainy afternoon in Spring, her life changed forever.



Start with a simile:

Like a beacon of hope, the sun blazed down on us.



Use a short sentence:

30% of teenagers are obese. **That is shameful.**

Varying Sentence Choices

When?

after
afterwards
all of a sudden
as
at last
at that moment
before
by the time
during
eventually
finally
immediately
later

How?

angrily
anxiously
boldly
calmly
cautiously
confidently
defiantly
desperately
eagerly
excitedly
helplessly
luckily
nervously

Where?

above
across
all around
along
around
before
behind
below
beneath
beside
by
in front of
in the distance

-ing Verbs

believing
calling
feeling
fearing
gazing
hoping
hurrying
laughing
learning
panicking
panting
peering
pleading

Adjectives

afraid
anxious
appalled
ashamed
baffled
desperate
determined
embarrassed
excited
exhausted
fearful
fascinated
intrigued

Conjunctions

after
although
as
because
before
but
by
during
even though
however
if
or
provided

Which is the more effective description of this beach scene?



The sky was blue and clear. The sand was soft and golden. The water was as clear as glass. The white fluffy clouds hovered in the sky but did not get in the way of the sun beaming down brightly. People were splashing and playing at the water's edge and in the distance two boats were bobbing in the sea.

Like a ribbon, the silken sand stretched endlessly along the shoreline, its smooth surface mottled by pairs of footprints travelling to and from the azure water's edge. Gentle waves lapped the shore, surging ever nearer to the bleached dunes with each swell. Bursts of laughter, joyous and carefree, were carried on the salty breeze from the shallows where parents and children played.

Write Me A Sentence

A compound sentence:

A complex sentence beginning with an adverb:

A complex sentence beginning with a pair of adjectives:

A simple sentence:



A complex sentence beginning with a simile:

A complex sentence beginning with an -ing verb:

A complex sentence with an embedded clause:

Write Me A Sentence

A compound sentence:

A complex sentence beginning with an adverb:

A complex sentence beginning with a pair of adjectives:

A simple sentence:



A complex sentence beginning with a simile:

A complex sentence beginning with an -ing verb:

A complex sentence with an embedded clause:

10
**Comma
splices.**
Use a semicolon instead,
they're way cooler.

Commas should only ever be used for three reasons:

1. **To separate items in a list.** For example: Today I have English, Maths, History, French and Art.
2. **To separate a main and subordinate clause.** For example: Today is Friday, my favourite day of the week.
3. **To separate a connective or tag phrase from the main sentence.** For example: James, are you listening? or First, take out the ingredients.

Commas should **never** be used to separate two **main clauses**. This is called **comma splicing**. For example: I like her, she's funny. is a comma splice. I like her and she's funny are both main clauses because they make sense on their own, so they cannot be joined with a comma.

Luckily, there are three easy ways to correct a comma splice:

1: Use a full stop

Comma splice: I like her, she's funny.
Correction: I like her. She's funny.

Comma splice: It's hot outside, make sure you drink plenty of water.
Correction: It's hot outside. Make sure you drink plenty of water.

2: Use a conjunction

Comma splice: I like her, she's funny.
Correction: I like her **because** she's funny.

Comma splice: It's hot outside, make sure you drink plenty of water.
Correction: It's hot outside **so** make sure you drink plenty of water.

3: Use a semi-colon

Comma splice: I like her, she's funny.
Correction: I like her; she's funny.

Comma splice: It's hot outside, make sure you drink plenty of water.
Correction: It's hot outside; make sure you drink plenty of water.



Remember: Commas can never be used to join two sentences together.
Instead, you should **always** use a full stop, conjunction or a semi-colon.



Comma Splices

Task: Read each of the sentences below and decide whether they are an example of a complex sentence or a comma splice.

When you come across a comma splice, rewrite the sentence so it makes sense using one of the three strategies we've learnt.

| Sentence | Complex sentence or comma splice? | Corrected Sentence (if necessary) |
|--|-----------------------------------|-----------------------------------|
| The house stood out on the street, its windows were smashed and dark. | | |
| After a long day at school, Jess slumped on the sofa. | | |
| A chair had been placed outside the door, he knew it was reserved for him. | | |
| I ran as fast as I could towards the gate, I just wanted to get away from everyone. | | |
| Many people think commas are used when you pause in a sentence, sadly, they are wrong. | | |

One reason that we use apostrophes is when we remove (or **omit**) letters from a word. This is called using apostrophes for **omission**.

When we use apostrophes to show omission, we **take out the letters that we don't need, and put an apostrophe where those letters were**. For example:

| | | |
|------------|---|----------|
| cannot | ↑ | can't |
| you are | ↑ | you're |
| he is | ↑ | he's |
| could have | ↑ | could've |

The only other reason we use an apostrophe is to show that something belongs to something or someone. This is called an apostrophe for **possession**.

When we use an apostrophe to show possession, we usually **add an apostrophe and an s to the word**. For example:

Harry's book or Lily's pen

When there is more than one of something, or the word already ends with an s, **we just need to add the apostrophe**. For example:

James' book or Mrs Jones' pen
 the boys' toilets or the girls' football team



WARNING!

The most common mistake made with apostrophes is using them where they **shouldn't** be.

You should **never** use an apostrophe to show a plural (more than one of something) or for a verb that ends in s.

For example:

the boy's ran away 

or
 the girl walk's down the street 



Apostrophe Practice

Task: Add apostrophes for omission or possession where they are needed in the sentences below.

1. My friends dog is called Boomer.
2. I havent done my homework.
3. The girls football team won the league last year.
4. The birds wings flapped excitedly as it left the nest.
5. James favourite fruit is strawberries.
6. You wouldve passed the test if youd revised harder.
7. A little rain wont stop me from going for a jog.
8. It isnt always easy to do the right thing.
9. Its unclear what the problem is.
10. The police werent sure if shed told the truth.
11. Mrs Davies stare is more intimidating than her shout.
12. I cant wait to have a nap.

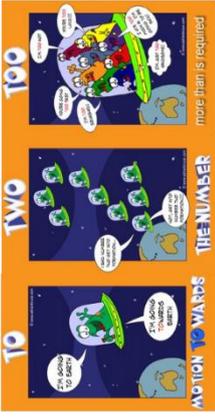
Apostrophes

Read the following passage and correct then 10 apostrophe errors. You may need to remove apostrophes, as well as add them.

I walked past the house's and through the alleyways. Sarahs house was definitely around here somewhere but I hadnt a clue where as all the house's looked the same. The first houses window was smashed and that made me nervous. It looked like Sarah's car in the driveway but it easily could have been a strangers. I couldnt see far because of the fog; it was thick and menacing, making the street seem even more foreign to me. I was'nt keen on continuing so I turned around, and thats when I saw a persons hand waving through the mist.

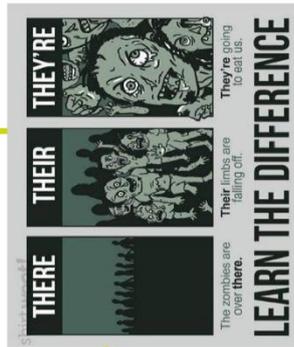
Task: Below you will find examples of apostrophe errors from real life businesses and organisations. Correct each example below.





To, two, too

'To' is can be either a preposition or start a verb, e.g. 'I am going to school.' (preposition) 'I'll have to think about that' (verb start)
'Two' is the number 2, e.g. 'I have two cats and one dog.'
'Too' means also, or as well, e.g. 'I have a hamster too.'



Remember the zombies!

There, their, there
'There' shows a place or position.
'Their' means belonging to them.
'They're' is the shortened form of 'they are'.

Your and you're

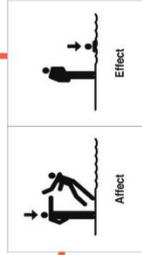
'Your' means something belongs to you, e.g. 'You should always check your work carefully.'
'You're' is the shortened form of 'you are', e.g. 'You're going to miss silly mistakes if you don't.'

Its and it's

'Its' shows something belongs to some-thing, e.g. 'The cat licked its paws.'
'It's' is the shortened form of 'it is', e.g. 'It's going to rain today.'

Affect and effect

'Affect' is a verb. It is an action, e.g. 'Not revising will affect your education.'
'Effect' is a noun. It is the result of the action. 'Revising will have a positive effect on my learning.'
Top tip: if you are using the words the, a or an, then it's always effect not affect!



Weather and whether

'Weather' describes the conditions around us, e.g. 'The weather is beautiful today.'
'Whether' shows a choice between two or more things, e.g. 'I don't know whether I should eat crisps or an apple at break time.'

Here and hear

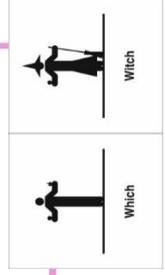
'Here' shows where something is, e.g. 'My book is here on the shelf'
'Hear' means that your ear is picking up a sound, e.g. 'You don't need to shout, I can hear you just fine.'

Allowed and aloud

'Allowed' is something you are permitted to do e.g. 'I am allowed to play on my computer for one hour a day.'
'Aloud' means 'out loud' e.g. 'I like to read aloud to my younger sister.'

Which and witch

'Which' shows a choice between two or more things.
'Witch' is a female wizard— someone with magical powers



Lose and loose

'Lose' is the opposite of winning, e.g. 'They are going to lose.'
'Loose' is the opposite of tight, e.g. 'My laces are loose.'

Homophone Practice

Choose the correct homophone to complete the following sentences:

1. Have you finished _____ homework? (your/you're)
2. Having carefully packed _____ suitcases, they left them over _____.
(there/their)
3. Congratulations! _____ a winner! (your/you're)
4. _____ going to rain today. (its/it's)
5. We _____ going to play football but now _____ going for a run instead.
(were/we're)
6. Always remember to pack _____ bag correctly. (your/you're)
7. I'm going ____ play netball with my _____ best friends. Would you like to come
_____? (to/too/two)
8. I read my book _____ to my teacher. (allowed/aloud)
9. I brought my umbrella today _____ (which/witch) was lucky because the
_____ (weather/whether) is terrible.
10. The stars are shining brightly in the _____ sky. (night/knight)
11. Global warming is having a devastating _____ on the planet. (affect/effect)
12. I asked her to come _____ because I couldn't _____ him. (here/hear)

Homophones

Read the passage below and correct the homophone errors:

Won day, when the whether was fine, a girl skipped down the street too the park. Their she found an empty set of swings which she quickly sat down on. The grate park spread out around her and all she could see was grass all around her. They're were trees in the distance and she could just make out the green blurs witch were starting to loose leaves. Too of the trees had already turned that burnt orange colour she loved so much. She was trying to decide weather she should amble over too the trees. Her brake was nearly over and she would have to get back to work soon but the trees in the distance we're tempting her. So she walked threw the park and over to the autumnal trees.

Task: Make a list of any other homophones that you can think of and write a sentence using them correctly.

Learning by repetition:

Practise writing the word out five times, and then check if you've got it right!

Look, say, cover, write, check:

- **Look** closely at the word. Which part of the word is the tricky part?
- **Say** the word out loud. Visualise the spelling as you say it.
- **Cover** the word.
- **Write** the word down.
- **Check** if you've got it right!

Rainbow writing:

Practise writing the word seven times, using a different colour every time you write it.



Think tricky!

Make the tricky part of the word stand out by writing, circling or underlining it in a different colour.



Chunking:

Break the word down into syllables (like beats in a rhythm) and learn it one syllable at a time.

Practise writing the word out using a different colour for each syllable.

cat / er / pil / lar



Memory joggers:

Create your own memory joggers to help you remember tricky words, e.g:

- **Big elephants can always understand small elephants = because**
- We have one collar and two sleeves = **necessary**
- **An island is land** in water.



Pyramid writing:

Turn the word into a pyramid, by building it up on letter at a time:

p
p y
p y r
p y r a
p y r a m
p y r a m i
p y r a m i d



Spelling squiggles:

Draw a large squiggle on a piece of paper. Practise writing your spellings inside the spaces in your squiggle.

Vocabulary bank Spelling Words

identity

empathy

languages

communication

literature

imagination

creativity

experience

citizens

inquisitive

Task: Your teacher will give you some key words to learn to write in the blank boxes.

Task: Use the strategies to learn the spellings of at least 10 of the key words from the last page that you are unsure about.

Descriptive Writing

Task: Read the example text below. Highlight and annotate the passage to show what makes it an excellent piece of writing.

Smoke. The wisps of grey that decorated the sky were unmistakable. It was that time of year again. Crisp and clear, the November evening penetrated even the thickest of coats. Huddling close to one another in an attempt to evade the air's bite, families and groups of friends chattered and laughed, filling time before the display began. The smell of fried onions hung in the air and mingled with the sweet, smoky smell of the roaring bonfire. At the edge of the crowd, children wrote their names excitedly, wielding their sparklers like giant pens, leaving a momentary trail of orange letters across the sky. "Jenny, be careful!" a worried mother warned, tugging the cuffs of her daughter's gloves down so that every inch of her skin was protected. Impatient adults glanced at their watches and muttered among themselves. It was almost time. Soon the inky black canvas would be illuminated with the warmth of gold and red hues.

Unforgiving gusts of wind wove their way through the many layers of fabric that I had wrapped myself in and a misty cloud of the spectators' breath hung impatiently over the crowd. I clutched the polystyrene cup tightly with my overly red fingers, savouring the momentary warmth the liquid inside provided, a sign that winter was here. Like an old-fashioned music box, the sound escaping from the speakers seemed isolated and melancholy, weaving its way through the families but

remaining ignored. I listened. And I waited for the moment that the crowd and the music would fall silent and the whistle of the first rocket would ignite excitement.

There it was. The familiar sound. The anticipated explosion shot arms of glittering gold into the coal-black night. Among the 'oohs' and 'ahs', a few cries pierced the excitement and a mother rubbed the back of her wailing baby. People in the front row of the crowd stood, hypnotised by the whirring pink wheel in front of them, the motion and neon-colour reflecting in the glassy surface of their eyes. A roaring cacophony interrupted their gaze and the sky was painted with billows of vermillion smoke. Inhaling the familiar scent of gunpowder, nostalgia flooded my frozen body; it's warm fingers grasping my heart tightly and sending a gentle current of emotion to my throat. A sheet of violet light became an impermanent blanket, overloading the senses and causing temporary blindness. Another flash engulfed the area. Another crackle. Clearly reaching its finale, the pace of the fireworks intensified and a crescendo of dazzling colour sent a riot of sparks dancing flamboyantly into the air. And smoke.

Writing Success

Choose one of the following settings and write your own piece to describe the scene:

- at a fireworks display
- on a beach
- at a busy train station
- in a park in autumn
- in a school yard at the start of the school day
- as fans either enter or leave a football match
- in a dentist's waiting room

The rules:

Your description should be detailed and imaginative and must be a minimum of three paragraphs long. You will be assessed for your ability to:

- write in full sentences that make sense
- vary your sentence structures to make your writing interesting
- use punctuation correctly (capital letters, full stops, commas , apostrophes and semicolons)
- use homophones correctly
- spell most words correctly
- present your work neatly and clearly.

Plan:

| Questions to ask yourself: Have I...? | | ✓ |
|--|--|---|
| Basic literacy skills: | written in full sentences? | |
| | used capital letters and full stops correctly? | |
| | checked the spelling of new or tricky words? | |
| | checked for mistakes with my homophones? | |
| | used apostrophes correctly? | |
| | written in paragraphs? | |
| | used the correct tense? (past or present) | |
| | presented my work neatly? | |
| Effective writing skills: | used specific and ambitious vocabulary? | |
| | used a range of different connectives and sentence openers? | |
| | used the features of the text type I'm writing? (e.g. headlines in a newspaper, subheadings in a report, thoughts and feelings in a diary) | |
| | adapted my ideas to suit my audience and purpose? | |
| | developed my ideas by giving detail, evidence or opinions where I need to? | |
| | achieved everything on the success criteria? | |

Literacy Self-Evaluation

| |  |  |  |
|--|--|---|---|
| I can use capital letters and full stops accurately. | | | |
| I write in complete sentences that make sense. | | | |
| I can use complex and varied sentence structures. | | | |
| I can use apostrophes correctly. | | | |
| I can choose which homophone to use correctly. | | | |
| My spelling is mostly accurate. | | | |
| My writing is neat and well presented. | | | |

After completing the literacy success booklet, I have improved my understanding of:

I still need to work on:

Writing Success

| |  |  |  |
|--|--|---|---|
| I can use capital letters and full stops accurately. | | | |
| I write in complete sentences that make sense. | | | |
| I can use complex and varied sentence structures. | | | |
| I can use apostrophes correctly. | | | |
| I can choose which homophone to use correctly. | | | |
| My spelling is mostly accurate. | | | |
| My writing is neat and well presented. | | | |

My Literacy Targets

- 1)
-

- 2)
-

- 3)
-

Apostrophes: Shrinking and linking

Omission - Missing out a letter (shrinking)
He didn't mean to.
We can't go out today.

Possession - To show ownership (linking)
Mrs Bruce's class work well.
It was Bill's football.
The dog's kennel is black. (one dog)

Plural possession - ownership when there is more than one owner ending in s
The boys' football burst whilst they were playing with it.
The dogs' kennel is black. (more than one dog)

Note - Possession for names ending in s can be either
It is James' pencil
or
It is James's pencil

Paragraphs

The **TIP TOP** rule
You move onto a new paragraph when you change **time**, **place**, **topic** or **person**.

Literacy Focus



Bryn Celynnog Comprehensive

Connectives

| | | |
|-----------|-------------------|----------------|
| Because | On the other hand | Alternatively |
| But | Furthermore | Nevertheless |
| Although | As long as | Afterwards |
| Then | For example | Consequently |
| However | Such as | As well as |
| Next | So far | For example |
| Since | Moreover | What is more |
| Therefore | Apart from | As a result of |
| Also | Meanwhile | Firstly |
| Despite | In addition | Secondly |
| So | In contrast | Thirdly |

- ★ **Advise:** I'm here to **advise** you. (verb)
- ★ **Advice:** What is your **advice**? (noun)
- ★ **Practise:** You need to **practise** every day. (verb)
- ★ **Practice:** There is football **practice** today. (noun)

Homophones

- ★ **There:** I'd love to go **there**.
- ★ **Their:** Is that **their** cat?
- ★ **They're (they are):** **They're** here.
- ★ **To:** I'm going **to** work.
- ★ **Too:** Are you coming **too**?
- ★ **Two:** I have **two** hands.
- ★ **No:** We have **no** chance.
- ★ **Know:** How do you **know** that?
- ★ **Your:** What's **your** name?
- ★ **You're (you are):** **You're** welcome.
- ★ **New:** She has a **new** phone.
- ★ **Knew:** I already **knew** that.
- ★ **Right:** Is that **right**?
- ★ **Write:** Can you **write** that down?
- ★ **Which:** **Which** colour do you like?
- ★ **Witch:** She was a wicked **witch**.
- ★ **Peace:** I wish for **peace** on Earth.
- ★ **Piece:** Please have a **piece** of pie.
- ★ **Where:** **Where** are you going?
- ★ **Wear:** What should I **wear**?
- ★ **Affect:** How did it **affect** you? (verb)
- ★ **Effect:** The advert has a very persuasive **effect**. (noun)

Punctuation

- **Full stop** - Marks the end of a sentence.
- **Comma** - Separates items in a list or marks a pause in a sentence.
- **Apostrophe** - Used to show omission or possession (shrinking or linking).
- **Inverted commas** - Used to show quotation or direct speech.
- **Question mark** - Ends a question sentence.
- **Exclamation mark** - Used to end a dramatic sentence or statement.
- **Colon** - Introduces a list, a statement or a quote in a sentence.
- **Semicolon** - separates two sentences that are related and of equal importance.
- **“...”** **Speech marks** - Used to indicate direct speech i.e. the exact words spoken.

Literacy Focus



Bryn Celynnog Comprehensive

Check your work!

- Have I adapted my writing for the appropriate purpose and audience?
- Is my work in paragraphs or sections?
- Do my sentences start with capital letters and end with the correct punctuation?
- Have I used apostrophes correctly?
- Have I used capital letters: at the start of each sentence, for proper nouns and the word I?
- Have I used specialist vocabulary correctly?
- Have I checked that my sentences make sense and my meaning is clear?
- Have I checked the spellings of difficult words and homophones?

Commonly Misspelled Words

| | |
|-------------|---------------|
| across | occurred |
| argument | occasion |
| basically | politician |
| beginning | publicly |
| business | quiet |
| completely | quite |
| definitely | really |
| disappear | religious |
| embarrass | remember |
| environment | sense |
| experience | separate |
| friend | successful |
| government | surprise |
| independent | tomorrow |
| knowledge | unfortunately |
| language | until |
| necessary | wherever |

[Document title]