



Have you got the **GraSp** for writing?

2020 -Summer Term 2

Year 5 & 6

adverb **apostrophe** **clause**
determiner **fronted** **adverbial**
modal **verb** **noun** **phrase** **prefix**
present **perfect** **pronoun** **root**
word **sentence** **subjunctive**
suffix **superlative** **tense** **verb**

Introduction to GraSp

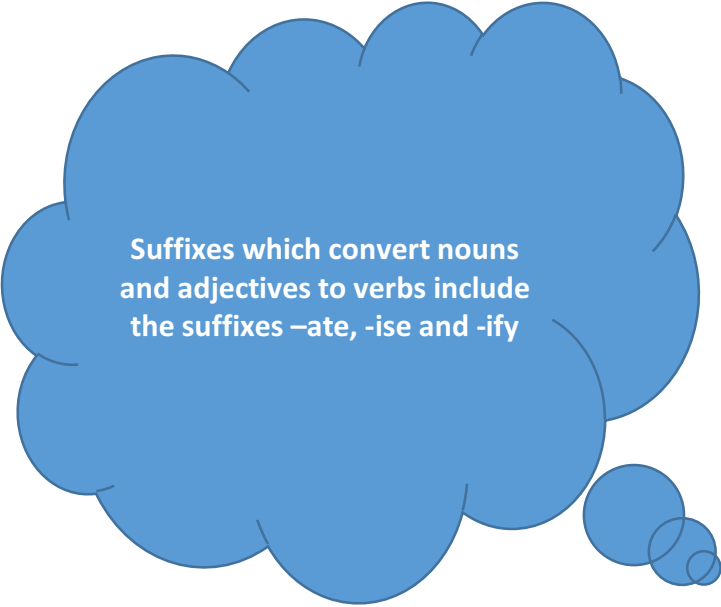
This term we are going to revise the work you did during the autumn and spring terms. The grammatical terms we will look at, are highlighted in the table below:

Year 5	Year 6
Converting nouns or adjectives to verbs using suffixes Verb prefixes Relative clauses Degrees of possibility: adverbs and modal verbs Building cohesion through adverbials Parenthesis and use of commas to clarify meaning and avoid ambiguity	As year 5 plus: Formal and informal speech Synonyms and antonyms Passive form Subjunctive form Cohesive devices Independent clauses Colons, semi-colons, bullet points hyphens and ellipses

We will also have a bank of spellings to learn each week - these will be listed at the back of the booklet - see page 42.



Grammar week 1: Converting nouns & adjectives to verbs using suffixes. Verb prefixes.



Suffixes which convert nouns and adjectives to verbs include the suffixes –ate, -ise and -ify

The **suffix** –ance (or –ence) can be added to either **adjectives** or **verbs** to form **nouns**. This is particularly used for **adjectives** ending in –ent or –ant (where the spelling changes to replace t with -ce) and various **verbs**. Common examples include: independent – Having a car has improved my independence.

The examples:

You can change nouns and adjectives into verbs by adding the suffixes -ate, -ise, -en and -ify. Here are some examples: author becomes author**ise**

assassin becomes assassin**ate** dark becomes darken
class becomes class**ify**

Remember: The usual spelling rules apply for words ending in **æyæ** (change to **æiæ** before adding the ending), words ending in **æeæ** (remove the **æeæ** before adding the ending) and words ending with a short vowel sound (double the consonant before adding the ending).

Sort these words into the right boxes (note: some words may fit into more than one box):

advert captive pure computer fright equal personal active author
 real glory hard scandal intense light liquid hospital false sad
 pressure motive terror simple straight note central material legal

-ate	-ise	-en	ify

Lets focus on -ate



Noun → verb

1. Hibernation → hibernate
2. Calculation → calculate
3. Circulation → circulate
4. Evaporation → evaporate
5. Frustration → frustrate
6. Nomination → nominate
7. Vaccination → vaccinate
8. Punctuation → punctuate

Complete the sentences with the correct verb

- a) Class 4 chose to _____ as their class representative on the school council.
- b) Please _____ the papers to everyone.
- c) You need to _____ the distance between her and London.
- d) The bear went back to its cave to _____ for winter.
- e) The children were making crystals and had to wait for the water in their saturated solutions to _____.
- f) To protect everyone against the disease we must _____ them.
- g) Suki continued to _____ her mother by not doing as she was told.



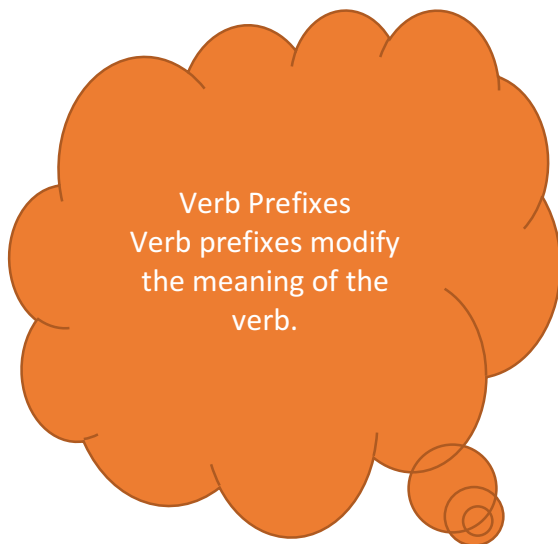
Now let's look at words ending in the suffix -ify .

justify; certify; modify; signify; simplify; classify; amplify; falsify; notify; specify; purify; qualify; identify; terrify; horrify.

What was the root noun or adjective for these words.

Word	Root noun	Root adjective

Word	Root noun	Root adjective



A prefix is a string of letters that are added to the beginning of a root word, changing its meaning.

The most common **prefixes** used to form new **verbs** in English are: re-, dis-, over-, un-, mis-, de-, - out.

Each prefix has a meaning:

re – means again

dis – means negative or remove

over – means excess, too much or on top

un- means not,

mis- means wrong or badly

de- means negative or remove

out – means in a manner, greater more than or better than something else.

You might not recognize the root word because many of our words have come from Greek or Latin languages

An example

Peter Rabbit behaved in Mr. McGregor's garden. → Peter Rabbit misbehaved in Mr. McGregor's garden.



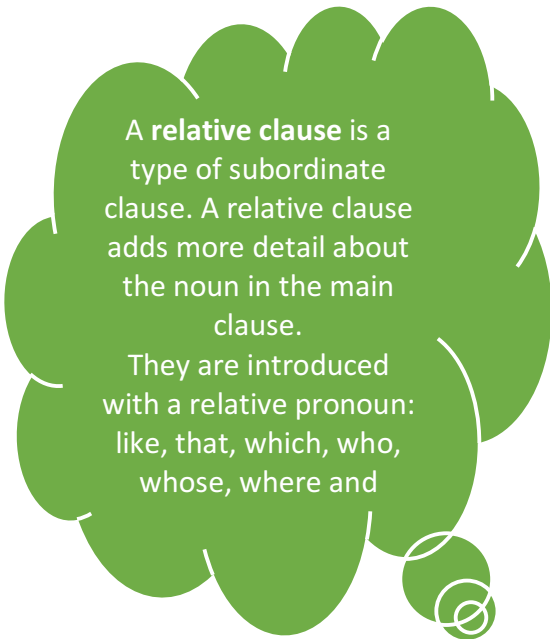
Language Lab

Add the the correct prefix to the verb

Prefix These modify the meaning of the root word.	Verb	Prefix + verb → New Word
dis - in- un- re- over- de- mis- out-	grow call rest order take regulate clean repair action cycle build humidify gain match count simplify	



Grammar week 2: Relative Clauses, Adverbs & Modal Verbs for Possibility, and Building Cohesion



A **relative clause** is a type of subordinate clause. A relative clause adds more detail about the noun in the main clause.

They are introduced with a relative pronoun: like, that, which, who, whose, where and

Relative clauses turn our simple sentences into complex sentences and up level our writing!

For example, this simple sentence:

The boy walked to school.

Can become a complex sentence by adding the clause:

The boy, who was feeling upset, walked to school.

The main clause could stand alone as a simple sentence, but the relative or subordinate clause cannot.

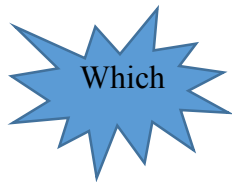
The examples:

You can add extra information to your sentences, by adding extra information in a relative clause.

The man was waiting in a queue. → The man, **who was a sailor**, was waiting in the queue.

The snarling beast roared with all his might. → The snarling beast, **whose breath smelled like rotting eggs**, roared with all his might.

There is comma before the relative clause (before a noun) and a comma after it.



DIRECTIONS: Complete each sentence with a relative clause, using information from the box.

Paul baked cupcakes

you just bought a house

you were looking for a pencil

you visited a country

you spoke to a man

I was sitting on the sofa

1. What's the name of the country _____?
2. When do you move into the house _____?
3. That man _____ is not very nice.
4. Did you ever find the pencil _____?
5. The sofa _____ is uncomfortable.
6. The cupcakes _____ are all chocolate.

INSTRUCTIONS: join the two simple sentences into a complex sentence using a relative clause. Don't forget your punctuation!

1. My father bought me an ice cream. I ate it.

2. Jim just started a new school. He hates it.

3. Haley is a good student. She won a scholarship.

4. Joe hit a foul ball. I caught it.

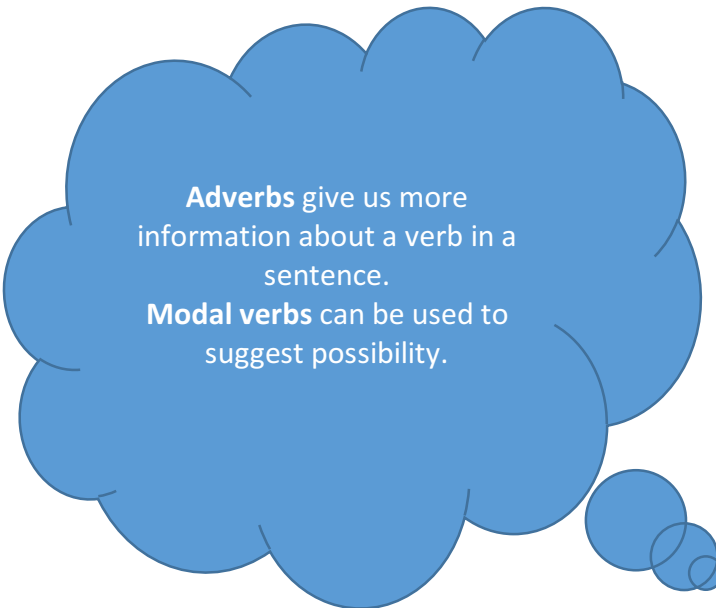
5. I really like that poem. I memorized it.

6. I wanted to see the show. I missed it.

7. The restaurant didn't have a sign. We drove past it.

Degrees of possibility using adverbs and modal

verbs.



Adverbs give us more information about a verb in a sentence.

Modal verbs can be used to suggest possibility.

When looking at using adverbs for degrees of possibility, we use words such as surely, perhaps, certainly, probably, definitely, maybe, possibly, undoubtedly, likely

The modal verbs are:

can - could
may – might
shall – should
will – would
must

Adverbs for degrees of possibility

Read the sentences below and decide whether you think the event will happen or may happen.

Then re-write the sentences substituting an alternative adverb which will alter the likelihood of the occurrence.

For example:

Mr Singh is definitely going to buy a new car tomorrow. **It will happen. →**

Mr Singh may buy a new car tomorrow. It might happen.

1. Class 10 are certainly going to play cricket tomorrow.

2. The cat will probably eat the rabbit stew.

3. Surely you can do the washing up.



4. After watching the movie, undoubtedly we will call in for fish and chips.

5. I am definitely going to do my homework now.

6. The weather forecast said rain is likely tomorrow.



7. We probably won't be able to go for a picnic on Sunday.



Modal verbs for degrees of possibility.

The deadline

Maggie: Hi Tom, have you finished your homework?

Tom: Oh hi Maggie. No, I haven't.

Maggie: The deadline is tomorrow you know so you have to submit it tomorrow.

Tom: I can't make it. I haven't even started it yet. Can we hand it in next week?

Maggie: I don't know. You'll have to ask Mrs. Robinson about that. I think you must finish it by tomorrow. She probably won't accept projects after tomorrow.

Tom: I've had so many other things to do. I couldn't even start it. I don't know what to do.

Maggie: Don't worry. I'll help you. It's not very difficult. I finished it in one day.

Tom: Really? Great!

Maggie: First, you should read the article that Mrs. Robinson gave us. It's about the Mohican Civilization. Then, you have to design a poster for a play about them – the Mohicans – for the theatre.

Tom: Yeah I know but it looks a bit difficult...

Maggie: Not at all. You don't have to make the poster from scratch and it doesn't have to be a work of art. There are lots of templates on the internet. You can just use one of those designs to make your own poster.

Tom: Well, I think I can do it. What title shall I use? Can you help me?

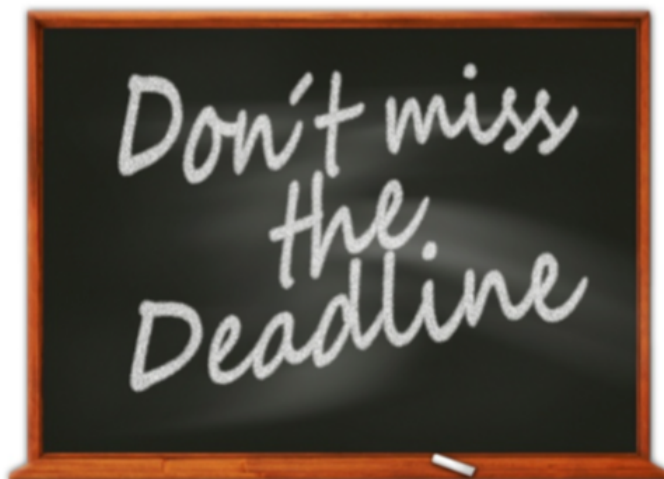
Maggie: Yeah, I can give you some suggestions but you mustn't use the same title as anyone else in our class. You have to create your own title.

Tom: Okay, I can come up with something I guess.

Maggie: Alright?

Tom: Yeah, I've got to go now and make a start on it. I'll follow the project guidelines like you said. Thanks, Maggie.

Maggie: No problem. Good luck!



Underline the modal verbs and adverbs indicating possibility.

Decide if the statements are *true* or *false* according to the text.

1. Maggie has completed her project. _____
2. Tom has submitted his project. _____
3. Tom must ask Mrs. Robinson if he can hand in the project after the deadline. _____
4. The poster must look great when it's finished. _____
5. Tom must design the entire poster by himself. _____
6. Maggie can't help Tom with the poster in any way. _____

Building Cohesion

Building Cohesion

We can build cohesion within a paragraph using words such as then, that, after, that, this, firstly. We can link ideas across paragraphs by using adverbials of time, place and number or tense choices.

The term '**cohesive devices**' refers to the conjunctions, connectives and pronouns used to **link the parts of a piece of writing**. Using the same verb tense throughout a text also offers 'cohesion'.

Things to think about when looking at cohesion. You will have looked at some of these in years 3 & 4

Determiners

Determiners specify which noun(s) we are talking about."

E.g. the, a, an, some, several, all of the, one, many, no, either

Determiners are perhaps the most simplest form of cohesive devices.

Without them, our writing does not flow very well.

E.g.

Dog bit man because dog was angry. Man shouted at dog. Dogs came around corner and chased men away.

A dog bit a man because the dog was angry. The man shouted at the dog. Several dogs came around the corner and chased the men away.

Pronouns

"Pronouns can act as a noun phrase."

E.g. he, she, it, they, them, we, theirs, itself, themselves, us, anybody

Relative pronouns are used to form relative clauses

E.g. who, that, whom, whose, which

We use pronouns to avoid over repetition of nouns.

E.g.

The man was shopping at the supermarket. The man decided to buy some cheese. However, when the man got home, the man found out that the cheese was out of date. Finding out that the cheese was out of date made the man very sad.

The man was shopping at the supermarket. He decided to buy some cheese. However, when he got home he found out it was out of date. This made him very sad.

Conjunctions

"Conjunctions join clauses together within a sentence."

Co-ordinating conjunctions - For, and, nor, but, or, yet, so

Subordinating conjunctions - because, although, while, since, even though, if, whereas, provided, before, after

By joining our clauses together, we are able to vary our sentences and add more cohesion to our writing.

E.g.

The girl hated winter. She could not stand the cold.

The girl hated winter because she could not stand the cold.

Adverbials

"Adverbials typically add detail to the verb by describing where, when, how or how often the action occurs."

E.g. Occasionally, in the dark, aggressively, frequently

Adverbials can be adverbs, adverbial phrases or adverbial clause

Fronted adverbials are an effective way to create cohesion

Some adverbials don't fit into "where", "when", "how", "how often" categories.

These adverbials will often refer back to the previous sentence and are particularly effective at creating cohesion.

These adverbials can show exceptions, cause & effect, comparison, clarification, emphasis

E.g. However, furthermore, alternatively, consequently, because of this, in conclusion, in other words, also, most importantly,

Paragraphing

Using paragraphs carefully and concisely allows us to create cohesion. If our paragraphs are too long or too short, it can make our writing less cohesive

We start a new paragraph when we:

- Start a new topic or idea
- Significant change in time
- Change in viewpoint
- New speaker
- Significant change in place

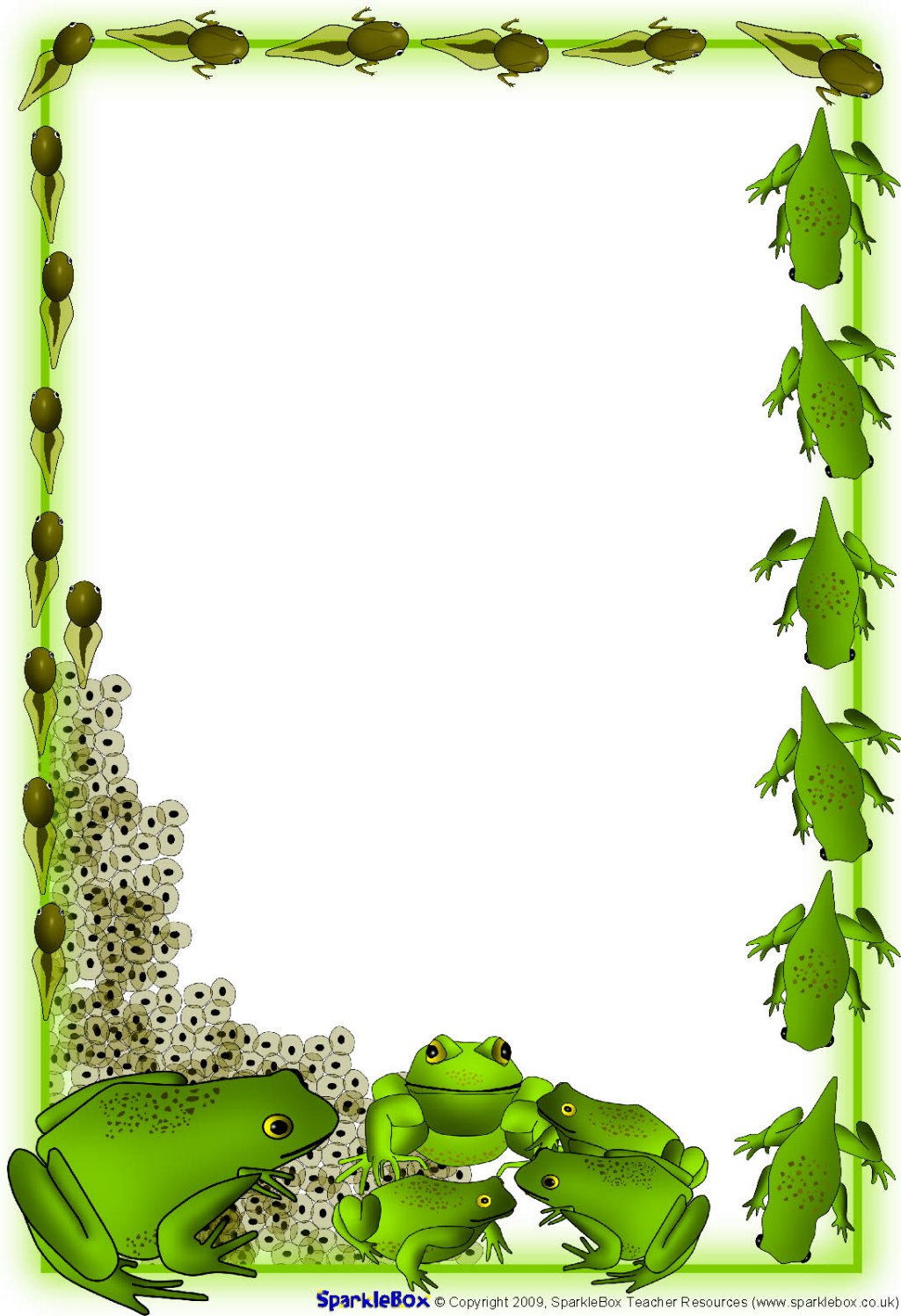
Your task is to write a cohesive paragraph (or more) about the picture below.

You need to include determiners, pronouns, conjunctions and adverbials



The frog is alive just pretty small.

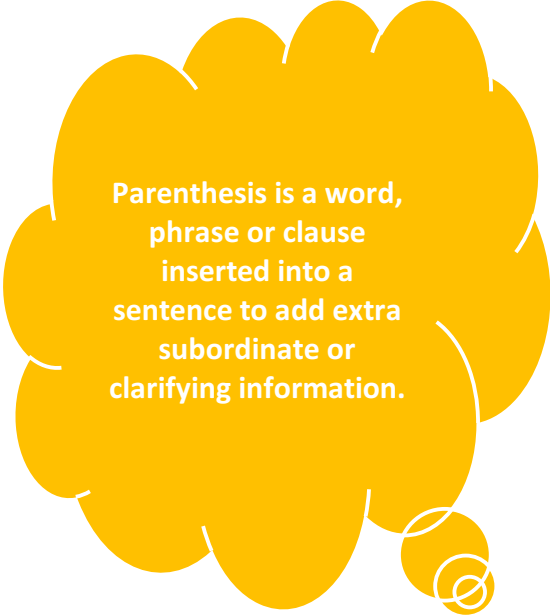
The Frog in the Water Droplet



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Grammar week 3: Punctuation

Parenthesis (brackets, dashes and commas)



Parenthesis is a word, phrase or clause inserted into a sentence to add extra subordinate or clarifying information.

The most common way to show parenthesis is to use brackets within a sentence to add information for detail or clarification. What is key to remember is that the sentence to which the parenthesis is being added should make grammatical sense whether the information in the brackets is there or not.

Dashes and commas can also be used in place of brackets to indicate parenthesis. Commas offer a slightly less formal tone in writing and dashes emphasis in writing.

Have a look at the videos:

<https://youtu.be/YZJbRaA3LUI>

<https://youtu.be/AseBaZWID7w>

<https://youtu.be/nqluA-a3jbw>

The Examples

Brackets

Blackbeard the Pirate (whose real name was Edward Teach) was born in Bristol.

I went to the park to meet Janita (my best friend).

Commas - these are more informal

I miss seeing Matthew, my best friend from school, everyday.

Dashes - these add emphasis

You are the friend—the only friend—who offered to help me.

Now complete the punctuation for parenthesis

Add information to the sentences below, deciding whether to use commas, dashes or brackets.

1) John watched a scary film what was it called? last night

2) Sarah and her friend named went to the park to play on the swings.

3) I lost my phone what phone is it? while I was out yesterday.

4) Prince Harry son of ... served in the British army.

5) Dolphins belong to the mammal group of vertebrates what does vertebrate mean

6) My car is in the drive.

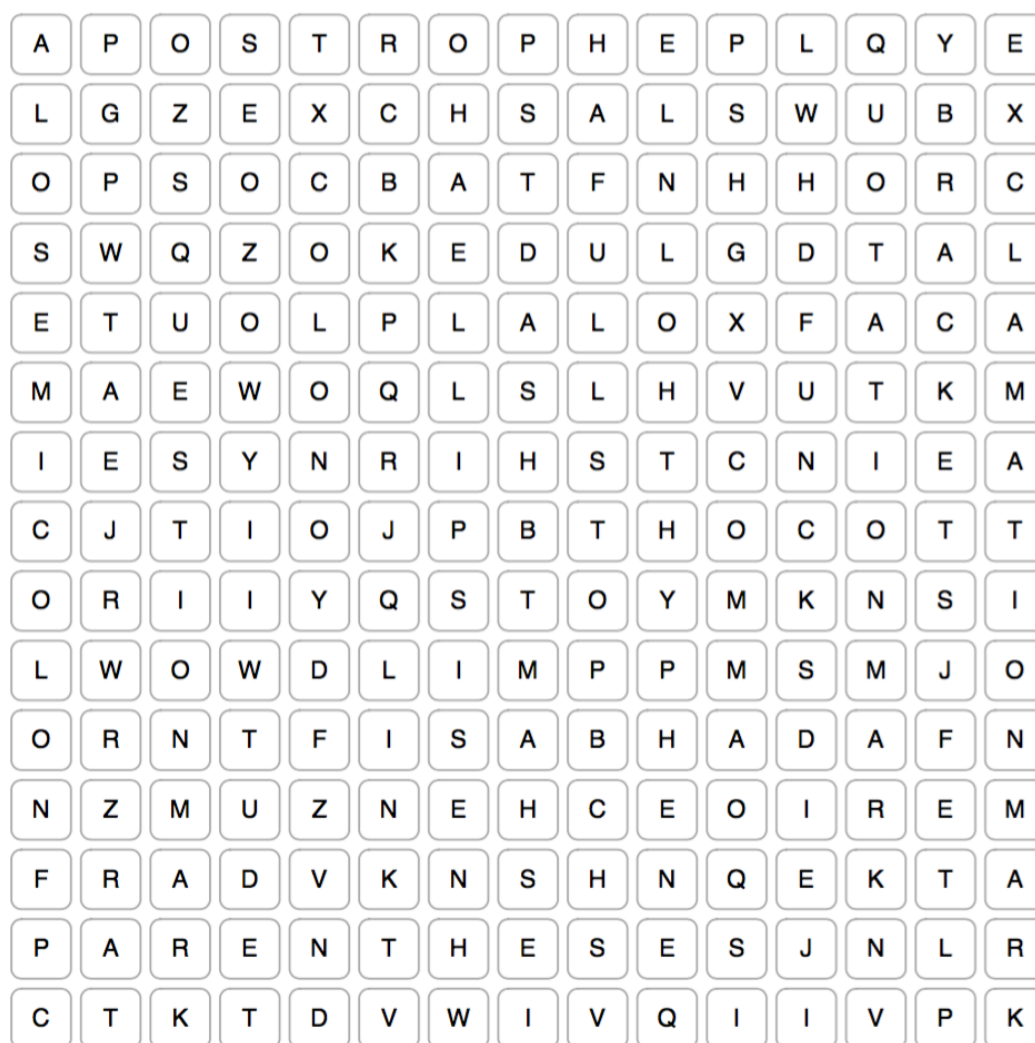
7) They went to the park to meet with Steven's mum.

Now try writing some sentences of your own using parenthesis.

Punctuation Word Search

Can you find the hidden words in the word search?

Words can go in the in the following directions: ⇒ ↓ ⇐



APOSTROPHE
QUESTION MARK
MARK
HYPHEN
BRACKETS

QUOTATION MARK
PARENTHESIS
SLASH
FULL STOP
COMMA

ELLIPSIS
EXCLAMATION
SEMI COLON
DASH
COLON



Insert the 24 missing pieces of punctuation (and 6 missing capital letters) into the four paragraphs below and circle all examples of parenthesis:

Professor Sprout took a large plant pot from under the table and plunged the Mandrake into it burying him in dark damp compost until only the tufted leaves were visible.

Professor Sprout dusted off her hands gave them all the thumbs up and removed her own Earmuffs (4)

As our Mandrakes are only seedlings, their cries won't kill yet, she said calmly, as though she'd just done nothing more exciting than water a begonia. However, they *will* knock you out for several hours, and as I'm sure none of you want to miss your first day back, make sure your earmuffs are securely in place while you work. I will attract your attention when it is time to pack. Four to a tray – there is a large supply of pots here – compost in the sacks over there – and be careful of the Venomous Tentacula its teething. (6)

She gave a sharp slap to a spiky dark red plant as she spoke making it draw in the long feelers that had been inching sneakily over her shoulder (3)

professor sprout had made it look extremely easy but it wasnt the mandrakes didnt like coming out of the earth but didnt seem to want to go back into it either

they squirmed kicked flailed their sharp little fists and gnashed their teeth harry spent ten whole minutes trying to squash a particularly fat one into a pot (17)

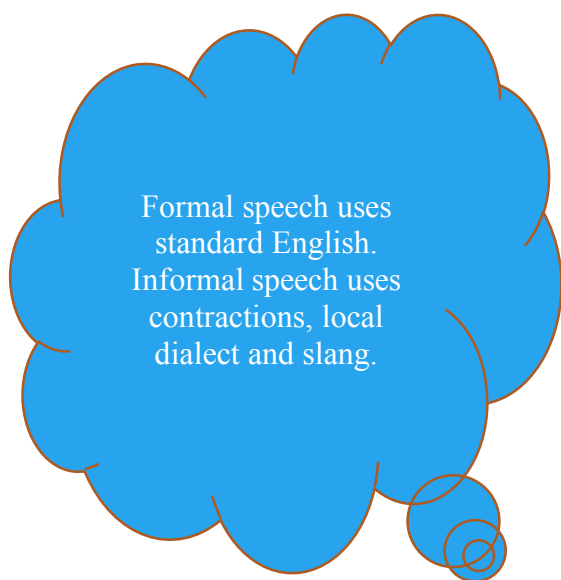
From Harry Potter & the Chamber of Secrets

Use commas for parenthesis in the sentences below:

1. *Tomorrow Wednesday we will take a trip to the zoo.*
2. *My brother a 22 -year old male graduated from college today.*
3. *I like video games but my sister on the other hand does not.*
4. *While on holiday in London Simon Disart a fireman from Leeds rescued a cat from a tree.*
5. *Mr. Billy Bones 28 was jailed for stealing from the local grocery stores.*

Grammar week 4: Formal an Informal Speech.

Antonyms & Synonyms



Formal and informal language serve different purposes. ... **Formal language** does not use colloquialisms, contractions or first person pronouns such as 'I' or 'We'. **Informal language** is more casual and spontaneous. It is used when communicating with friends or family either in writing or in conversation.

Formal language is a style of speech used when you are speaking to someone you don't know or on whom you want to make a good impression.

Informal language is a style of speech where choice of words and grammar tends to be relaxed and is used when you know the person you are speaking to.

Below is a formal letter. Decide which of the which of the phrases in bold is the most suitable. Cross out the incorrect phrase.

Dear Mr Sexton,

I thought I'd write/ I am writing to complain about the state of the yard/condition of the playground. Over the last two weeks, I have noticed **loads of rubbish/a great deal of litter**.

I reckon/It is my opinion that this litter is a health hazard. For example, yesterday a year 4 boy fell over and cut his hand on a broken bottle. **The boy I'm talking about/The boy in question** needed four stitches.

Furthermore/On top of this, the litter is an eyesore. Our school has beautiful views of the river and these are **wrecked/spoiled** by the litter.

I believe/I reckon that **there are a load of things/a number of things** that you could do to **fix/rectify** this problem. Firstly, **it may be possible for you/you could** purchase additional litterbins. This would **help stop/prevent** people discarding their litter **recklessly/willy-nilly**.

What's more/In addition, I think that our school needs **better/more adequate** security to prevent vandals littering.

To finish/In conclusion, I hope you will take my concerns seriously and I look forward **to your reply/you writing back to me**.

Yours Sincerely/Yours Faithfully





The next letter is an informal letter. Select the most appropriate phrase and cross out the incorrect one.

Dear James,

How are you?/I trust this letter finds you well. I've been dead busy/extremely busy since your last letter. We have to work really hard at school **to get ready/in preparation for** our tests.

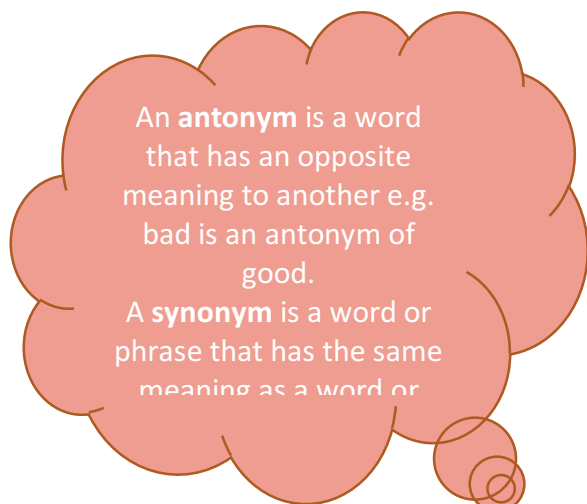
Despite this, I did manage to **play/partake** of a game of football last night with my **friends/acquaintances**. We **won/were victorious!** It was **boss/outstanding!**

Also, my dad **got me/purchased for me** a new **mobile telecommunication device/mobile phone**. It's an 8210!

Anyway, **gotta go/got to cease** writing! Speak to you soon. **Please write back/please respond swiftly.**

Love from

Antonyms & Synonyms



Same meaning	are OPPOSITES
Y ELL, SHOUT	N AUGHTY, POLITE
N ASTY, HORRIBLE	T AKE, GIVE
O LD, ANCIENT	O PPPOSITE, SAME
N ICE, GENEROUS	N ASTY, CLEAN
Y ELP, BARK	Y OUNG, ANCIENT
M EANS THE SAME	M EANS OPPOSITE

Examples of synonyms and antonyms		
Word	Synonym	Antonym
Abundant	Plentiful, Ample	Scarce, Sparse
Appeal	Attract, Interest	Bore
Elaborate	Detailed, Intricate	Simple, Plain
Optimistic	Bright, Promising	Pessimistic

1. For each word in **bold** write a synonym beside it (a word of similar meaning). Take care – check the meaning of the sentence before inserting a word.

There they all sat **glum** _____ and **wet** _____ and **muttering** _____, while Owen and Glen went on **trying** _____ to light the bonfire, and **quarrelling** _____ about it.

2. Use a dictionary, thesaurus or electronic device to find synonyms and antonyms for the words in the table.

Word	Synonym	Antonym
articulate		
endeavour		
immobilise		
fragment		
disassociate		
obedient		
oblivious		
dissolve		
commission		
privileged		

A&S Scrabble

This is scrabble with a difference!

To play this game, you get 3 sets of scrabble tiles plus extra vowels – see the picture below.

The aim is to get as many points as possible.

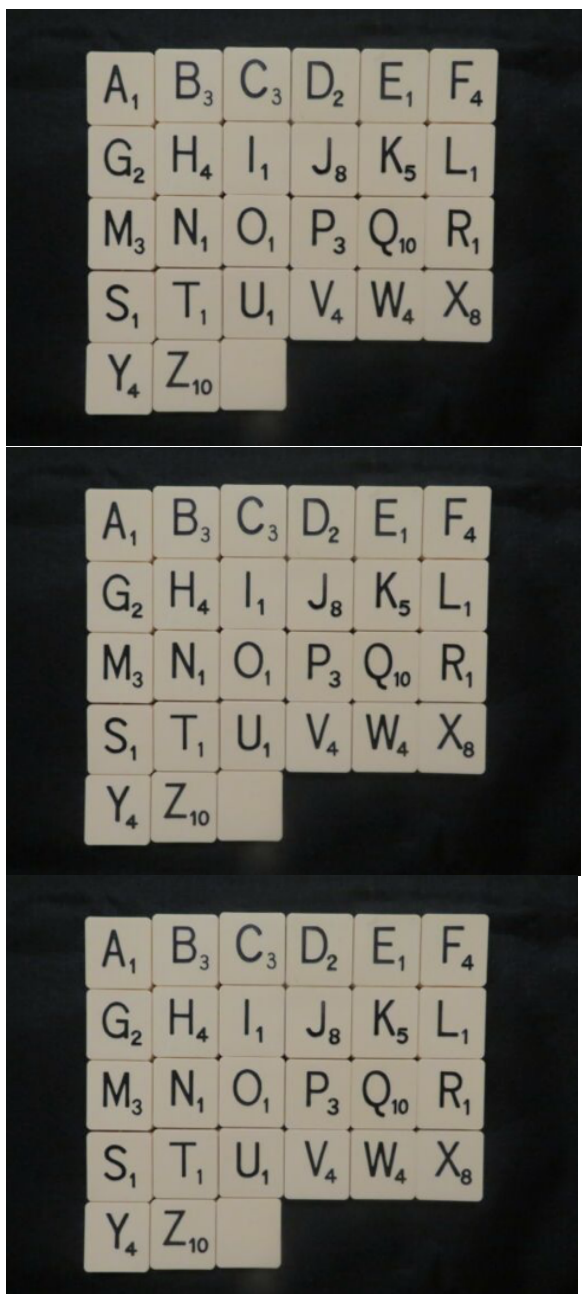


Rules:

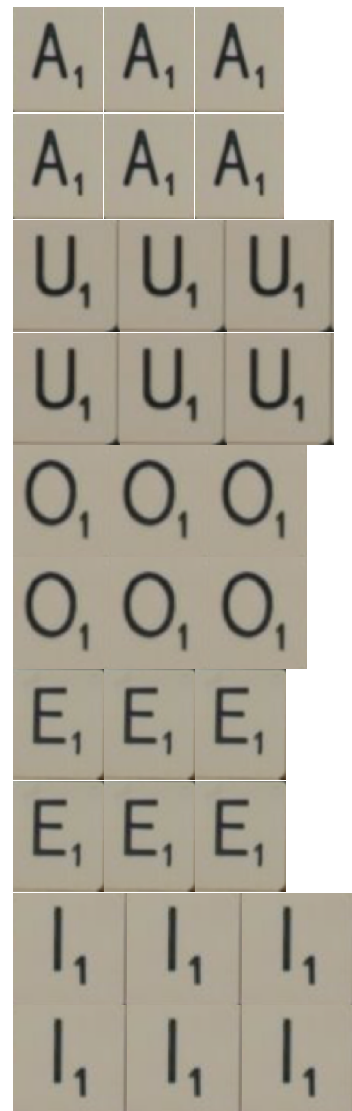
- 1) Make a word using the tiles.
- 2) Cross off the tiles you have used.
- 3) Now make a synonym of the word with tiles that are left → double points for each letter in the word!
- 4) Cross off the tiles you have used.
- 5) Now make an antonym of the word using the tiles that are left → triple points for each letter in the word!
- 6) Cross off the tiles you have used.
- 7) Repeat the process until you cannot make any words with the remaining tiles.

Scoring:

Word	Synonym	Antonym	Letters left over
Letter count in word	Letter count in word x 2	Letter count in word x 3	Add the numbers on the tiles left over together and subtract from your word scores to get a final score.



Additional vowel allowance:



For example

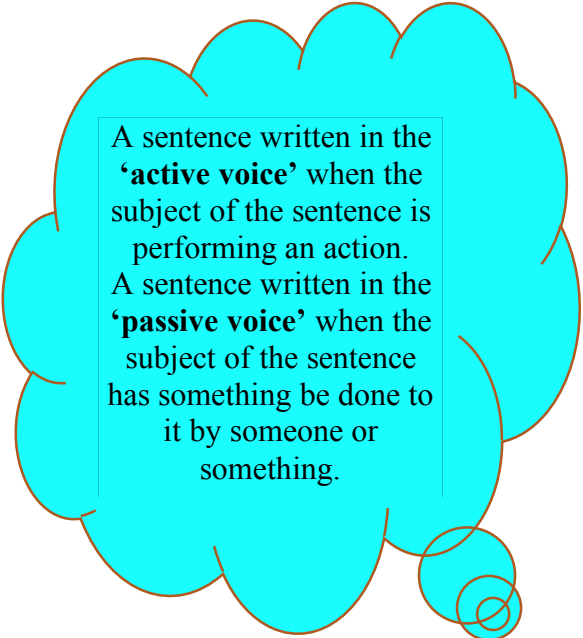
Word	Synonym	Antonym	Letters left over
sad	glum	happy	Will do this at the end!
$1+1+2 = 4$	$(2+1+1+3) \times 2 = 14$	$(4+1+3+3+4) \times 3 = 45$	



Now its your turn

Word	Synonym	Antonym	Letters left over

Grammar week 5: Passive Form, Subjunctive Form and Independent Clauses



A sentence written in the '**active voice**' when the subject of the sentence is performing an action.
A sentence written in the '**passive voice**' when the subject of the sentence has something be done to it by someone or something.

See the video for how to use the passive voice.

<https://youtu.be/ZnL689Mpzew>

Active voice:

The cat was chasing the mouse.

Passive voice:

The mouse was being chased by the cat.

The subject of each sentence being in bold.

People tend to use the passive voice to vary sentence structure within their writing and in commentaries in the news and sport.

The election is done. The votes have been counted.

Rewrite the sentences in the present passive voice:

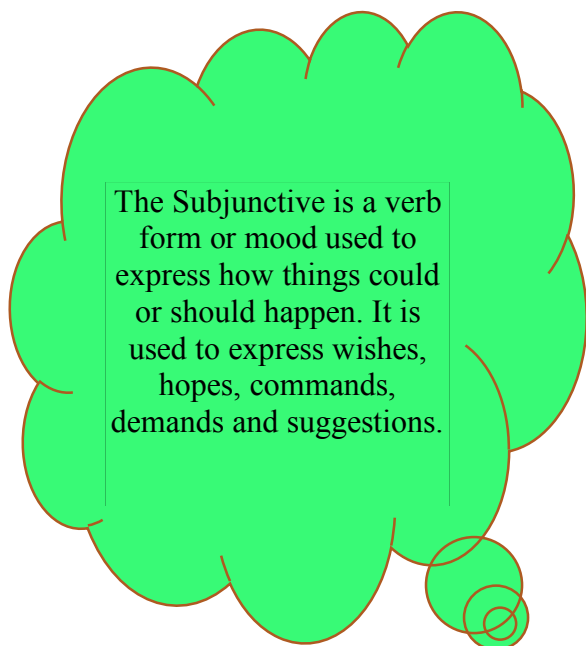
Example: Someone **cleans** the room every day.
The room **is cleaned** every day.

1. We **receive** a lot of phone calls every day.
A lot of phone calls every day.
2. My wife **waters** the plants.
The plants by my wife.
3. The kids **do** the washing-up.
The washing-up by the kids.
4. Someone **sends** me a letter.
A letter to me.

5. They **don't deliver** the goods on Sundays.
The goods on Sundays.
6. They **don't sell** fresh produce every day.
Fresh produce every day.
7. They **don't print** these books anymore.
These books anymore.
8. Mrs Smith **doesn't do** the cooking.
The cooking by Mrs Smith.
9. **Do they sell** vegetables at the market?
..... vegetables at the market?
10. **Do they make** these shoes in Portugal?
..... these shoes in Portugal?



Subjunctive Form



The subjunctive form is generally used when talking about something that may or may not happen; it could be something that the speaker wants, hopes for, expects, or imagines.

For example:

*I demand that he **provide** us with a full explanation.*

The structure that the subjunctive takes is generally as follows:

[Subject] (I) [verb] (demand) 'that' [object] (he) [subjunctive] (provide)

Subjunctive forms tend to be used in formal writing or speech for example
I suggest you take a raincoat with you.

The verbs that are commonly used before subjunctives are: advise, ask, beg, decide, decree, desire, dictate, insist, intend, move, order, petition, propose, recommend, request, require, resolve, suggest, urge, and vote.

Another use of the subjunctive, is where 'that' is preceded by an expression rather than the verb. For example, in the sentence, "***It is essential that the goods be delivered on time***", 'it is essential' is the expression. The expressions that are commonly used with subjunctives are: it is desirable/imperative/essential/necessary/important, etc.

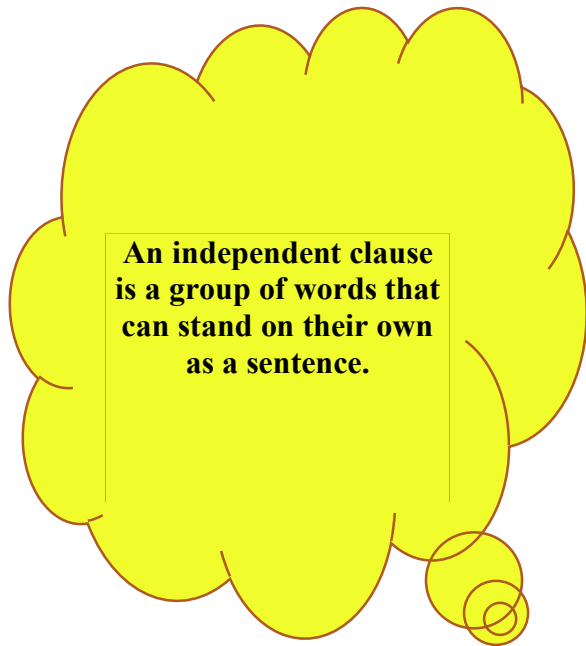
Task: Use each of the subjunctive forms to write a sentence of your own:

<ul style="list-style-type: none">• to advise• to ask• to demand• to insist	<ul style="list-style-type: none">• to recommend• to suggest• It is best	<ul style="list-style-type: none">• it is important• it is vital• it is a good / bad idea
--	--	---

Sentences with the subjunctive form



Independent Clauses



An independent clause has a subject, a verb, and is a complete thought e.g. He ran.

Independent clauses make clear communication possible, whether we're writing or speaking

Compound **sentences** are **sentences** that **have** two (or **three**) **independent clauses** which are joined by one of the following conjunctions: for, nor, yet, so, and, but, or. The comma always appears just before the conjunction.

Example of an independent clause.

Jenny ran the race well.

They can also be joined to make longer sentences →

Two complete sentences: Jenny ran the race well. She came third overall.

What are the common mistakes when joining two independent clauses and punctuating them?

Most mistakes occur when joining two independent clauses when using a **comma** (sometimes called **comma splicing**) or no punctuation (called a **run-on sentence**).

Incorrect example - comma. Jenny ran the race well, she came third overall.

Incorrect example - run-on sentence. Jenny ran the race well she came third overall.

What are the solutions?

1. Use a comma AND a coordinating conjunction

Example: Jenny ran the race well, but she came third overall.

2. Use a subordinate conjunction and a comma

Example 1: **When** Jenny ran the race well, she came third overall.



Example 2: Jenny ran the race well, **although** she came third overall.

3. Use a semicolon (we will look at this in more detail later)

Example: Jenny ran the race well; she came third overall.



Task

In this exercise, you are going to have a look at independent clauses and subordinate clauses (as we have looked at subordinate forms).

Always remember!

An independent clause always makes sense on its own.

A subordinate clause does not make sense on its own.

Complete these sentences by adding an independent clause.

1) While the train was moving,

2) Unless the teacher says you can,

3) Before going to school,

4) When you finish eating,

5) While watching football,

6) Although I am very intelligent,

Complete the following sentences by adding a subordinate clause.

1) I would love to go to the zoo,

2) Playing cricket is fun,

3) Jack likes to go fishing,

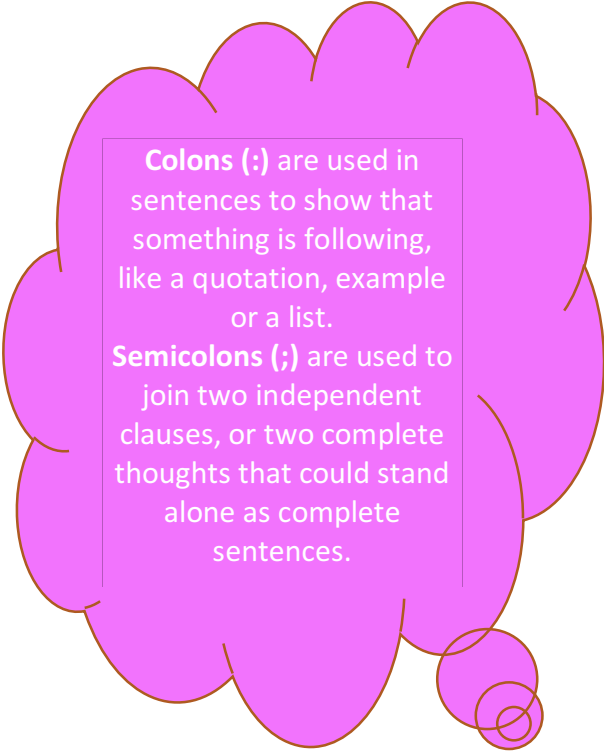
4) Jane loves baking cakes,

5) We went to Mablethorpe in the summer,

6) The children enjoy using iPads,



Grammar week 6: Punctuation – colons, semi-colons, bullet points, hyphens and ellipses



Colons (:) are used in sentences to show that something is following, like a quotation, example or a list.

Semicolons (;) are used to join two independent clauses, or two complete thoughts that could stand alone as complete sentences.

Colons can be used to set off a list.

Today at the shops, I bought: lettuce, tomatoes, cress, cheese, onions and bread.

You can also use **bullet points** following a colon.

Bullet points are used to draw attention to important information within a document so that a reader can identify the key issues and facts quickly e.g.

For our camping trip you will need:

- waterproof trousers
- a waterproof coat
- a sleeping bag
- a tin mug
- a torch.

A semi-colon is a punctuation mark that is used to separate two **independent (main) clauses** that are closely related.

Recap: A main or **independent clause** is a clause that contains a **subject** and an **object**. Main clauses make sense on their own.

I washed the dishes

I = subject washed = verb the dishes = object

A colon is a punctuation mark that can be used to introduce a list or to separate two **independent but linked clauses** (colons are used to stress that both clauses in the sentence are closely linked and the second clause emphasises, adds clarification, or adds further detail to the first clause).

You can see in the box above that a colon can introduce items in a list.

A colon can also be used to separate clauses within a sentence. The clause after the colon is used either to conclude the clause before it or explain the clause before it and enhance its meaning.

e.g. A dolphin is not a fish; it is a warm-blooded mammal.

Semi-colons are mainly used within a sentence to separate clauses. The clauses must be on the same theme and not be joined together with a conjunction; the semi-colon takes the place of the conjunction within the sentence.

It was cold and it was raining. → It was cold; it was raining.

As with commas and full stops, semi-colons make the reader 'pause' when they come across them. A reader should pause for a short time with a comma, for longer and more deliberately with a semi-colon and longest for a full stop.

The beach was deserted; everyone was in lockdown.

My brother likes to boogie; I like to sing.

Bullet Point Rules

If the text following the bullet point is a complete sentence, it should begin with a capital letter, while a full stop at the end is technically required but is not absolutely essential:

The [agenda](#) for tonight is as follows:

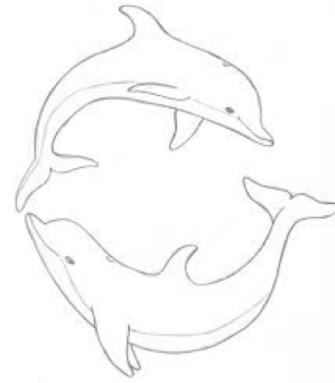
- *We will review the position of our fund raising.*
- *The School Council will explain how, the children would like use the money.*

The Tasks

A) Using colons

Write instructions using a colon for explaining what is required for each purpose.

Use bullet points in 2 of the instructions and commas for separating items in the other 2.



Purpose	Gardening	Snorkeling	Baking a cake	Evaporation in science
Requirements	Hand Trowel Secateurs Hand Fork Shears Lawnmower Watering can	Swimsuit Wetsuit Goggles Snorkel Fins Sun lotion Swimming cap	125g flour 125g butter 125g caster sugar 2 large eggs mixing bowl wooden spoon weighing scales	200ml container 100ml water salt teaspoon warm cupboard



Snorkeling	Science experiment
Gardening	Baking

PUNCTUATION PIT STOP



Full Stop

Full stops are used:

1) To mark the end of a sentence.
Kelly skipped along the path.

2) To show when a word has been abbreviated.

Saint Peter's Road
--> *St. Peter's Road*



Comma

Commas are used to separate parts of a sentence.

The door bell rang, startling Mr. Johnson.
Jake, realising he was late, started running to school.

They are also used to separate items in a list.

My favourite vegetables are carrots, peas, broccoli and potatoes.



Speech Marks

Speech marks show words that are spoken.

"What are you doing?"
shouted Mr. Stevens.

The policeman said,
"I saw Jim steal the chocolate."

"Can I borrow your coat?"
asked the old lady.

Question Mark

A question is a special type of sentence, so use a question mark at the end instead of a full stop.

What is your favourite food?

When would you like
to go to London?

How do you feel today?



Exclamation Mark

If you want to make a sentence stronger or more exciting, put an exclamation mark at the end.

He jumped into the pond!
I've won a million pounds!

You can also use exclamation marks with commands.

Stop! Get out of here now!



Semi-Colon

Semi-colons are used to separate two parts of a sentence that could be written as two separate sentences.

It was winter; the snow
was falling heavily.

They can also be used in a list made of longer phrases.

The cat had thin whiskers; piercing eyes; soft ears and a long tail.



Colon

Colons are used:

1) When you are about to write a list.

I have three pet rats: Bert,
Ernie and Elmo.

2) To introduce a second part of the sentence.

The weather forecast was
wrong: it rained all day.



Apostrophe

An apostrophe is used:

1) To show where a letter (or more than one letter) has been missed out.

do not --> don't *I am --> I'm*

2) To show when something belongs to somebody.

Susan's game *The doctors' surgery*



Dash

Dashes are used to add extra information or comments to sentences.

Paul was scared - more scared
than he had ever been before.

She waited for a letter to arrive
- but nothing came.

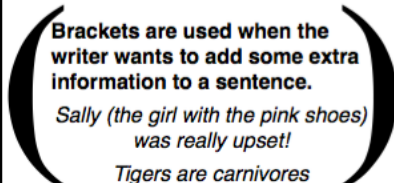


Brackets

Brackets are used when the writer wants to add some extra information to a sentence.

Sally (the girl with the pink shoes)
was really upset!

Tigers are carnivores
(meat eaters).



Ellipsis

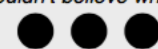
Ellipses are used:

1) To show a pause in someone's speech or thought.

"I think... I've won the lottery!"

2) To build tension or show that a sentence is not finished.

Paul looked up and couldn't believe what
he saw...



Take a PUNCTUATION PIT STOP

to review the punctuation you have used in your writing!

Directions: Fill in the blanks with either the correct comma or semicolon.

1. If I water the plants they won't die.
2. I left the house it was dark.
3. I have to walk the dog water the plants and do the dishes.
4. Sam please go away.
5. Math is hard I prefer language arts.
6. Owls are nocturnal they hunt at night.
7. It rained hard but the game still went on.
8. I like cupcakes so I ate one at the party.
9. Pencils can erase pens are permanent.
10. I like cats however I'm allergic.





Spellings

Week 1	Week 2	Week 3
accommodate appreciate deviate disproportionate disastrous dissociate individual interfere interrupt infrequent misplace misbehaviour mispronounce	ancient patient conscious delicious ferocious immune committee telecommunication correspond extracurricular extraordinary secretary stationary	explanation examination vacation information embarrassment environment amusement nourishment smoulder boulder marvellous oblivious anonymous
Week 4	Week 5	Week 6
college privilege allege astern govern cavern orifice suffice sacrifice sufficient efficient inefficient	literature conjecture culture unnecessary unprofessional overconfident overproduction overflow outrageous outperform autobiography automobile	difference innocence reference silence conference accusingly accidentally automatically reign foreign discourage discuss

To learn and practice the spellings

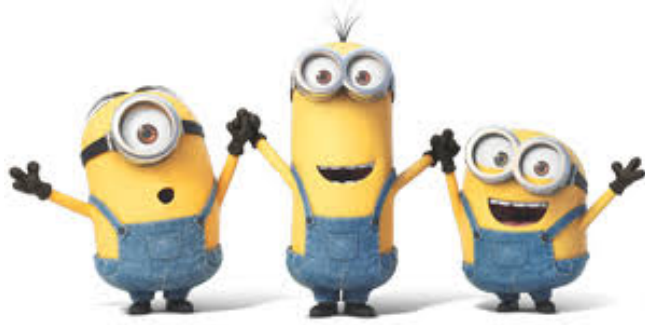
1. Look, say, cover, write, check each word for the weekly set of 10 spellings
2. Put each word into a sentence and say it aloud to check you understand what that word means
3. Choose 5 words from your spelling lists and write them in a sentence.
4. Ask a member of your family to test you on the spellings you have learnt.

Week 1



Look, cover say, write check

My sentences



Week 1 Spelling Check

1.
2.
3.
4.
5.
6.
7.
8.
9.
10.
11.
12.



Week 2



Look, cover say, write check

My sentences



Week 2 Spelling Check

1.
2.
3.
4.
5.
6.
7.
8.
9.
10.
11.
12.



Week 3



Look, cover say, write check

My sentences



Week 3 Spelling Check

1.
2.
3.
4.
5.
6.
7.
8.
9.
10.
11.
12.



Week 4



Look, cover say, write check

My sentences



Week 4 Spelling Check

1.
2.
3.
4.
5.
6.
7.
8.
9.
10.
11.
12.



Week 5



Look, cover say, write check

My sentences



Week 5 Spelling Check

1.
2.
3.
4.
5.
6.
7.
8.
9.
10.
11.
12.



Week 6



Look, cover say, write check

My sentences



Week 6 Spelling Check

1.
2.
3.
4.
5.
6.
7.
8.
9.
10.
11.
12.



