

THE PHASES OF 'READ2WRITE'

Phase 1 Reading Skills							
Skills Strands	Activities	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
All	Skills Strands Questions						
All	Venn Diagram						
All	Strand Spinner						
1	True or False						
1	Skim Read (aka Speed Read)						
1	Scan Read (Scan and Collect)						
1	#Tweet it! (summarising using a limited amount of characters)						
1,2	Palette Picker						
1, 2	Draw the scene						
2	Tier 2 Vocab - meaning match						
1, 2, 3, 4	Emotion graph						
1, 2	Draw the character						
3	Big Envelope (Partial Reveal)						
3	Spotlight Reveal (Text or Image)						
3	Gradual Reveal (Text or Image)						
3	If this is the ending, what is the beginning?						
3	Dilemma Wheel						
1, 3	Sequence pictures or text						
1, 3	Freeze Frame						
1, 3	Conscience Alley						
1, 3	Hot Seating						
1, 3	Creating Character Trading/Top Trumps Cards/Facebook Profile						
1, 3	Role On The Wall						
1, 3	SCS Grid (Setting/Character/Story)						
1, 3	Tell Me Grid						
1, 3	Tell Me Grid Characterisation						
1, 3	Sound and Scene (Visual Lit)						
2, 3	Prop Bag						
2, 3, 4	Zone of Relevance						

Key	
Skills Strand	Focus
1	Retrieve & Recall; Sequence and Summarise
2	Word Meaning
3	Making Inferences & Prediction
4	Language for Effect
5	Themes and Comparisons

Phase 2 Grammar & Spelling Activities							
Grammar Focus	Activities	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
All	Grammar Question Formats						
All	Cloze procedure (missing verbs etc.)						
All	Invent the next scene using...						
All	Innovate the extracts by changing...						
All	Correct the mistakes/Grammar Police						
All	Text Marking						
All	CollaboWrite/Rainbow Write (sentence or word tennis writing)						
All	Writing Skills Grid						
VWC	Guess What? Listing description of a noun						
VWC	Word Class Tennis						
VWC, SS	Grammar Spinner						
VWC, SS	Grammar Connect 3						
VWC, SS	Grammar Os and Xs						
WS	Synonym and Antonym finder						
WS	Anagram						
WS	Spelling Spinner						
WS	Spelling Tennis						
WS	Spelling Os and Xs						
WS	Spelling Connect 3						
WS, VWC	Vocabulary Collecting						
WS, VWC	Shades of meaning (emotions, verbs, etc.)						
WS, VWC	Zone of Relevance						
WS, VWC	Spelling/Word Class Sort						

Key	
Grammar Focus	
WS	Word Structure (Spelling)
SS	Sentence Structure
TS	Text Structure
P	Punctuation
VWC	Vocab & Word Class

Phase 2 Writing Skills						
Assessment Focus Points	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
I can describe using ambitious verb phrases and expanded noun phrases.						
I am beginning to vary my sentence length and structure for effect e.g. multi-clause sentences for flow; short and simple sentences for pace*.				x		
I can use interesting strategies to move a story forward (characterisation, dialogue, flashbacks).						
I can use grammatically complex structures (adverbial phrases (fronted included), subordinate clauses, relative clauses)*.						
I can use more sophisticated conjunctions (although, while, however, if, so as to, moreover, despite, nevertheless, etc.)						
I can write in the subjunctive mood.						
I can use passive voice and modal verbs appropriately.						
I can use a comma: a comma used before a coordinating conjunction in a compound sentence.						
I can use a comma: a comma to mark clauses and additional phrases.						
I can use a comma for direct address, avoiding ambiguity e.g. Let's eat grandma - let's eat, grandma.	x	x				
I can correctly punctuate parenthesis.						
I can use speech punctuation correctly.	x	x				
I can use a colon (:) with some accuracy.						
I can use a dash (-) with some accuracy.				x		
I can use a semi-colon (;) with some accuracy.				x		
I can use a hyphen (-) with some accuracy.						

Phase 3 Creating & Publishing						
Text Types	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Setting or Scene Description						
Character Description						
Action and Suspense			x			
Passage of dialogue	x	x				
Openers or Hooks						
Emotive writing						
Retell the narrative			x			
Invent the next scene						
Narrative: Fairy-tale (Traditional)						
Narrative: Myths and Legends						
Narrative: Adventure						
Narrative: Sci-Fi						
Narrative: Mystery						
Narrative: Chiller (Ghost Story)						
Narrative: Thriller (Crime)						
Recount						
Persuasion						
Newspaper Report						
Instructions						
Explanation						
Biography						
Autobiography						
Letter Writing (Formal)						
Letter Writing (Informal)						
Discussion (Balanced Argument)						
Reports						
Play scripts						
Poetry						

READING SKILLS STRAND

AF2: Recall & Retrieve; Sequence & Summarise

1	What is the text about?	
2	What did ... do?	
3	What is/are/was/were...?	
4	What happened at...?/What was revealed...?	
5	Where did... go?	
6	When did...?	
7	Give one thing/reason/example ...	
8	Describe...?	
9	What did you find out about...?	
10	Summarise.../ What is the main message in ...?	
11	Write down two/three things you are told about in...	
12	What is this book/story about?	
13	Put/Sequence these events in order...	
14	Is ... fact or an opinion?/Is ... true or false?	
15	Give one(two) reason(s)/point(s) ...	

AF3: Structure and Language

1	The word ... means the same as?	
2	What does the word XYZ suggest?	
3	Why has the information been presented in this way?	
4	What/Which word matches ...?	
5	What does the word ... tell you about...?	
6	What does ... mean?	
7	Give the meaning to the word XYZ .	
8	Which word tells you...?	
9	In this sentence ... means (give choices)	
10	Find and copy ... that means ...	
11	The word ... is the closest meaning to (give options)	

AF4: Making Inferences & Prediction

1	Is ... true or false?	
2	What does ... suggest?	
3	Why do you think...?	
4	How are, was, were, did ...?/Why are, was, were, did ...?	
5	Do you think...?	
6	How do you know ...?	
7	Why was ... (important)?	
8	How does ... make the reader feel?	
9	According to the text, question...	
10	What evidence is there of...	
11	On section/page ... how does ... feel?	
12	Find and tell me (or copy) ... that tells you ...	
13	How can you tell...?	
14	Inference question. Explain fully ... referring to the text	
15	Predict what might happen next	
16	What could have happened before ... ?	
17	If ... did ... what could have happened instead?	
18	What could have made the ending/section different and why?	

AF5: Language for Effect

1	What do these words... tell us about?	
2	Why did the author use...? (figurative language)	
3	Why did the author use...? (punctuation)	
4	What words told you how ... was feeling?	
5	On page ... it says ... how might this affect the reader?	
6	Find 3 words that tell you how...?	
7	Explain the effect of this word ... in the sentence	
8	What impression(s) does XYZ gives you.	

AF6: Themes & Traditions

1	What is the main idea of the story?	
2	What was the main purpose of the text?	
3	How is this book similar to...?	
4	Do you know any other books with a similar theme/character/setting/ending?	
5	How does the last ... paragraph/sentence/line) relate back to the beginning?	
6	What/which feature(s) tell you that this is a text?	
7	When did ... change/happen?	
8	How did change/happen?	
9	Why did ... change/happen?	

New SATs Language for verbal (and written) questions

1	What was <u>revealed</u> ...	What was revealed at the end of the story?
2	What <u>impression</u> ...	What impressions of the island do you get from paragraphs?
3	What does XYZ <u>suggest</u> ?	What does the word spat suggest about how it was formed?
4	What <u>evidence</u> ...	What evidence is there of Martine being determined to get rid of the warthogs?
5	<u>Give</u> two <u>reasons</u> ...	Give two reasons why Mauritius was a paradise when humans arrived.
6	<u>Give</u> two <u>points</u> ...	What evidence is there of Martine being stubborn and how she behaved with her grandmother? Give two points.
7	Explain fully ...	Explain your choice fully , using evidence from the text.
8	In what ways ...	In what ways might Martine's character appear to change?

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SATs Question Formats: Graphic

Type 1 True or False/ Fact or Opinion

	WAHR	FALSCH
Statement 1		
Statement 2		
Statement 3		
Statement 4		

Type 3 Sequence the text/ Tick One or Two

Tick One

Statement 1

Statement 2

Statement 3

Statement 4

Type 2 Complete the table

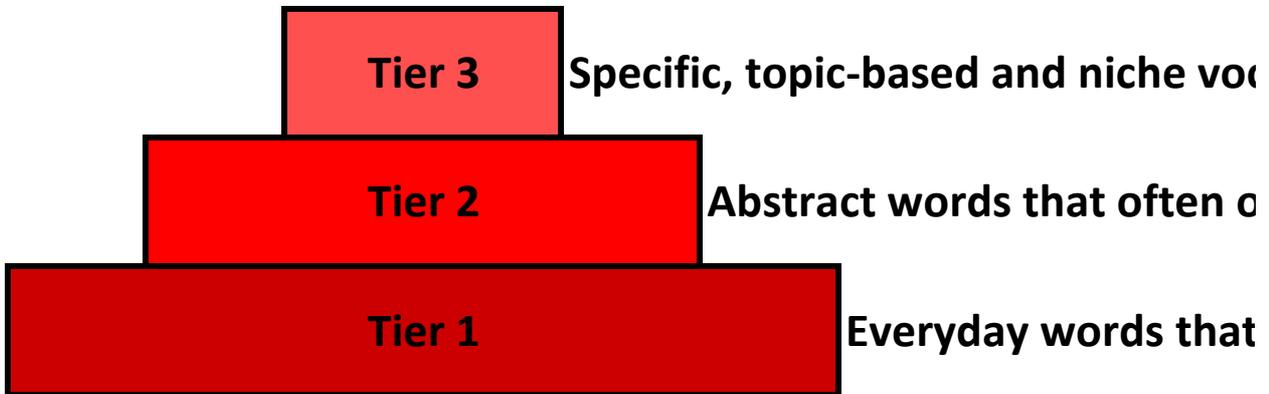
<i>Question or Quote...</i>	

Type 4 Draw lines

Text	Answer

Teaching Vocabulary

When planning, **assess** the level of **vocabulary** from a text based on a **3 tier system**. **Tier 2** words should be the **target tier to teach** the children.



Tier 3	<i>predator, carnivore, camouflage, adaptation</i>
Tier 2	<i>merchant, tend, fortunate, maintain</i>
Tier 1	<i>warm, dog, tired, run, walk, talk, party, look</i>



m.

ocabulary.

occur in written texts.

: may occur in conversation.

Teaching Vocabulary

Seven Steps to Success

No.	Step	In action for 'shrivelled'
1	Simplify and Contextualise	Mr Hussain's flower shrivelled ; it got SMALLER and more COMPACT . The flower got smaller because it didn't have any water and the weather was really dry.
2	Repeat the word	Can you say: ' shrivelled '?
3	Child friendly definition	Remember - shrivelled means smaller ...
4	Give other examples	Yesterday, I nearly ate an apple that was ' shrivelled ' up - it was old and mouldy! Yuk!
5	Relate to experience	What other things might shrivel , might shrink and wrinkle , might get smaller ?
6	Engage in other ways	Can you show me what you'd look like if you shrivelled up?
7	Record	Now let's write a SuperStar sentence that contains the word ' shrivel ', ' shrivelled ' or ' shrivelling '.

In action for 'constantly'

On page 12 it says: *The wind blew **constantly***. It must have been windy all day long.

Can you say: '**constantly**'?

Constantly means it never stops.

My son is **constantly** hungry - he never stops wanting food.

Tell your shoulder partner something that **constantly** annoys you... you must use your annoyed face as you're telling them!

Can you spot three words within the word constantly?
Toy - ant - slot

Now let's write a SuperStar sentence that contains the word '**constantly**'.



Year 5/6 Grammar Curriculum

Note: Type X when element has been covered.

	WALT (We are learning to...)	Week 1	Week 2
Word Structure (WS)	Convert nouns or adjectives into verbs using suffixes (for example, –ate; –ise; –ify)	x	
	Understand common verb prefixes (e.g. dis–, de–, mis–, over– and re–)		
	Understand the difference between informal vocabulary and formal vocabulary (for example, find out – discover; ask for – request; go in – enter)		
	Recognise synonyms and antonyms (for example, big, large, little)		
Sentence Structure (SS)	Recognise and write relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun		
	Indicate degrees of possibility using adverbs (for example, perhaps, surely) or modal verbs (for example, might, should, will, must)	x	
	Use the passive voice to affect the presentation of information in a sentence (for example, I broke the window in the greenhouse versus The window in the greenhouse was broken by me)		
	Recognise the difference between structures typical of informal speech and structures appropriate for formal speech and writing: The use of question tags : He’s your friend, isn’t he? The use of subjunctive forms : <i>If I were...</i> or <i>Were they to come...</i> in some formal writing		
Text Structure (TS)	Link ideas across paragraphs using adverbials of time (for example, later, moments after), place (for example, nearby) and number (for example, secondly)		
	Link ideas across paragraphs using a wider range of cohesive devices: Repetition (or reiteration) of a word or phrase Grammatical connections (for example, the use of adverbials such as on the other hand, in contrast, or as a consequence) Ellipsis and questions		
Punctuation (P)	Use brackets, dashes or commas to indicate additional information		
	Use commas to clarify meaning, separate dependent and independent clauses or avoid ambiguity		
	Use the semi-colon, colon and dash to mark the boundary between independent clauses (for example, It’s raining; I’m fed up)		
	Use the colon to introduce a list and use of semi-colons within lists		

	Understand how hyphens can be used to avoid ambiguity (for example, man eating shark versus man-eating shark, or recover versus re-cover)		
Vocabulary and Word Class (VWC)	modal verb, relative clause, parenthesis, bracket, dash, cohesion, ambiguity, subject, object hyphen, colon, semi-colon, bullet points, subjunctive, tenses: simple, perfect, progressive, c possessive pronoun, relative pronoun		

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; active, passive, synonym, antonym, ellipsis,
:ontinuous, auxiliary verb, personal pronoun,

Year 3/4 Grammar Curriculum

Note: Type X when element has been covered.

	WALT (We are learning to...)	Week 1	Week 2
Word Structure (WS)	Form nouns using a range of prefixes (for example super-, anti-, auto-)	x	
	Use a or an according to whether the next word begins with a consonant or a vowel (for example, a rock, an open box)		
	Recognise word families (based on common words, showing how words are related in form and meaning) For example, solve, solution, solver, dissolve, insoluble		
	Understand the grammatical difference between plural and possessive -s		
	Understand standard English forms for verb inflections (instead of local spoken forms) For example, we were instead of we was, or I did instead of I done		
Sentence Structure (SS)	Express time, place and cause using: Conjunctions (for example, when, before, after, while, so, because) Adverbs (for example, then, next, soon, therefore) Prepositions (for example, before, after, during, in, because of)		
	Expand noun phrases by the addition of modifying adjectives, nouns and prepositional phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair)		
	Recognise and write fronted adverbials (for example, Later that day, I heard the bad news.)		
Text Structure (TS)	Use the present perfect form of verbs instead of the simple past (for example, He has gone out to play contrasted with He went out to play)		
	Use paragraphs to organise ideas around a theme		
	Choose appropriate and balanced pronouns or nouns within and across sentences to aid cohesion and avoid repetition		
Punctuation (P)	Use inverted commas and other speech punctuation to indicate direct speech (for example, a comma after the reporting clause; end punctuation within inverted commas: The conductor shouted, "Sit down!")		
	use apostrophes to mark plural possession (for example, the girl's name, the girls' names)		
	Use commas after fronted adverbials		
Vocab and Word Class (VWC)	Preposition, conjunction, word family, prefix, clause (main clause), subordinate clause, phrase, di commas (or 'speech marks'), determiner, article, pronoun, possessive pronoun, adverbial, advert		

Year 1/2 Grammar Curriculum

Note: Type X when element has been covered.

WALT (We are learning to...)	
Word Structure (WS)	Form plural nouns using suffixes -s and -es (<i>dogs, wishes</i>)
	Form nouns using suffixes -ness and -er (<i>kindness, runner</i>)
	Form adjectives using suffixes -ful and -less (<i>skilful, fearless</i>)
	Form comparative and superlative adjectives using suffix -er and -est (<i>smaller, smallest</i>)
	Form adverbs using the suffix -ly (<i>quiet = quietly</i>)
	Form antonyms using the prefix -un (<i>unkind, untie</i>)
Sentence Structure (SS)	Join words and clauses (co-ordination) using coordinating conjunctions (and, but, or, so)
	Write complex sentences using subordinate conjunctions (when, while, as, if, that)
	Write expanded noun phrases for description and specification (<i>blue butterfly, plain flour, man in the mirror</i>)
	Recognise a function of a sentence: statement, question, exclamation or command
Text Structure (TS)	Recognise (and write) present and past tense verbs
	Use the progressive form of verbs in the present and past tense (<i>she is drumming, he was shouting, they are playing</i>)
	Use the present perfect form of verbs instead of the simple past (for example, He has gone out to play contrasted with He went out to play)
Punctuation (P)	Use capital letters, full stops, question marks and exclamation marks to demarcate sentences
	Use commas to separate items in a list
	Use apostrophes to mark where letters are missing in spelling (I will = I'll) and to mark singular possession in nouns (the girl's name)
Vocab and Word Class (VWC)	letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark, exclamation, command, compound sentence, conjunction, suffix, adjective, adverb, verb, tens

SuperStar Sentences Dev

Sentence Type	Example
Key Sta	
A.B.O.S	Majid kicked the ball, but Luke saved it.
Power2D Sentence	Mr Twist was a dirty, horrible man. (2D) Mrs Twist was an ugly and mean woman with sharp, black fingernails. (4D)
Like a/ As a SIMILE	He ran like a speeding bullet.
Time Opener	Next , Mr Wolf climbed into bed. Soon after that , the doorbell rang.
Power3D	Harry was dressed in a dark cloak, winkle-picker shoes and a traditional top hat. The forest was dark, eerie and alarmingly silent.

Developmental Continuum

Explanation/Notes

Age 1

Using coordinating conjunctions (and, but, or, so) to link sentences. A comma must be used after the first sentence and before the coordinating conjunction.

2D = using 2 describing words (adjectives) before the noun. You may also want to teach Power4D Sentences for greater depth children: 2 adjectives before 1st noun, 2 before 2nd noun.

Like a/As a suggested terminology for younger children. Simile for older children.

Used for sequencing sentences or sections.

Using 3 descriptive word (or phrases for mastery) in a sentence.

Age 2

W.I.L Sentence (with or without/in/like

Tell-E! (emotion)

W.W.A Opener (When/While/As)

'Drop in' Relative Clause

Power3A

Power4D Sentence

Double -ly

ly Opener

Sub. Clause Opener

Lower Key Stage 2

<p>Leon finished the race with a smile on his face.</p> <p>Hafsah snatched her present in the blink of an eye.</p> <p>Little Sohaib beat his chest like a gorilla.</p>	<p>Forming adverbial phrases specifically of manner. The adverbial (in most cases) can be moved to the front of the main clause to form a fronted adverbial - this is known as a W.I.L Opener.</p>
<p>Shocked, Zara ran away from the strange creature.</p> <p>Mr Thompson sat down, sad and unloved.</p> <ul style="list-style-type: none"> • Proud and excited, young Ellie raced up to collect her award. 	<p>Telling the reader the emotion of a character. Can be written to open or close a sentence, as an emotion pairing (proud and excited) or as a Power3E opener for mastery children: <i>Amused, amazed, excited, Hamza left the circus reluctantly.</i></p>
<p>When Mohammad saw his present, he stomped his feet and sulked.</p> <p>While I was at ASDA, I saw Amaan buying some chocolate for the class.</p> <p>As Sam opened his lunchbox, he saw a spider run from his sandwiches.</p>	<p>Using introductory-level subordinate clauses to open sentences.</p>
<p>Leah, who had just learnt karate, kicked the tree in half.</p> <p>The house, which was decrepit and decaying, was haunted by Mrs Jones.</p> <p>The Undertaker, whose job it was to bury them, hated dead bodies.</p>	<p>Introductory level relative clause. <i>Noun</i> , relative clause, <i>predicate</i> . Note - rel. clause 'dropped in' after the noun. Common relative pronouns: who, which, that, whose</p>
<p>He ran down the lane, jumped over the hedge and fell flat on his nose!</p>	<p>To describe what happened or to give the writing pace. 3A = 3 action words, phrases or clauses together.</p>

<p>Harry opened the bag, took out the wand and cast a spell.</p>	
<p>Mrs Creepy was an ugly, vile woman with long, crusty nose hair.</p> <p>The house was decrepit and dank with brown, moth-eaten curtains.</p>	<p>See 2D sentence.</p>
<p>King Ivan rode his noble steed, determinedly and doggedly.</p> <p>The princess walked, elegantly and gracefully.</p> <p>The traitor crept, secretly and silently, through the corridors.</p>	<p>Using an adverb pairing to add description to the verb.</p>
<p>Caringly, the princess helped the orphaned boy to his feet.</p> <p>Daringly and valiantly, young Bobby climbed down the ladders and into the darkness.</p>	<p>Using an adverb (or adverb pairing) to open a sentence. A comma must be used after the opener.</p>
<p>Although he didn't want to, Jack went back into his house to face his parents.</p> <p>Unless she was mistaken, Fyzah saw the painting move.</p> <p>Despite of his mother's wishes, Ismail ran inside the cave, seeking adventure.</p>	<p>Common stage 4 sub. Conjunctions: <i>Since, As, While, Until, Whenever, If, Although, Unless, Though, Despite</i></p>

Upper Key

Personification	<p>The hinges began to moan as I opened the door.</p> <p>The wind whipped at my face and pulled at my hair, trying with all its might to keep me out of the house.</p>
De: de Sentence	<p>My cat is ugly: <i>it's half bald, has yellow teeth and a crusty nose.</i></p> <p>I am exhausted: <i>I haven't slept since my birthday last week.</i></p>
E: de Sentence	<p>Jimmy was devastated: <i>he found the letter from his father, written in haste, stating that he was leaving the family.</i></p>
Relative Clause	<p>Ali opened the box, which was protected by an ancient curse.</p> <p>I emailed Jenny, who lives in America.</p>
3 ants (antonyms) – (dash) statement	<p>Beauty, kindness, grace - Mrs Twit had none of these qualities!</p> <p>Cruel, selfish, greedy- Charlie Bucket was none of them: he was...</p>
3 bad - (dash) question?	<p>Thirst, heatstroke, exhaustion - which would kill him first?</p> <p>Oily skin, boil-plagued cheeks, chapped lips - would you let aunt Edna kiss you?</p>
O(i) Sentence	<p>The soldier swore to protect the king (even though he planned on betraying him the first chance he got).</p> <p>He smiled and shook the man's hand warmly. (Inside, however, he was angrier than he'd ever been.)</p>

Metaphors	The shopkeeper's spotlight eyes scared the life out of me. He was a spider waiting to snare his prey.
Exaggeration	Her singing was worse than the sound of a catfight. His tired eyes were more hollowed than a cave. The corners of his mouth housed more crust than a baker's oven.
The more, the more	The happier I got, the more I danced. The more upset he became, the more his fists crashed against the table. The more upset she was, the more her tears flowed.
Power 1A; 2A	The dragon opened its mouth; it roared and swooped towards the villagers.
Suggest-E	The man's face was blank and expressionless, and his eyes wide and unresponsive. Mrs Hussain's face reddened - her brow creased - and she shook her white-knuckled fist.
Split Speech	Split Speech 1S: "If you think you can speak to me like that," said Sally, "you had better think again!" Split Speech 2S: "Don't speak to me like that," said Sally. "Go up to your room!"
Some, others	Some dogs are wild and scary, others are small and cute. Some people Mr Jones is 90 years old, others say he's older than that, but I know the truth - he's actually only 21!

<p>If, if ,if - then</p>	<p>If I had just listened to my mother, if I hadn't been so stupid, if I hadn't opened the door - then Lizzie would still be here.</p> <p>If I find the strength to fight, if I survive this horror, then I shall treasure each day like it's my last.</p>
<p>ed Opener</p>	<p>Scared of the haunting noises, Ellie covered her ears and hid under her quilt.</p> <p>Elated by the news, Private Johnson grabbed the picture of his wife, kissed it and declared that he was going home.</p>
<p>ing Opener</p>	<p>Looking around the half-lit room, Bobby saw a figure move.</p> <p>Shaking uncontrollably, he turned and fled.</p>
<p>Add-ing!</p>	<p>'Yes,' said Jack, turning to face the man in the shadows.</p> <p>Stumbling down the street, Sally noticed that the houses were empty.</p> <p>Daniel looked into Billy's eyes, wishing that he had the courage to escape.</p>
<p>ly-ing!</p>	<p>Megan slumped in the chair, silently weeping.</p> <p>Rehan opened the box, cautiously peeking at the contents.</p> <p>Snow fell from the sky, noiselessly twirling its way to the ground.</p>
<p>Parenthesis (, - - ,)</p>	<p>He finally answered (after taking five minutes to think) that he did not understand the question.</p> <p>He finally answered, after taking five minutes to think, that he did not understand the question.</p> <p>He finally answered - after taking five minutes to think - that he did not understand the question.</p>

<p>Imagine 3:</p>	<p>Imagine a place where children play all day, where sweets are free, where everyone is happy: this is the story of that place.</p> <p>Imagine a land ravaged and scarred by years of conflict, where children scrap and fight over dirty drinking water, where the sky is so black no-one has seen sunlight in over 50 years: this is the living hell known as District 99, and you have just landed there.</p>
<p>Exaggerated SIMILE</p>	<p>Yusuf was as quick as a cheetah. Yusuf was as quick as a cheetah with a nitrous-fuelled jetpack on its back.</p> <p>Mayesha sang like a bird. Mayesha sang like a heavenly bird serenading Ancient Egyptian royalty.</p>

Stage 2

To add extra detail to a descriptive sentence. First part = description: second part = *details*.

To add extra detail or description to an emotion. First part = emotion: *second part = details or description*.

A type of subordinate clause. Common relative pronouns: *who, which, that, whose*

Three antonyms in a list followed by a dash then finished off with an opposing statement.

Three negative adjectives in a list followed by a dash then finished off with a question relating to the negative adjectives.

To show a character's outside actions and their inside feelings (in brackets). Use the following to help your sentence in the bracket: *Inside, however,...; In truth...; the truth was...; even though...; although...; though...*

Use of comparatives and superlatives to exaggerate something.

To show how emotion affects action.

A 'more' is not needed for the first part of the second example as 'happier' is a comparative, therefore it doesn't need a more. -er, more and less should be used for appropriate comparative forms.

First main clause has one action (1A); second main clause has two actions (2A).

Using vivid and appropriate description to suggest the character's emotions rather than tell the emotion. A blend of both Tell-E and Suggest-E is recommended for emotive writing.

Split Speech 1S: Use a comma when splitting 1 spoken sentence and remember not to use a CL for the second part.

Split Speech 2S: Use a full stop when splitting 2 spoken sentences and remember to use a CL for the second part.

Useful for showing opinions or contrasting details. Some, others, but,... enables three shades of opinions.

If, if, if is an extremely effective way to start or end a story or idea. Used at the start, it teases and hooks the reader by intriguing them. Used at the end, it summarises the dramatic points from the text. Cause and effect.

More than just a Tell-E! - additional information is used to support the emotion (-ed) word.

An opener used to add supporting action to the main verb within the sentence.

Used to add supporting action to verbs. Add-ing! = adding an -ing phrase or clause. A comma is used to separate the Add-ing! from the rest of the sentence.

As above with an -ly word preceding the -ing word.

A word or phrase inserted as an explanation or afterthought into a passage which is grammatically complete without it, in writing usually marked off by brackets, dashes, or commas.

Imagine 3 sentences begin with the word imagine, and then describe three facets of something (often person or place). The first two are separated by a comma and the third concludes with a colon. Used to start a story or scene or introduce a character.

As name suggests. Encourages children to think beyond simple comparisons.

Most Common Genres

Generic Description

Generic Narrative

Recount

Persuasion

Newspaper Report

Letter Writing (Formal)