

Causeway School Literacy Mat



Can I use different sentence types?

Simple sentences: contains a subject and a verb and can contain an object

- Sarah likes to read in the library.
- Tom enjoys reading at home.

Compound sentences: joins two simple sentences using the connectives: *for, and, nor, but, or, yet, so.*

- Sarah likes to read in the library but Tom prefers to read at home.

Complex sentences: A complex sentence contains a conjunction such as *because, since, after, although, or when.*

- **Because Robert felt tired, he only studied for an hour.**
- **Although the rain had stopped, the pitch was still water-logged.**
- **Paul enjoys Music, however, he is more proficient in Art.**

Sentence Openers

First	Afterwards	Then I felt as
Then	Before	Although I had
Next	Eventually	I discovered
So	Sometimes	Having decided
Last	Often	I actually
But	Never	Despite
Another thing	Always	Due to
The last time	Besides	As time went
Soon	Even though	Having...
At last	Before the	However
If	Meanwhile	In addition
Another time	Before very long	
Another thing	An important	
After a while	thing	
Although	We always	

Can I use personal pronouns correctly?

There/ their/ they're

- ❖ **There** shows position *Your seat is over there*
- ❖ **Their** shows that 'they' own something *Their blazers are navy blue*
- ❖ **They're** is short for **they are** as in *They're revising every day*

ITS

Note: **its**, which shows that something owns something (like our, his etc), does not take an apostrophe: *the dog ate its bone and we ate our dinner*

Your/ you're

Note: special care must be taken over the use of **your** and **you're** as they sound the same but are used quite differently:

- ❖ **Your** is possessive as in *this is your pen*
- ❖ **You're** is short for you are as in *you're coming over to my house*

Can I use adverbs and adjectives?

aggressively	furious
fearfully	crowded
consequently	monstrous
suddenly	sickening
cautiously	gigantic
anxiously	crimson
abruptly	delightful
happily	enthusiastic
silently	

Can I write in paragraphs?

The TIPTOP rule

You move onto a new paragraph when you change time, place, topic or person.

Can I use connectives?

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

I am proud of my work because...

- I have written clearly so that my reader can understand my writing easily.
- I have checked my **spelling** and corrected any errors.
- I have used full sentences with a subject and a verb.
- I have used **correct punctuation and grammar**.
- I have paragraphed my work using **TIPTOP**.
- My writing is suitable for the person I am writing for.

Basics:

- ❑ Every sentence must start with a capital letter.
- ❑ Every sentence must finish with some form of punctuation: .?!
- ❑ Proper nouns need capital letters. These are **unique** people, places or things *e.g. there are many cities so 'city' doesn't take a capital letter. However there is only one London, therefore it takes a capital letter.*
- ❑ When writing titles of works such as books, films or plays:
 - Capitalise the first word
 - Capitalise any main/important words
 - Don't capitalise minor words such as 'and', 'of' or 'the' *e.g. The Sound of Music, The Wizard of Oz, Harry Potter and the Goblet of Fire*
- ❑ When writing speech:
 - ✓ Go to a new line when a different person speaks *e.g. "Good morning" said the Head teacher.*
 - *"It's the afternoon!" replied the student.*
 - ✓ Each person's speech is marked with speech marks *e.g. "Walk on the left" said Mr Mathews.*

We must use an apostrophe to replace any letter(s) we have left out.

11 o'clock	I'd	They're	Who'll
Aren't	I'll	Wasn't	Who's
Can't	I'm	We'd	Why'd
Couldn't	Isn't	We'll	Why'll
Didn't	It'd	We're	Why's
Doesn't	It'll	Weren't	Won't
Don't	It's	What'd	Wouldn't
Hadn't	Mightn't	What'll	You'd
Hasn't	Mustn't	What's	You'll
Haven't	Shan't	When'd	You're
He'd	She'd	When'll	
He'll	She'll	When's	
He's	She's	Where'd	
How'd	Shouldn't	Where'll	
How'll	They'd	Where's	
How's	They'll	Who'd	

Can I use punctuation?

Full stop	.	indicates that a sentence has finished
Comma	,	indicates a slight pause in a sentence, separates clauses in a complex sentence and items in a list
Question mark	?	goes at the end of a question
Exclamation mark	!	goes at the end of a dramatic sentence to show surprise or shock
Apostrophe	'	shows that letter(s) have been left out or indicates possession
Speech marks	""	indicate direct speech, the exact words spoken or being quoted
Colon	:	introduces a list, a statement or a quote in a sentence
Semicolon	;	separates two sentences that are related and of equal importance
Dash / hyphen	-	separates extra information from the main clause by holding words apart
Brackets	()	can be used like dashes, they separate off extra information from the main clause
Ellipsis	...	to show a passage of time, to hook the reader in and create suspense

Apostrophe for Possession

(To show that something belongs to another)

If a single thing/person owns anything, add an apostrophe + 's'.

- The dog's bone
- The boy's homework

However, if it is plural (more than one), an apostrophe comes after the 's'.

- The dogs' bones
- The boys' homework
- Joneses' bakeries (lots of Jones families)
- Many websites' content is educational

Can I spell familiar words accurately?

- ❑ Sound out the word
- ❑ Think about how it looks
- ❑ Think about a similar word
- ❑ Is there a memory sentence for this word? (e.g. **big** **e**lephants **c**annot **a**lways use **s**mall **e**xits)
- ❑ Find the word in a list -
 - Key words list
 - Frequently used words list
 - Your own word bank
- ❑ Look it up in a dictionary/spellchecker
- ❑ Ask a friend or teacher
- ❑ To learn it: look, cover, write, check
- ❑ Once you've solved it, add the correct spelling to your own word bank.

Can I spell homophones?

Affect/effect	Hour/our	Read/red
Bare/bear	Knight/night	Sea/see
Brake/break	Know/no	Sight/site
Buy/by	Meat/meet	Son/sun
For/four	One/won	To/too/two
Flour/flower	Passed/past	Wait/weight
Grate/great	Peace/piece	Weak/week
Hair/hare	Practice	Wear/where
Hole/whole	(n)/practise (v)	

Have I used the correct grammar?

I am aware that I must use language that is appropriate to my reader.

- ❖ No slang *that lesson was bangin'*
- ❖ No informal language *I'm gonna do my homework now*

❖ **Other things to consider:**

- ✓ I am clear about the purpose of this piece of writing
- ✓ I know who my audience is
- ✓ I will use a suitable layout and text type