

- Use " " when a character starts and finishes speaking
 - Start speech with a capital letter
 - Punctuate within the speech marks - this could be ! ? . or ,)
- The conductor shouted, "Sit down!"*
"Today I had chips for lunch," Sam told his mum.

Apostrophes to mark **singular** and **plural** possession

the **girl's** name is... the **girls'** names are
 the **dog's** paw is the **dogs'** paws are

A **simple sentence** stands alone. *I went for a walk.*

Varying sentence structure can take many forms:

- Two **main clauses** are joined with a conjunction
The bird ate a worm and it flew into the tree.
- A **subordinate clause**- opens with a subordinating conjunction. The commas separate the clauses.
When I saw the food, my tummy began to rumble.
Sam had many toy cars but then he lost them.

Varying openings draws attention to the opening clause or phrase. It's also a way to create cohesion in texts as it helps them to flow, avoiding repetition of 'the....'

Action: Stamping down the stairs, Hiding behind the tree,
Adverbials of time: Just then, All of a sudden, In a flash,
Speech: "I'm going out," Sam shouted. "Help!" screamed....

The subject and verb must match within a sentence; however, they may vary across a piece of work. For example, in a past tense narrative, direct speech may be present tense.

Past already happened	Present today or now
I was dancing yesterday in PE. Last week , I jumped over the bar.	I am going swimming today at school. I like to play catch.

Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases. E.g. **the teacher** expanded to: **the strict maths teacher with**

An expansion of the **noun** with **adjectives** for description. **evil beast** **small timid creature**

Placed at the front of the sentence as a **fronted adverbial** and it is then followed by a comma. Gives information related to time, place or manner.

After much hesitation, the child leapt into the abyss and hoped for the best.
Staring at what was in front of him, he realised it wasn't as bad as he had first thought.

YEAR 4

- Use apostrophe for singular and plural possession.
- Use apostrophe for irregular plurals. (girls', boys')
- Use commas to mark clauses. Use inverted commas and other punctuation to punctuate direct speech.
- Vary sentence structure, using different openers. Use sentences of different forms including some sentence structures with more than one clause
- Use past and present tense correctly and consistently
- Use some cohesive devices e.g. co-ordinating and subordinating conjunctions, adverbs and prepositions (to express time and cause) and nouns and pronouns (for clarity and to avoid repetition).
- Use adjectival phrases (e.g. biting cold wind).
- Use fronted adverbials and use a comma after fronted adverbial (e.g. Later that day, I heard bad news.).
- Use connecting adverbs to link paragraphs.
- Use onomatopoeia and personification.

Onomatopoeia is a word that sounds like what it means: He stopped.... **BANG!**
 There it goes again.
Personification is when you give an object or idea human actions or feelings:
 Erupting furiously, the volcano **spat out** grey clouds of anger.

Cohesive devices are words or phrases that make clear how the different parts of a text fit together. These are used within and across paragraphs to help them to flow. Some examples of cohesive devices are:

- **Pronouns:** refer back to earlier nouns used to avoid repetition.
 - Sam – he, the boy, his, him.
 - Aisha – she, her, the girl.
- **Prepositions, conjunctions and adverbs:** make relations between words clear. Before leaving, check... After lunch..., Finally...