

Wood Green School - Writing Mat



Good writing has to be accurate, organised and appropriate.

Accurate Spelling

Common errors	★ There	★ Their	★ They're	★ Was	★ Were	★ Your	★ You're	★ Being	★ Been	★ Two	★ Too	★ To
	His bag is over there.	Their work is complicated.	They're going home.	He was nervous.	They were pleased.	Your coat is dirty.	You're going to be late.	He was being	I have been to town.	The two girls	I am too busy.	I am going to

Punctuation

•	Full stops. Use at the end of a sentence which is not a question.	:	Colon : Use to introduce a list or definition. Use to introduce an idea that is an explanation of one that comes before the colon e.g. <i>You only have one option: leave this place immediately.</i>
A	Capital letters ABC. Use at the beginning of a sentence. For the names of people, places and some events.	;	Semi colon ; Use to link two connected ideas. Both parts of the sentence should make sense on their own. e.g. <i>She walked slowly to the top of the hill; her legs ached and her feet were tired.</i>
?	Question mark ? Use at the end of a question.	-	Dashes - Can show a break in a sentence or a change in thought. Can act as brackets. Used to show a strong interruption in speech.
'	The apostrophe ' Use to show that letters have been left out. Use to show possession.	“ ”	Inverted commas “ ” Use around speech, including any punctuation marks. e.g. <i>“How are you?”</i>
,	Comma , Use to separate lists/words/clauses. Use to separate connectives (however, therefore etc...) from the rest of the sentence.	...	Ellipsis ... Use sparingly to create tension and get the reader thinking. Use to show gaps in a long quotation. e.g. <i>“it was ...ended”</i> .

Apostrophes

Apostrophes for missing letters e.g. Do not - don't
The 'o' is missing from not.
Apostrophes for possession
Apostrophes are used to show when something belongs to someone or something.

- e.g.
- If a bag belongs to Joe then we say it is Joe's bag.
 - 's is added to the name of the person it belongs to.
 - If the word ends in 's', then we add the apostrophe after the 's'. e.g. The coats belonging to the boys - the boys' coats.

Grammar Your writing should include a range of varied sentence structures to develop and clarify meaning, create deliberate effects and vary pace.



Sentences

★ Simple sentence:

Contains a subject and a verb and can contain an object.
The cat sat on the mat.
Subject - cat.
Verb - sat.
Object - mat

★ Compound Sentence

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 Sentence

A complex sentence is one idea with a development. In other words, it is a simple sentence (main clause) with something extra added on (subordinate clause). A subordinate clause provides extra information but does not make sense on its own.
The cat is asleep on the mat *although it is usually very active.* • *Although it is usually very active,* the cat is asleep on the mat. • *The cat, who is lazy,* is asleep on the mat. • Lazily, the cat is asleep on the mat. • *Sighing as he woke,* the lazy cat got off the mat.

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Organised Connectives

Use connectives to guide your reader through your writing. General rule: Use a comma after a connective

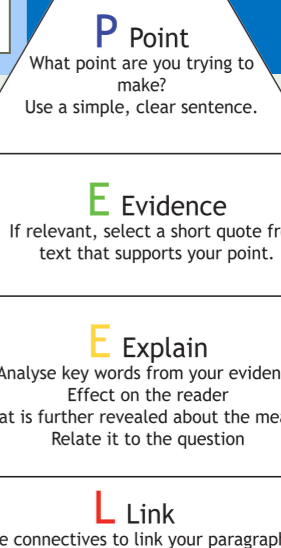
★ For sequencing ideas or events						★ To compare					
firstly	secondly	thirdly	finally	eventually	then	equally	likewise	similarly	as	with	like
since	meanwhile	afterwards	whilst	in conclusion		In the same way			in comparison with		
★ To show cause and effect						★ To contrast					
because	so	therefore	thus	consequently	owing to	whereas	instead of	alternatively	otherwise	unlike	but
as a result of	subsequently					on the other hand		conversely			
★ To emphasise						★ To give examples					
above all	in particular	especially	significantly	indeed	notably	for example	such as	for instance	as revealed by	in the case of	
★ To further explain an idea						★ For adding information					
although	however	unless	except	yet	if	and	also	as well as	moreover	too	furthermore
apart from		as long as				in addition					

Paragraphing

Paragraphs help the reader find their way around your writing. Always check that you are writing in paragraphs and start a new paragraph for:

- A new subject/topic/idea
- A new place/time
- A new speaker

P
E
E
L



Appropriate

TAP And get it right.

★ Text type

Is it an article? Letter? Exam answer? Essay? Review? Report? Make sure you use the features of that text type.

★ Audience

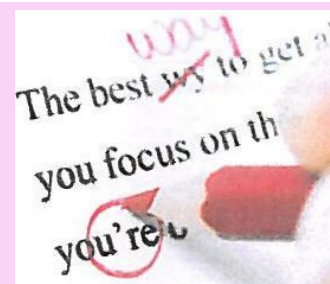
Who are you writing for? Show that your writing will be appropriate for that audience.

★ Purpose

What is the 'job' of your writing? What are you aiming to do? Evaluate? Inform? Explain? Analyse? Persuade? Argue? Comment? Make sure you use the right features to do that effectively.



Before you hand it in:

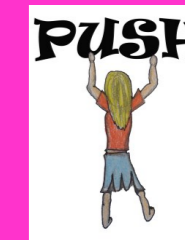


	Have you used PUSH?
	Have you proof read it?
	Have you used the writing mat?
	Have you asked your partner to check?
	ARE YOU PROUD TO HAND IT IN?

Literacy marking symbols

SP	Spelling mistake
P	Punctuation mistake
Cap	Capital letter needed or misused

—	This bit does not makes sense (underlined)
//	Start a new paragraph
Gr	A grammatical error
^	A word is missing



Pen.Underline.Sentence
Handwriting