



Frimley Church of England School

Approach to Writing



Purpose

Writing is the use of language and devices to engage an audience in order to discuss, entertain, inform or persuade.

Intent

By the end of Key Stage 2, the aim is for all children to write effectively for a range of different purposes and audiences. At Frimley C of E, we use high quality texts, short videos and engaging hooks to develop a love of writing across all genres. We believe that the skills encompassed in English are vital for underpinning every area of the school curriculum. Children will be equipped with the knowledge to understand the importance of their voice within writing and how this can impact the reader. All children will have the opportunity to take risks with their writing, using models and scaffolds to support their creativity.

Implementation

Children have frequent opportunities to write for a variety of purposes and audiences, not just in English but across the curriculum. At Frimley C of E, we use elements of The Write Stuff by Jane Considine as well as other approaches such as Talk for Writing. Each year group plan a sequence of lessons using carefully selected stories, animations, plays, film clips and poems. Lessons comprise of a mix of experience days which help to immerse the pupils and to unlock their creativity.

During a sequence of lessons, pupils have opportunities to write individually and in groups, as the teacher models writing skills and gives direct feedback. Each unit will consist of a variety of grammatical techniques which will be taught within the context of the lesson. This will allow the children to experience purposeful grammar from which they can apply within their independent writing.

Children will be taught how to effectively edit and improve their own writing through a range of techniques including the use of targeted editing stations and teacher led marking and feedback. We encourage the children to self and peer assess writing which allows them to reflect on their own progress within a writing lesson and feel proud of their achievements. As part of the writing process, we encourage children to consider their presentation and handwriting allowing them to take pride within their work. Spelling is taught three times a week throughout the school as pupils are immersed in an investigative and vocabulary rich environment.

Impact:

- Pupils will enjoy writing across a range of genres
- Pupils of all abilities will be able to succeed in writing lessons
- Pupils will have a good knowledge of writing techniques
- Pupils will be able to articulate their thoughts, ideas and imagination orally and through the written word
- Pupils will become creative writers. They will be able to write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences.

In writing lessons, you will see and hear:

- Talk for writing

- A buzz of learning and sharing ideas and vocabulary
- Pupils working collaboratively
- Pupils using the teacher model to support their own writing
- Pupils independently applying skills to the writing task, using retrieval of previously learnt skills
- Pupils re-reading their own work and independently editing and self-reflecting

National curriculum expectations:

The overarching aim for English in the national curriculum is to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written word, and to develop their love of literature through widespread reading for enjoyment. The national curriculum for English aims to ensure that by the end of Key Stage 2 all pupils should be able to:

- read easily, fluently and with good understanding.
- develop the habit of reading widely and often, for both pleasure and information
- acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- appreciate our rich and varied literary heritage
- write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences
- use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas
- are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate.

Writing Long term plan

	Year 3	Year 4	Year 5	Year 6
Autumn 1	Inform- Newspaper report Entertain – Narrative	Entertain- Narrative Inform- Instructions	Entertain- Narrative Inform- Non-chronological report	Inform- Non-chronological report Entertain- Diary Persuade- letter
Autumn 2	Entertain- Narrative Persuade- Letter	Entertain- Myth Entertain	Entertain- Narrative poem Persuade- Battle cry	Inform - Balanced report Entertain- Narrative Inform- Instruction writing
Spring 1	Entertain – Narrative Inform – Instructions	Entertain- Narrative Entertain- Poetry	Entertain- Narrative Inform- non-chronological report	Entertain- Setting description Inform- Documentary
Spring 2	Inform – Diary Entertain – Narrative	Inform- Diary entry Persuade- Holiday brochure	Entertain- Poetry Entertain- Narrative	Entertain- Narrative Inform and discuss- Balanced report
Summer 1	Entertain – Narrative Entertain – Narrative	Inform- non- chronological report Persuade- letter	Persuade- Non-chronological report Entertain- Narrative	Entertain- Narrative Persuade- Letter
Summer 2	Persuade – letter Entertain – Narrative	Entertain- adventure Entertain- Poetry	Entertain- Narrative Persuade- Persuasive letter	Inform – information text Entertain - Narrative Entertain- Poetry unit

What Frimley offers to its pupils: (Writing medium term plans)

		Year 3	Year 4	Year 5	Year 6
Autumn term	Knowledge	<ul style="list-style-type: none"> Inform- Dragon Newspaper report Entertain – Narrative – How to Train Your Dragon Entertain- Narrative - Star in the Jar Love Persuade- Letter – The Day The Crayons Quit <p>Basic knowledge and understanding of the Year 3 /4 objectives and begin to apply them in their own writing.</p>	<ul style="list-style-type: none"> Entertain- The Iron Man narrative Inform- How to trap a giant- instructions Entertain- Theseus and the Minotaur Myth Entertain- Kevin the Carrot <p>Consolidate and develop their knowledge and understanding of the Year 3 /4 objectives and begin to apply them in their own writing.</p>	<ul style="list-style-type: none"> Entertain- The Highwayman- narrative poem Persuade- Anglo- Saxon Leader- Battle cry Entertain- Kensukes Kingdom – Diary entry Inform- Animals and their habitat- Scarlett Macaw- Non-chronological report / Orangutans <p>Basic knowledge and understanding of the Year 5/6 objectives and begin to apply them in their own writing.</p>	<ul style="list-style-type: none"> Inform- Arizona Coral Snake- non- chronological report Entertain- Holes diary entry Persuade- Child labour- persuasive letter Inform - ‘The Lighthouse’ news report Entertain- The Piano- Narrative Inform- How to Steal Christmas Instruction writing <p>Consolidate and develop their knowledge and understanding of the Year 5/6 objectives and begin to apply them in their own writing.</p>
	Theology and vision links	<p>Inform- Dragon Newspaper report Honesty Entertain – Narrative – How to Train Your Dragon Love thy neighbour Entertain- Narrative - Star in the Jar Love Persuade- Letter – The Day The Crayons Quit Forgiveness</p>	<p>Entertain- The Iron Man narrative- love Inform- How to trap a giant- instructions- love Entertain- Theseus and the Minotaur Myth- love Entertain- Kevin the Carrot- love</p>	<p><i>Entertain- The Explorer- narrative Love thy neighbour Inform- Animals and their habitat- Scarlett Macaw- Non-chronological report- Love Entertain- The Highwayman- narrative poem- Love Persuade- Anglo- Saxon Leader- Battle cry Love thy neighbour</i></p>	<p><i>Persuade- Child labour- persuasive letter - Love thy neighbour Inform and discuss- ‘The Island’- balanced news report- Love thy neighbour, forgiveness Entertain- The Piano- Narrative Love Inform-Christmas instructions- Love thy neighbour, forgiveness and love</i></p>
	<p>Children will have the opportunity to write a range of genres based on a variety of our class reader books. These books will demonstrate and display many of the Christian values that link with our school values of: Love, Honesty, Forgiveness and ‘Love your neighbour as yourself.’ Children will create pieces of writing linked to these values.</p>				
Spring term	Knowledge	<ul style="list-style-type: none"> Entertain – Narrative – Stone Age Boy Inform – Diary – Secrets of a Sun King Entertain – Narrative – The Egyptian Cinderella <p>Basic knowledge and understanding of the Year 3 /4 objectives and begin to apply them in their own writing.</p>	<ul style="list-style-type: none"> Entertain- Escape from Pompeii narrative- adventure Entertain- Explosive poetry Inform- Roman diary Persuade- Holiday Brochure- Sicily- non fiction <p>Consolidate and develop their knowledge and understanding of the Year 3 /4 objectives and begin to apply them in their own writing.</p>	<ul style="list-style-type: none"> Entertain- One Small Step- narrative Inform- non-chronological report- planets Entertain- Poetry- Malfesance Entertain- Gorilla- narrative <p>Basic knowledge and understanding of the Year 5/6 objectives and begin to apply them in their own writing.</p>	<ul style="list-style-type: none"> Entertain- Skellig- setting description Inform- The Polar Bear nature documentary Entertain- WW2 Evacuees- narrative Inform and discuss – 3 Little Pigs balanced report <p>Consolidate and develop their knowledge and understanding of the Year 5/6 objectives and begin to apply them in their own writing.</p>

	Theology and vision links	<i>Entertain – Narrative – Stone Age Boy Love your neighbour Inform – Diary – Secrets of a Sun King Love, honesty and forgiveness Entertain – Narrative – The Egyptian Cinderella Love thy neighbour, forgiveness</i>	<i>Entertain- Escape from Pompeii narrative- adventure- love Entertain- Explosive poetry- Love your neighbour Inform- Roman diary- love Persuade- Holiday Brochure- Sicily- non fiction- honesty</i>	<i>Entertain- One Small Step- narrative Honesty Inform – non-chron planets- Love Entertain- Poetry- Malfesance- Honesty Entertain- Gorilla- narrative-Love</i>	<i>Entertain- WW2 Evacuees- narrative- Love your neighbour, forgiveness, love Inform- Non-chronological report – animals- Love thy neighbour</i>
<i>Children will have the opportunity to write a range of genres based on a variety of our class reader books. These books will demonstrate and display many of the Christian values that link with our school values of: Love, Honesty, Forgiveness and 'Love your neighbour as yourself.' Children will create pieces of writing linked to these values.</i>					
Summer term	Knowledge	<ul style="list-style-type: none"> Entertain – Narrative – The Secret of Black Rock Entertain – Narrative – Wolves in the Wall <p>Basic knowledge and understanding of the Year 3 /4 objectives and begin to apply them in their own writing.</p>	<ul style="list-style-type: none"> Inform- Skeletons and Muscles- non chronological report Persuade- persuade an author to visit- letter Entertain- Flotsam/Water adventure Entertain- The River poetry <p>Consolidate and develop their knowledge and understanding of the Year 3 /4 objectives and begin to apply them in their own writing.</p>	<ul style="list-style-type: none"> Persuade- Global Warming- non-chronological Entertain- The Fantastic Flying Books of Mr Morris Lessmore- Narrative Entertain- The Present- Narrative Persuade- Writing a persuasive letter about global warming <p>Basic knowledge and understanding of the Year 5/6 objectives and begin to apply them in their own writing.</p>	<ul style="list-style-type: none"> Entertain- Narrative based on creating tension Persuasive letter- appealing to government about climate change Entertain- Poetry unit Inform – Deforestation information text <p>Consolidate and develop their knowledge and understanding of the Year 5/6 objectives and begin to apply them in their own writing.</p>
	Theology and vision links	<i>Entertain – Narrative – The Secret of Black Rock Love thy neighbour, love Entertain – Narrative – Wolves in the Wall Forgiveness</i>	<i>Inform- Skeletons and Muscles- non chronological report- love Persuade- persuade an author to visit- letter- love Entertain- Flotsam/Water adventure- love your neighbour Entertain- The River poetry- love</i>	<i>Persuade- Global Warming- non-chronological- Love Entertain- The Fantastic Flying Books of Mr Morris Lessmore- Narrative- Honesty Entertain- The Present- Narrative Forgiveness Persuade- Writing a persuasive letter – global warming- Love</i>	<i>Inform – Deforestation – Love thy neighbour</i>
<i>Children will have the opportunity to write a range of genres based on a variety of our class reader books. These books will demonstrate and display many of the Christian values that link with our school values of: Love, Honesty, Forgiveness and 'Love your neighbour as yourself.' Children will create pieces of writing linked to these values.</i>					
	Skills applied in all areas	<p>To identify and apply the following in writing: <u>Purpose and Impact</u></p> <ul style="list-style-type: none"> To write whole text that are interesting, engaging or thoughtful. Develop multiple ideas within a story that are enriched with descriptive vocab. Develop multiple ideas in non-fiction that are factual and precise. Express a basic viewpoint, an opinion or promote an idea e.g. I believe 	<p>To identify and apply the following in writing: <u>Purpose and Impact</u></p> <ul style="list-style-type: none"> To write whole text that are interesting, engaging or thoughtful. Ideas are developed in details (stories in depth description, non-fiction would have anecdotes, reflections and facts) Points of view are maintained throughout the work. 	<p>To identify and apply the following in writing: <u>Purpose and Impact</u></p> <ul style="list-style-type: none"> Write whole texts that are interesting, engaging or thoughtful. Ideas are developed in narrative and non-fiction. Point of view is clear and controlled with some elaboration. Execute a text type genre to include all features or adapt when required. 	<p>To identify and apply the following in writing: <u>Purpose and Impact</u></p> <ul style="list-style-type: none"> Write whole texts that are interesting, engaging or thoughtful. Manipulate reader through the telling of a narrative e.g. use of humour or controls the direction of non-fiction through a range of strategies. Adapt well-known genre to create different effects e.g. fairy tales with a

- To produce texts which are appropriate to reader or purpose.
 - Maintain the main features of a genre/text type
- Structure and Shape**
- Organise and present whole texts effectively.
 - Strategies used to create flow e.g. pronouns and cohesive phrases.
 - Begin to understand what a paragraph is ideas grouped together.
 - Use headings and sub-headings to group ideas.
 - Opening signalled in narrative and non-fiction.
 - Closing signalled in narrative and non-fiction.
- Sentence Structure**
- Vary sentences for clarity and purpose.
 - Use one word in isolation to grab reader's attention.
 - Add detail into description e.g. precise words, descriptive noun phrases.
 - Use prepositions that position in place/environment.
 - Use present perfect form of verbs instead of simple past.
 - Experiment with widening range of conjunctions.
- Writing Techniques**
- Write sentences that use repetition of key words for impact.
 - Use the word 'like' to build a simile.
 - Select appropriate vocabulary.
 - Choose words because of the effect that will have on the reader.
 - Use adverbs/adverbials phrases that position in time and build a relationship or cause.
- Spelling and Word Structure**
- Apply spelling rules into writing.
 - Use a range of prefixes to extend a repertoire of nouns.

- Produce texts that are appropriate to reader and purpose.
 - Consistently include all features of a genre.
 - Create narratives that create intrigue (suspense or cliff hangers) or non-fiction that is more complicated (contrasting ideas and opinions)
- Structure and Shape**
- Organise and present whole texts effectively that sequence and structure information.
 - Structure and organise writing with a clear beginning, middle and end.
 - **Write sentences that are developed on from previous sentences to form a group of connected/related ideas.**
 - **Start a new paragraph to organise ideas around a theme.**
 - Construct a cohesive piece with logical links and breaks.
 - Use appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition.
 - Openings signalled in narrative and non-fiction with content to capture reader's interest.
 - Closings signalled in narrative that is dramatic or linked back to openings and in non-fiction is strong and draws conclusions.
- Sentence Structure**
- Vary sentences for clarity, purpose and effect.
 - Ask rhetorical questions to heighten reader engagement.
 - **Use more complicated noun phrases (expanded by modifying adjectives, nouns and prepositional phrases).**
 - Use Standard English verb inflections e.g. we were, I did instead of we was, I done.
 - Use a widening range of conjunctions.
 - **Use more complicated conjunctions that set up contrast or relationships**

- Create more complicated narratives e.g. parallel plot, flashback, parody and more controlled non-fictions e.g. language choices support purpose.
- Structure and Shape**
- Organise and present whole texts effectively that sequence and structure information.
 - Structure and organise writing with pace in narrative and supporting evidence in non-fiction.
 - **Start new paragraphs to show changes in time, place, event or person.**
 - Construct a cohesive piece with logical links or breaks.
 - Use devices to build cohesion within paragraphs e.g. then, after, that, this, firstly.
 - **Link ideas across paragraphs using a range of devices e.g. phrases that reference previous points.**
- Sentence Structure**
- Vary sentences for clarity, purpose and effect.
 - Create different emphasis in sentences through word order and noun phrases.
 - Mix short and long sentences to change, accelerate or show pace for the reader.
 - Deploy tense choices that support cohesion by making links.
 - **Use modal verb to show something is certain, possible or probable (or not e.g. might, should, will, must)**
 - **Use relative clauses within complex sentences beginning with who, which, where, when, whose, that.**
 - Use verbs ending in 'ed' or 'ing' to start clauses to build complex sentences.
- Writing Techniques**
- **Use pathetic fallacy to mirror and extend character's emotions.**

- twist or exploring different viewpoints.
- Structure and Shape**
- Organise and present whole texts effectively that sequence and structure information.
 - Navigate a reader through a text in a logical, chronological way or subvert this e.g. flash forward, opposing viewpoint.
 - Use a range of layout devices e.g. headings, sub-headings, column, bullets, tables.
 - Link ideas across paragraphs using a wider range of cohesive devices e.g. repetition of word or phrase, use of ellipsis as cliff hanger at the end of a section.
- Sentence Structure**
- **Write informally or formally appropriate to genre or text type.**
 - Vary the types of sentences within a piece across simple, compound and complex constructions.
 - **Use the subjunctive form of the verb to emphasise formality, urgency or importance e.g. the teacher insists her pupils arrive on time.**
 - **Use passive voice to affect the presentation of information in a sentence.**
 - Use a range of complex construction strategies to build subordinating clauses with verb starts ending in 'ing', 'ed' or adverbs 'ly' followed by verbs, relative clauses and subordinating conjunction starts.
- Writing Techniques**
- **Use personification to give human attributes to inanimate objects.**
 - **Use symbolism as a recurring idea to emphasise a themed motif e.g. an ongoing reference to water.**
 - Use varied and precise vocabulary to create particular stylistic effects.

	<ul style="list-style-type: none"> Use a or an correctly according to the next word beginning with consonant or vowel. Experiment with more complicated words built from a common word also exploring word families. Recognise the place of the possessive apostrophe Use the first two or three letters of a word to check its spelling in a dictionary Write from memory simple sentences, dictated by the teacher. <p>Handwriting</p> <ul style="list-style-type: none"> Use diagonal and horizontal strokes to joins letters that are adjacent and know which are best to be left unjoined. Show increased legibility and quality to handwriting. 	<p>e.g. despite, nevertheless, consequently.</p> <p>Writing Techniques</p> <ul style="list-style-type: none"> Use 'as' to create a simile. Use metaphor to create vivid images in the reader's mind. Make language choices that are interested and varied. Use where adverbial phrases in fronted position in sentences e.g. At the seaside, Janice fed the seagull. Use how 'ly' adverbs and 'ing' adverbial phrases in fronted position in sentences. <p>Spelling and Word Structure</p> <ul style="list-style-type: none"> Use knowledge of phonics, morphology and etymology to spell new and unfamiliar words. Distinguish between the spellings of common homophones. Show through the addition of '-s' and punctuation the grammatical difference between plural and possessive. <p>Handwriting</p> <ul style="list-style-type: none"> Use diagonal and horizontal strokes to joins letters that are adjacent and know which are best to be left unjoined. Show increased legibility and quality to handwriting. 	<ul style="list-style-type: none"> Use pun to enhance the double meaning of language e.g. The cheetah, a predatory cheater of the jungle. Some vocabulary choice are for effect or emphasis e.g. technical terminology, vivid language. Indicate degree of possibility use adverbs e.g. perhaps, surely. Use a range of adverbs to link ideas; adverbs of time, adverbs of place. <p>Spelling and Word Structure</p> <ul style="list-style-type: none"> Convert nouns or adjectives into verbs using suffixes e.g. -ate, -ise, -ify. Apply prefixes to change intent of verbs e.g. dis-, de-, mis- <p>Handwriting</p> <ul style="list-style-type: none"> Use diagonal and horizontal strokes to joins letters that are adjacent and know which are best to be left unjoined. Show increased legibility and quality to handwriting. 	<ul style="list-style-type: none"> Use more complicated adverbial phrases to link ideas. Use adverbs and adverbial phrases to qualify, intensify or emphasise e.g. the dog is so incredibly stupid. <p>Spelling and Word Structure</p> <ul style="list-style-type: none"> Use the appropriate words according to formality e.g. discover or find out, ask for or request, go in or enter. Discover synonyms and antonyms for a word and choose the degree of meaning required for the sentence. <p>Handwriting</p> <ul style="list-style-type: none"> Use diagonal and horizontal strokes to joins letters that are adjacent and know which are best to be left unjoined. Show increased legibility and quality to handwriting.
<p>Crucial learning Grammar</p>	<ul style="list-style-type: none"> <i>An adjective is a describing word, they can be used to create expanded noun phrases.</i> <i>A verb names an action.</i> <i>An adverb (or adverbial phrase) describes how the verb is being performed, they can be used at the start of a sentence to create a fronted adverbial.</i> <i>A co-ordinating conjunction (FANBOYS) links two main clauses – a main clause is a phrase that makes sense on its own.</i> <i>An imperative verb tells you what to do.</i> 	<ul style="list-style-type: none"> <i>An expanded noun phrase is a group of words that acts as a noun.</i> <i>A fronted adverbial is when the adverbial word or phrase is moved to the front.</i> <i>A subordinating conjunction introduces a subordinate clause. A subordinate clause gives more meaning to a main clause and can't stand alone as a complete sentence.</i> <i>A main clause is a group of words in a sentence that can be used as a complete sentence.</i> 	<ul style="list-style-type: none"> <i>Modal verbs are used to express possibility</i> <i>A relative clause is a type of subordinate clause and begins with a relative pronoun. A relative pronoun is used to describe or modify the noun.</i> <i>Adverbials can link ideas across paragraphs.</i> <i>Perfect tense is used to show something that happened and is still relevant now.</i> <i>Use -er when there are two things being compared. This is called the comparative.</i> 	<ul style="list-style-type: none"> <i>Synonyms are words that mean the same – or nearly the same – as each other.</i> <i>Antonyms are words that mean the opposite of each other</i> <i>Active voice is when the subject in the sentence is doing the action.</i> <i>Passive voice is when the subject is being acted on.</i> <i>Subjunctives are a form of verb or mood and used to talk about things that should or could happen</i> <i>Cohesive devices link ideas across paragraphs</i>

	<ul style="list-style-type: none"> • A pronoun can be used instead of the noun and avoids repetition. • A main clause is a group of words in a sentence that can be used as a complete sentence. • A preposition shows how things are related. • A phrase is a group of words which make sense, does not contain a verb and is not a whole sentence. • The tense shows when the action takes place. • The past tense describes something that happened earlier. • Direct speech is when the writer writes the actual words the character says. • An exclamation is a forceful statement which can express high emotion • A command is when you are telling someone to do something. 	<ul style="list-style-type: none"> • An adverbial phrase is built around an adverb and explains how the verb is being performed. • A prepositional phrase describes the position of the noun. • Past progressive tense is used to describe something that happened in the past but was still happening when something else happened. • Perfect tense is used to describe something that is happening now and continues to happen. • A determiner goes in front of the noun and its adjectives. • A possessive pronoun shows ownership of a person or thing. • Indirect or reported speech is when the writer reports what someone has said but does not use the exact words. 	<ul style="list-style-type: none"> • Use -est to form an adjective or adverb to show that it is superior. • Cohesion means how the different parts of a piece of writing link together. • Ambiguity is the quality of being open to more than one possible meaning or 	<ul style="list-style-type: none"> • The subject of a sentence is usually the person or thing acting or doing in the sentence. • The object says who or what is acted upon by the verb. • Formal language is the language we use in official or formal situations. • Informal language is used in everyday situations.
Punctuation Skills and Knowledge	<p>Punctuation</p> <ul style="list-style-type: none"> • Emerging use of inverted commas to punctuate direct speech. • Emerging use of other direct speech punctuation e.g. punctuation inside the inverted commas. 	<p>Punctuation</p> <ul style="list-style-type: none"> • Correct use of inverted commas and other punctuation to indicate direct speech. • Use apostrophes to mark plural possession. <p>Use a commas after a fronted adverbial.</p>	<p>Punctuation</p> <ul style="list-style-type: none"> • Use brackets, dashes or commas to indicate parenthesis. • Use commas to clarify meaning or avoid ambiguity. 	<p>Punctuation</p> <ul style="list-style-type: none"> • Use semi-colon, colon and dash to mark the boundary between independent clauses. • Use the colon to introduce a list and use of semi-colons within lists. • Use bullet points to list information. <p>Use hyphens to avoid ambiguity.</p>
Crucial learning Punctuation	<ul style="list-style-type: none"> • Capital letters start a sentence and can also be used for proper nouns. • A full stop (.) comes at the end of a sentence. • A question mark (?) comes at the end of a sentence which is asking a question. • Inverted commas (speech marks “ ”) are used to show someone is talking. • A comma (,) can be used to show a break in a sentence. • An apostrophe (') can be used to show that letters are missed out of a word (contraction). 	<ul style="list-style-type: none"> • An exclamation mark (!) comes at the end of an exclamation. • A comma (,) can be used to separate things in a list. • A comma (,) can be used to show a break in a sentence. • An apostrophe (') can be used to show that letters are missed out of a word (contraction). • Inverted commas (speech marks “ ”) are used to show someone is talking. • Standard English is the English used in most books instead of local spoken forms. • An apostrophe (') can show ownership or possession. 	<ul style="list-style-type: none"> • A comma (,) can make the meaning of a sentence clear and avoid ambiguity. • A colon (:) can introduce a list. • A semi-colon (;) can be used in lists. • A dash (-) can show a break in a sentence that is longer than a break made by a comma. • A hyphen (-) is used to join two or more words. • An apostrophe (') can be used to show that letters are missed out of a word (contraction). • An apostrophe (') can show ownership or possession. • Brackets () can be used to separate a word or a phrase that has been added to a sentence as an explanation. 	<ul style="list-style-type: none"> • A colon (:) can be used to introduce examples of explanations. The phrase that comes after the colon usually explains or expands on what came before it. • A semi-colon (;) can be used to show a break in a sentence and separate two main clauses. • A hyphen (-) is used to avoid confusion over meaning and links two or more words together. • Bullet points are used to organise a list. • An ellipsis (...) is used to show that a sentence is not finished.

				<ul style="list-style-type: none">• <i>The word or phrase inside the brackets, commas or dashes is called a parenthesis.</i>	
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