

Section 1 - Vocabulary Choices and Cohesion

Vocabulary choices

It is important to make good vocabulary choices in your writing to have the greatest impact on your reader and make meaning as clear as possible.

You can improve your vocabulary and sentences in several ways:

- choosing more powerful verbs
- adding in fronted adverbials
- using words from the year 5/6 word list
- changing sentences from simple to complex
- using synonyms
- using technical vocabulary



I	if
S	since
A	as
W	when
A	although
W	while
A	after
B	before
U	until
B	because

Cohesion

When the ideas within and across paragraphs link well together we say the text has cohesion. You can think of cohesion like glue holding the paragraphs together.

Cohesive devices

Prepositions – to show time, place, direction or method.

Fronted adverbials – organise the events for the reader by place and time, *e.g. In the middle of the night,*

Pronouns – refer back to a previously mentioned noun. They help the reader follow who is being spoken about and avoids repetition. *e.g. we, me, she, they, I, them, it*

Conjunctions – help to link related information together
(FANBOYS / ISAWAWABUB)



Consistent verb tense – allows the text to flow consistently for the reader (not changing from past, to present, to future tense)

Ellipsis – leaving out words or phrases which are expected or predictable. The ellipsis (. . .) shows that words have deliberately been left out of a text and can be used to create mystery, suspense or a trailing thought. However, an ellipsis does not always use the (. . .) *e.g. Sarah had been feeling very unsettled recently but she didn't know why.* The ellipsis in this sentence comes after why. Many ellipses have ... as a substitute for the omitted words. We don't need to add ... in this ellipsis, as the meaning is still clear and the missing words are very obvious.

Section 2 - Non-fiction texts: Non-chronological Reports

Non-chronological reports use various devices to make the information about a subject even clearer and easier for a reader to access.

Layout devices such as headings, sub-headings, labelled diagrams, bullet points, a fact box and a glossary are used to structure the report and help the reader.

Rhetorical questions are often used to involve the reader in the text. *e.g. Did you know that...? Can you believe that...?*

A **caption** is a short phrase or sentence located directly next to or under a picture or diagram which briefly explains what it is.



Punctuating Bullet Points

A colon should be used to introduce a list of bullet points.

Bullet points:

- Bread crumbs were used to erase mistakes before rubbers were invented.
- More than half of the pencils in the world are made in China.

If the bullet points are complete sentences, they should begin with a capital letter and end with a full stop.

If they are not full sentences, they should begin with a lowercase letter and only have a full stop after the last point.

Equipment carried by Voyager 1 includes:

- a magnetometer;
- a radio isotope generator;
- a plasma wave antenna.

A glossary gives the definitions (explains the meaning) of important technical or difficult words that the reader might not understand. Words are usually listed in alphabetical order in a glossary. Sometimes words which can be found in the glossary are in **bold** type in the text.

Key Features

- a title
- an brief introduction
- sub-headings
- a fact box
- a bullet-marked list
- present tense verbs
- a glossary
- formal tone
- use of the third person
- extra details to support the main points
- information that is organised into paragraphs

Section 3 – Direct and indirect speech

Dialogue can be introduced in texts through **direct speech** or **indirect speech** (also known as reported speech.)

Direct Speech

Direct speech is punctuated with **inverted commas**. There are four principles when using direct speech:

1. Open AND close dialogue with inverted commas.
2. Begin dialogue with a capital letter.
3. Include a piece of punctuation before closing inverted commas
4. New speaker = new line

e.g. "Do you know what time it is?" asked the train driver.
"It's 8.30," replied the passenger.
Michael shouted, "Don't move!"
"I'm not sure about this," said Michael. "I think we should just turn around."

Indirect Speech

Indirect speech is reported speech. No inverted commas are required.

e.g. Betty explained that she used to live in New York.

Using dialogue in a story

Dialogue can be an effective way to describe characters and create actions in text, if used well.

Ways to use dialogue effectively

- What the characters say – **can show feelings, thoughts and motivations**.
- How the characters say things – **verbs instead of said (whispered, bellowed etc) and adverbs (angrily, nervously etc)**.
- Voice description – **adjectives (gentle, warm, bitter etc)**.
- Actions – **as they talk (e.g. raised his sword, thumped the table etc)**
- Actions – **decisions they make / things that happen to move on the story**.

e.g. "Bow down before me peasant!" a voice boomed from above.
"Even the smallest people can make a difference," James whispered determinedly. "You will not continue this reign of terror!" he continued, his voice rising as he held his sword out confidently.



Section 4 – Sentence Structures

Phrase A small group of words that act as a meaningful unit within a clause but do not stand alone.

Under the bridge (phrase)

Main Clause A group of words that contains a verb and can stand on its own.

Under the bridge there was a lake. (main clause)

Subordinate Clause A secondary clause, which depends on a main clause for meaning.

There was a lake until the climate changed. (subordinate clause)

Simple Sentence A group of words which contains a verb and makes complete sense, with one main clause.

I love cats. (main clause)

Compound Sentence

Two or more main clauses that are usually joined by a coordinating conjunction.

I love cats but I'm allergic to cat hair.

(clause 1) (conjunction) (clause 2)

Complex Sentence A main clause joined to one or more subordinate clauses usually with a subordinating conjunction. *I love cats because I grew up with them.*

(main clause) (subordinate clause)



Section 5 – SVO (subject, verb, object) & Active and Passive

Subjects, objects and verbs

A **noun** is the name of a thing such as an object, a place or a person. Nouns can have different jobs within a sentence: they can be the **subject** or the **object**.

Subject-verb agreement

Subjects and verbs must agree with one another.

If a subject is singular, the verb must also be singular.

If a subject is plural, the verb must also be plural.

Active and Passive

The **subject** of a sentence is the person, place, thing or idea that is doing or being something. For example:

The **verb** that follows the subject changes according to whether the subject is singular or plural.

Verbs also change according to whether the sentence is in the present or past tense.

<p>Active voice My dad baked cookies S V O</p>	<p>A sentence is written in active voice when the subject of the sentence is performing the action to the object.</p>
<p>Passive voice The <u>cookies were baked</u> by my <u>dad</u>. S V O</p>	<p>A sentence is written in passive voice when the subject of the sentence is having something done to it by the object.</p>

People tend to use the active voice when they are writing, but the **passive voice** is often used for particular reasons

Graffiti had been scrawled all over the wall.

Here, the person who has done the graffiti is not known, so the sentence is written in the passive voice.

The votes have been counted.

Here, it is not important who counted the votes, but instead the fact that they have been counted is important.

You could also say that the most important thing in the sentence is the votes, which is why they are



mentioned first in the last as they would be ('People counted the



votes', rather than in the active voice votes').



revision/practice of

QR Codes for some key skills:

