

Mount Gilbert Little Book of Literacy



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<u>Vowels</u>	a e i o u
<u>Verbs (doing words)</u>	Run jump
<u>Adjectives (describing words)</u>	Red bright awful
<u>Nouns (names of things and people)</u>	Teacher man cat pen bag
<u>Adverbs (describe verbs)</u>	Moved quickly Shouted loudly
<u>Pronouns (instead of names)</u>	He she it they
<u>Preposition (show place)</u>	In by under next to
<u>Conjunctions (joining words)</u>	And but because
<u>Speech Marks</u>	“Where are you?” he asked.
<u>Question Mark</u>	“Where are you?” he asked.
<u>Exclamation Mark</u>	“Come here!”

Types of Sentences

1. A **statement** is a sentence which gives information.

E.g. He is eleven years old.

2. A **command** is a sentence which gives commands or instruction.

E.g. Go home.

3. An **exclamation** is a sentence which shows emotion or surprise.

E.g. Help me!

4. A **question** is a sentence which asks for information.

E.g. What is your name?

Simple and Compound sentences

Clause

A clause is a part of a sentence that contains a subject and a verb.

Main clause

A clause that makes sense on its own.

Subordinate clause

A subordinate clause gives additional information about the main clause. It begins with a conjunction like: when; because; if or although.

Simple sentence: a single main clause

E.g.

- The ballerina danced all night.
- Annie watched the television.

Compound Sentence: two main clauses joined together by a word like and, but, or.

E.g.

- Rachel loves TV and she likes games.
- The dog loves to run but he often gets really muddy.
- I ate cottage pie for tea although I don't really like it.

Complex sentence: a main clause and a subordinate clause.

E.g.

- Tom ran to the bus stop because he was late.

The subordinate clause can be moved to the beginning or middle of the sentence:

- Because he was late, Tom ran to the bus stop.
- Tom, because he was late, ran to the bus stop.

Punctuation Marks

<u>Comma</u>	,	Separates words in a list, phrases and some clauses
<u>Full stop</u>	.	Separates statement and command sentences.
<u>Hyphen</u>	-	Can replace a comma, semi-colon or colon, to add pause, emphasis or show interruption.
<u>Exclamation mark</u>	!	Shows surprise at the end of a sentence.
<u>Question mark</u>	?	Goes at the end of a sentence that contains a question.
<u>Colon</u>	:	Goes at the start of a list and separates clauses.
<u>Semi-colon</u>	;	Goes between clauses and a list of phrases.
<u>Ellipsis</u>	...	Shows interruption or a trailing off.
<u>Speech marks</u>	“”	Goes around speech or a quotation.
<u>Apostrophe</u>	’	Shows where a letter is missed out or to mark possession.
<u>Brackets</u>	()	Goes around extra information.

.Full Stop

A full stop looks like this .

It is a round dot written at the end of a sentence.

⇒ She shouted loudly.

! Exclamation Mark

When you want to show surprise or strong feelings, you end the sentence with an exclamation mark.

⇒ Watch out, the tree is falling down!

⇒ What an amazing place this is!

⇒ Help me!

⇒ Stop!

? Question Mark

Questions are sentences which need answers. They begin with a capital letter and end with a question mark.

Often, questions begin with questions words such as these:

Where? What? Why? Which? When? Who? How?

⇒ Is this a good film?

⇒ Will Arsenal win on Saturday?

However, regardless of whether a question begins with a question word or not, a question must always end with a question mark.

, Commas

Commas have lots of uses:

Commas are used to separate items in a list, for example, when listing names or objects.

⇒ For the recipe you will need tomatoes, garlic, herbs and puree.

⇒ I have a pet dog, fish and a rabbit.

(Note: Usually commas are not used before the word 'and' in a list)

Commas are used to show the reader where to pause in a sentence. Often the comma separates a phrase that gives more information from the main clause.

⇒ Although it's late, I'll help you.

⇒ Laughing loudly, Mary jumped on the trampoline.

⇒ Jane, my teacher, is nice.

⇒ Richard, the engineer, will be arriving soon.

Commas are used to mark off the person being addressed.

⇒ Miss, can you help me?

⇒ Peter, I saw you.

⇒ Stop, you fool, or you'll break it!

When deciding where to place a comma in your writing, it is helpful to read your sentences aloud. Listen out for when you would naturally take a short break. That is probably where you

Speech Marks

Speech marks are used to punctuate direct speech. In direct speech, the words are written as a person said or says them. The speech marks show when the person begins speaking and when they stop speaking. For example, look at this:



Robyn said, “I won first prize.”

The **bold type** shows what Robyn actually said, wrapped around by speech marks, which look like this: “.....”.

What Robyn said is a complete sentence, and is punctuated as a sentence, **within** the speech marks.

To use speech marks, follow these four easy steps:

1. Open the speech marks:

“

2. Write the words that were spoken:

“I won first prize

3. Add ! ? , or .

“I won first prize.

4. Close the speech marks:

“I won first prize.”

Notice that when the speaker appears **before** the speech, a comma must be placed before the speech marks.

⇒ Robyn said (, “ I won first prize . ”)

Punctuate speech as though it is a separate sentence.

Colons

A **colon** is useful when you are writing a sentence with a list in it.

Colons are used to introduce something, often a list.

Example: We need lots of fruit for this recipe: bananas, apples, pears and mangoes.

Remember: you need to use commas and 'and' in your list.

Semi-colons

Semicolons can be used instead of a full stop between two sentences that are **closely connected**.

Examples: It's a great idea; let's tell the others about it.

Semi-colons balance two similar ideas.

Note: unlike a new sentence, you do not use a capital letter after a **semicolon**.

Apostrophes

The apostrophe has two uses:

1. It is used to show that letters have been missed out of a word.
2. It is used to show possession.

1. One way in which we use apostrophes is to show that some letters have been missed out for a word or words.

Contraction Apostrophe

When words contract (i.e. when they get pushed together to sound like one word) they become shorter, that is, some of the letters get missed out.

For example, when we are talking, only a very precise and well-spoken person would say:

“I am not in a good mood today. I do not feel like going to school. It is not fair.”

Most of us would say:

“I’m not in a good mood today. I don’t feel like going to school. It’s not fair.”

I am	has become	I'm
Do not	has become	Don't
It is	has become	It's

We can see then that the apostrophe shows use where we have missed out some letters.

Here are some more examples of some common contractions:

I will:	I'll
I have:	I've
Will not:	Won't
You will:	You'll
Is not:	Isn't
He is or has:	He's
I would:	I'd
They are:	They're
She would or had:	She'd
You have:	You've

REMEMBER!

Remember not to mix up it's and its!

- Its means there's something belonging.
- It's is short for 'it is' and there is an apostrophe.

⇒ It's time for the cat to have its dinner.

Possessive Apostrophes

How an apostrophe shows possession.

The apostrophe can be used to show ownership, i.e. who an item belongs to or is part of. We use it at the end of a word with an s, like this, 's.

It means of or belonging to.

For example:

The dog's tail (this has the same meaning as: the
tail of the dog)

The boy's book (the book of the boy)

The cat's tooth (the tooth of the cat)

Tom's video game (the video game of Tom)

James's bag (the bag of James)

The boys' trophy (the trophy belonging to the boys). The apostrophe goes after the noun that the item belongs to.

IMPORTANT NOTE!

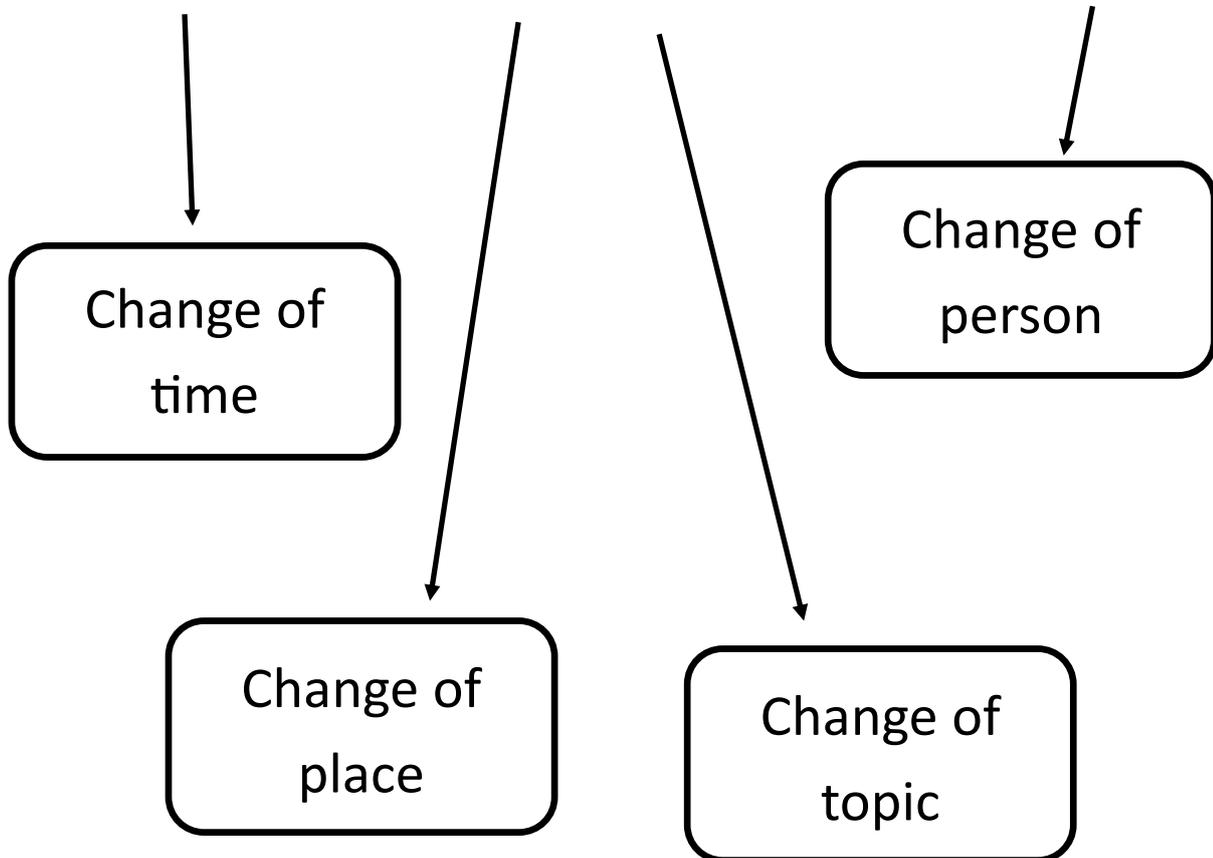
Care must be taken not to misuse the apostrophe.
It should **not** be used for plurals.

For example:

- ⇒ I bought three banana's. **WRONG!**
- ⇒ I bought three bananas. **RIGHT!**

When do you start a new paragraph?

TIP TOP



Connectives

Words and phrases to join sentences more effectively.

Sequences (when writing about a process in stages)	Contrast (when you show the difference between one thing and another)	Cause and Effect (when you show that something has happened as a result of something else)
Initially	But	Consequently
Finally	whereas	since
Firstly	However	until
Once	otherwise	whenever
Then	Nevertheless	as long as
Secondly	although	effectively
Next	apart from	of course
So far	Alternatively	Therefore
After(wards)	Yet	Accordingly
Subsequently	to balance this	Eventually
Meanwhile	albeit	It may happen (that)
In the end	Disprove this	In the course of things
Since	On the other hand	
Prior to	disproving	
to begin with	it is doubtful	
	though	
	all the same	

Addition (When you add another point)	Comparison (when you show similarities between one thing and another)	Summary Conclusion
And and then Also what is more Furthermore moreover In addition as well as Too to complement Again the following	Equally comparatively Similarly an equivalent Compared with in the same way In comparison with likewise By way of contrast to balance this	In brief / in short to conclude On the whole in conclusion In all / overall after all To sum up finally In a nutshell in the end In conclusion ultimately
Illustration (when you give an example of a point)	Persuasion (when you try to change someone's opinion)	Emphasis (when you make a strong point)
For example thus For instance to show that Such as to take the case of As that is to say As revealed by in other words	Of course surely Naturally certainly Obviously (un) fortunately Clearly no wonder Evidently undoubtedly	Above all more important In particular indeed Notable in fact Specifically especially

Planning your writing!

Remember PEE

P = Make your POINT clearly.

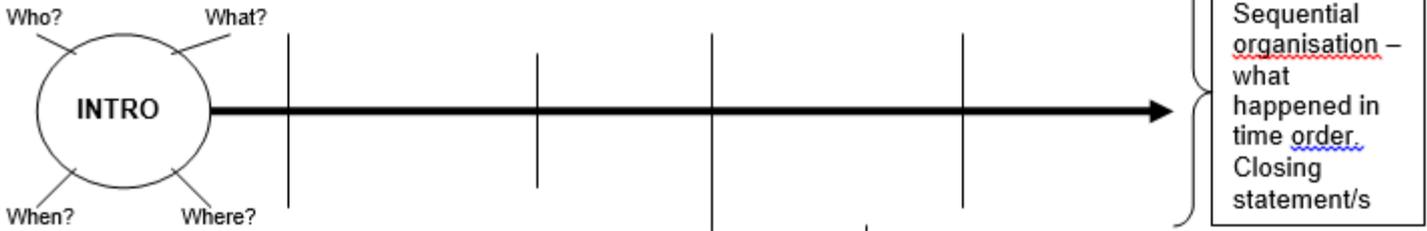
E = Give an EXAMPLE

A quotation or evidence to back up your point

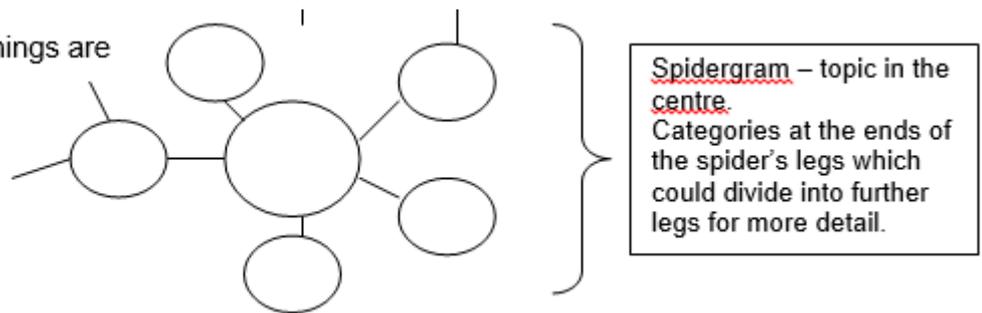
E = EXPAND your point and EXPLAIN how your evidence proves your point.

The Six Text Types – Skeletons for Writing

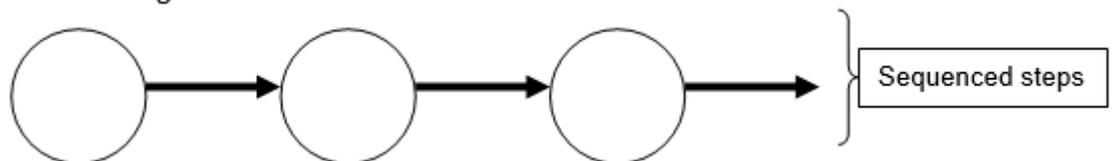
Recount – retelling events in time order



Report – Describing the way things are

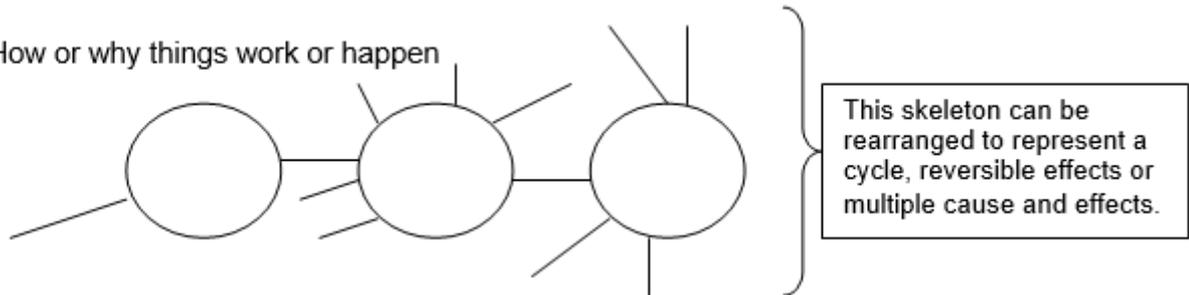


Instruction – How to do something

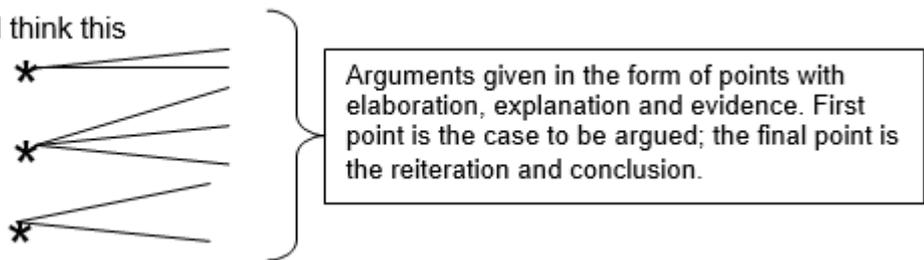


The Six Text Types – Skeletons for Writing

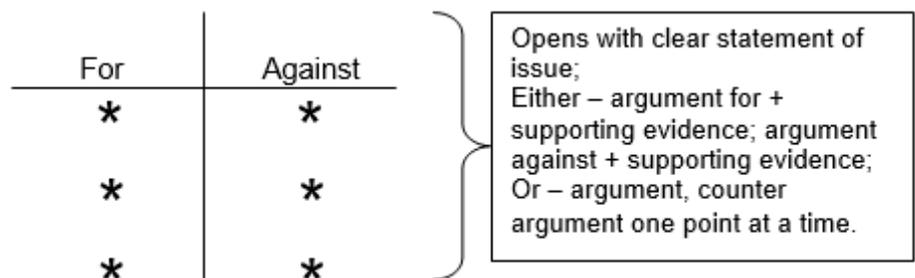
Explanation – How or why things work or happen



Persuasion – Why you should think this



Discussion – Reasoned argument



Spelling Strategies

Mnemonics: a sentence to help you remember a word:

Never	Big
Eat	Elephants
Cakes	Can
Eat	Always
Salmon	Understand
Sandwiches	Small
And	Elephants
Remain	
Young	

Spelling Strategies

Look for a: Word Within A Word

For example: Sep a rat e

Spell Speaking

Wed nes day

Bus in ness

Cup board

Nine Spelling Rules To Learn

1) The letter q is always followed by u in English words.

For example: question, quite

2) English words do not end with the letter v.

For example: gave, have.

3) Capitalise proper nouns.

For example: Southam, John.

4) When a one-syllable word ends with a short vowel and a single consonant, double the final consonant before adding a suffix beginning with a vowel.

For example: swim + -ing is swimming

5) In a two-syllable word, double the final consonant only if the word is accented on the last syllable.

For example: begin + -ing is beginning but open + -ing is opening.

6) When a word ends in silent e, drop the e before adding a suffix beginning with a vowel.

For example: make + -ing is making.

Keep the silent e before adding a suffix beginning with a consonant.

For example: time + -ly is timely.

7) When a word ends in a consonant and y, change the y to i before adding a suffix, unless the suffix begins with i.

For example: happy + -ly is happily, but hurry + -ing is hurrying

8) When a word ends in a vowel and y, do not change the y to i.

For example: play + -ed is played

9) Write i before e except after c.

Homophones and Homonyms

Homophones

Homophones are words which sound the same. They have different spellings and different meanings.

For example:

⇒ The sun rose over the ocean

⇒ The son gave his father a card

Other examples of homophones are:

Witch	Which	Hour	Our
Stare	Stair	Meddle	Medal
Hair	Hare	Deer	Dear

Homonyms

Homonyms are words which sound the same and are spelt the same, but have different meanings.

For example:

- ⇒ The conductor will **bow** to the audience
- ⇒ The captain stood on the **bow** of the boat

Other examples of homonyms are:

Iron (ironing)

Iron (mental)

Jumper (clothes)

Jumper (person who jumps)

Present (gift)

Present (here, now)

Will (resolve)

Will (legacy)

You can use a dictionary to find out the correct spellings and the correct meanings.