



KS2 Writing
Toolkits by
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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,

Adverbials of time: Just then, All of a sudden,

Speech: "I'm going out," Sam shouted.

Hiding behind the tree,

In a flash,

"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.

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...

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.

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

-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.

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**- it doesn't make sense alone. 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.

Year 4

- 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 appropriate choice of noun or pronoun.
- Use fronted adverbials and use a comma after each one (e.g. Later that day, I heard bad news.).
- Use apostrophe for singular and plural possession.
- Use commas to mark clauses.
- Use inverted commas and other punctuation to punctuate direct speech.
- Use paragraphs to organise ideas around a theme.
- Use connecting adverbs to link paragraphs.

A group of linked sentences about the same thing. Start the new **paragraph** on a new line when you are writing about a new idea, person, place or event. Paragraphs organise your work and show themes. Apply these within written work:

-Narrative: at least **beginning, middle** and **end**, however there will be others such as a change in setting or event in a longer story.

-Report writing: each new section with a new subheading

Heading = The title All about the Romans

Subheadings = Within the report - Roman Weapons The Empire

All can be used to inform time, place and cause.

- Conjunctions link words and phrases together.
- Adverbs modify verbs, adjectives and clauses.
- Preposition describes location, place or time - before a noun.

Conjunctions	Adverbs	Prepositions			
when	before	then	next	before	after
while	since	soon	always	during	due to
because	so	later	now	above	below
where	later	inside	outside	through	under
unless	until	therefore	yesterday	beside	with
yet	once	frequently	eventually	inside	next to
that	if			because of	

A noun phrase adds detail to the noun. *the big bear...a black dog...an old, wooden boat...the bird with golden feathers...*

*It does not need to be 2 adjectives + noun, a noun can be modified by a noun. *bed socks...history book...ankle boots*

First, second, and third person show the narrative point of view.

1st person: I, we, me, my, mine, our, ours.

I went shopping. The picnic is ours for lunch. We had a great time.

2nd person: you, your yours.

You are kind. The gift is all yours.

3rd person: he, his, him, she, her, hers, it, its, their, theirs...

He is running fast.

They preferred to play football.

Sally watched the game.

The present perfect verb form, instead of the simple present.

Simple present tense

I like to play games.

My dad drives a red car.

Present perfect

He **has gone** out to play.
(present+perfect form)

I **have finished** my work.
(present+perfect form)

Inverted commas (also known as speech marks) show when people are actually speaking: this is known as direct speech.

"I'm beginning to understand," he said.

" " At the start and end of what is being said.

A group of linked sentences that are usually about the same thing. A new **paragraph** starts when you are writing about a new idea, person, place or event. Start the new paragraph on a new line.

In stories this could be the **beginning, middle** and **end**.

In a report, this could be a new paragraph for each section of the report using headings and subheadings.

Heading = All about Cats

Subheadings = Diet of a Cat

Cat Breeds

- A **full stop** comes at the end of a sentence that is complete and finished. **The boy ran across the road.**
- A **question mark** comes at the end of a sentence that is asking a question. **What time is lunch?**
- An **exclamation** is something you say or shout that shows you are very happy, angry, or surprised. **Oh dear!**
- A comma can be used to separate items in a list. **I like cheese, lettuce and tomato in my sandwich.** There is no comma before 'and'.

Year 3

- Use capital letters, full stops, question marks, exclamation marks and commas for lists.
- Use conjunctions, adverbs and prepositions, mostly accurately, to inform time, place or cause
 - Use conjunctions (when, so, before, after, while, because).
 - Use adverbs (e.g. then, next, soon).
 - Use prepositions (e.g. before, after, during, in, because of).
- Use nouns and noun phrases, modified by adjectives and other nouns to add detail, experimenting with adjectives to create impact.
- Correctly use verbs in 1st, 2nd and 3rd person.
- Use perfect form of verbs to mark relationships of time and cause.
- Use punctuation mostly accurately, including some use of inverted commas to indicate direct speech.
- Group ideas into basic paragraphs.
- Write under headings and sub-headings.
- Write with increasing legibility.

A sentence where the **subject** receives an action by **someone/something**.

Passive - The **house** was cleaned by **Miss Abraham**.

Active - **Miss Abraham** cleaned the **house**.

Semi-Colon – links closely related clauses instead of using a conjunction.

I enjoyed my run in the park this morning; I felt exhausted afterwards.

The cat sleeps in the basket; the dog sleeps on the bed.

Colon – links clauses where the second clause explains more about the first.

Mr Ali was late for work: his alarm didn't go off.

Unaccompanied refugees are left to suffer: they are orphans due to the conflict.

Dash (normally used informally) – indicates parenthesis within a sentence.

Mrs Ambris enjoyed her netball match – she played in defence.

You will need to bring the following: pyjamas for an overnight stay; slippers for the morning; and a swimming kit for the water activities.

Complete sentence - use capital letters and punctuation.

words/phrases – don't end with punctuation. Be consistent when beginning each point with capital/lower case letters.

A **re-formed** music group
His **long-standing** friend
Please **re-cover** the book.

.. ? , ! , ... “ ” - () : ;

Creating **cohesion** means 'tying' our words, phrases, sentences and **paragraphs** together, to ensure the text 'flows'.

This 'flow' can be accomplished by using **pronouns to avoid repetition** (Ali and Tom wanted the apple. **They** couldn't wait).

Conjunctions to link ideas and **adverbs and adverbials to convey time, place or reason**. Eventually, they agreed to share the apple because they wanted to stay friends.

Although he was wealthy, he was

still unhappy.

He was still unhappy **although** he was wealthy.

Year 6

- Use subordinate clauses to write complex sentences.
- Use passive voice where appropriate.
- Use expanded noun phrases to convey complicated information concisely (e.g. The fact that it was raining meant the end of sports day).
- Use a sentence structure and layout matched to requirements of text type.
- Use semi-colon, colon or dash to mark the boundary between independent clauses.
- Use colon to introduce a list and semi colon within a list.
- Use correct punctuation of bullet points.
- Use hyphens to avoid ambiguity.
- Use full range of punctuation matched to requirements of text type.
- Use wide range of devices to build cohesion within and across paragraphs.
- Use paragraphs to signal change in time, scene, action, mood or person.

Let's bake Grandpa.
Let's bake, Grandpa. ✓
I like cooking dogs and flowers. ✗
I like cooking, dogs and flowers. ✓

The dog, **itching like mad**, had fleas all over it.
Children, **fighting for their lives**, were struggling to find adequate food.

Now listen. I need you to understand that....

Scared, frightened, terrified, he cowered in the corner of the room.

Mr Smith loves Mr Smith's plants. ✗
Mr Smith loved **his** plants. ✓

Maybe you could show me where it is. I **will** find out anyway. I **might** even search for it myself.

Dashes (short and descriptive)

The best class in the school – 6K – have won the attendance award.

My favourite team – Coventry City – won their game yesterday.

Brackets (extended extra information)

Mo raced to the finish line (he had never been more determined to come first).

Unicef rights (article 20) outlines that the Government will help unaccompanied refugees.

Commas (relative clause beginning with relative pronoun – that, who, whom, whose, which)

Mr Ali's children, **whose** Lego pieces were lost, cried when they couldn't build the toy helicopter.

-Comma before the speech if speech is in the middle of the sentence.

-Use "" when a character starts and finishes speaking (punctuation inside speech marks).

-Start speech with a capital letter (apart from the second part of split speech).

-New speaker, new line.

Ahmet approached Brendan the bully, "Leave me alone!" he cried.

"**Make me,**" snarled Brendan, "**I dare you.**"

Contraction – She **wouldn't** do that. **It's** in the classroom.

Possession – The **moon's** light shone brightly. Violently, the **trees'** branches thrashed around in the wind.

Year 5

- Use apostrophes for contraction/possessive apostrophe with plural and singular nouns mostly correctly.
- Use inverted commas and other speech punctuation to indicate direct speech.
- Use commas to clarify meaning or avoid ambiguity.
- Add phrases to make sentences more precise and detailed.
- Use range of sentence openers – judging the impact or effect needed.
- Use pronouns to avoid repetition.
- Indicate degrees of possibility using adverbs (e.g. perhaps, surely) or modal verbs (e.g. might, should, will).
- Use the following to indicate parenthesis:
 - Brackets
 - Dashes
 - Commas
- Link clauses in sentences using a range of subordinating and coordinating conjunctions.
- Use relative clauses beginning with who, which and that to add detail and description
- Use verb phrases to create subtle differences (e.g. she began to run).
- Consistently organize into paragraphs.
- Link ideas across paragraphs using adverbials of time (e.g. later), place (e.g. nearby) and number (e.g. secondly).
- Use fronted adverbials with commas to vary sentence structure

Jack, **who didn't want to eat his dinner**, cried until he went to bed.

The shop, **that was across the road**, sold Hubba Bubba.

Coordinating Conjunctions

for, and, nor, but, or,
yet, so

F.A.N.B.O.Y.S.



Subordinating Conjunctions

after
although
as
as far as
as if
as long as
as soon as
as though
because
before
even if
when
where
wherever

even though
every time
if
in order that
since
so
so that
than
though
unless
until
whenever
whereas
while

Correlative Conjunctions

either...or
not only...but
(also)
neither...nor
both...and
whether...or
just as...so
the...the
as...as
as much...as
no sooner...
than
rather...than

Time – After the clock struck midnight...
Place – In the middle of the deep, dark hole...
Number – Firstly, secondly, after...

After much hesitation, the child leapt into the abyss and hoped for the best.
When he finally opened his eyes, he realised it wasn't as bad as he first thought.