



---

KS2 Writing  
Toolkits by  
Depth  
Learning©  
2021

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, Hiding behind the tree,  
 Adverbials of time: Just then, All of a sudden, In a flash,  
 Speech: "I'm going out," Sam shouted. "Help!" screamed....

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.*

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 <b>was</b> dancing <b>yesterday</b> in PE. <b>Last week</b> , I jumped over the bar.	I <b>am</b> going swimming <b>today</b> at school. I like <b>to play</b> 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.*

## 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		beside	with
yet	once	yesterday		inside	next to
that	if	frequently		because of	
		eventually			

- 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'.

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.

**1<sup>st</sup> person:** I, we, me, my, mine, our, ours.

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

**2<sup>nd</sup> person:** you, your yours.

*You are kind. The gift is all yours.*

**3<sup>rd</sup> 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.*

### **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 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 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.

**TiP ToP**  
Time Person Topic Place

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

-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."

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.

**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.

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.

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.

- 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:
    - o Brackets
    - o Dashes
    - o 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

### Coordinating Conjunctions

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

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



### Subordinating Conjunctions

after	even though
although	every time
as	if
as far as	in order that
as if	since
as long as	so
as soon as	so that
as though	than
because	though
before	unless
even if	until
when	whenever
where	whereas
wherever	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.