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.

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

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.
My older brother can be funny at times – he can also be annoying.

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.

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," sparled 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.

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.

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.
The sentence should still make sense if the extra information is removed.

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:
  - 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

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.