



Can I write in paragraphs?

### The TIPTOP rule

You move onto a new paragraph when you change time, place, topic or person.

1. I always start an essay with an **introduction** which addresses the question.
2. I finish an essay with a **conclusion** to summarise the main points of my argument and to address the question again.
3. I use **connectives** in each paragraph to link my ideas and to put them in a logical order.

- |                 |             |               |
|-----------------|-------------|---------------|
| ○ Furthermore   | ○ But       | ○ Meanwhile   |
| ○ Whereas       | ○ Since     | ○ Nonetheless |
| ○ Nevertheless  | ○ Yet       | ○ However     |
| ○ Alternatively | ○ Therefore | ○ Although    |
| ○ Consequently  | ○ Besides   | ○ Moreover    |

Have I used the correct grammar?

*I must use language that is grammatically correct*

- ❖ We use the word **'saw'** on its own.
  - *I saw the man running down the street.*
- ❖ **'Seen'** needs a helping hand - we write **'have seen'**.
  - *I have seen that film many times.*
- ❖ We use the word **'did'** on its own.
  - *I did enjoy the concert.*
- ❖ **'Done'** needs a helping hand - we write **'have done'**.
  - *I have done all the work I needed to.*

# St. Mary's High School Literacy Mat

*I am proud of my work because...*

- I have written clearly so that my reader can understand my writing easily.
- I have checked my **spelling** and corrected any errors.
- I have used full sentences with a subject and a verb.
- I have used correct **punctuation** and **grammar**.
- I have paragraphed my work using **TIPTOP**.
- My writing is suitable for the person I am writing for.

Can I spell familiar words accurately?

### Common contractions

*We must use an apostrophe to replace any letter(s) we have left out.*

11 o'clock	I'd	They're	Who'll
Aren't	I'll	Wasn't	Who's
Can't	I'm	We'd	Why'd
Couldn't	Isn't	We'll	Why'll
Didn't	It'd	We're	Why's
Doesn't	It'll	Weren't	Won't
Don't	It's	What'd	Wouldn't
Hadn't	Mightn't	What'll	You'd
Hasn't	Mustn't	What's	You'll
Haven't	Shan't	When'd	You're
He'd	She'd	When'll	
He'll	She'll	When's	
He's	She's	Where'd	
How'd	Shouldn't	Where'll	
How'll	They'd	Where's	
How's	They'll	Who'd	

Can I use different sentence types?

**Simple sentences:** contains a subject and a verb and can contain an object

- Sarah likes to read in the library.
- Tom enjoys reading at home.

**Compound sentences:** joins two simple sentences using the connectives: *for, and, nor, but, or, yet, so.*

- Sarah likes to read in the library but Tom prefers to read at home.

**Complex sentences:** A complex sentence contains a conjunction such as *because, since, after, although, or when.*

- Because Robert felt tired, he only studied for an hour.
- Although the rain had stopped, the pitch was still water-logged.
- Paul enjoys Music, however, he is more proficient in Art.

### Homophones

*I have checked that I have not mixed up my homophones.*

Affect/effect	Meat/meet
Bare/bear	One/won
Brake/break	Passed/past
Buy/by	Peace/piece
For/four	Practice (n)/practise (v)
Flour/flower	Read/red
Grate/great	Sea/see
Hair/hare	Sight/site
Hole/whole	Son/sun
Hour/our	To/too/two
Knight/night	Wait/weight
Know/no	Weak/week
	Wear/where

## Is my punctuation accurate?

### Basics:

- ❑ Every sentence must start with a capital letter.
- ❑ Every sentence must finish with some form of punctuation: .?!
- ❑ Proper nouns need capital letters. These are **unique** people, places or things *e.g. there are many cities so 'city' doesn't take a capital letter. However there is only one London, therefore it takes a capital letter.*
- ❑ When writing titles of works such as books, films or plays:
  - Capitalise the first word
  - Capitalise any main/important words
  - Don't capitalise minor words such as 'and', 'of' or 'the' *e.g. The Sound of Music, The Wizard of Oz, Harry Potter and the Goblet of Fire*
- ❑ When writing speech:
  - ✓ Go to a new line when a different person speaks *e.g. "Good morning" said the Headteacher.*
  - "It's the afternoon!" replied the student.*
  - ✓ Each person's speech is marked with speech marks *e.g. "Walk on the left" said Mr Mathews.*

## Can I spell accurately?

- ❑ Sound out the word
- ❑ Think about how it looks
- ❑ Think about a similar word
- ❑ Is there a memory sentence for this word? (e.g. big elephants cannot always use small exits)
- ❑ Find the word in a list -
  - Key words list
  - Frequently used words list
  - Your own word bank
- ❑ Look it up in a dictionary/spellchecker
- ❑ Ask a friend or teacher
- ❑ To learn it: look, cover, write, check
- ❑ Once you've solved it, add the correct spelling to your own word bank.

# St. Mary's High School Literacy Mat

## Can I use punctuation?

### The Apostrophe

*I always aim to use apostrophes correctly.*

There are two main reasons why we use apostrophes: for **possession** and to **replace a letter or letters**

**Note:** Apostrophes are **NEVER** used to denote plurals

Full stop	.	indicates that a sentence has finished
Comma	,	indicates a slight pause in a sentence, separates clauses in a complex sentence and items in a list
Question mark	?	goes at the end of a question
Exclamation mark	!	goes at the end of a dramatic sentence to show surprise or shock
Apostrophe	'	shows that letter(s) have been left out or indicates possession
Speech marks	" "	indicate direct speech, the exact words spoken or being quoted
Colon	:	introduces a list, a statement or a quote in a sentence
Semicolon	;	separates two sentences that are related and of equal importance
Dash / hyphen	-	separates extra information from the main clause by holding words apart
Brackets	( )	can be used like dashes, they separate off extra information from the main clause
Ellipsis	...	to show a passage of time, to hook the reader in and create suspense

### Apostrophe for Possession

*(To show that something belongs to another)*

**If a single thing/person owns anything, add an apostrophe + 's'.**

- The dog's bone
- The boy's homework
- Jones's bakery
- Yesterday's lesson

**However, if it is plural (more than one), an apostrophe comes after the 's'.**

- The dogs' bones
- The boys' homework
- Joneses' bakeries (lots of Jones families)
- Many websites' content is educational

### There/ their/ they're

**Note:** special care must be taken over the use of **there**, **their** and **they're** as they sound the same but are used quite differently:

❖ **There** shows position *Your seat is over there*

❖ **Their** shows that 'they' own something *Their blazers are navy blue*

❖ **They're** is short for **they are** as in *They're revising every day*

### ITS

**Note:** **its**, which shows that something owns something (like our, his etc), **does not** take an apostrophe: *the dog ate its bone and we ate our dinner*

### Your/ you're

**Note:** special care must be taken over the use of **your** and **you're** as they sound the same but are used quite differently:

❖ **Your** is possessive as in *this is your pen*

❖ **You're** is short for **you are** as in *you're coming over to my house*