



Definition	Example
Synonyms These are words that have a similar meaning to another word. We use synonyms to make our writing more interesting.	Synonyms for: Bad - awful, terrible, horrible Happy - content, joyful, pleased Look - watch, stare, glaze Walk - stroll, crawl, tread
Antonyms These are words with the opposite meaning to another word.	The antonym of <u>up</u> is <u>down</u> The antonym of <u>tall</u> is <u>short</u> The antonym of <u>add</u> is <u>subtract</u>
Word groups/ families These are groups of words that have a common feature or pattern - they have some of the same combinations of letters in them and a similar sound.	at, cat, hat, and fat are a family of words with the "at" sound and letter combination in common. bike, hike, like, spike and strike are a family of words with the "ike" sound and letter combination in common. blame, came, fame, flame and game are a family of words with the "ame" sound and letter combination in common.
Prefix Prefixes are added to the beginning of an existing word in order to create a new word with a different meaning.	Adding 'un' to happy – un happy Adding 'dis' to appear – dis appear Adding 're' to try – re try
Suffix Suffixes are added to the end of an existing word to create a new word with a different meaning.	Adding 'ish' to child – child ish Adding 'able' to like – like able Adding 'ion' to act – act ion
Root words Root words are words that have a meaning of their own but can be added to either with a prefix (before the root) or a suffix (after the root) to change the meaning of the word. Root words can often be helpful in finding out what a word means or where it is 'derived' from.	<u>help</u> is a root word It can grow into: <div style="text-align: right;"> helps help<u>ful</u> help<u>ed</u> help<u>ing</u> help<u>less</u> unhelp<u>ful</u> </div>
Singular A singular noun names one person, place or thing (a single item).	One bike
Plural More than one person, place or thing.	<i>Most nouns are made into plurals by adding –s:</i> Three bike <u>s</u> <i>Some nouns ending in –o are made into plurals by adding –es:</i> Two mango <u>es</u> <i>Most nouns ending in hissing, shushing or buzzing sounds are made into plurals by adding –es:</i> Ten dress <u>es</u> <i>For words ending in a vowel and then –y, just add –s:</i> Eight turke <u>y</u> s <i>For words ending in a consonant and then –y, change –y to –i and add –es:</i> Five flie <u>ies</u>



Write different types of sentences

Term	Definition
Declarative sentence (statement)	These are sentences which state facts. <u>e.g.</u> : It is hot. The butter is in the fridge.
Interrogative sentence (question)	Interrogative sentences (questions) are sentences which ask for an answer. <u>e.g.</u> : Are you hot? Where is the butter?
Imperative sentence (command)	These are sentences which give orders or requests. <u>e.g.</u> : Play the movie. Give me a dinosaur for my birthday.
Exclamatory sentence (exclamation)	Exclamatory sentences (exclamations) are sentences which express a strong feeling of emotion. <u>e.g.</u> : My goodness, it's hot! I absolutely love this movie!
Clause	A clause is a group of words which does contain a verb; it is part of a sentence. There are two kinds of clauses: <ol style="list-style-type: none"> 1. A main clause (makes sense on its own) e.g.: Sue bought a new dress. 2. A subordinate clause (does not make sense on its own; it depends on the main clause for its meaning) <u>E.g.</u> : Sue bought a new dress when she went shopping . *'when she went shopping' is the subordinate clause as it would not make sense without the main clause.
Phrase	A phrase is a group of words which does not make complete sense on its own and does not contain a verb; it is not a complete sentence: e.g.: up the mountain



Punctuate your work

Definition	Example
Capital letter Used to denote the beginning of a sentence or a proper noun (names of particular places, things and people).	Joel has karate training ever <u>M</u> onday afternoon at <u>W</u> ells <u>P</u> ri <u>m</u> ary <u>S</u> chool.
Full stop Placed at the end of a sentence that is not a question or statement.	Terry Pratchett's latest book is not yet out in paperback. I asked her whether she could tell me the way to Brighton.
Question mark Indicates a question/disbelief.	Who else will be there? Is this really little Thomas?
Exclamation mark Indicates an interjection/surprise/strong emotion	What a triumph!
Inverted commas Punctuation marks used in pairs (" ") to indicate: <ul style="list-style-type: none"> quotes (evidence). direct speech words that are defined, that follow certain phrases or that have special meaning. 	<i>For direct speech:</i> Janet asked, "Why can't we go today?" <i>For quotes:</i> The man claimed that he was "shocked to hear the news". <i>For words that are defined, that follow certain phrases or that have special meaning:</i> The book was signed 'Terry Pratchett'.
Apostrophes Used to show that letters have been left out (contractions) or to show possession (i.e. 'belonging to')	<i>Contractions:</i> Is not = isn't Could not = couldn't <i>Showing Possession:</i> <i>With nouns (plural and singular) not ending in an s add 's:</i> the girl's jacket, the children's books <i>With plural nouns ending in an s, add only the apostrophe:</i> the guards' duties, the Jones' house <i>With singular nouns ending in an s, you can add either 's or an apostrophe alone:</i> the witness's lie or the witness' lie (be consistent)
Commas in a list Used between a list of three or more words to replace the word <i>and</i> for all but the last instance.	Jenny's favourite subjects are maths, literacy and art. Joe, Evan and Mike were chosen to sing at the service. The giant had a large head, hairy ears and two big, beady eyes.
Commas to mark phrases or clauses	<i>To indicate contrast:</i> The snake was brown, not green, and it was quite small. <i>Where the phrase (embedded clause) could be in brackets:</i> The recipe, which we hadn't tried before, is very easy to follow.

	<p><i>Where the phrase adds relevant information:</i> Mr Hardy, aged 68, ran his first marathon five years ago.</p> <p><i>To mark a subordinate clause:</i> If at first you don't succeed, try again. Though the snake was small, I still feared for my life.</p> <p><i>Introductory or opening phrases:</i> In general, sixty-eight is quite old to run a marathon. On the whole, snakes only attack when riled.</p> <p><i>Conjunctive verbs:</i> Unfortunately, the bear was already in a bad mood and, furthermore, pink wasn't its colour.</p>
<p>Brackets</p> <p>Used for additional information or explanation.</p>	<p><i>To clarify information:</i> Jamie's bike was red (bright red) with a yellow stripe.</p> <p><i>For asides and comments:</i> The bear was pink (I kid you not).</p> <p><i>To give extra details:</i> His first book (The Colour Of Magic) was written in 1989.</p>
<p>Ellipsis</p> <p>Used to indicate a pause in speech or at the very end of a sentence so that words trail off into silence (this helps to create suspense).</p>	<p><i>A pause in speech:</i> "The sight was awesome... truly amazing."</p> <p><i>At end of a sentence to create suspense:</i> Mr Daily gritted his teeth, gripped the scalpel tightly in his right hand and slowly advanced...</p>
<p>Dash</p> <p>Used to show interruption (often in dialogue) or to show repetition.</p>	<p><i>To show interruption:</i> "The girl is my – " "Sister," interrupted Miles, "She looks just like you."</p> <p><i>To show repetition:</i> "You-you monster!" cried the frightened woman. "St-st-stop!" stammered the boy.</p>
<p>Colons</p> <p>a) Used before a list, summary or quote</p> <p>b) Used to complete a statement of fact</p>	<p><i>Before a list:</i> I could only find three of the ingredients: sugar, flour and coconut.</p> <p><i>Before a summary:</i> To summarise: we found the camp, set up our tent and then the bears attacked.</p> <p><i>Before a line of speech:</i> Tom asked: "May I have another cupcake?"</p> <p><i>Before a statement of fact:</i> There are only three kinds of people: the good, the bad and the ugly.</p>
<p>Semi-colons</p> <p>Used in place of a connective (conjunction). Shows thoughts on either side of it are balanced and connected. It can also separate words or items within a list.</p>	<p><i>To link two separate sentences that are closely related:</i> The children came home today; they had been away for a week.</p> <p><i>In a list:</i> Star Trek, created by Gene Roddenberry; Babylon 5, by JMS; Buffy, by Joss Whedon; and Farscape, from the Henson Company.</p>



Use Connectives

This list should enable you to 'signpost' almost any kind of essay or comprehension answer.

Qualifying

Although

Unless

Except

If

Yet

As long as

Apart from

Despite

Cause and effect

Because

So

Therefore

Thus

Consequently

Stemming from this

As a result

An upshot of

Hence

Contrasting

Whereas

Alternatively

Instead of

Otherwise

Unlike

On the other hand in other

Respects

On the contrary

Emphasising

Above all

In particular

Especially

Significantly

Indeed

Notably

Obviously

Clearly

Illustrating

For example

Including

Such as

For instance

As revealed by

In the case of

These include

As exemplified by

Comparing

Equally

Similarly

In the same way likewise

Like

As with

In that respect

Additional

And

Also

As well as

Moreover

Too

In addition

Additionally

Furthermore

Sequencing

Firstly

Secondly

Lastly

Next

Then

Finally

First

Second

Meanwhile

Temporal (time)

Before

During

Earlier

Later

Since

Meanwhile

Whenever

Till

Until

By the time

Now



Write a diary

Features of a diary

Date – Shows which day the diary entry is from.

First person - Writer is writing about himself/herself.

Past tense - Writer writes about what has happened.

Future tense – Writer writes about what they might like to happen.

Personal tone - We can almost hear the writer speaking. Use lots of personal pronouns.

Self-reflection - Writer writes about their feelings, thoughts, hopes and fears.

Rhetorical question - The writer asks questions about what is happening.

Short sentence - Used to emphasise the writer's words.

Exclamation mark - Used to emphasise the writer's words.

Paragraphs - Used when a new time, place, person or topic is written about.

Checklist

- ❖ Include the date of the day,
- ❖ Write in the first person,
- ❖ Write in the past tense,
- ❖ Use a personal tone,
- ❖ Include self reflection,
- ❖ Include a rhetorical question,
- ❖ Include a short sentence,
- ❖ Include an exclamation mark,
- ❖ Aim to write five paragraphs.



Write a letter

In letter writing, there are certain guidelines you need to stick to. You should try to write as simply and as clearly as possible and to not make the letter longer than necessary.

Your layout should look like this:

Your Address: The return address should be written in the top right-hand corner of the

Date

The Address of the person you are writing to: The inside address should be written on the left, starting below your address.

Greeting:

1) Dear Sir or Madam,

If you do not know the name of the person you are writing to, use this. It is always advisable to try to find out a name.

2) Dear Mr Jenkins,

If you know the name, use the title (Mr, Mrs, Miss or Ms, Dr, etc.) and the surname only. If you are writing to a woman and do not know if she uses Mrs or Miss, you can use Ms, which is for married and single women.

Ending Your Letter

1) Yours faithfully: If you do not know the name of the person, end the letter this way.

2) Yours sincerely: If you know the name of the person, end the letter this way.

3) Your signature: Sign your name, then print it underneath the signature. If you think the person you are writing to might not know whether you are male of

Content of a Formal Letter

First paragraph

The first paragraph should be short and state the purpose of the letter- to make an enquiry, complain, request something, etc.

The paragraph or paragraphs in the middle of the letter should contain the relevant information behind the writing of

the letter. Most letters in English are not very long, so keep the information to the essentials and concentrate on organising it in a clear and logical manner rather than expanding too much.

Last Paragraph

The last paragraph of a formal letter should state what action you expect the recipient to take- to refund, send you information, etc.

Outline: A Covering Letter

A covering letter is the one that accompanies your CV when you are applying for a job. Here is a fairly conventional plan for the layout of the paragraphs.

Opening Paragraph

Briefly identify yourself and the position you are applying for. Add how you found out about the vacancy.

Paragraph 2

Give the reasons why you are interested in working for the company and why you wish to be considered for that particular post. State your relevant qualifications and experience, as well as your personal qualities that make you a suitable candidate.

Paragraph 3

Inform them that you have enclosed your current CV and add any further information that you think could help your case.

Closing Paragraph

Give your availability for interview, thank them for their consideration, restate your interest and close the letter.

Outline: A Letter of Enquiry

A letter of enquiry is when you are approaching a company speculatively, that is you are making an approach without their having advertised or announced a vacancy.

Opening Paragraph

Introduce yourself briefly and give your reason for writing. Let them know of the kind of position you are seeking, why you are interested and how you heard about them.

Paragraph 2

Show why their company in particular interests you, mention your qualifications and experience along with any further details that might make them interested in seeing you.

Paragraph 3

Refer to your enclosed CV and draw their attention to any particularly important points you would like them to focus on in it.

Closing Paragraph

Thank them, explain your availability for interview and restate your enthusiasm for their company and desire to be considered for posts that might as yet be unavailable.



Write an essay @ KS3...

Making a plan for your essay

Before you write your essay, you should plan all the points you are going to make and the order in which you are going to make them. Your plan should follow a **structure**.

You should begin with a sentence that sums up your whole argument. If your question is "Explore the way family relationships are presented in *Romeo and Juliet*" think what your answer is, boil it down to a single sentence and start with that. Start with an interesting **positive statement** - eg, "In *Romeo and Juliet* tensions within families are shown to be far greater than tensions between families."

Tip: if you had to describe your essay in a single sentence, what would that sentence be? When you've done that, you've got your opening sentence. The rest of the essay is really just showing why you've come to that conclusion.

Completing paragraph one

Once you have made your bold opening statement, you need to explain how you have come to this conclusion. You should therefore list the points you are going to explore in your essay. Ideally, there should be at least **five key points**, which will show how you have come to your conclusion. You will provide the evidence for these points in the following paragraphs.

If your essay gives a good first impression it's more likely that your later points will impress too.

In each paragraph of the **argument** you must use POINT EVIDENCE EXPLAIN:

POINT	This restates the question set in the title, but focuses on one argument. This is the topic sentence.	In a plan - a single word. A sentence in an essay.
EVIDENCE	This is the evidence - quotation, facts, other viewpoints	In a plan - a few words. No more than one sentence in an essay.
EXPLAIN	Always relates directly to the essay question. Why did it happen? What do you think about it? How did it make you feel (if appropriate)? What do others think about it?	In a plan - basic notes. One or two sentences in an essay.

For students that are writing with more depth, they will also use **D** on the end to form **PEED**.

Conclusion

Once you have made all your points and supported those points with evidence and explanations you are nearly there. You just need to add a final paragraph reminding the reader of the main points that back up your argument.

Layout

One of the most important things about an essay is the way it looks. A teacher or examiner will get a sense of how good an essay is just by glancing at it. If it is in a single block of text, with no paragraph breaks, for example, it is not going to get more than a D.

Make sure your:

- paragraphs are clearly indicated - indent each opening line or leave a gap between paragraphs.
- paragraphs are around the same length - this will show that your essay has a balanced structure including clear points, evidence and explanation (remember **P-E-E!**).
- longer quotations are easily seen - they should sit clearly in the middle of the page.



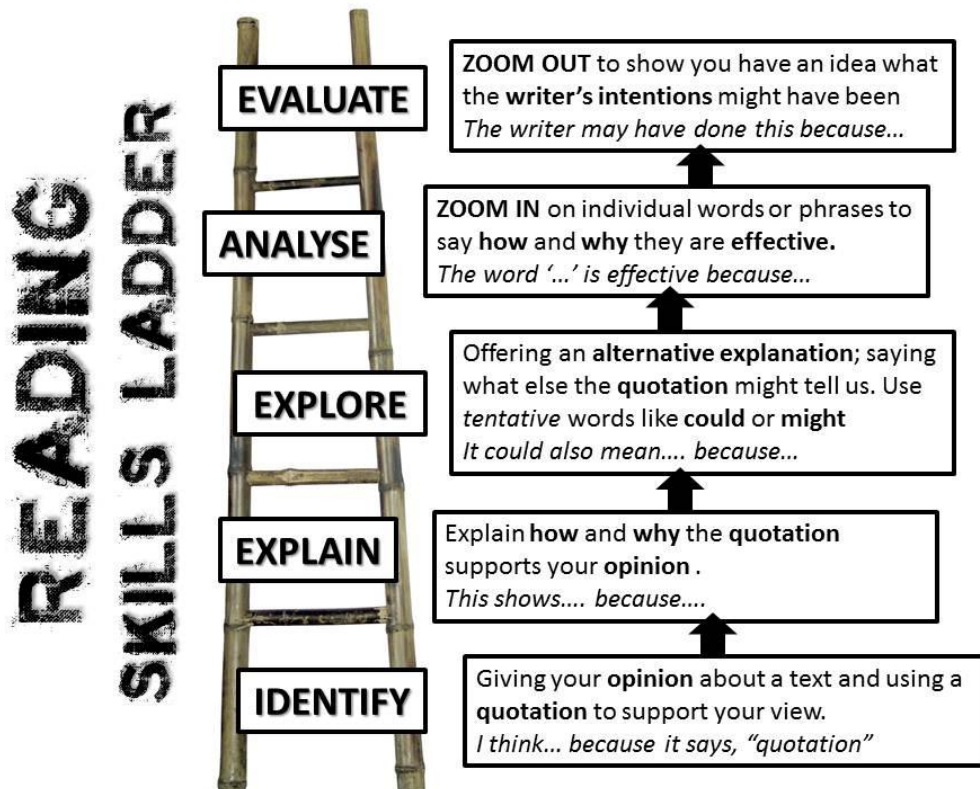
Write an essay @ KS4...(2 examples as subjects may differ so pupils will be given advice in those subjects).

Making a plan for your essay

Before you write your essay, you should plan all the points you are going to make and the order in which you are going to make them. Your plan should follow a **structure**.

Every paragraph should then take its own structure which is given as examples below for two subjects:

English Paragraph Layout @ KS4



History Paragraph Layout @ KS4

P = Point. Your topic sentence must contain a major point in your argument/discussion; this tells the reader what the paragraph is going to be about.

E = Explanation. This is where you show your understanding by explaining in more detail what your main point is about and how it relates to the essay question.

E = Evidence/Example. The point you make needs to be supported by evidence from the source or your own knowledge. You can show your understanding by discussing relevant parts of a source. Direct **quotes** are best here. 'Evidence' should be the bulk of your paragraph.

L = Limitations. This where you decide if there are any limitations to the evidence presented in the sources or counter arguments against or for the point you are trying to make.

S = Summary. In the last sentence try to **sum** up the paragraph quantifying and linking it to the question and then providing a **Link** to the next main point (linking sentence).