

Writing and punctuating sentences

CHAPTER 01

SESSION 01: CAPITAL LETTERS AND FULL STOPS

By the end of this session you should be much better at:

- marking the beginning and endings of sentences correctly
- recognising and writing units of sense (sentences).

What is a sentence?

A sentence is a group of words which are grammatically connected to each other and which usually includes a subject and a verb. Here is a complete sentence:

Most people like holidays.

It is a sentence because:

- it has a subject (a 'doer') – 'Most people'
- it has a verb (a 'doing' word) – 'like'
- it starts with a capital letter and it ends with a full stop
- it makes sense to us because it is complete.

Look at the groups of words in the chart below. Are they sentences or not?

Mark the chart to show your choice. The first two have been done for you as examples.

	Complete sentence	Not a complete sentence
1. The beach was crowded and noisy.	X	
2. In the sea.		X
3. Rock pools are good to explore.		
4. The rough waves.		
5. Because we were hungry.		
6. My mother was asleep.		
7. They went on the pier.		
8. Running along the beach.		
9. My father smeared sunscreen on all of us.		
10. The sun was hot.		
11. Ice-cream.		
12. Playing football on the beach.		
13. I dug carefully in the bright yellow sand.		

Your own sentences

Here are some sentences about holidays:

Most people like holidays. Beaches get very crowded in holiday times. Parents love to swim and sunbathe. Many children play happily in the warm sand.



Write two more sentences of your own about holidays.

Make sure:

- you start each sentence with a capital letter and end it with a full stop
- your sentences make sense.

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Putting sentences together

Read the definition of a sentence again to remind you of what you need to make a sentence.

Now write a whole paragraph of your own with at least three sentences.

- Write about something you are interested in.
- Start each sentence with a capital letter and end it with a full stop.
- Make sure that your sentences all include a subject and a verb.
- Make all your sentences have the same basic topic (e.g. holidays or football).

What have you learned?

Write down two important things you have learned in this session. Say how you will use what you have learned before the next session. One example has been done for you below.

What I have learned	What I will do
<p><i>I must <u>always</u> use a capital letter at the start of a sentence.</i></p>	<p><i>I will check back through everything I have written in my geography book and put in every capital letter I have missed out, and then circle these in green. I will bring my geography book to the next session.</i></p>

Extension task

Task 1

The Best Holiday Ever

*my sister and I ran through the sea
she was laughing I was laughing too
the water was warm the sky was
blue the clouds were thin and pure
white we splashed and sprayed the
water at each other*



1. Put in punctuation to show the end of each sentence. (You should find seven sentences.)
2. Put a capital letter at the start of each sentence.

Task 2

Think of a 'Kung Fu' action or movement to represent the purpose and/or shape of capital letters and full stops. Try out a few different ones to decide on the best way to show these.

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SESSION 02: ENDING SENTENCES

By the end of this session you should be much better at:

- marking the beginnings and endings of sentences correctly
- recognising and writing units of sense (sentences)
- understanding the purpose of basic punctuation marks.

Using full stops

It is very easy to keep writing, and to forget to include all the full stops we need in our writing. Here is an example:

*The fair wasn't crowded we could go on all the big rides
because there were no queues.*

This sentence is actually two sentences, but there is no punctuation between the two sentences.

What is a sentence?

A sentence is a group of words which are grammatically connected to each other and usually includes a subject and a verb. It may not tell you everything you need to know, but it makes sense. For example, this is a sentence:

People shrieked on the rides.

This sentence has a 'doer' (a subject) *People* and an action (a verb) *shrieked*.

Sort out the sentences

Read through the pairs of sentences below and add the punctuation that is needed. You will need to use full stops and capital letters.

1. more and more people arrived It got much more crowded and it felt lively
2. people laughed and shrieked on the rides or gobbled pizza and ice-cream from the food stands Music was blaring from the loud speakers
3. the queues for the rides went past the entrance gates people ate snacks and sat on the floor while they waited
4. a bell rang to let everyone know a show was starting at the lake the acrobats fell from high above
5. it started to rain so people headed to the exit they stopped at the shop for souvenirs on their way out
6. all the lights came on as darkness fell I had had a great time

Ending sentences

Sentences sometimes end with exclamation marks or question marks.

Exclamations are used at the end of sentences to show a strong emotion such as surprise, horror or excitement, or which include a command or order.

Question marks are used at the end of sentences which ask a question.

There are four sentences below. End each of these with a full stop, question mark or exclamation mark.

1. How much did the ice-cream cost
2. More and more people arrived
3. Look out
4. What an enormous queue

Your own sentences

Now write out some of your own sentences about a fairground. Practise writing a range of sentences, so that you include questions and exclamations too. Use exclamation marks, question marks and full stops to end the sentences.

1.
2.
3.
4.
5.

What have you learned?

Write down two important things you have learned in this session.

Say how you will use that learning before the next session.

One example has been done for you:

What I have learned	What I will do
<i>I can use full stops at the end of sentences.</i>	<i>I will check through longer writing tasks in my exercise books. If there are sentences missing full stops, I will write these in.</i>

Extension tasks

Write some sentences without punctuation. Swap these with a partner and ask them to add the correct punctuation.

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An adjective is a word which tells you more about what a noun is like: *The pupils did some **really good** work.*

An adverb is a word which tells you more about other words in a sentence (but not nouns): *The pupils did some **really** good work.*

Rewrite some of the sentences about the fairground, from the activity you completed earlier. Add in adjectives or adverbs to make the writing more interesting.

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Using conjunctions

SESSION 01: VARYING CONJUNCTIONS

CHAPTER

02

By the end of this session you should be much better at:

- identifying and using conjunctions.

What is a conjunction?

A conjunction is a linking word. The simplest conjunctions are *and*, *but*, or *or*.

*I like fish **and** chips, **and** I also like curry.*

*I eat pizza **or** chicken, **or** sometimes I eat a burger.*

*I drink tea, **but** I don't drink coffee.*

There are other more complex conjunctions that link information together in other ways.

Read the three sentences on the next page. Underline the linking word (the conjunction) in each sentence.

The first one has been done for you as an example.

I took my umbrella because it was raining. I ran through the rain and jumped over every puddle. I was still quite dry when I got to my friend's house.

Joining words

Here are some conjunctions you will often come across:

and ✓	when ✓	whenever ✓
while	before	or
after	where	but

In the football report below, the joining words have been blanked out. Three gaps have been filled with conjunctions from the list above.

- Fill the gaps with six different linking words from the list above.

Another hat-trick for Thomas as Tadbury are clean beaten by Washley

Star player, Sarah Thomas, scored another hat-trick when Washley Athletic beat Tadbury Tigers 6-1 on Saturday.

Tadbury struggled throughout the first 45 minutes, and the match was really all over by half time. Tadbury spent most of the first half defending desperately getting the ball out of their own net. Washley hit back strongly whenever Tadbury tried to get out of their own half. Thomas fired both of her first half goals into the top corner of the net the Tadbury goalkeeper could not reach. Both times Thomas shot the Tadbury keeper was ready.

The home team dominated the second half as well,

..... the visitors did manage to score just the break.

A few seconds later, Thomas completed her third hat-trick of the season. She scrambled the ball into the net after the Tadbury defence failed to clear a corner. At the final whistle, Thomas held the ball up in the air her team mates cheered.

Joining information with conjunctions

Here's the list of conjunctions again, but with a few more added in.

and	but	or	because	as	when
whenever	once	while	before	after	until
where	wherever	although	as soon as	so / so that	since

Below are four examples of sentences which use conjunctions. Using the list of conjunctions and the set of cards your teacher has given you, create other sentences. Your sentences must make sense, and use a conjunction. Underline the conjunctions you use.

I searched the bag while Liam was sleeping.

The teacher didn't say anything but he was angry.

Gita picked up her watch as she left the room.

Ibrahim wrote a shopping list before he went to the supermarket.

Write your new sentences here:

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Starting sentences with conjunctions

Look at the sentences below.

Add a conjunction to each sentence and then finish it off with some of your own words, so that the whole sentence makes sense.

Three sentences have been done for you as examples.

Whenever the art teacher turned on the radio, the children cheered.

Whenever she heard a joke, Freya laughed loudly.

Before Mansoor reached the door, he stumbled twice.

..... *she found her keys,*

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..... *David was late for school,*

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..... *Daniel was out playing football,*

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