

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.

**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 All'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.