

Connectives

to add: also, furthermore, moreover, in addition

to compare: however, nevertheless, on the other hand, similarly, equally, likewise, whereas, alternatively, unlike, like

to concede: although, admittedly

to reinforce: besides, after all

to explain: for example, in other words

to sequence: first of all, then, next, finally, firstly, secondly, thirdly, before, after, meanwhile

to indicate cause and effect: because, since, so, consequently, as a result, therefore

to illustrate: for example, such as, for instance, in the case of

Writing

Steps to approaching...



City
SNTV

PEE

Point, Evidence, Explanation, Exploration.

1. Use your topic sentence to guide the reader, using the wording of the question.

Lighting is used in many ways to create atmosphere and tension.

2. Use PEE.

At the beginning of the scene the lighting is dim. For example we can see the moon in the misty night sky. This creates a mysterious atmosphere because we, the audience, can not see everything clearly.

3. Add a connective to develop your paragraph i.e. Furthermore.

Furthermore...

4. Explore the idea further, adding greater detail and examples

Furthermore the director continues this eerie atmosphere by the use of dim streetlamps. Again the audience can not see the entire scene.

Key Phrases

This is important because...

This is significant because...

This shows...

This highlights...

This suggests...

This exemplifies...

The writer's argument is...

The writer is stating...

The writer is explaining...

For example...

An example of... is...

As a result...

Consequently...

Checklists

Lists of three: Foxhunting is cruel, unnecessary and inhuman.

Questions: Would you like to be chased by a pack of hungry, savage dogs?

Emotive language: Defenceless foxes are torn and ripped apart.

Common sense: surely...obviously...clearly...of course...

Hyperboles/superlatives: Foxhunting is the cruellest 'sport' around.

Noun phrases: bloodthirsty sport.

Modal verbs: should, could, would.

Personal pronouns: you, we, us, our.

Facts and statistics: 78% of the UK agree that foxhunting should be banned.

Connectives to structure points: firstly, secondly, thirdly, finally.

Vary sentence openings: Every weekend fanatics prepare themselves for...

Complex sentences to insert information: Foxhunting, which is a tradition passed down through the generations, is...

Lighting is used in many ways to create atmosphere and tension. At the beginning of the scene the lighting is dim. For example we can see the moon in the misty night sky. This creates a mysterious atmosphere because we, the audience, can not see everything clearly. Furthermore the director continues this eerie atmosphere by the use of dim streetlamps. Again the audience can not see the entire scene.



Sentence Structure

1. Simple sentences communicate one idea and must have a subject and a verb.
The neglected house was old.
2. Compound sentences are two simple sentences joined together with a conjunction.
The neglected house was old and it was covered in ivy.
3. Complex sentences contain a main clause and a subordinate clause. The main clause can stand by itself but the subordinate clause cannot.
The house, which was covered in ivy, was old and neglected.

When writing complex sentences always place commas around the subordinate clause.

Although we sometimes doubt our teachers, they are working to make our lives better.

The students in our school, who pledged to make a stand against bullying, should be applauded.

Whilst opening her exam results, she let out a cheerful cry, as she realised she had succeeded in her exams.

Paragraphs

There are four main reasons to start a new paragraph.
Time / Person / Topic / Place

You also need to use a new paragraph when someone is talking directly:

"Could you help me with my History homework? It is due on Monday and I don't want to get in trouble with Miss Jones" Peter asked hopefully.

"Sure, as long as you help me with my Maths." Sally replied.

An easy way to remember these is TIPTOP

Tl = time
P = Person
TO = topic
P = Place

Time:

Two hours later the girl left the park.

Later that day the postman arrived with the results.

Person or character.

Dennis was a quiet boy who always kept himself to himself.

(this would be the first time the reader are introduced to the character.)

Topic.

Science fiction is another genre which is well read by boys.

(A new paragraph in a piece about boys reading habits)

Place or setting.

We arrived in London and were amazed all the traffic and noise.

Sequence for Writing



1. Establish TAP (what type of TEXT are you writing; who is your AUDIENCE; what is the PURPOSE of the piece of writing?)
2. Remind yourself of the text you are writing by looking at examples.
3. Remind yourself of the conventions of the text i.e. if you are writing a speech then what persuasive techniques will you use? Create a checklist of techniques (emotive language, personal pronouns, facts and statistic etc...)
4. Create a word bank of vocabulary you can use in your writing (do you need to use the wording of the question and keywords connected to a topic if writing an exam answer/coursework essay?)
5. Create a paragraph plan: how many paragraphs will you write and sum up what you will write in each paragraph?
6. Write your first draft, reminding yourself regularly of the conventions of the text (checklists) and your word bank.
7. Remember to use connectives to develop your ideas and or make comparisons (i.e further more, likewise, on the other hand).
8. Remember to use a range of different sentences (simple, compound and complex).
9. Check your work (Have you answered the question fully? Have you used a range of techniques from the checklist? Have you used paragraphs? Have you used connectives to develop your ideas? Have you used appropriate vocabulary? Do your sentences make sense? Check your spellings).

Punctuation

Punctuation marks.
Capital letters are used at the beginning of sentences, places, names and titles.
London, David, A Close Shave.

Full stops: at the end of each sentence.

Commas:

1. To separate items in a list. He felt tired, hungry, thirsty and annoyed.
2. To show subordinate clauses in a complex sentence.
The girl, who felt tired, sat quietly on the seat.

I'm	Jamie's book
Don't	Chris' book.
Can't	The girl's books (one girl).
Wouldn't	The girls' books (two or more girls).
Couldn't	
Shouldn't	
Won't	

Apostrophes:

1. Omission. The apostrophe replaces the missing letter.
Do not = don't Have not = haven't Could have = could've
2. Ownership.
The boy's book. The girl's bag.
If the word is plural then the apostrophe goes after the s.
The boys' football team.
If the word ends in s already then the apostrophe goes after the s.
Chris' book.
3. It is = it's

Colon: to introduce a list or example.

I got lots of presents: a book, a hat and a DVD.

Semi colon (;): to separate two sentences of equal weight.

The game may be cancelled; it depends on the weather.

Homophones and Easily Confused Words

We're is short for we are.

Were is part of the past tense of "to be".

Where: *where is the cinema?*

Wear: *I will wear my trainers.*

No is the opposite of yes.

Know is the verb referring to knowledge.

New is the opposite of old.

Knew is the past tense of know.

There is in relation to position.

Look at the house over there.

Their is about possession.

That is their house.

There is a contraction (short version) of they are.

They're moving to another house next week.

Your shows possession. *Your bag is on the floor.*

You're is the shortened version of you are. *You're too late.*

Weather: *The weather in Britain is terrible.*

Whether: *I don't know whether to go or stay.*

Our: *Our house is over there.*

Are: *There are eleven children in the class.*

Too: *We had too many sweets.*

To: *He went to bed.*

Two: *There were two spaces left.*