

Written Accuracy

Written accuracy is essential if you are to communicate your ideas clearly to your intended audience. You should always take the opportunity to check your work and also ensure that you can use the following basic skills accurately.

Was/were

Learn which pronouns take was and which were (see column 1) BUT if it comes after “If”, it is always “were” (column 2)	<i>I was</i> <i>He was</i> <i>She was</i> <i>It was</i> <i>They were</i> <i>You were</i> <i>We were</i>	<i>If I were...</i> <i>If he were...</i> <i>If she were...</i> <i>If it were...</i> <i>If they were...</i> <i>If you were...</i> <i>If we were</i>
If the noun is singular, use was . If the noun is plural, use were	<i>The cat was...</i> <i>The cats were...</i>	
Watch out for collective nouns (names for groups of things)	<i>The crowd was...</i> (There is only one crowd) <i>The flock of sheep was...</i> (There is only one flock)	
When using There is or There are , look at what comes next and follow the “singular or plural?” rule	<i>There is a cat on the roof</i> <i>There are cats on the roof</i>	

Your/you're

YOU'RE	Short version of YOU ARE e.g. You're doing well
YOUR	Before a noun to show belonging e.g. This is your book

<i>Thought process:</i>	If yes:
1. Does <i>you are</i> make sense?	you're
2. Is there a noun or noun phrase coming afterwards which belongs to “you”?	your

There/their/they're

THEY'RE	Stands in place of <i>they are</i> , e.g. They're really great
THEIR	Means that something belongs to them (usually comes before a noun) eg. Their pens
THERE	Refers to a place (over there) Or existence (There are...)

<i>Thought process:</i>	If yes:
1. Does “they are” fit?	they're
2. Does it show belonging?	their
3. If not, then it should be about place or existence	there

Been/being

BEEN	Use with a the verb “to have” to refer to a completed action e.g. <i>I have been ill</i>
BEING	Use when referring to a continuous action e.g. <i>He was being sick when I saw him</i>

<i>Thought process:</i>	If yes:
1. Is it working with the verb “to have”?	been
2. All other occasions	being

	Rules	Examples	How does it work
It's	It's Short version of <i>it is</i>	<i>It's ready.</i> = <i>It is ready</i>	Does it fit? Use it's
Its	Goes before a noun or noun phrase to show the noun or noun phrase belongs to “it”	The cat has had its dinner.	Otherwise... NO APOSTROPHE

	Rules	Examples	How does it work
Sat	Replace the <i>sat/sitting</i> word you are not sure about with a regular verb, e.g. <i>yawned/yawning</i> .	<i>If yawned fits, use sat</i>	<i>The toddler had _____ in an enormous puddle.</i> <i>If yawned fits, use sat</i> <i>The toddler had yawned in an enormous puddle.</i> <i>If yawning fits, use sitting</i> <i>The toddler had yawning in an enormous puddle.</i> <i>The toddler had sat in an enormous puddle.</i>

Sitting		<p>If yawning fits, use sitting</p>	<p>You lot _____ over there can go.</p> <p>If yawned fits, use sat You lot yawned over there can go.</p> <p>If yawning fits, use standing You lot yawning over there can go.</p> <p>You lot sitting over there can go.</p>
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	Rules	Examples	How does it work
Stood	Replace the <i>stood/standing</i> word you are not sure about with a regular verb, e.g. <i>walked/ walking</i> .	<p>If walked fits, use stood</p>	<p>We will be _____ in the park.</p> <p>If walked fits, use stood We will be walked in the park.</p> <p>If walking fits, use standing We will be walking in the park.</p> <p>We will be walking in the park.</p>
Standing		<p>If walking fits, use standing</p>	<p>The man had _____ in an enormous puddle.</p> <p>If walked fits, use stood The man had walked in an enormous puddle.</p> <p>If walking fits, use standing The man had walking in an enormous puddle.</p> <p>The man had stood in an enormous puddle.</p>

	Rules	Examples	How does it work
Plurals ys	Look at your words which ends in Y If a vowel is before the Y, just add s	Key = keys	
ies You need to know that the letters of the alphabet are either vowels or consonants. Vowels: a e I o u Consonants: all the other letters	Look at your words which ends in Y If it's a consonant, change the Y to IES	Sky = skies	

Sizzling Sentences

Your writing should include a range of varied sentence structures to develop and clarify meaning, create deliberate effects and vary pace.

A **simple sentence** is about one idea and only contains one main verb.

'The cat sat on the mat.'

A **compound sentence** is two or more simple sentences joined together by the words *and*, *but*, *or*.

'The cat is on the mat **and** the cat is lazy.'

A **complex sentence** is about one idea with a development. In other words, it is a simple sentence (main clause) with something extra added on (subordinate clause). A subordinate clause provides extra information but does not make sense on its own.

Different types of complex sentences:

Main clause first 'The cat is asleep on the mat **although it is usually very active.**'

Subordinate clause first '**Although it is usually very active,** the cat is asleep on the mat.'

You must also remember that if the subordinate clause is first, you need a comma!

Embedded clause (we have nicknamed this a **limousine sentence!**) can have additional information in the middle and will always have a comma where this information starts and where it stops.

'The cat, **who is lazy,** is asleep on the mat.'

Fronted adverbial is situated at the front of the sentence, a clause which provides more information about the verb.

'**Under the table,** the lazy cat is asleep on the mat.'

'In the morning, the lazy cat likes to sleep on the mat.'

Starting with an 'ly' word The 'ly' word will need a comma after it.

'Lazily, the cat is asleep on the mat.'

Starting with an 'ing' word This will also need a comma separating the subordinate clause and the main clause.

'Sighing as he woke, the lazy cat got off the mat.'

P.E.E.

- Point – What point are you actually trying to make? What idea are you wanting to express?
- “ ” Evidence – If relevant, select a short quote from the text that supports your point.



Explain – Analyse the evidence

- Analyse key words from your evidence
- Effect on the reader
- What is further revealed about meaning
- Link back to the question

CONNECTIVES

Connectives are words and phrases that help to **link together** ideas. **Connectives** can either link together ideas **within a sentence** or link together ideas in **separate sentences or paragraphs**.

Adding Information and, also, as well as, moreover, too, in addition, additionally, furthermore	Extra Details however, although, unless, except, if, as long as, apart from, yet
Cause and Effect because, so, therefore, thus, consequently, as a result of, subsequently, indicating	Giving Examples for example, such as, for instance, as revealed by, in the case of, as illustrated by, suggesting shows
Emphasising above all, in particular, especially, significantly, indeed, notably	Sequencing/Time next, then, firstly, secondly, finally, lastly, meanwhile, after, overall, before, in conclusion
Similarities/Comparing equally, in the same way, similarly, likewise, as with, like, in comparison with	Differences/Contrasting whereas, instead of, alternatively, otherwise, unlike, on the other hand, conversely

SPEECH

Speech marks “ ” show the words that are actually spoken. They are put at the beginning of the spoken words and at the end. Any words that are not spoken go outside the speech marks.

e.g. “I’ll meet you later,” called Abi.

A **comma** (,) is used at the end of the spoken words. This separates the **spoken and non-spoken words**. The **comma** goes inside the **speech marks**. If the spoken words end with a **question mark** or an **exclamation mark**, you use this instead of the **comma**.

You must make sure you start a **new line** (paragraph) each time a **new person** starts to speak.

An easy way to remember how to punctuate speech:

66 – Capital Letter – Punctuation – 99 – New Line

APOSTROPHES

Apostrophe for missing letters

e.g. Do not -> Don’t The ‘o’ is missing from not.

Apostrophe for possession

Apostrophes are also used to show when something belongs to someone or something.

e.g. If a bag belongs to Joe then we say it is Joe’s bag - ‘s’ is added to the end of the name of the person it belongs to

If the word already ends in ‘s’, then we add the apostrophe after the ‘s’.

e.g. The coats belonging to the **boys** > the **boys’** coats

But some plurals don’t end in ‘s’, so then you add ‘s’ as before.

e.g. The toys belonging to the children > the **children’s** toys