

Literacy Booklet



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Useful Terms

Term	Definition	Example
Vowels	A letter representing a vowel sound	A, E,I,O,U are vowels
Consonants	A consonant is a speech sound that is not a vowel. Consonants are all non-vowel letters.	All non vowel letters.
Verbs	A word used to describe an action, state, or occurrence.	Jump, shout, smile, read, write.
Adjectives	A word that describes a noun or pronoun.	Perfect, handsome, wise, happy.
Nouns	Names of things and people	Pupil, father, teacher, table
Adverbs	Describe verbs	Rapidly, surprisingly.
Pronouns	Instead of names	I, he, she, we, it, they.
Preposition	Show place or location	In, by, under, next, to.
Conjunctions	Joining words	Because, but, and.
Speech Marks	The symbols " " or ' ' that are put around a word or phrase to show that someone else has written or said it	"I am angry." He said.
Question Marks	a punctuation mark (?) indicating a question.	"When shall we eat dinner?"
Exclamation Mark	a punctuation mark (!) indicating an exclamation.	"Come here!"

Simple and Compound Sentences

Clause

A clause is a part of a sentence that contains a subject and a verb.

Main Clause

A clause that makes sense on its own.

Subordinate Clause

A subordinate clause gives additional information about the main clause.

It begins with a conjunction like *when*, *because*, *if* or *although*.

Simple Sentence

A single main clause

For example:

- The pupil studied all night.
- Mark watched the football.

Compound Sentence

Two main clauses joined together by a word like
and, but, or

For example:

- Sarah loves the theatre **and** she likes films.
- The boy loves football **but** he does get muddy.

Complex Sentence

A main clause and a **subordinate clause**.

For example:

- Mark ran to the bus stop **because he was late**.

The subordinate clause can be moved to the beginning or middle of the sentence:

- **Because he was late**, Mark ran to the bus stop.
- Mark, **because he was late**, ran to the bus stop.

Punctuation!?!...

Comma	,	Separates words into a list, phrases, and some clauses
Full Stop	.	Separates statement and command sentences
Brackets	()	Goes around extra information
Hyphen	-	Can replace a comma, semi-colon or colon, to add a pause, emphasis, or show interruption
Exclamation Mark	!	Shows surprise or emotion at the end of a sentence
Question Mark	?	Goes at the end of the sentence that contains a question
Colon	:	Goes at the start of a list, and separates clauses
Semi Colon	;	Goes between clauses and a list of phrases
Ellipsis	...	Shows interruption or trailing off
Speech Marks	" "	Goes around a speech or quotation
Apostrophes	'	Shows where a letter is missed out or to mark possession

Commas

Commas have lots of uses

Commas are used to separate items in a list, for example, when listing names or objects:

- For the recipe you will need tomatoes, garlic, herbs and puree.
- I have a pet dog, fish and a rabbit.

(Note: Usually commas are not used before the word 'and' in a list.)

Commas are used to show the reader where to pause in a sentence. Often the comma separates a phrase that gives more information from the main clause:

- Although it's late, I'll help you.
- Oliver, the engineer, will be arriving soon.

Commas are used to mark off the person being addressed:

- Miss, can you help me?
- Stop, you fool, or you'll break it

When deciding where to place a comma in your writing, it is helpful to read your sentences aloud.

Listen out for when you would naturally take a short break; that is probably where you need to put your comma.

"Speech Marks"

Speech marks are used to punctuate direct speech.

In direct speech, the words are written as a person said or says them.

The speech marks show when the person begins speaking and when they stop speaking.

To use speech marks, follow these five easy steps:

1. When a speaker appears before the speech, a comma must be placed before the speech marks: **Sarah said,**
2. Open the speech marks: **“**
3. Write the words that were spoken: **“I won first prize**
4. Add ! ? , or . : **“I won first prize.**
5. Close the speech marks: Sarah said, **“I won first prize.”**

Punctuate speech as though it is a separate sentence.

Remember: new speaker = new paragraph.

Colons

A colon is useful when you are writing a sentence **with a list in it.**

Colons are **used to introduce something**, often a list.

Example: We need lots of fruit for this recipe: bananas, apples, pears and mangoes.

Remember: you need to use commas and 'and' in your list.

Semi-Colons

Semicolons can be used instead of a full stop between two sentences that are closely connected.

Example: It's a great idea; let's tell the others about it.

Semi-colons balance two similar ideas.

Note: unlike a new sentence, you do not use a capital letter after a semicolon.

Apostrophes

The apostrophe has two uses:

1. It is used to show that letters have been missed out of a word.
2. It is used to show possession.

One way in which we use apostrophes is to show that some letters have been missed out of a word or words.

When words contract (i.e. when they get pushed together to sound like one word) they become shorter, that is, some of the letters get missed out.

For example, when we are talking, only a very precise and well-spoken person would say:

"I am not in a good mood today. I do not feel like going to school. It is not fair."

Most of us would say:

"I'm not in a good mood today. I don't feel like going to school. It's not fair."

IMPORTANT

REMEMBER!

Remember not to mix up **it's** and **its**!

- **It's** is short for it is or it has and there is an apostrophe.
- **Its** means there's something belonging.

EXAMPLE:

It's time for the cat to have **its** dinner.

Possessive Apostrophes

How an apostrophe shows possession

The apostrophe can be used to show ownership, i.e. who an item belongs to or is part of.

We use it at the end of a word with an s, like this, ‘.

It means of or belonging to.

For example:

- **The dog's tail.** (This has the same meaning as: the tail of the dog).
- **The boy's book.** (This has the same meaning as: the tail of the dog).
- **The cat's tooth** (The tooth of the cat)
- **Tom's video game** (The video game of Tom)

We use it at the end of a word with an s, like this, ‘.

- **James' bag** (The bag of James)
- The **boys' trophy** (the trophy belonging to the boys).

* Here you are adding an apostrophe at the end of a word which is already plural.

If in doubt, think about who it belongs to; then add an apostrophe.

The apostrophe goes after the noun that the item belongs to.

Possessive Apostrophes

IMPORTANT

Care must be taken not to misuse the apostrophe.

It should not be used for plurals of things!

For example:

I bought three banana's. WRONG!



I bought three bananas. RIGHT!



Paragraphs

When to start a new paragraph

Start a new paragraph when there is a:

TiP

Change of:

Ti (Time)

P (Place)

Time or Place Change

ToP

Change of:

To (Topic)

P (Person)

Topic or Person Change

Connectives

Join an idea, sentence or paragraph.

Firstly

Moreover

Additionally

Furthermore

**In the same
way**

Indeed

However

Similarly

Conversely

Contrastingly

**In contrast
to this**

Equally

When you are explaining or analysing

P

Point: Make a clear point which answers the question

E

Evidence: Use a quote or a piece of data to support your point

E

Explain: Explain the effect or importance of your evidence

L

Link: Link your point back to the question and lead onto your next idea.

Critical Verbs

This shows...	This symbolises...	This reveals...
This tells us...	This represents...	This implies...
This illustrates...	This evokes...	This hints at...
This suggests...	This develops the idea of...	This generates the idea...
This creates the impression of...	This strengthens...	This introduces the concept...
This paints a picture of...	This heightens...	This portrays...
This supports the notion that...	This shocks the reader by...	This establishes...
This signifies...	This creates a sense of...	This explores...
This makes us think that...	This conjures...	This conveys...

Spelling Strategies

MNEMONICS:

A SENTENCE TO HELP YOU REMEMBER A WORD

Never

Eat

Cake

Eat

Salad

Sandwiches

And

Remain

Young

Big

Elephants

Can't

Always

Use

Small

Exits

WORD WITHIN A WORD:

For example: Sep a **rate**

SPELL IT OUT BY SPEAKING:

Wed nes day Bus in ess Cup board

Spelling Strategies

NINE SPELLING RULES TO LEARN

- 1. The letter q is always followed by u in English words.**
For example: question, quite.
- 2. English words do not end with the letter v.**
For example: gave, have.
- 3. Capitalise proper nouns.**
For example: Southam, John.
- 4. When a one-syllable word ends with a single vowel and a single consonant, double the final consonant before adding a suffix beginning with a vowel.**
For example: swim + -ing is swimming.
- 5. In a two-syllable word, double the final consonant only if the word is accented on the last syllable.**
For example: begin + -ing is beginning but open + -ing is opening.
- 6. When a word ends in silent e, drop the e before adding a suffix beginning with a vowel.**
For example: make + -ing is making.
Keep the silent e before adding a suffix beginning with a consonant.
For example: time + -ly is timely.
It is important to remember here that no adverb ends in 'ley'.
- 7. When a word ends in a consonant and y, change the y to i before adding a suffix, unless the suffix begins with i.**
For example: happy + -ly is happily, but hurry + -ing is hurrying.
- 8. When a word ends in a vowel and y, do not change the y to i.**
For example: play + -ed is played.
- 9. Write i before e except after c, only in words containing the 'ee' sound**
such as receipt; deceit, etc.

Homophones

Homophones are words which sound the same. They have different spellings and different meanings.

For example:

- The **sun** set over the ocean
- The **son** gave his father a card

OTHER EXAMPLES OF HOMOPHONES ARE:

Which — Witch

Hare — Hair

Stare — Stair

Hour — Our

Deer — Dear

Medal — Meddle

*****IMPORTANT*****

THERE

The books are over **there**

THEIR

The students put **their** books
away

THEY'RE

The boys say **they're** going to
win the match. **(they are)**

Homonyms

Homonyms are words which sound the same and are spelt the same, but have different meanings.

For example:

- The conductor will **bow** to the audience
- The captain stood on the **bow** of the boat

OTHER EXAMPLES OF HOMONYMS ARE:

Iron (Ironing)

Iron (Metal)

Jumper (clothes)

Jumper (person who jumps)

Present (gift)

Present (here, now)

Will (resolve)

Will (legacy)

GCSE Command Words

Command words are the words and phrases used in exams and other assessment tasks that tell pupils how they should answer the question.

Command Word	Definition
Analyse	Separate information into components and identify their characteristics.
Argue	Present a reasoned case.
Assess	Make an informed judgement.
Comment	Present an informed opinion.
Compare	Identify similarities and/or differences.
Comment	Present an informed opinion.
Compare	Identify similarities and/or differences.
Contrast	Identify differences.
Criticise	Assess worth against explicit expectations.
Debate	Present different perspectives on an issue.
Describe	Give an account of.
Discuss	Present key points.

GCSE Command Words (Continued)

Command Word	Definition
Evaluate	State how you react when reading the text as in 'Evaluate the effects the descriptions have on you'.
Examine	Investigate closely.
Explain	Give reasons.
Find	Select the options that are true (or false).
How does the writer's use of language achieve an effect?	Describe how writers use language to achieve effects/impact (words/phrases/ language features/ language techniques/ sentence forms).
Illustrate	Present clarifying examples.
Review	Survey information.
Suggest	Present a possible case/solution.
Summarise	Present principal points without detail.
Support	Use quotations/ textual references to evidence your response.
What do you understand	Retrieve and interpret information from a text.