

SENTENCE – Blue pen

Have you included a variety of sentence types for different effects?

One main clause

The boy ran home.

Two main clauses joined together with a co-ordinating conjunction (and, but, so, or, yet)

The boy ran home and the ground shook.

One main clause and one subordinate clause (starts with subordinating conjunctions: because, if, as, when, after, before, while, whilst, since, although, unless, if, despite etc)

*The boy ran **because** he was late for dinner.*

Because he was late for dinner, *the boy ran.*

One main clause embedded with a relative clause (using relative pronouns: who, whose, which, that)

*The boy, **who** was late for his dinner, ran home.*

Same as above but without a pronoun

Arthur, born in 1901, was a famous author

Main clause followed by relative clause

We spoke to the girl, **who** was clearly upset

More advanced:

One main clause and two subordinate clauses –

*The boy, **who** was late for his dinner, ran home **when** he realised the time.*

When he realised the time, *the boy, **who** was late for his dinner, ran home.*

Have you used passive voice?

E.g. 'Treasure was stolen by the pirates' rather than 'The pirates stole the treasure.'

Have you improved your sentences by adding an expanded noun phrase or adverbial/prepositional phrase?

E.g. The dog barked.

E.g. The angry dog, **with** a fierce looking collar, barked loudly **in** the back garden.

Expanded noun phrase: adjectives before and after the noun using the word 'with'
Adverbial (how = manner, where = place, when = time)
Prepositional (where = place, when = time)

Have you manipulated your clauses to have a better effect or to emphasise a point?

E.g. **In** the back garden, an angry dog, **with** a fierce looking collar, barked loudly **when** his owners were away.

Or

When his owners were away, the angry dog – **with** a fierce looking collar – barked loudly **in** the back garden.

Have you included a variety of sentence starters (words, clauses and phrases)?

Adverb/adverbial (time, place, manner, number) e.g. slowly, cautiously, in a hurry, without hesitation, the next day, between the houses, lastly, first of all...

Preposition (time and place) e.g. behind the gates, next to the logs, under, during, in, after, since...

Conjunctions incl subordinate clause e.g. whilst, before, because, when, despite, then, after...

Verb e.g. pouncing, laughing, weeping...

Feeling/emotion e.g. elated and buzzing, boastful, proud, embarrassed...

Simile e.g. like a firework exploding, as dangerous as a gunman...

Metaphor e.g. starry eyes, foghorn voice...

Adjective e.g. sparkling brightly, sweet scented flowers...

Noun e.g. buildings huddled together, trees lined the road...

PUNCTUATION - Green pen

Have you used a variety of punctuation?

- Full stop at end of sentence.
- Capital letter to start a new sentence, for the pronoun 'I' and in titles/headings, proper nouns.
- Question marks
- Exclamation mark to show an intense emotion (surprise, shock etc) and to show change in volume (shouting)
- Commas for lists.
- commas after fronted adverbials
- commas after you put a subordinate clause before a main clause
- commas come after main clause before a relative clause at end
- commas, dashes or brackets around an embedded clause (parenthesis)
- Apostrophes to show a noun belongs to someone/thing
e.g. The boy's coat (the coat belongs to the boy) – singular possession
The girls' coats (the coats that belong to the girls) – plural possession
- Apostrophes to contract two words together e.g. I will – I'll
- Use inverted commas to show direct speech, including punctuation around it and new line for a new speaker.
- hyphens and commas to add clarity
e.g. the police tried to recover the man/ the police tried to re-cover the man.
Let's eat granny! Let's eat, granny!
- colons to introduce a list and semi colons to separate items within a list
- semi colons, colons and dashes to mark boundaries between two independent clauses
- use bullet points correctly
- ellipses to show something is missing or yet to come

SPELLING - Green pen

Have you underlined words which you think are not spelt correctly and used a dictionary to check?

- especially look for homophones**

GENERAL – Black pen

Does it make sense? Read your work out loud or ask a partner to read it to you – check for missing words and whether your sentences need to be re-structured.

Check to make sure you have been consistent with your use of tense E.g. Tomorrow the girl *rode* her bike – Tomorrow the girl *will ride* her bike.

Check to make sure your subject and verbs agree

E.g. The *bear* are angry – The *bears* are angry

Have you used correct Standard English? E.g. We did that (not: we done that). You could have checked (not: you could of checked)

Have you used the subjunctive form? (formal writing) E.g. If I were rich (rather than if I was rich) or using the infinitive form of verb e.g. I insist that Sam report to my office immediately.

Have you used a/ an correctly? (A before consonants e.g. a bike. An before vowels (a, e, i, o, u) e.g. an ice cream)

Check to make sure you have used the same person (either first, second or third)

E.g. *The girls* walked to the park and went on the swings. Then *we* played on the slide.

(changes between third and first – using pronoun: we)

The girls walked to the park and went on the swings. Then they played on the slide. (stays in third using pronoun: they)

Is it interesting for the reader? If there is any irrelevant info that isn't needed and has no impact – get rid of it!

E.g. If you are persuading someone to come to a theme park, would it interest them to know about how many times you have been there before and who with?!

Is it succinct? (Being more concise) Fewer words for same effect! No waffle!

E.g. He opened the window to *let some fresh air* in into the car – He opened the window to *ventilate* the car.

Have you been cohesive? Used pronouns rather than repeated nouns (he, she, we, they, us, it, theirs, his etc); checked to see that you haven't repeated any information throughout the text.

Are your paragraphs organised appropriately around a theme with clear links between or within paragraphs to create flow and cohesion? (adverbials of time: *Later that week*, place: *further along the road*, number: *First of all*, and varied tense choices: *Although he had seen her before*.)

Have you used past perfect (I had walked) past perfect progressive (I had been walking) and present perfect progressive (I have been walking) present perfect (I have walked)?

VOCABULARY – Red pen

Do you need to add an adjective before your nouns? (noun phrase)

E.g. smooth table, silent room, eerie woods...

Have you changed your verbs to be more vivid?

E.g. Walked – could change to: hobbled, paced, stomped, navigated, meandered, rushed, marched, stumbled, glided etc

Do you need to add an adverb after or before your verbs?

E.g. The boy dived vertically into the pool.

The boy vertically dived into the pool. (**manner**)

E.g. we will leave tonight

Tonight, we will leave (**time**)

Can you use a phrase e.g. rather than ‘barked loudly’ could be ‘barked in an ear-deafening tone’ (**manner**)

E.g. He travelled along the road.

Along the road, he travelled. (**place**)

Have you used adverbials (surely, perhaps, never) or modal verbs (should, could, might, must, will) to indicate degrees of possibility?

Have you used a thesaurus to replace boring words with better ones?

E.g. Big – colossal, mammoth, great, capacious, extensive, ample, enormous

Have you checked to see if you have repeated any words? If so, change them!

Have you chosen words for a desired effect?

E.g. If you described the house previously as bright with lots of windows and it being a nice day - would you then describe the room later on as ‘dreary’?!