

# Grammar and Punctuation Knowledge Organiser

## Creating atmosphere and integrating dialogue to convey character and advance the action.

As the darkness shrouded the town, cries could be heard from out at sea.

“Help!” cried Mick.

“Is that a lifeboat in the distance?” yelled James.

“I can’t see in this tremendous storm,” replied Mick. “Keep on shouting and wave your red scarf.”

“Help! HELP!” bellowed the boys in eerie unison.

## Using coordinating and subordinating conjunctions.

### The seven coordinating conjunctions

and, but, for, nor, or, so and yet

### Subordinating conjunctions

after	once	until
although	provided that	when
as	rather than	whenever
because	since	where
before	so that	whereas
even if	than	wherever
even though	that	whether
if	though	while
in order that	unless	why

## Vocabulary and using a range of cohesive devices, including adverbials, within and across sentences and paragraphs.

I can use verbs, adjectives, adverbs or adverbial phrases to ‘WOW’ the reader.

**Verbs:** whispered, bellowed, stomped, screamed

**Adjectives:** miscreant, abhorrent, enchanting, discreet

**Adverbs:** obnoxiously, frantically, awkwardly, inquisitively

**Adverbial phrases:** information on where, when or how:

**Place:** Sauntering through the woods, he came to a clearing.

**Time:** Later that night, the sound of the ‘thing’ made her eyes open.

**Manner:** Silent and foreboding, the school building loomed in front of me.

**Manner:** Quickly and quietly, it slipped under the water.

## Using passive and modal verbs mostly appropriately.

**Passive verbs:** when the object of the sentence is having something done to it, the verb is **passive**. It emphasises what happened.

*The cakes had been eaten by the bird.*

**Active voice:** when the object in the sentence is doing something, the verb is **active**.

*The bird had eaten everything!*

**Modal verbs:** suggest likelihood of something happening.  
can would could must may shall might should will

Jim should sing tonight.

We might be able to watch a film.

## Using adverbs, preposition phrases and expanded noun phrases effectively to add detail, qualification and precision.

Varying sentence openers:

Using adverbs (how)

Victoriously, Charlie emerged from the undergrowth.

Using prepositions (where)

On the other side of the road, I could see my future.

Connective opener (when)

Last thing at night.

Using similes

The darkness enveloped him like a blanket, as he crept through the tunnel.

‘ing’ opener

Tim, hoping for silence, snuck into the staffroom.

‘ed’ opener

Exhausted by the race, Tim slumped to the ground.

# Grammar and Punctuation Knowledge Organiser

## Maintaining legibility, fluency and speed in handwriting.

Take care over handwriting and presentation.

*"I can't see in this tremendous storm," bellowed Mick. "Keep on shouting and wave your red scarf."*

## Punctuation that should be second nature

<b>ABC</b>	Colonel Comma	.	!	?
Colonel Comma's	it is = it's	,	“ ”	...
In the dead of night, Colonel Comma crept through the field.			"Stand to attention," shouted Colonel Comma.	
Both boys' writing had fantastic punctuation.	Colonel Comma (a respected member of society) visited the school.			
Colonel Comma looked sad — it was the first missed full stop of the day.	Colonel Comma marched home, proud of his work that day.			

## Using a wide range of clause structures, sometimes varying their position within their sentence.

I can vary my sentences by:

Use short sentences for effect

Tim froze.

3 part sentences for description

He wore a dark cloak, shiny shoes and red

3 part sentences for action.

Tim ran down the lane, jumped over a hedge and collapsed.

Questions to draw the reader in.

What was that?

Adding in clauses to create complex sentences:

Who

Tim, **who** was tired, ran home.

Which

The cat, **which** looked mean, ran home.

That

The car, **that** was made of metal, shone in

'ing'

Tim, **hiding** from the dark shadow, crept into the room.

'ed'

Tim, **frightened** by the noise, put his hands over his ears.

More information

Tim, **who was always on his own**, ate his lunch.

## Punctuation to learn this year

Colonel Comma, anger burning in his eyes, glared at Sergeant Sabotage.	Punctuation expected includes: full stops, capital letters and commas.	You will need: full stops at the end of a sentence; capital letters for names; speech marks for speech and brackets for addition information.
<b>Commas</b> for embedded clauses	<b>Colon</b> to introduce a list	<b>Semi-colon</b> in a list with detailed items
Punctuation is not just a necessity: it is a way of life.	I read the punctuation book; it was very helpful.	Your duties include: <ul style="list-style-type: none"> <li>checking for errors</li> <li>using punctuation well</li> <li>doing your best</li> </ul>
<b>Colon</b> to mark boundary between independent clauses	<b>Semi-colon</b> to mark boundary between independent related clauses	<b>Bullet points</b> to list information