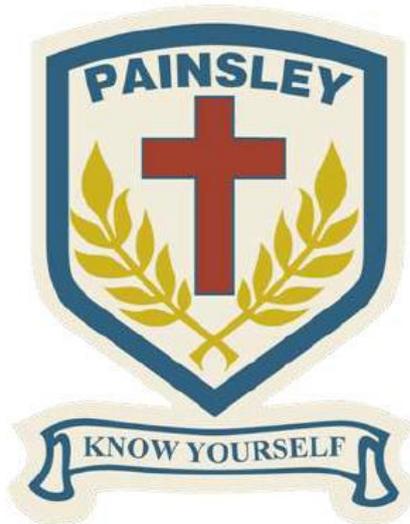


THE PAINSLY CATHOLIC ACADEMY



Painsley Catholic Academy

Literacy booklet:

For staff, students and parents.

The aim of the booklet is to ensure that there is a consistent approach throughout the Academy and home on basic concepts in literacy.

Word types

<p><u>Collective nouns:</u> are words given to a group of people or things e.g. a herd of elephants, a flock of birds</p>	<p><u>Pronouns:</u> are words that replace a noun or that refer to a noun without naming it directly e.g. <u>she</u> took the pen and gave <u>it</u> to <u>him</u>.</p>
<p><u>Proper nouns:</u> are words that name particular people, places and things. Therefore, a capital letter must be used e.g. Painsley, John, English.</p>	<p><u>Adjectives:</u> describe nouns. E.g. The <u>old</u> table or the <u>dark</u> walls.</p>
<p><u>Adverbs:</u> are words that describe verbs. Often, they will end in -ly, but they don't have to. e.g. she ran <u>quickly</u> or the rain fell <u>hard</u> on the ground.</p>	<p><u>Conjunctions:</u> are the words that are used to join sentences together to make them more detailed or complex. E.g. The rain started to fall <u>and</u> the match had to be abandoned.</p>
<p><u>Determiners:</u> are words that give context to a noun. They might suggest quantity or possession. e.g. <u>The</u> dog was taken for a walk or <u>A</u> child crossed the road.</p>	<p><u>Common nouns:</u> are naming words or names given to objects. These don't need a capital letter E.g. train, chair, school.</p>
<p><u>Verbs:</u> are doing or being words (or words signifying an action) e.g. run, drive, is, sing.</p>	<p><u>Modifiers:</u> are any words or phrases that are used to add description. These can be adjectives, adverbs or a phrase.</p> <p style="text-align: center;">E.g He scored a <u>fantastic</u> goal. (adjective) He <u>dramatically</u> scored a goal (Adverb) <u>When needed by his team</u>, he scored a goal. (An adverbial clause modifying the verb scored)</p>
<p><u>Prepositions:</u> are linking words in a sentence that describe where things are in time or space. As a <i>prepositional phrase</i> they are a small amount of words that do this without a verb e.g. on the mat; in the morning.</p>	<p><u>Abstract nouns:</u> are feelings or concepts that 'you cannot touch'. For example, 'happiness' or 'sadness'</p>

Sentences:

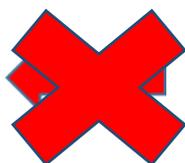
- a) Begin with a capital letter
- b) Contain a noun or a pronoun
- c) Contain a verb in any tense
- d) Then must end in a full stop

<p style="text-align: center;"><u>Simple sentences:</u></p> <p>Contain one piece of information, using one verb and one noun: He sang a song. Or I am happy.</p>	<p style="text-align: center;"><u>Compound sentences:</u></p> <p>Are two simple sentences that are joined by a conjunction: He sang a song because he was happy. He sang a song and was happy.</p>
<p style="text-align: center;"><u>Subordinate and main clauses:</u></p> <p>A main clause, like a simple sentence, makes sense on its own. For example: He sang a song.</p> <p>A subordinate clause is an extra bit of information in a sentence, that cannot make sense alone. Sometimes, it is called a dependent clause.</p> <p>For example, He sang, despite being a poor singer, a song.</p>	<p style="text-align: center;"><u>Complex sentences:</u></p> <p>A complex sentence includes a main clause and a subordinate clause to give extra information. The subordinate clause can come at any part of the sentence. Main clauses are in bold.</p> <p>For example: When he sang the song, the whole audience listened.</p> <p>The audience listened, despite him singing poorly.</p> <p>The audience, willing him to do his best, listened to him sing.</p>
<p style="text-align: center;"><u>Declarative sentences:</u></p> <p>A declarative sentence offers a statement, or states a fact and ends with a full stop.</p> <p>For example: They will win today. London is the capital of England.</p>	<p style="text-align: center;"><u>Interrogative sentences:</u></p> <p>An interrogative sentence is a sentence that asks a question and therefore ends with a question mark. For example: What is the date of the match? Wouldn't you feel happier if you went?</p>

Punctuation

<p style="text-align: center;"><u>Commas (,)</u></p> <p>Commas are used to separate clauses in a sentence or to separate items in a list.</p> <p style="text-align: center;">For example:</p> <p>The bag contained books, a pencil case, a football kit and a bottle.</p> <p>The day, despite being cloudy, remained dry.</p>	<p style="text-align: center;"><u>Semi-Colons (;)</u></p> <p>Can be used to separate two main clauses that link together. Another way to remember is that they can replace a conjunction in a compound sentence.</p> <p style="text-align: center;">For example:</p> <p style="text-align: center;">It was cold; it was dark.</p> <p style="text-align: center;">He sang the song; the audience started to applaud.</p> <p>A semi-colon can also separate longer items in a list. For example:</p> <p style="text-align: center;">The bag contained an red English exercise book; a green and blue pencil case; an Everton football kit and an empty water bottle.</p>
<p style="text-align: center;"><u>Colons (:)</u></p> <p>Are used to precede a list or quotation.</p> <p style="text-align: center;">For example:</p> <p style="text-align: center;">You will need: a pen, pencil and ruler.</p> <p style="text-align: center;">The man replied: 'it wasn't as easy as it looked'.</p>	<p style="text-align: center;"><u>Exclamation marks (!)</u></p> <p>Are used to imply or indicate a strong emotion of shock, fear excitement or increased volume of speech.</p> <p style="text-align: center;">Remember, it is rare for a piece of academic writing to have multiple examples of exclamation marks.</p> <p style="text-align: center;">For example:</p> <p style="text-align: center;">"Help!" cried the girl.</p> <p style="text-align: center;">"It really isn't anything to be worried about!"</p>
<p style="text-align: center;"><u>Question marks (?)</u></p> <p>Are used at the end of interrogative sentences in order to signify a direct question. For example:</p> <p style="text-align: center;">Was that your final answer?</p>	<p style="text-align: center;"><u>Ellipsis (...)</u></p> <p>Ellipsis is often used in narrative writing in order to develop a tense ending. They can also be used to signify a passage of time.</p> <p style="text-align: center;">Remember, it is rare for a piece of academic writing to have multiple examples of ellipsis.</p> <p style="text-align: center;">For example:</p> <p style="text-align: center;">The day ended and it hadn't been discovered...</p>

Apostrophes



(Apostrophes don't need to be used in plurals)

Many of the most common literacy errors involve the use of apostrophes. Apostrophes (') can be used for two different reasons

- a) Apostrophes are used where two words have been made into one (or contracted) and a letter or letters have been left out. For example:

It is= It's
I have= I've
I do not= I don't



In academic writing, look to avoid contracted words in order to increase formality.

- b) Apostrophes can also be used to show that one thing belongs to another. This is called **possession**.

The apostrophe is placed on the word that does the 'owning'. For example:

It was the dog's bed.
It was Painsley's football team.

If more than one person 'owns' or 'possesses' then the apostrophe goes after the 's'. For example:

The boys' team won the football match.
The Year 7 Parents' Evening was a great success.

Apostrophe issues:

When attempting to use an apostrophe to a name that ends in an 's'. Such as James, there is sometimes conflicting ideas. For example, some newspapers will simply add a 's to proper noun.

Generally, if you would speak an extra 's' if saying it out loud, then add it in your writing.

For example:

Mr Jones's car would not start.

James's writing had improved dramatically.

For names where you wouldn't actually pronounce the extra 's', put your apostrophe after the 's' of the name. For example:

Bridges' case was thrown out of court.

Jimmy Connors' greatest victory was at Wimbledon in 1973.

Speech punctuation

Direct speech between characters should be punctuated with "double speech marks". For example:

The boy shouted: "it is too cold".

Quoting from texts.

If you are quoting a sentence from the narrative of a text, use single quotation marks. For example:

Dickens describes Scrooge as a 'covetous old sinner'. As this is not direct speech, it does not need to have double quotation marks.

Skills of paragraphing

Extended writing should be paragraphed based on the TIP TOP paragraphing principle:

Change paragraph when you change:

TiP ToP
Time Person Topic Place

When completing extended writing, paragraphs should be indented, in order to make them clear.

Chapter 1

ONCE UPON A TIME, there was a damsel in distress. She was trapped in a room at the top of a castle tower.

A great and noble knight who learned of the damsel's imprisonment courageously decided that he should be the one to rescue her.

Writing techniques and improving descriptive writing:

Similes:

Comparisons using 'as' or 'like'. For example:

Metaphors:

A figure of speech in which a word or a phrase is applied to an object to

<p>The car sped down the road like a bullet. As blue as the ocean, the sky seemed to be endless.</p>	<p>which it is not literally applicable. For example: The clouds were monsters.</p>
<p><u>Personification:</u> When human qualities are given to inanimate objects. For example: The wind laughed as it shook the trees.</p>	<p><u>Pathetic Fallacy:</u> A technique where the setting or weather matches the mood of the character. For example: 'The sky began to darken as he began to fearful journey.</p>

One way that writing can be improved and varied is by developing sentence starters and different types of sentence

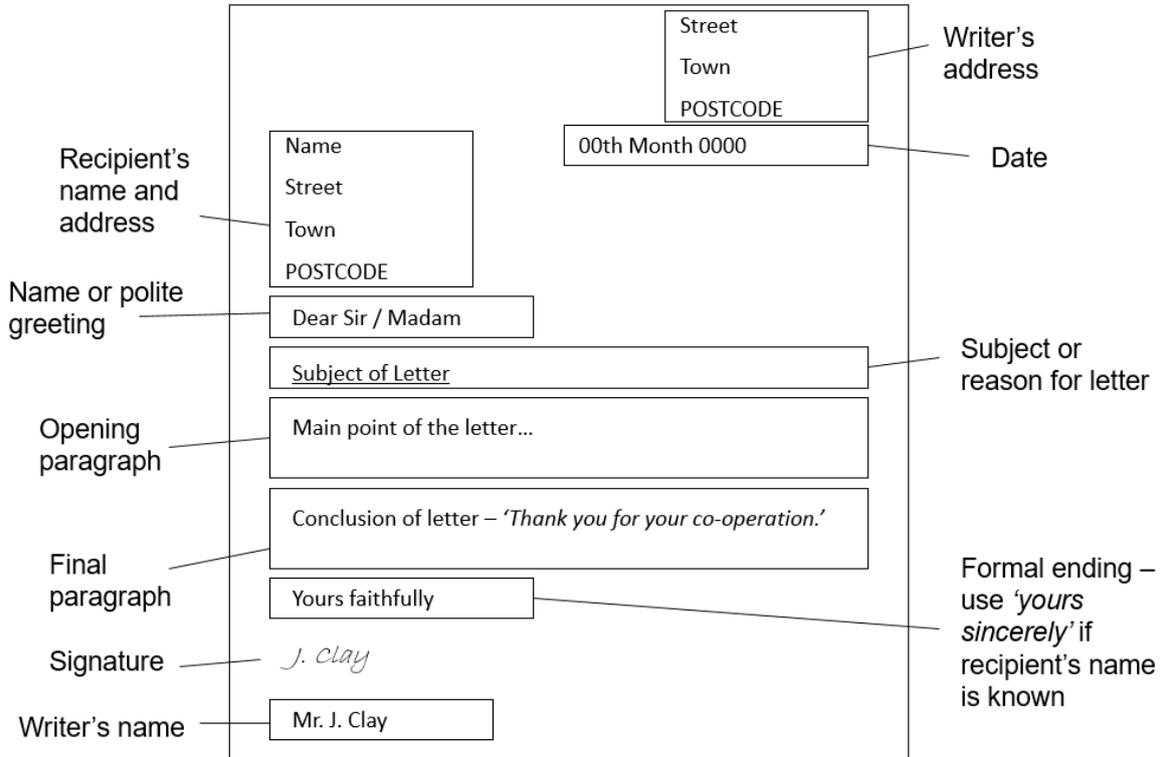
<p><u>Beginning sentences with a prepositional phrase.</u> Prepositional phrases are phrases that</p>	<p><u>Adverbial sentence starter.</u> Sentences can be started with an adverb- a word that describes how an</p>
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<p>are made up of a preposition and an object/noun phrase and are used to modify sentences.</p> <p>For example:</p> <p><u>In the pouring rain,</u> the boy ran home.</p> <p><u>On the football pitch,</u> the goalkeeper had a day to forget.</p>	<p>action is completed. Often, one word adverbs at the beginning of sentences are called <i>fronted adverbials</i>. For example:</p> <p><u>Violently,</u> the rain began to fall.</p> <p><u>Incessantly,</u> the boy asked questions.</p> <p>Or</p> <p><u>Feverishly watching the match,</u> the boy wanted to join in.</p>
<p><u>Beginning sentences with a verb</u></p> <p>Sentences can be opened with the verb or the action. Often, these words will end with -ing in the present tense (<i>present participle</i>) or -ed in the past tense (<i>past participle</i>).</p> <p>For example:</p> <p><u>Feeling unhappy,</u> he trudged home despondently.</p> <p><u>Soaked to the skin,</u> he had to work home unhappily.</p>	<p><u>Beginning sentences with a simile</u></p> <p>Sentences can be opened with a comparison that uses 'like' or 'as'.</p> <p>For example:</p> <p><u>Like a flash,</u> the cat shot out of the house.</p> <p><u>As if it was only yesterday,</u> the place had not changed one bit.</p>

Text types:

Formal letters

Formal Letter Writing



The structure of a newspaper/article style text.

Against all odds

Christopher Brodie is this morning celebrating his gold medal success in the paralympics 100m sprint.

Yesterday, in the packed stadium in Sydney, Australia, where the games have been taking place all week, Chris ran the race of his life to cross the line in the gold medal position.

For any athlete a championship medal is the ultimate achievement, but for Chris it was also the culmination of years of determination and courage. The 20 year old was just 5 when he had to have his right leg amputated below the knee. The pain caused by his artificial leg was not enough to stop the lively youngster from Motherwell running around living life to the full.

When he joined the local athletics club he never dreamt that he would end up an Olympic champion.

Now, thanks to the pioneering work of sports scientists and the doctors at Glasgow's St Thomas' Hospital, Chris has been able to take advantage of the latest sports technology, a new prosthetic sports leg.

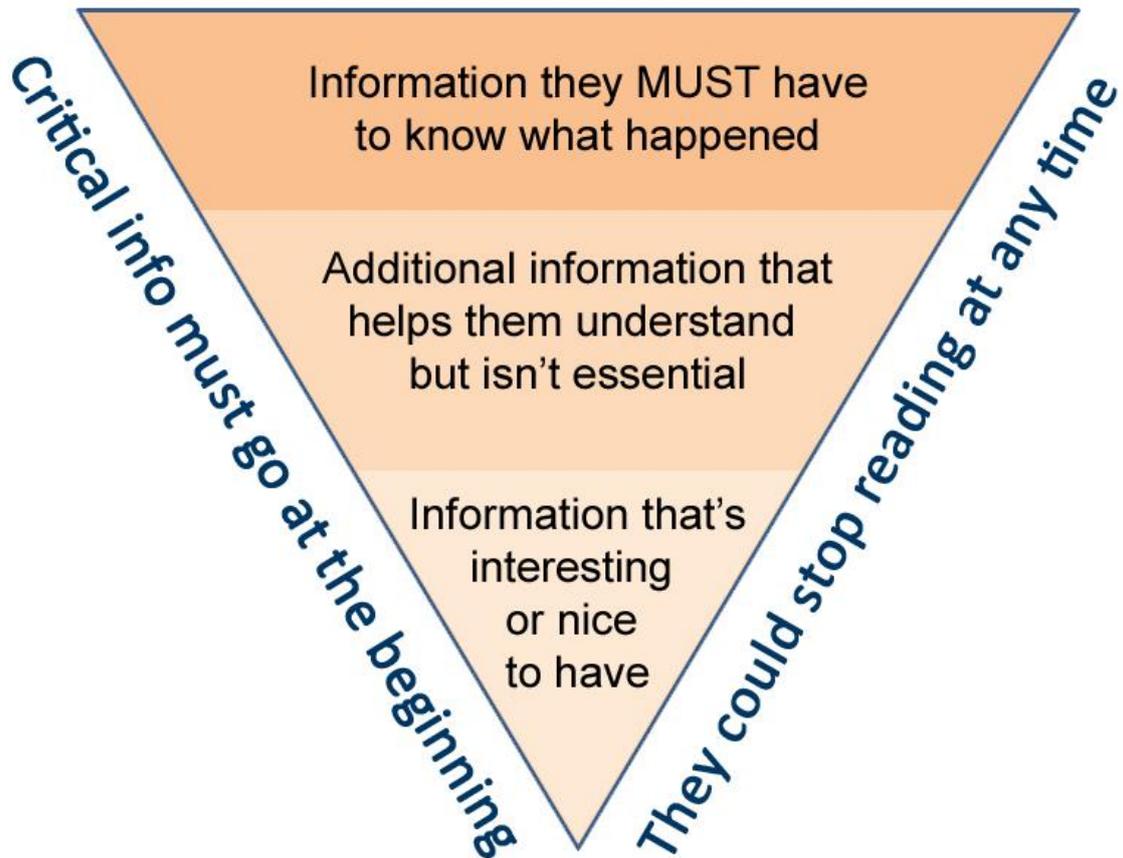
"The new leg is made of light weight materials and the foot section has as close to normal foot movement as an artificial leg can get," said Ken Brown, one of the doctors who worked on the project. Chris backed up Dr. Brown's claim when he said that the new leg allowed for fluid movement and a much less cumbersome running style.

Certainly, the benefits the artificial leg will bring to sports women and men all over the world could be seen yesterday in Sydney, when Chris Brodie showed the world what a powerful combination courage and innovation can be.

- Newspaper articles should be introduced with a headline.
- Newspaper articles should be structured correctly, with the following 'Who, What, Where, When, Why and How' being addressed early in the article.
 - Newspaper articles are written in the past tense and incorporate the 'passive voice' and will use 3rd person (he/she), rather than 1st person perspective (I).
- Newspaper style texts are often written in columns and in shorter paragraphs.

Newspaper writing structure

Inverted Pyramid News Writing



When writing to persuade or to argue, remember AFOREST techniques

A= Alliteration- Consecutive words that begin with the same letter

F= Facts- Statements of truth

O= Opinions- The point of view of the reader (often articulated in a forceful and certain manner)

R= Rhetorical Question- Questions directed to the reader.
And/Or Repetition of a phrase/idea- An important idea articulated throughout a text.

E= Emotive Language- Language used to display a certain strong emotion.

S=Statistics= Language often written numerically to develop an argument.

T= Triple or group of three- A list of three words used to emphasise a belief and opinion.

You might also consider:

Hyperbole= Language of exaggeration

Direct Address- Speaking directly to the reader or audience using the 'you' pronoun.

Grammar glossary:

Abstract noun

An abstract noun is a feeling or concept that you cannot touch, such as happiness or education.

Adverbial phrase

A phrase is a small group of words that does not contain a verb. An adverbial phrase is built around an adverb and the words that surround it, for example: very slowly, as fast as possible.

Active voice

A sentence is written in active voice when the subject of the sentence is performing the action (for example, "The cat chased the mouse.")

Article

Articles are words which tell us whether a noun is general (any noun) or specific. There are three articles: 'the' is a definite article and 'a' and 'an' are indefinite articles.

Clause

Clauses are the building blocks of sentences, groups of words that contain a subject and a verb. Clauses can be main or subordinate.

Common noun

A common noun describes a class of objects (car, friend, dog); unlike proper nouns it does not have a capital letter.

Comparative

The comparative form of an adjective or adverb is used to compare one person, thing, action or state to another. Examples of comparatives: sadder, lighter, more famous, worse, more angrily. The comparative is usually formed by adding the suffix -er.

Concrete noun

A concrete noun is something you can touch, such as a person, an animal, a place or a thing. Concrete nouns can be common nouns (man, city, film) or proper nouns (Mr Edwards, London, Gone with the Wind).

Conjunction

A conjunction is a type of connective ('connective' is an umbrella term for any word that connects bits of text). Co-ordinating connectives include the words and, but and so; subordinating connectives include the words because, if and until.

Connective

A connective is a word that joins one part of a text to another. Connectives can be conjunctions, prepositions or adverbs.

Contracted words or contractions

Contracted words are short words made by putting two words together. Letters are missed out in the contraction and replaced by an apostrophe, for example I'm (I am) or it's (it is).

Determiner

A determiner is a word that introduces a noun and identifies it in detail. Determiners can be articles (a, an, the), demonstratives (this, that), possessives (your, his), quantifiers (some, many), numbers (six, sixty).

Direct and indirect speech

Direct speech is a sentence in which the exact words spoken are reproduced in speech marks (quotation marks or inverted commas). Indirect speech or reported speech is when the general points of what someone has said are reported, without actually writing the speech out in full.

Embedded clause

An embedded clause is a clause used in the middle of another clause. It is usually marked by commas.

Fronted adverbials

Fronted adverbials are words or phrases at the beginning of a sentence, used like adverbs to describe the action that follows.

Homophone

Homophones are words that sound the same but have different meanings. Some homophones are pronounced the same way and spelled the same way but have different meanings; others are pronounced the same way but are spelled differently and have different meanings.

Modal verbs

A modal verb is a special type of verb which changes or affects other verbs in a sentence. Modal verbs are used to show the level of possibility, indicate ability, show obligation or give permission.

Noun phrase

A phrase is a small group of words that does not contain a verb. A noun phrase includes one noun as well as words that describe it, for example: the red shoe.

Object

The object of a sentence is the thing or person that is involved in an action, but does not carry it out ("The cat chased the mouse.").

Passive voice

A sentence is written in passive voice when the subject of the sentence has something done to it by someone or something. For example: "The mouse was being chased by the cat."

Past continuous (or progressive)

The past continuous is the verb tense we use to describe actions that continued for a period of time in the past (I was walking / I was singing).

Past perfect

The past perfect is the verb tense we use to describe actions that were completed by a particular time in the past.

Personal pronoun

A personal pronoun is a word which can be used instead of a person, place or thing: I, you, he, she, it, we, they, me, him, her, us and them.

Phrase

A phrase is a small group of words that does not contain a verb.

Possessive pronoun

Possessive pronouns are used to show ownership. Some can be used on their own (mine, yours, his, hers, ours, theirs, whose); others must be used with a noun (my, your, his, her, its, our, their, whose).

Prefix

A prefix is a string of letters that are added to the beginning of a root word, changing its meaning.

Present continuous (or progressive)

The present continuous is the verb tense we use to describe actions that continue for a period of time (I am walking / I am singing).

Present perfect

The present perfect is the verb tense we use to describe actions that are completed by the present.

Relative clause

A relative clause is a type of subordinate clause that adapts, describes or modifies a noun by using a relative pronoun (who, that or which).

Root word

A root word is a basic word with no prefix or suffix added to it. By adding prefixes and suffixes to a root word we can change its meaning.

Sentence

A sentence is one word or a group of words that makes sense by itself (a grammatical unit). Sentences begin with a capital letter and end with a full stop, a question mark or an exclamation point. Sentences usually contain a subject (doing something) and a verb (what is being done).

Simple sentence

A simple sentence has a subject and one verb. A compound sentence is formed when you join two main clauses with a connective. A complex sentence is formed when you join a main clause and a subordinate clause with a connective.

Subject

The subject of a sentence is the thing or person who is carrying out the action described by the verb ("The cat chased the mouse.").

Subjunctive

The subjunctive is a verb form used to express things that could or should happen, for example: If I were to go... / I demand that he answer!

Subordinate clause

A subordinate clause needs to be attached to a main clause because it cannot make sense on its own, although it contains a subject and a verb.

Suffix

A suffix is a string of letters that go at the end of a word, changing or adding to its meaning. Suffixes can show if a word is a noun, an adjective, an adverb or a verb.

Superlative

The superlative form of an adjective or adverb is used to compare one person, thing, action or state to all the others in its class. Examples of superlatives: saddest, lightest, most famous, worst, most angrily. The superlative is usually formed by adding the suffix -est.

Time connectives

Time connectives are words or phrases which tell the reader when something is happening. They can also be called temporal connectives.