

Dear Parents/Guardians,

We all know that learning to write is a very

complex business. There are so many aspects to grasp and the difficulty is ensuring that our children use the correct word or punctuation mark in the most appropriate place.

At Yealmpton Primary we use **The Sentence Toolkit**. This is a visual way to help





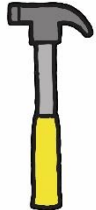

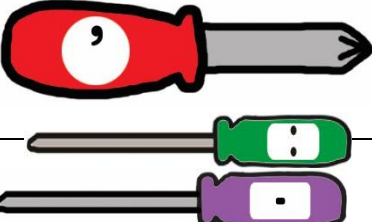




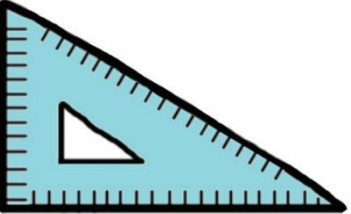
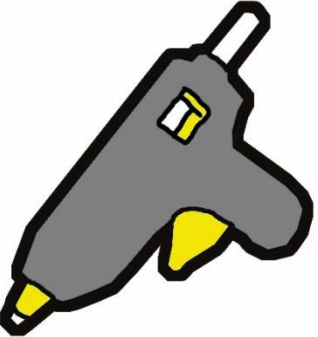
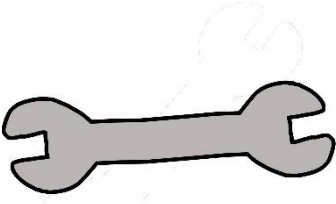


children remember what each device for writing is used for.

You may have seen these tools on display in the classroom, in your child's book or even as part of their homework.

Below are the tools we are using across Key Stage 2 and a definition of the function/device for writing. It is expected that all these tools are used confidently in independent writing, by the end of Year 6.

We hope this will be useful to you.

Tool	Definition:	Tool	Definition:
	Tape Measure - Nouns and Noun Phrases Nouns are names of objects, places and people. When we describe the noun we make a noun phrase, eg. the purple sail		Paintbrush - Adjectives Adjectives describe the noun.
	Paintbrush - Similes Similes describe a noun by comparing it to something else. We use 'like' or 'as', eg. The road was as grey as a stormy, thunder cloud.		Paintbrush - Metaphors When you describe a noun by comparing it to a quality you want it to convey, eg. The river was a silver snake.
	Hammer - Verbs A verb is an action or 'doing' word.		Delicate Hammer - Verb Phrases A verb phrase includes an auxiliary verb (helping verb), eg. <u>has</u> been, <u>am</u> looking
	Saw - Adverbials Adverbs describe the verb. How? When? Why? How often?		Screwdrivers - All Punctuation Marks Full stops, question marks, exclamation

	<p>eg. <u>Yesterday</u>, my car broke down. <u>Slowly</u>, the slug crawled.</p>		<p>marks, commas, apostrophes, speech marks (inverted commas), brackets, dashes, hyphens, ellipsis, semi-colons, colons,</p>
	<p>Drill - bullet points/numbered steps.</p> <ul style="list-style-type: none"> • 		<p>Set Square - Power of Three The power of 'threeness' eg. Three short sharp sentences in a mystery story. Three descriptions of a setting.</p>
	<p>Glue Gun - Compound Sentences Using co-ordinating conjunctions to link two main clauses. (FANBOYS) <u>F</u>or <u>A</u>nd <u>N</u>or <u>B</u>ut <u>O</u>r <u>Y</u>et <u>S</u>o</p>		<p>Spanner - Complex Sentences Using subordinating conjunctions to link a main clause and a subordinate clause. (WHITEBUS) <u>W</u>hilst <u>H</u>owever <u>I</u>f <u>T</u>hen <u>E</u>ven though <u>B</u>ecause <u>U</u>nless <u>S</u>ince</p>
	<p>Stencil - Alliteration The same letter starts many words in the sentence. eg. He <u>p</u>ranced and <u>p</u>araded...</p>		<p>Torch - Headings and Sub-headings The torch signifies where headings and sub-headings need to be placed in writing -especially in non-fiction texts.</p>