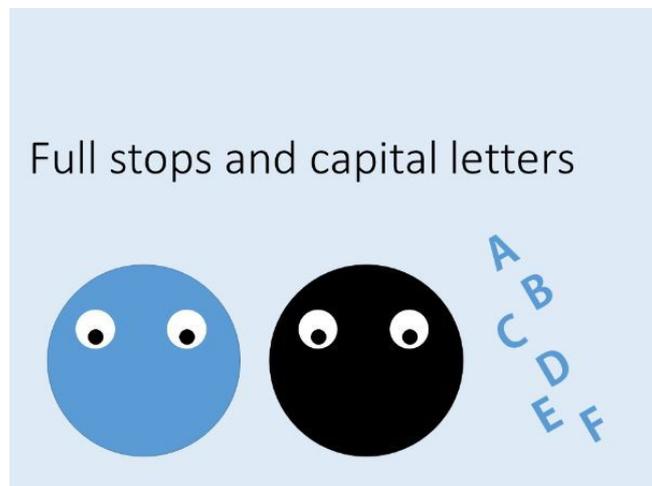


## Literacy across the Curriculum

This booklet should be used in classrooms to help students and to remind them of the key skills.



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# **Days of the Week, Months of the Year and Seasons of the Year**

## **DAYS OF THE WEEK**

Monday  
Tuesday  
Wednesday  
Thursday  
Friday  
Saturday  
Sunday

## **Seasons of the Year**

Spring  
Summer  
Autumn  
Winter

## **Months of the Year**

January  
February  
March  
April  
May  
June  
July  
August  
September  
October  
November  
December

# Punctuation: Full-Stops

## Full Stops

**Full stops are used to end a whole sentence:**

- I like football.
- I like football and I like basketball.
- Although I like basketball, I prefer football.

**You use them in all of your subjects:**

1. The Blackfoot Indians were skilled huntsmen.
2. We are going to make a memory box.
3. Mark went shopping. He bought 10 apples.
4. All living things are made of cells.

**Use full stops to make your writing a lot easier for yourself and others to read. Use full stops to help your writing make sense.**

# CAPITAL LETTERS



## Capital Letters

Capital letters are used for the following:

- To start a sentence.
- For a name of a town, city, village, place or country e.g. **P**lymouth.
- For someone's name or the name of e.g. a pet e.g. **O**lly.
- For street names and (most) company names e.g. **T**he **T**heatre **R**oyal is on **R**oyal **P**arade in **P**lymouth.
- For the pronoun **I** (wherever you use it in sentence) e.g.

Whenever **I** play football, **I** always score a goal.

**You use them in all of your subjects.**

# Punctuation: Commas



## Commas

**Commas can be used in lists and to separate information.**

**Use commas to separate word and groups of words in a series of three or more items:**

- We had pizza, ice-cream and coke for dinner.

Use commas to separate two adjectives in a list:

- He is a strong, healthy boy.

**Use commas in a complex sentence when you start with a subordinate clause:**

- After dinner, we went to the cinema.

Use commas to separate out non-essential words:

- Joe, who is 15, loves to play football.

**You use them in all of your subjects.**

# Punctuation: Question Marks and Semi-Colons



## Question Marks

Use a question mark after a direct question:

- Would you like pizza for dinner?

**You use them in all of your subjects.**



## Semi-colons

You can use a semi-colon to split two **related** sentence:

I went shopping this weekend; I bought some shorts.

If you struggle with semi-colon sentences then create two simple sentence then replace the full-stop with a semi- colon.

I like cats. I think they are cute.

I like cats; I think they are cute.

**You could use them in all of your subjects.**

## SENTENCE STRUCTURE: SIMPLE SENTENCES

**A simple sentence has at least one subject and a verb.**

The **subject of a sentence** is the person, place, thing, or idea that is doing or being something.

The **verb** tells us what the subject of our clause or **sentence** is doing (physically or mentally).

**Simple sentences can have small bits of information:**

I ran.

I ran quickly.

I ran quickly across the field.

**Simple sentences can have more description in them:**

The kitten was playing in the garden.

The cute kitten was playing in the small garden.

The cute, fluffy kitten was playing in the small garden.

**All subjects use simple sentences:**

1. The Blackfoot Indians were skilled huntsmen.
2. We are going to make a memory box.
3. Mark went shopping. He bought 10 apples.
4. All living things are made of cells.

## SENTENCE STRUCTURE: COMPLEX SENTENCES

Complex sentences have a **main clause** and a **dependent clause**. The main clause could stand alone as a sentence. The dependent clause cannot and needs more information:

**Although** Jack liked to play football, he never scored.

The film was very long **although** it was still enjoyable to watch.

### All subjects use complex sentences:

1. The Blackfoot Indians were skilled hunters **because** they needed to hunt their food.
2. We are going to create a memory box **after** we have created a plan.
3. **When** Mark went shopping, he bought 10 apples.
4. All living things are made of cells **although** some living things only have one cell.

**Complex sentences have a connective (or clause) in them. They will be at the start of the dependent clause. Some of these words are:**

however	whenever	because	although
after	since	until	before

## FANBOYS SENTENCES

Fanboys (compound) sentences are made up of two simple sentences joined with ONE of the following words:

for and nor but or yet so

Do not use more than one in a sentence because you will be creating a run-on sentence.

### All subjects use FANBOYS sentences:

1. The Blackfoot Indians were skilled hunters **and** they hunted buffalo.
2. We are going to create a memory box **and** we are going to make it out of wood.
3. Mark went shopping **and** he bought 10 apples.
4. All living things are made of cells **but** some living things only have one cell.

## SENTENCE TYPES

**There are four different types of sentences:** statements, questions, imperatives (orders) and exclamations.

1. **A statement:** A statement is a clear expression of something in writing or when you talk. When we speak or write, we mostly use statements. **Example:** I like chocolate.
2. **A question:** We ask questions all the time. You also use direct questions in your writing. We ask a lot of questions every day. **Example:** Do you like chocolate?
3. **An imperative:** An imperative is an **order**, request, wish or command. **Example:** Buy me some chocolate.
4. **An exclamation:** An exclamation is a sentence that expresses a strong feeling. You would use an exclamation mark in that sentence. **Example:** Oh no! The chocolate has disappeared!

## Word Classification: Nouns

**A noun is a word that identifies a person, animal, place, thing or idea. Here are some examples:**

**People:** teacher, **Mrs Jordan**, chef and **Beyonce**.

**Animal:** lion, tiger, bat and frog.

**Places:** Plymouth, city, kitchen and school.

**Things:** lamp, granite, **FA Cup** and **Tamar Bridge**.

**Ideas:** happiness, self-control, liberty and bravery.

### TYPES OF NOUNS

**Proper Nouns:** A name used for a person, place, thing or name of a pet. They use **capital letters** such as: **Bodmin Road**, **Home Park** and **Olly** (the dog).

**Common Nouns:** Words that are used to name general items such as cats, dogs, people, rectangle, square, cities, painter, artist and stadium.

**Pronouns:** A word that can substitute other nouns. We often use them to refer back to people and things that we have already identified: **I**, we, **she**, my, hers, his, theirs, we and us.

Sarah likes physics. **She** also likes art.

**You use nouns in all of your subjects.**

## Word Classification: Adjectives

An **adjective** (**WOW** word) is a word that **describes a noun**. Adjectives let you add more information and to make your ideas really clear to create e.g. a sense of smell, taste, feelings/touch, sound or sight.

You will use them in most of your lessons:

1. The **brave** Blackfoot Indians were **skilled** hunters and they hunted buffalo.
2. We are going to create a **red** memory box and we are going to make it out of **hard** wood.
3. Mark went shopping. He bought 10 **green** apples and 10 **red** apples. How many apples did he buy?
4. The **rectangular** cell of the plant is **different** to the **roundish** shape cell of the animal.

**You could use adjectives in all of your subjects.**

## Word Classification: Verbs

**Verbs are words that describe action, a 'happening' or a state of being such as:**

brush	read	wash	play	sleep	sing	eat
dance	skate	drink	kick	skip	walk	run

**There are three verb tenses:** past present future

**Past:** I wrote a story.

**Present:** I am writing this story.

**Future:** I am going to write a story.

**Some small words are also a type of verb:**

is	be	going to	went	am	are
were	has	will	could	can	might

**You use verbs in most of your lessons:**

1. The brave Blackfoot Indians **were** skilled hunters and they **hunted** buffalo. (Past tense).
2. We **are going** to **create** a red memory box and we **are going** to **make** it out of hard wood. (Future tense).
3. Mark **went** shopping. He **bought** 10 green apples and 10 red apples.
4. The rectangular cell of the plant **is** different to the roundish shape cell of the animal.

**You use verbs in all of your subjects.**

## Spelling: Homophones

**Homophones are words that sound the same but have different meanings and spellings:**

son/sun

air/heir

stair/stare

steal/steel

tale/tail

their/there

bare/bear

dear/deer

cell/sell

eye/I

fair/fare

whole/hole

night/knight

see/sea

poor/pore

to/two/too

meat/meet

sure/shore

flour/flower

hair/hare

him/hymn

buy/by

hour/our

know/no

cue/queue

**Homophones appear in all of your subjects.**

## Spelling: Common Misspelt Words

It is easy to misspell words. Some of the words that we generally misspell are:

went	wrote	disappear	embarrass	beautiful
coming	finally	queue	their	colour
another	like	receive	really	surprise

**Spelling is important across all subjects.**

## Spelling: Silent Letters

Some words have silent letters in them. Sometimes the letter is: n, k, g, b, t, h, w, l or u.

**Words that we use a lot are:**

N:	autumn	column
G:	sign	resign
B:	thumb	lamb
K:	knock	know
T:	listen	watch
H:	hour	honest
W:	write	wrote
L:	half	calm
U:	guess	guard

**Lots of our words have a silent 'e' at the end of them such as:**

hate	code	ride	use	ate	tape	mate
site	cape	huge	rage	stage	page	wage

**Silent letter words appear in all subjects.**

**Please see over the page  
for PEE paragraphs.**

## Basic PEE Paragraphs

PEE(L) paragraphs help you to write a long or short essay or response to a question. You could use these in English, Science, Humanities, Citizenship or other lessons where you need to answer more than a one sentence or word answer and to prove your point.

There are three steps:

1. Make a point in response to a question.
2. Find some evidence and write it down.
3. Explain your evidence in relation to the question.

### **A Humanities question might look like this:**

**EXTRACT:** Once horses were introduced to what was originally a farming society, the Cheyenne were able to better hunt buffalo. Their main food source changed from vegetables to buffalo meat. They also ate fruits, nuts, berries and fish.

*Why did Cheyenne change from a farming society?*

**Point:** The Cheyenne changed from a farming society because horses helped them hunt buffalo. **Evidence:** The extract confirms this with: 'once horses were introduced...the Cheyenne were better able to hunt buffalo'. **My explanation.** This means that horses helped them to be quicker and to be able to hunt and kill the buffalo. This means they did not have to farm as much food and could eat more meat.

This is no different from the PEE paragraphs that you do in English although we will provide you with a scaffold in English.

## POINT

This should state your argument.

I think that...  
In this paragraph I will argue that...  
I agree with this statement...

1

## EVIDENCE

This should support your argument, it should be linked.

Source X shows that...  
We can see in Source X that...  
Source X supports this.  
It shows...  
My evidence for this is...

2

## CONNECTIVES

## KEYWORDS

## EXPLANATION

This should link your point and evidence to the question. It should wrap it all together.

This shows that...  
As a result...  
This is because...

3

# BURGER PARAGRAPH

POINT ~ EVIDENCE ~ EXPLANATION

# Literacy Marking Policy

Unless you are marking a piece of work for English, do not mark out/correct more than three items unless you need to. (English teachers have an extended version of this document).

C

You have used a capital letter incorrectly.

P

You need to use some punctuation like a full stop.

Sp

You have made a spelling error. Your teacher will spell it correctly for you and you can use this to try to spell it correctly next time.

MW

You have missed one or more words from your work. Read the words that you or your teacher have added to your work and remember to add this word in your next piece of work if you need to.