

Literacy Mat

Paragraphs

The **TIPTOP** rule

You move onto a new paragraph when you change **t**ime, **p**lace, **t**opic or **p**erson

TI... Start a new paragraph when you move to a new period of time.

P ... Start a new paragraph when you move to a new place.

TO... Start a new paragraph when you move to a new topic or subject

P ... Start a new paragraph when you bring a new person into the writing or when writing speech and a new person starts to speak. Eg.

*"Good morning" said the teacher.
"It's the afternoon!" replied the student.*

Style

I am aware that I must use language and layout that is appropriate to my reader purpose and text-type.

P A L L:

PURPOSE—I am clear about the **purpose** of this piece of writing

AUDIENCE—I know who my **audience** is.

LANGUAGE/TONE—I am clear about the **language** and formality of this piece of writing

LAYOUT/TEXT-TYPE—I will use a suitable **layout** and **text-type**

Sentence Types

Simple sentences: contain a subject and a verb and can contain an object

- Sarah likes to read in the library.
- Tom enjoys reading at home.

Compound sentences: join two simple sentences using the connectives *for, and, nor, but, or, yet, so.*

- Sarah likes to read in the library but Tom prefers to read at home.

Complex sentences: contain a conjunction such as *because, since, after, although or when.*

- As Robert felt tired, he only studied for an hour.
- Although the rain had stopped, the pitch was still water-logged.
- Paul enjoys Music, which is his chosen subject, but he is more proficient in Art.

Connectives

Furthermore	But	In conclusion
Nevertheless	Yet	Overall
Moreover	However	Ultimately
Therefore	Although	To conclude
Consequently	Whereas	Lastly
Additionally	Alternatively	

Homophones

Affect(v)/ Effect(n)	Hair/Hare	One/Won	Sight/Site
Bare/Bear	Hole/Whole	Passed/Past	Son/Sun
Brake/ Break	Hour/Our	Peace/Piece	To/Two/Too
Buy/By Cord/Chord	Knight/ Night	Practice(n)/ Practise(v)	Wait/Weight
For/Four	Know/No	Read/Red	Weak/Week
Flour/ Flower	Meat/Meet	Sea/See	Wear/Where
	Grate/Great		

Special care must be taken over the use of **there, their and they're** as they sound the same but are used quite differently:

There shows position as in: *Your seat is over there.*

Their shows that 'they' own something as in: *Their blazers are navy blue.*

They're is short for they are as in: *They're revising every day.*

Special care must be taken over the use of **your and you're** as they sound the same but are used quite differently:

Your is possessive as in *This is your pen.*

You're is short for you are as in *You're coming over to my house.*

Spelling

- * Sound out the word
- * Think about how it looks
- * Think about a similar word
- * Is there a memory sentence for this word? (e.g. **B**ig **e**lephants **c**annot **a**lways **u**se **s**mall **e**xits)
- * Find the word in a list such as a key words list, or on your classroom wall
- * Look it up in a dictionary/spellchecker
- * Ask a friend or teacher
- * To learn it: look, cover, write, check
- * Once you've solved it, add the correct spelling to your own word wall

My Writing

I am proud of my writing because.....

- * I have written clearly so that my reader can understand my writing easily.
- * I have checked my spelling and corrected any errors.
- * I have used full sentences with a subject and a verb.
- * I have used correct punctuation and grammar.
- * I have paragraphed my writing using TIPTOP.
- * My writing is suitable for purpose, audience and text-type.