

p1 key skill – I can use full stops at the end of sentences

Full stops are used to mark the end of a sentence that is a complete statement.

E.G: English is fun.

- **There are 12 missing full stops. See if you can find out where they should be and put them in.**

I found him in the garage on a Sunday afternoon It was the day after we moved into Falconer Road The winter was ending Mum had said we'd be moving just in time for the spring Nobody else was there Just me The others were inside the house with Doctor Death, worrying about the baby He was lying there in the darkness behind the tea chests, in the dust and dirt It was as if he'd been there forever He was filthy and pale and dried out and I thought he was dead I couldn't have been more wrong I'd soon begin to see the truth about him, that there'd never been another creature like him in the world

(KS3 Extract from Skellig by David Almond)

p2 key skill – I can use capital letters at the beginning of sentences

Every sentence you write must begin with a capital letter and end with a full stop.

E.G: The door opened. A man walked in. It was our teacher.

- **Read the following piece of text in which all the full stops have been removed. Add the punctuation and capital letters.**

It was a bright sunny day when the children left the house for the mountain walk they each had a rucksack with the items they needed for the day these consisted of ham sandwiches with thick slices of bread, chocolate biscuits and bottled water they also each had a light anorak in case of rain Samuel, as he was the oldest, carried the first aid kit it had bandages and antiseptic lotion in it it made his rucksack heavier, but he was bigger than the others so he didn't notice the extra weight

p3 key skill – I can use capital letters for proper nouns

Proper names are always capitalized. A proper name is a name or a title that refers to an individual person, an individual place, an individual institution or an individual event.

The pronoun I should also always be capitalized.

- **Add capital letters where needed.**

1. The dog ran up to anne.
2. What day is it today? It's sunday.
3. We went to york yesterday.
4. He wanted to watch eastenders, so i changed the channel.
5. Last year we went to france for our holidays.
6. Easter is sometimes in march, but this year it is in april.
7. Have you seen the film born free? It's about lions in africa.
8. Alex wanted to fly planes, so he joined the r.a.f.
9. When i moved to london, i had to pay more rent.
10. After speaking to jim, i went home.

p4 key skill – I can use question marks effectively

When a sentence takes the form of a question, then a question mark must be used instead of a full stop to show it is a question.

E.G: Who is that at the door?

Decide whether a full stop or a question mark should be added to the end of these sentences:

1. What is that
2. Sam started to get angry
3. The sun rose in the sky
4. I'd never been before
5. Is the bus going to be late
6. What time is it
7. The phone rang
8. How would you feel
9. She had been left behind
10. Can I have toast for breakfast

p5 key skill – I can use exclamation marks appropriately

An exclamation mark can be used when someone is excited or shouting or if they are saying something that's strange or surprising. They should not be used too much or they will lose their impact.

E.G: No way!

Decide whether an exclamation or a full stop should be added to the end of these sentences:

1. That is a dog
2. The building is collapsing
3. Put that down
4. Oh no
5. The bus stop is over there
6. The cat is sleeping
7. Good heavens
8. This chocolate tastes disgusting
9. Leave him alone
10. I usually have toast for breakfast

p6 key skill – I can use commas to separate items in a list

When there are more than two items in a list, you need to separate the list items with a comma.

Let's look at this example from the shopping list:

I went shopping and bought milk, apples, eggs, toilet rolls, bananas and bread.



Choose the correct sentence from the following:

- a) My pens are blue and red, yellow, green.
 - b) My pens are blue, red, yellow, green.
 - c) My pens are blue, red, yellow and green.
-
- a) The cake had cherries, currants, and icing.
 - b) The cake had cherries, currants and icing.
 - c) The cake had cherries and currants, icing.
-
- a) The weather was dull and misty and, wet and cloudy.
 - b) The weather was dull, misty and wet and cloudy.
 - c) The weather was dull, misty, wet and cloudy.
-
- a) I bought pens, pencils, and, books.
 - b) I bought pens, pencils and books.
 - c) I bought pens and pencils and, books.
-
- a) He was tall, dark and handsome.
 - b) He was tall and dark and handsome.
 - c) He was tall, dark, and, handsome.

p7 key skill – I can use commas to separate clauses in compound or complex sentences

In compound sentences commas are only used to separate the main clause from the FANBOYS clause if both clauses make sense on their own.

For example:

John was tired, but Susan was not. (John was tired. Susan was not. ✓)

I was hungry but not tired. (I was hungry. Not tired. ✗)

In complex sentences commas are only used if the sentence begins with a connective. For example:

Because her alarm clock was broken, she was late for class. ✓

She was late for class, because her alarm clock was broken. ✗)

Look at these sentences and decide whether they require a comma or not. Either put the comma in the correct place (before the connective) or tick the sentence:

1. I chased the purse-snatcher but he got away.
2. I chased the purse-snatcher but lost him.
3. He thought quickly but still did not answer correctly.
4. Yesterday was her brother's birthday so she took him out to dinner.
5. He walked all the way home and he shut the door.
6. If you are ill you ought to see a doctor.
7. The cat scratched at the door while I was eating.
8. When the snow stops falling we'll clear the driveway.
9. For a change I had toast for breakfast.
10. He went to bed because he was tired.

p8 key skill – I can use commas to add a subordinate clause to a sentence

A subordinate clause (or dependent clause) is a clause that cannot stand alone as a complete sentence because it does not express a complete thought. It can be embedded into a sentence by separating the clause using a comma at the start and end of the subordinate clause.

For example:

*John Smith, **who is my uncle**, lives in London.* (John Smith lives in London. ✓ Who is my uncle. ✗)

When the subordinate clause is at the end of the sentence, only one comma is required.

*John Smith lives in London, **which is the capital of the U.K.***

Look at these sentences, which all contain a subordinate clause. Put commas in the correct place(s) in the sentence:

1. Jill who is my sister shut the door.
2. Charles who was wearing red was chased by the bull.
3. The man knowing it was late hurried home.
4. Nick who was eating chips didn't notice the seagull.
5. The music which was too loud gave me a headache.
6. The old lady who had lots of bags waited for a taxi.
7. The bus which was empty sped down the street.
8. The loaf of bread which she bought last week was stale.
9. It happened in Bristol where I live.
10. I completed the homework which was really easy.

p9 key skill – I can use a comma to separate words introductory words or phrases

After an introductory word, we use a comma to separate the introductory word from the independent clause. The introductory word in the sentence will frequently be an adverb.

For example:

Suddenly, the man burst into the room. ✓

Suddenly the man burst into the room. ✗

Look at these sentences and add the introductory word or phrase in brackets to the start of the sentence:

1. _____ my brother was playing Xbox. (Meanwhile)
2. _____ she got an A in Maths. (Furthermore)
3. _____ a cat jumped on me. (Suddenly)
4. _____ I didn't know what to do. (At first)
5. _____ she rang 999. (Quickly)
6. _____ school was closed. (Unfortunately)
7. _____ it was freezing cold. (However)
8. _____ the boy was absent five times. (Between
March and April)
9. _____ the girl stormed out of the class.
(Against her better judgement)
10. _____ I understand how to use commas! (Finally)

p10 key skill – I can use apostrophes to mark possession of one thing/person

Use an apostrophe to show possession. For a singular noun or name not ending in 's' – put the apostrophe plus 's' (*boy's / Dave's*).

Find where the missing apostrophe should be and add them to the following statements (all nouns are singular and the 's' have already been added):

1. The cats whiskers are covered in milk.
2. I will go with you to Colins house.
3. I put the dogs bones in the cupboard
4. Jans clothes are always in style.
5. The old ladys house was made of sweets.
6. Janes and Joes yo-yos are fun to play with.
7. The chefs food was famous all over the world.
8. The next house is Karens house.
9. The girls bathing suit is in the dryer.
10. The doctors surgery is open on weekends.

p11 key skill – I can use apostrophes to mark plural possession

Use an apostrophe to show possession. For plural nouns or name ending in 's' – put the apostrophe after the 's'. (*boys' / Chas'*).

Do **not** use an apostrophe with possessive pronouns.

Find where the missing apostrophe should be and add them to the following statements (all nouns are plural) :

1. The cats whiskers are covered in milk.
2. Angus homework was ripped to shreds by the bulldog.
3. The childrens toys need to be put away.
4. I put the dogs bones in the cupboard.
5. The girls bathing suits are in the dryer.
6. Mr Jones lessons were always interesting.
7. The class homework was handed in on time.
8. The mens 100m race was exciting to watch.
9. We went on a lads night out in Bristol.
10. The kangaroo carried its baby in its pouch.

p12 key skill – I can use apostrophes to mark missing letters in a contraction

Use an apostrophe with contractions. The apostrophe is placed where a letter or letters have been removed.

Find where the missing apostrophe should be and add them to the following statements:

1. I cant go with you.
2. Lets go.
3. I dont think so.
4. Im going to head down to Cabot Circus.
5. Youll save money online.
6. Dont start writing yet.
7. Weve been having lots of fun in science classes.
8. Whys the dog eating from the cats dish?
9. Ive always wanted to be able to run fast.
10. Jades been swimming since she was 6 months old!

___ / 10

? Why is the last sentence on this worksheet and not the possession sheet?

p13 key skill – I can use speech marks around quotes

When you are responding to a text, it is vital to use quotes taken from the text as evidence, which should be presented using speech marks. There are some rules when using quotes from a text:

a) Use a comma to separate the verb from the speech.

E.G. *The writer says, "Teenagers are lazy."* OR *"Teenagers are lazy," the writer says.*

b) Punctuation should go inside the speech marks.

Look at the extract for quotes which could be used to support the points about Stanley.

Stanley and his parents had tried to pretend that he was just going away to camp for a while, just like rich kids do. When Stanley was younger he used to play with stuffed animals, and pretend the animals were at camp. Camp Fun and Games he called it. Sometimes he'd have them play soccer with a marble. Other times they'd run an obstacle course, or go bungee jumping off a table, tied to broken rubber bands. Now Stanley tried to pretend he was going to Camp Fun and Games. Maybe he'd make some friends, he thought. At least he'd get to swim in the lake.

(**'Holes'** - Louis Sachar)

1. Stanley is poor – *The writer says*
2. Stanley is lonely –
3. Stanley tries to make the best out of a bad situation –

p14 key skill – I can follow the conventions of using dialogue e.g. use of speech marks, a new line for a new speaker

When writing dialogue there are some rules which you must follow:

- a) Use a comma to separate the verb from the speech E.G. *I said, "I love this book."* OR *"I love this book," I said.*
- b) Punctuation should go inside the speech marks.
- c) Both parts of a divided quote must be contained in speech marks.
- d) Begin a new paragraph whenever the speaker changes.

Read this dialogue which has been written without any punctuation or paragraphing. Rewrite it as dialogue, making sure you follow the rules above.

Come on now said the man where's the money? Don't give it to him said the woman don't give it to him Billy. Give it to me. The father advanced on the boy, his teeth showing under his big moustache. Where's the money? he almost whispered. The boy looked him straight in the eyes. I lost it he said.

p15 key skill – I can use colons to introduce lists of items

One of the main uses for a colon is to introduce a list of things.

Find where the colon should be and add them to the following statements:

1. There are so many things we could do go to the cinema, go skating, go bowling or just stay in and watch DVDs.
2. The fire destroyed many things in the house the furniture, the carpets and the curtains.
3. He'd lost everything his friends, his happiness and his pride.
4. Mr Smith had a clear set of demands a giant super-computer, a brand new Ferrari and a sack of gold coins.
5. Sir Alex Ferguson announced his best squad Rooney, Berbatov, Jukes, Baker, Scarborough and Daly.

___ / 5

p16 key skill – I can use semicolons to separate phrases in a list

Where phrases in a list already contain a comma then a semicolon is used to separate the phrases from one another.

It is good for you because it contains eggs, for protein; milk, for calcium; and spinach, for iron.

Find where the semicolon should be and add them to the following statements:

1. The conference has people who come from London, England
Madrid, Spain Paris, France.
2. The speakers were: Dr Sally Meadows, Biology Dr Fred Eliot,
Sociology Julie Briggs, Chemistry.
3. The four venues will be: Middleton Hall, Manchester Highton House,
Liverpool Marsden Hall, Leeds and the Ashton Centre, Sheffield.
4. The main points in favour of the system were that it would save time
for buying, accounts and on-site staff it would be welcome by the
reception staff it would use fewer resources and it would be
compatible with earlier systems.
5. The meeting included Jane Smith, director Tom Brown, team leader
Sally Young general manager and Ann Parker, finance manager.

p17 key skill – I can use semicolons to link short, related sentences

A semicolon can be used instead of a full stop where the two sentences are closely linked.

Call me tomorrow; you can give me your answer then.

Match the first sentence to the appropriate second sentence and re-write the sentences using a semicolon:

- | | |
|---------------------------|------------------------------------|
| 1. I love her | 6. however, some would not. |
| 2. The play was boring | 7. it was really interesting. |
| 3. He was feeling nervous | 8. she means the world to me. |
| 4. I read a book | 9. I fell asleep half way through. |
| 5. Many would agree | 10. his mouth felt very dry. |

1. _____

2. _____

3. _____

4. _____

5. _____

p18 key skill – I can use colons to explain an idea or support a point I have made

A colon instead of a semicolon may be used between two sentences when the second sentence explains, illustrates, paraphrases, or expands on the first sentence.

*He got what he worked for: he really earned that promotion. **OR***

He got what he worked for: a promotion.

Match the first sentence to the appropriate second sentence or phrase and re-write the sentences using a colon:

- | | |
|---------------------------------|---------------------------------|
| 1. He became a vegetarian | 6. it rained every day. |
| 2. They offer free services | 7. "All the world's a stage." |
| 3. As William Shakespeare wrote | 8. the teachers were on strike. |
| 4. Our camping trip was ruined | 9. many can't afford to pay. |
| 5. School was cancelled | 10. he loved animals. |

1. _____

2. _____

3. _____

4. _____

5. _____

p19 key skill – I can use ellipsis to leave details out or create suspense in creative writing

An ellipsis is extremely handy when you're:

- a) quoting from a text and you want to leave some words out.
- b) pausing for effect.
- c) expressing an unfinished thought.
- d) trailing off to create suspense.

"I'm wondering..." John said, bemused. = c.

Look at the examples of sentences which contain an ellipsis. Write the letter of the purpose matching the use of the ellipsis:

- 1. A credit card stolen in London was used to pay for a Chinese meal five hours later ... in Bangkok. = ____
- 2. Stood tall and with the Lord's Prayer mumbling across our lips, we entered the chamber... = ____
- 3. The brochure states: "The atmosphere is tranquil ... and you cannot hear the trains." = ____
- 4. "Yeah? Well, you can just...." = ____

p20 key skill – I can use brackets for short, related information

Brackets can be used to insert an afterthought or to expand or clarify something nearby (usually the text immediately preceding).

I had fish and chips for dinner (Fish and chips are my favourite).

Let's look at some examples of different sentences which use brackets and put the brackets in each sentence.

1. She will ride a pony but not a Dartmoor pony .

(In this example, the end punctuation belongs to the main sentence not to the bit in brackets.)

2. She will ride a pony. However, she will not ride a Dartmoor pony .

(In this example, the end punctuation belongs to the bit in brackets.)

3. She will ride a pony She told me yesterday but not a Dartmoor pony .

(In this example, the bit in brackets is a standalone sentence within another sentence. When this happens, it is okay to leave out the end punctuation.)

p21 key skill – I can use dashes to add detail or comment on the rest of the sentence

The dash does not have a unique role in grammar. It is usually used as an alternative to another punctuation mark. For example:

- a) To replace a colon (*It depends on one thing — trust.*)
- b) To replace a semicolon (*It depends on trust — it always has.*)
- c) To replace an ellipsis used as a pause for effect (*It needed — trust.*)

- d) Dashes can be used as alternatives to brackets and commas.

For example:

It depends — as my mother used to say — on trust.

Find where the dashes should be and add them to the following statements:

- 11. School was cancelled the teachers were on strike. (a)
- 12. The play was boring I fell asleep halfway through. (b)
- 13. A credit card stolen in London was used to pay for a Chinese meal five hours later in Bangkok. (c)
- 14. She will ride a pony she told me yesterday but not a Dartmoor pony . (d)
- 15. She will ride a pony but not a Dartmoor pony . (d)

p22 key skill – I can use hyphens to form compound adjectives

Hyphens are joiners. They join the words in a compound adjective (*six-foot table, silver-service waitress, ten-year-old boy*), and they join the words in compound nouns (*paper-clip, cooking-oil*).

Try to work out the missing words from their clues and write the hyphenated word in the gaps:

good-looking	sugar-free	twenty-one	well-known
	sister-in-law	x-ray	first-class
free-range	anti-bacterial	all-inclusive	

1. When I broke my arm I had to have an _____.
2. One Direction is a _____ boy band.
3. Coke Zero is a _____ version of Coke.
4. My brother's wife is my _____.
5. I use _____ hand soap to wash my hands.
6. Mum always buys _____ eggs from the farm.
7. Celebrities and business men usually fly _____.
8. He went on an _____ holiday to Spain.
9. My brother will be _____ next year so he'll probably have a big party to celebrate.
10. All the actors were extremely glamorous and _____
_____.

Punctuation 'can do' worksheets

Punctuation	Full Stops and Capital Letters	p1	I can use full stops at the end of sentences	L1
		p2	I can use capital letters at the beginning of sentences	L1
		p3	I can use capital letters for proper nouns	L1
		p4	I can use question marks effectively	L2
		p5	I can use exclamation marks appropriately	L3
	Commas	p6	I can use commas to separate items in a list	L3
		p7	I can use commas to separate clauses in compound or complex sentences	L4
		p8	I can use commas to add a subordinate clause to a sentence	L5
		p9	I can use commas to separate words used at the start of a sentence	L5
	Apostrophes	p10	I can use apostrophes to mark possession of one thing/person	L4
		p11	I can use apostrophes to mark plural possession	L4
		p12	I can use apostrophes to mark missing letters in a contraction	L5
	Speech marks	p13	I can use speech marks around quotes	L4
		p14	I can follow the conventions of using dialogue e.g. use of speech marks , a new line for a new speaker	L5
	Colons	p15	I can use colons to introduce lists of items	L5
		p16	I can use semicolons to separate phrases in a list	L5
		p17	I can use semicolons to link short, related sentences	L5
		p18	I can use colons to explain an idea or support a point I have made	L5
	Sophisticated and Creative Punctuation	p19	I can use ellipsis to leave details out or create suspense in creative writing	L4
		p20	I can use brackets for short, related information	L5
		p21	I can use dashes to add detail or comment on the rest of the sentence	L5
		p22	I can use hyphens to form compound adjectives	L5