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Section 6 – Keeping things ticking over

Finding your way around the curriculum pack

A well-chosen piece of punctuation is as good as a well-chosen word!

In order to be able to use punctuation effectively in writing, children need to be able to hear it in spoken language and to pay attention to it in their reading. This resource pack aims to incorporate key elements of spoken language, reading and writing to make children more aware of punctuation in fun and engaging ways.

The pack is broken down into 7 sections, each supported by a variety of teaching suggestions and resources. It can be used as a structured sequence of lessons or as a collection of ideas and resources for the teacher to dip into as and when appropriate.

There are 6 key punctuation skills covered in this pack:

- Punctuating direct speech
- Using possessive apostrophes
- Extending sentences: using commas beyond lists
- Extending sentences: inserting parenthesis
- Linking clauses with semi-colons
- Linking clauses with colons

Sections comprise:

- **Quick 'n' easy starters** – for those times when you only have a few minutes
- **Time for more?** – if you have 30 minutes or more
- **How are you doing?** – assessment opportunities
- **Taking it home** – home-learning opportunities

Finally there is a **Keeping things ticking over** section which pulls things together and gives tips and ideas for encouraging children to make effective choices when using punctuation.

We've included links to each separate resource included in this pack so that you can access the resources directly on www.teachitprimary.co.uk. We've also included the file number for each original resource – just pop this into Teachit Primary's search engine. Lots of the resources in this pack are Word documents, but we've also included links to PowerPoints and interactive activities. Please log in first in order to access any of these resources on Teachit Primary.

We hope you enjoy using this pack. If you have any questions, please get in touch: email support@teachitprimary.co.uk or call us on 01225 788851. Alternatively, you might like to give some feedback for other Teachit Primary members – you can do this by adding a comment on the [Creative approaches – Punctuation KS2](#) page on Teachit Primary (please log in to access this).

Section 5a: Linking clauses with semi-colons

(Statutory requirements: 6)

Key knowledge – children should learn that:

- a semi-colon provides a break in a sentence that is stronger than a comma but not as final as a full stop.
- a semi-colon can be used to separate two main clauses in a sentence:

I liked the book; it was a pleasure to read.

As they are closely related in meaning, these clauses could be written as two separate sentences but a semi-colon is often preferable.

Quick 'n' easy:

- Start with a version of the game of *Consequences*. Put children into pairs and ask each child to write a sentence at the top of a piece of paper. You will have to give them a pointer, such as asking them to write a sentence about what they like to wear:

I like wearing hats.

Ask the children to fold over the top of the paper so the sentence can't be seen, then to swap with their partner. Then ask children to write another sentence which relates to the first:

They keep my head warm.

Unfold the paper to reveal the sentences. The fact that the children will have written sentences which relate to their original idea and not to their partner's should make for some entertaining sentences! You should end up with things along the lines of: *I like wearing hats. They help me run faster.*

Now demonstrate how these two sentences can be linked with a semi-colon and ask the children to re-write the two sentences as one.

I like wearing hats; they make me run faster.

- Write a clause on the board and finish with a semi-colon. Ask children to write possible follow on clauses on whiteboards and share ideas.

Mrs Lewis stepped outside into a huge puddle;

Tom gasped as he opened the door;

Challenge children to come up and write their own first clause for others to complete.

Section 5a: Linking clauses with semi-colons

- Play *First one home*. Ask children to open their reading books and give them a set time to skim their book and find a semi-colon that links two clauses.

Time for more?

- Begin with a game of *Because, because, because!* Form a circle and begin by saying a sentence about something you did the previous day:

I went to the shops.

The next child adds a clause with the word because:

I went to the shops because I needed milk.

The next child begins their sentence with the second clause and adds a 'because' clause of their own:

I needed milk because I had spilled mine everywhere.

And so on around the circle. This activity promotes children's understanding of related clauses and prepares them for the next step:

- Start with two simple sentences:

David was looking forward to his trip to the cinema. He would finally get to see the last film in his favourite trilogy.

Ask the children to suggest a conjunction that could join these two sentences to make either a compound or a complex sentence. They may suggest the following examples - *because, as, where*. Discuss the effectiveness of their suggestions. Next show the sentences again but replace the full stop with a semi-colon (remembering alter the capital letter to a lower case one in the second clause). Remind them that this is another way that they can show a connection between the two ideas and model, when reading aloud, the pause that shows the connection. (Make sure that the children realise that this type of sentence is not a complex sentence though as there is no subordination. Both clauses are independent clauses that can stand on their own.) [Resource 22996: Clause confusion – using semi-colons](#) is a fun game to reinforce this concept and [Resource 8494: Using semi-colons](#) is a useful pencil and paper follow-up.

How are we doing?

- [Resource 22997: Semi-colons – right or wrong?](#) is a great assessment activity.

Taking it home:

- Ask children to look for examples of semi-colons linking clauses in their reading. Challenge them to record as many as they can in a week.

Resources contained within Section 5a

22996 Clause confusion – using semi-colons	47
8494 Using semi-colons	50
22997 Semi-colons – right or wrong.....	52

Teachit sample

Teaching notes:

Photocopy the two sets of clauses and cut them out. Give a clause to each child and ask them to walk the room to find their 'partner'.

Alternatively, photocopy both sets of clauses for pairs or small groups and play the game as a pelmanism; the cards are laid out face down in two sets and children take turns to turn over a card from each set. If the two clauses match, they keep them. The winner is the child with the most pairs at the end of the game.

We all took off our shoes;

There wasn't a moment to lose;

The dentist's face came closer and closer;

The poor man burst into tears;

Johnny missed the bus;

She had looked everywhere;

Andy grinned confidently;

The rabbit had been sadly neglected;

Dave never took any exercise;

It was a cold day;



her purse was nowhere to be seen.

he became very fat.

he had lost everything.

Gran was very fussy about her new carpet.

the tide was coming in rapidly.

this was going to be easy.

he was going to be late!

it was in an awful state.

I had to wrap up warmly.

Jo's sweaty palms gripped the chair tighter.



Name:

Date:

Semi-colons are used to separate clauses. One of the ways they can be used is when separating a list of clauses. This is similar to the way we use a comma to separate a list.

Example: I wasn't exactly afraid; I was just worried for your sake.

Add the semi-colons to these sentences:

1. The cat was large it was the size of a small dog.
2. Sophie was good she was the best-behaved girl in the class.
3. Leon was adventurous he was always planning expeditions.
4. I like playing in the garden especially when it is sunny.
5. I really enjoy literacy I particularly like reading interesting texts.



Now complete these sentences by adding a second clause and separating the clauses with a semi-colon:

6. Cakes and sweets are delicious.....
.....
7. I like playing games.....
.....
8. Cats are furry animals.....
.....
9. Every weekday I come to school.....
.....
10. There are nine planets in our Solar System.....
.....

See if you can re-write these passages adding semi-colons in the correct places.

Example:

Bob the Builder looked around his workshop and noticed a bag of hammers; several cans of paint; some paintbrushes and a dusty ladder, all of which needed tidying up.

1. To make a delicious cake you need to add three large eggs 400g of self-raising flour 400g of caster sugar 400g of butter or margarine, this is best if left out to warm a little and a pinch of salt



2. When the gardener looked around the allotment he beheld a wondrous sight. There were runner beans hanging in bunches like grapes the green tufts of carrots sprouting in neat rows a crown of rhubarb on which puddles of rainwater had collected. He couldn't believe how he had grown so many beautiful crops.

3. The teacher sorted out the equipment she would need to take home with her that night. There was a large bag of books a pencil case a large bundle of worksheets and a set of notes for next week's lessons. She sighed as she lifted them into her car.



Read the sentences below. Some of them contain a semi-colon used correctly, some have a semi-colon in the wrong place and others have one but shouldn't! Cut out the sentences and stick them into the correct place on the table.

Kate sat down and turned on; the TV her favourite programme was about to start.

Although it was very cold; Billy went out wearing only a t-shirt.

I love going to the shops; and spending lots of money.

Mum sat down with a cup of coffee; it was the first time she had stopped all day.

Mrs Davies surveyed her class; sternly waiting for the culprit to own up.

Hesitantly, Rachel pushed the door; she was worried about what she would find.

Susie walked to the post box; clutching the envelope tightly would hers be the winning entry?

Lily was sad to say goodbye to Mrs Hopkins; she had always been a good neighbour.

Dad was extremely worried; because William was late home from the football match.



Name:

Date:

Correctly placed

Incorrectly placed

Shouldn't be there at all

Name:

Date:

Now re-write the sentences with incorrectly placed semi-colons and those with semi-colons that shouldn't be there at all.

1.

.....

2.

.....

3.

.....

4.

.....

5.

.....

6.

.....