

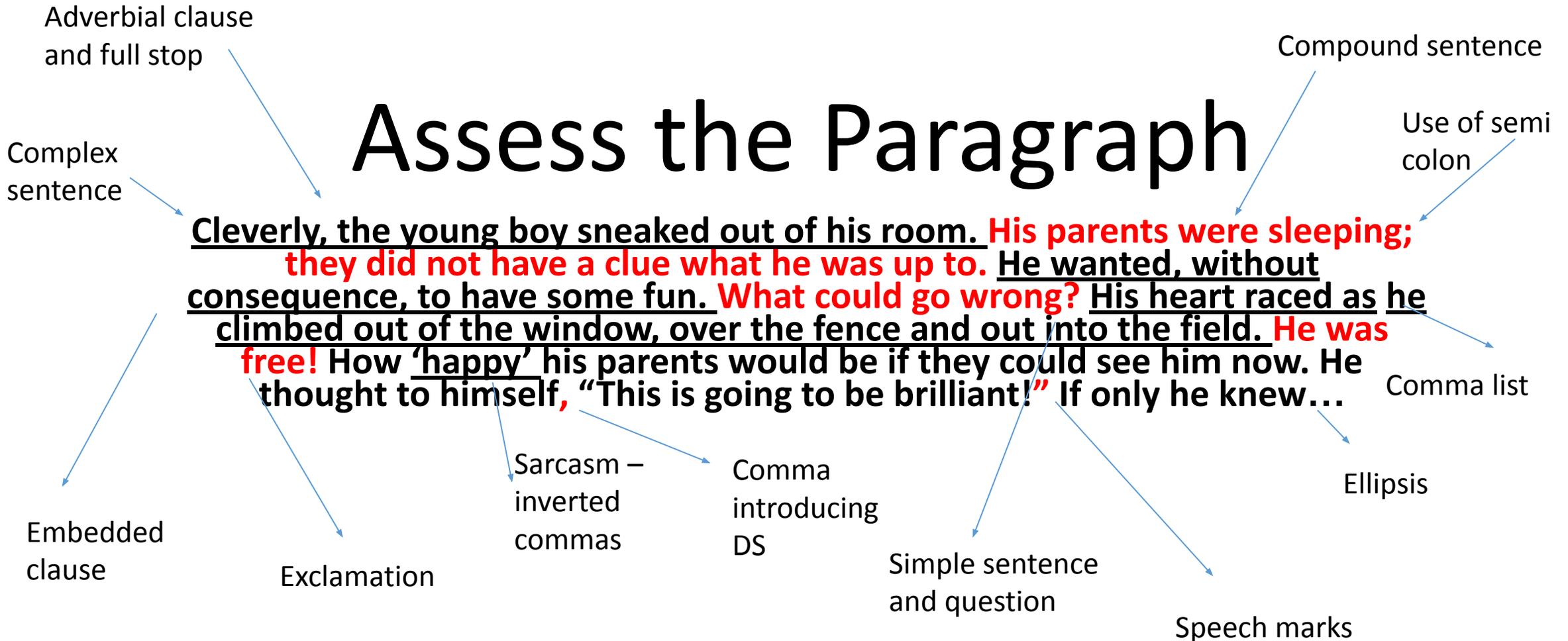
# Assess the Paragraph

**Cleverly, the young boy sneaked out of his room. His parents were sleeping; they did not have a clue what he was up to. He wanted, without consequence, to have some fun. What could go wrong? His heart raced as he climbed out of the window, over the fence and out into the field. He was free! How 'happy' his parents would be if they could see him now. He thought to himself, "This is going to be brilliant!" If only he knew...**

11 punctuation uses and all sentence types used

16 points!

# Assess the Paragraph





Choose a random image for your description.

Prepare to practise using a range of punctuation.



# Punctuation You Can Use

FULL STOP . To end a full sentence: **The boy was silly.**

EXCLAMATION MARK ! To exclaim or shout: **He was horrible!**

QUESTION MARK ? To ask a question: **How did that happen?**

COLON : To introduce: **We need: bread, butter and oranges.**

COMMA , Lists: **He was smelly, hairy and vile.** Embedded clauses: **Billy, being small and lean, fit through the hole in the wall.** Adverbial clause: **Sadly, he walked away.** Time clause: **Before lunch, we went to the park.**

SPEECH MARKS "" Around direct speech: **He said, "I want my dinner!"**

## **CHALLENGES**

ELIPSIS ... To create longer pauses: **He was finished... Or was he?** To create a cliff hanger: **It was all over. For now...**

INVERTED COMMAS ‘ ’ To create sarcasm. **I just ‘love’ coming to school.**

SEMI COLON ; To join two full sentences: **Billy was small for his age; he always wore trousers that were too big.**

# Peer Assessing Descriptions

- + 1 point for every DIFFERENT use of punctuation
- + 5 points if they have a simple, compound and complex sentence used

# Assessing your own work

- Can you identify when you have used different punctuation types?
- Can you identify if you have used simple, compound and complex sentences?