

Structure and Organisation

- Understand how texts are structured and organised
- Recognise the use and effects of paragraphs, sentences and word order
- Recognise connectives

Ways of Structuring and Organising Texts

When you are reading texts, there are several ways that you might look at **structure** and **organisation**, for example:

- Paragraphs – Are they short or long? What effect does this have?
- Sentences and word order – What types of sentences are used? Where in the sentence are the key ideas? What effect does this have?
- **Connectives** – How do they make the meaning flow more easily? How do they link different parts of the writing together?
- Openings and endings – What effect are they trying to create?
- Punctuation – How does it divide the text? What effects does it create?

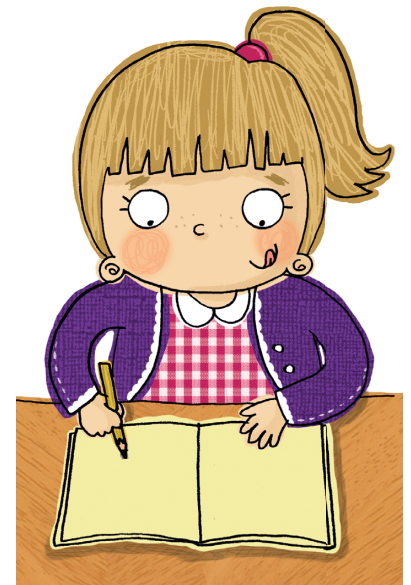
Key Point

Structure and organisation can refer to many features of a text.

Paragraphs, Sentences and Word Order

Different paragraph lengths can have different effects. For example, short paragraphs can be used to shock or surprise the reader. Long paragraphs can be used to add extra descriptive detail or to build up tension.

Different sentence lengths can also have different effects. As with paragraphs, shortness can be used to create shock or surprise and length can add detail. Where the main idea is placed in a sentence can also change its importance.



Example

1. Cabbage is the greatest food on Earth.
2. The greatest food on Earth is cabbage.

The subject of the sentence (cabbage) is given straight away.

Tension is built up by changing the word order.

Connectives

Connectives link the different parts of writing together and help it to flow in ways that suit the style and meaning.

Examples of connectives are: and, because, when.

Example

The boy **and** his parents went to the cinema. **When** they got there, it was full.

Key Point

Connectives can be used within a sentence, between sentences or between paragraphs.

Openings and Endings

The opening of a piece of writing is always important because it has to get the attention of the reader or make clear what the purpose of the writing is.

The ending of a piece of writing is important as it is the last chance for a writer to make an impression on the reader, so they may include their most important ideas at the end.

Punctuation

Punctuation is important in structuring writing because it makes the meaning clear.

Example

1. Let's eat Grandma!

2. Let's eat, Grandma!

There is no comma so the sentence is suggesting that we eat Grandma!

The comma makes it clear that the writer is asking Grandma to join him or her for a meal.



Quick Test

1. Give one reason for using short paragraphs.
2. Give one reason for using long sentences.
3. Why is the opening of a piece of writing important?
4. Why is the ending of a piece of writing important?
5. Why is punctuation important in structuring writing?

Key Words

- Structure
- Organisation
- Connectives

Homophones

- Understand homophones
- Recognise some of the more commonly confused homophones

What are Homophones?

Homophones are words that sound similar but have different meanings and spellings. For example: 'aye', 'eye' and 'I'.

It is important to know which spelling or word to choose because the meaning of a sentence can change completely if an incorrect spelling is used.

Key Point

Using the wrong spelling of a word can completely change the meaning of what you're trying to say.

Example

'Can I have four candles?'

Sounds the same as

'Can I have fork handles?'

...but the meaning is totally different!



Commonly Confused Homophones

Their, There and They're

- Their = belonging to them. Example – It was their home. (the home belongs to them)
- There = in that direction. Example – The house was over there. (the house was in that direction)
- They're = they are. Example – They're in the house. (they are in the house)

Weather and Whether

- Weather = the state of the atmosphere.
Example – The weather is cold.
- Whether = can be used to express choices.
Example – I do not know whether to go to New York or Berlin for my holiday.

Tip

You can remember 'There' by remembering that it is one of a group of words linked to directions which contain 'here' – 'Where', 'Here' and 'There'.

Are and Our

These two words are not always confused but in many areas they are pronounced similarly.

- Are = a form of the verb 'to be'. Example – He is young/ We are young.
- Our = belonging to us. Example – That is our house.

To, Too and Two

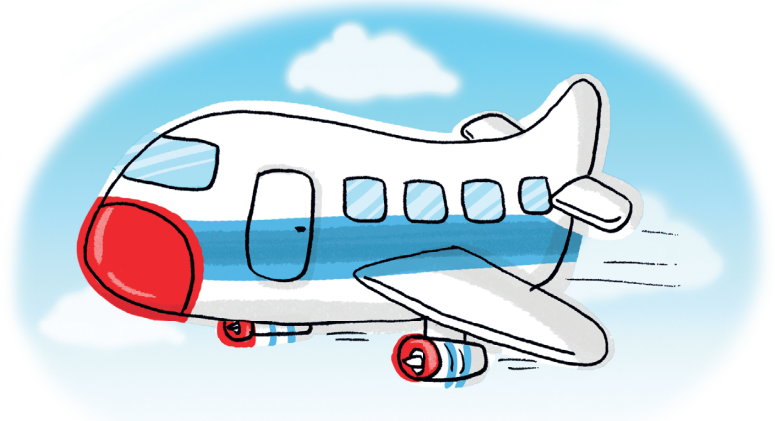
- To = can express movement in the direction of something. Example – I am going to the shops.
- To = can go before the **infinitive** (the main root form) of a verb. Example – I am going to help.
- Too = used with amounts or quantities. Example – He did too little revision and much too late.
- Too = can mean 'as well'. Example – Can I come too?
- Two = the number 2. Example – I ate two cakes.

You're and Your

- You're = short for 'You are'.
Example – You're going on holiday.
- Your = belonging to you.
Example – Is that your pencil case?

It's and Its

- It's = it is (or sometimes 'it was').
Example – It's my party!
- Its = belonging to 'it'. Example – The cat licked its paws.



Key Point

'Our' can also be confused with 'hour'.
'Hour' is used to talk about time.

Quick Test

In each of these five statements, identify the correct homophone:

1. **You're/Your** really annoying me.
2. **It's/Its** my birthday.
3. You **two/to/too** can come along.
4. They can come **two/to/too**.
5. **There/Their** exam results were really good.

Key Words

- Homophone
- Infinitive

Review Questions

G Grammar **P** Punctuation **S** Spelling

G 1 Underline the verbs in these sentences:

- a) The swimmer won the race.
- b) Instead of chips, they ate curry.
- c) During the meal they talked constantly.



3 marks

GS 2 In these sentences, there is an adjective in brackets. Change it into an adverb for the sentence to make sense.

Example – The singer sang the song (quiet). quietly

- a) The athlete ran (quick) to the finish line. _____
- b) Robbie (clever) released 50 songs on his new album. _____
- c) Tara smiled (reluctant) before eating the carrots. _____
- d) Josh ambled (lazy) to the shed. _____
- e) (Amazing), Jennifer had done her homework. _____
- f) (Lucky), Dan had put the chicken in the oven on time. _____
- g) Kristina had (fortunate) won the lottery. _____
- h) Peter had (intelligent) found a way to solve the puzzle. _____
- i) The June snow (crazy) forced the game to be cancelled. _____
- j) Katrina walked (cautious) to the shops. _____

10 marks

G 3 Not all words that end in 'ly' are adverbs. Read these sentences and decide whether the word ending in 'ly' is an adverb or an adjective. Tick the correct boxes.

Sentence	Adverb	Adjective
The holy man spoke well.		
Ali nervously ate the food.		
Ugly creatures are scary.		
Smelly streets need cleaning.		
Carefully , Sam packed her bags.		

Review Questions

G Grammar **P** Punctuation **S** Spelling

Sentence	Adverb	Adjective
Caesar triumphantly entered Rome.		
The teacher's kindly ways made him popular.		
Emma disliked walking in the chilly weather.		
Fred's surly looks scared people off.		
Rita walked rather anxiously into the exam room.		

10 marks

- GP** 4 Look at the sentences in this table and decide whether the commas are in the correct places. Tick the correct boxes.

Sentence	Correctly Used Commas	Incorrectly Used Commas
Eventually, James got the answer.		
Mia ate the biscuits, but she left the bread.		
Laura, ate the bread but she left the biscuits.		
Hannah, despite being inexperienced, won the match for the girls.		

4 marks

- GP** 5 Add the commas in the correct places in these sentences.
- Cara didn't like her present despite it being expensive.
 - Alan ate cabbage sprouts and mushrooms.
 - Isaac's shoes were black red and gold.
 - Liam and Tom formed a band although they couldn't play any instruments.

4 marks

Mixed Questions

G Grammar **P** Punctuation **S** Spelling

- G** 1 a) Add a prefix to the underlined word in this sentence, so it makes sense.
Everyone liked the teacher because he was cruel and set lots of homework every night.

1 mark

- b) Add a suffix to the underlined word in this sentence, so it makes sense.

The injury was caused by an accident collision with a bicycle.

1 mark

- G** 2 Underline the root of the word below:

Establishment

1 mark

- G** 3 a) Complete the sentence below by filling in the gap with the past progressive/continuous form of the verb 'to run':

I _____ to the shop.

1 mark

- b) Complete the sentence below by filling in the gap with the present continuous/progressive tense of the verb 'to play':

I _____ with my friends.

1 mark

- G** 4 a) Read these statements.
Tick the one which is most definite.

A I should go to town. ☐

B I might go to town. ☐

C I will go to town. ☐

1 mark

- b) Read these statements.
Tick the one which is least definite.

A I will eat a sandwich. ☐

B I shall eat a sandwich. ☐

C I may eat a sandwich. ☐

1 mark



- P** 5 a) Place the comma correctly in the sentence below:

After going to the match we decided to go home.

1 mark

- b) Place the commas correctly around the dropped-in relative clause in the sentence below:

Mr Smith who is an expert on photography will be giving a talk tonight.

1 mark

Mixed Questions

G Grammar **P** Punctuation **S** Spelling

- G** 6 Underline the subordinate clause in the sentences below:
- a) Even though the beans were covered in cheese, he didn't eat them.
- b) Josh passed the test, although the noise distracted him.

2 marks

- P** 7 Read the sentences below. Tick the one which uses dashes correctly.

A Roger – even though he was lazy – came first in the race. ☐

B Roger – even though – he was lazy, came first in the race. ☐

C Roger even though he was lazy – came first – in the race. ☐

1 mark

- P** 8 Place a semi-colon correctly in the sentence below:

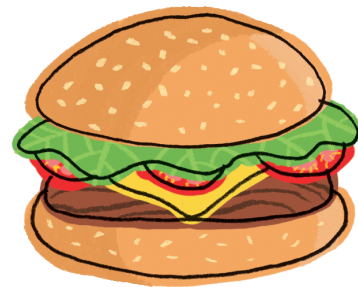
I like travelling to Greece the weather there is very warm.

1 mark

- P** 9 Place a colon correctly in the writing below:

We have several alternatives

- Eat at home
- Order a takeaway
- Visit a restaurant



1 mark

- GP** 10 Explain how the comma changes the meaning in the two sentences below:

A Are you going to see, Adam?

B Are you going to see Adam?

1 mark

- G** 11 Rewrite the sentence below so that it begins with the adverbial phrase.

We went to the café before leaving town.

1 mark

- G** 12 Underline the determiner and modifier in the noun phrase below:

That intelligent, tall man.

1 mark