

Literacy

Punctuation revision and  
worksheets

## Apostrophe revision

Apostrophes (') are used for two reasons. In this poster, you will see that they are used to indicate missing letter in words or phrases.

### *Apostrophes are used:*

<b>1.</b> <b>to indicate missing letters</b>
--

For example:

*(they + have = they've; are + not = aren't; they + will = they'll)*

- You can't have it.
- Don't do that!
- I'd like an ice-cream, please.
- We'd better hurry.

## Apostrophes to shorten practise

Apostrophes are often used to show that letters have been left out of words.

E.g.: I'm = I am

It's = It is

I've = I have

You'll = You will

He'll = He will

She's = She is

O'clock = of the clock

The dog's barking = The dog is barking

Shorten the words in these sentences by using apostrophes when necessary.

1. It is a beautiful sunny day.
2. He is going to regret stealing the money from his brother.
3. They are the best friends in the world.
4. The dinner is ready.
5. I am the fastest sprinter in my entire school.

Now rewrite the following passage spelling out the verbs in full instead of using apostrophes to shorten them.

You're going on a voyage to the moon. Although it'll be an exciting adventure, you'll experience some terrible dangers. It is Jack's job to help guide and protect you. He's been well trained and has a lot of skills in survival tactics. I'd love to come with you but I'm going on holiday to Hawaii tomorrow and it'd be a shame to not go.



## Apostrophe revision

Apostrophes (') are used for two reasons. In this poster, you will see that they are used to indicate possession.

*Apostrophes are used:*

**1.** to indicate possession

For example:

- The girl's bicycle
- My friend's house

### Rules of possession

Singular:

**When the possessor is single we indicate possession by using an apostrophe followed by the letter s:**

The man's coat  
My brother's car

Plural:

**When the possessors are plural, the apostrophe is placed after the final s:**

The boys' bicycles  
My cousins' parents

**When names end with the letter 's', either use is acceptable:**

James' wife or  
James's wife



## Apostrophes for possession



There are some rules to learn in order to ensure that you use the apostrophe for possession correctly.

Rewrite the sentences to include an apostrophe.

Example: The coat belongs to the man = the man's coat. (Man's = there is only one man)

1. The bicycle belongs to my brother.
2. The web belongs to the spider.
3. The field belongs to the school.
4. The computer belongs to the receptionist.
5. The car belongs to my uncle.

Rewrite the sentences to include an apostrophe – remember to look at the **s**.

Example: The dogs' bones are hidden in the garden. (Dogs' = more than one dog)

1. The players changing room was like a pig sty after the game.
2. The teachers staffroom is very noisy at breaktime.
3. The soldiers tank roared across the landscape.
4. The doctors surgery was very busy on a Monday morning.
5. One of Dickens characters in 'Oliver Twist' is the Artful Dodger.

Write sentences containing possessive apostrophes. Make sure you are aware of whether it is singular or plural possessive.

Example: a cat + paw = The cat's paw had a thorn in it.

1. the bicycle + tyre
2. Mr Jones + jacket
3. three horses + field
4. my sister + dress
5. fox + prey

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James's wife**

#### Some irregular plurals

Some words do not form their plurals in the regular way. They have irregular plurals:

Man – men    foot – feet    tooth – teeth    goose – geese  
Woman – women    child – children    mouse – mice

### Brackets revision

Brackets, also known as parentheses, provides separate information to a sentence.

***Brackets are used:***

- 1.** to add information to a sentence that will give greater detail to the information presented
- 2.** to state the full name of an abbreviation
- 3.** to provide a citation of a text

***For example:***

- 1.** Molly's jumper was pink (bright pink) with a blue stripe.
- 2.** The RSPCA (The Royal Society for the Prevention of Cruelty to Animals) are desperate for people to re-home the homeless animals in their care.

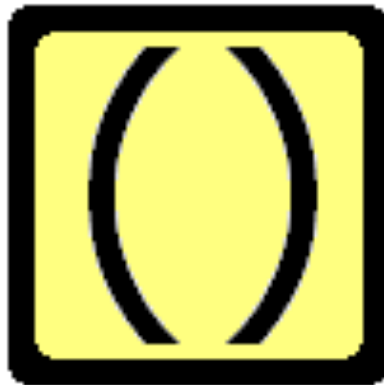
## Brackets

Rewrite the sentences below using brackets:

1. Ellie my older sister lives in Manchester.
2. Jupiter the largest planet is made of gas.
3. The twins Ben and Billy have just played their first football match.
4. The ambulance which had sirens blaring and lights flashing moved swiftly through the traffic.
5. The student who was new to the school got lost to her first lesson.

Rewrite the following paragraph using brackets:

Denver and Max Denver's cousin went to the shopping centre. They had £10 in pound coins between them. Max was hungry he hadn't eaten all day so he bought a sandwich with halloumi a type of cheese to eat.





## Capital letters – revision

### Upper Case and Lower Case Letters:

Aa Bb Cc Dd Ee Ff Gg Hh Ii Jj Kk Ll Mm Nn Oo Pp Qq Rr Ss Tt Uu Vv Ww  
Xx Yy Zz

(Make sure you use the right shape and size)

### *Upper case or capital letters are used:*

- 1.** to start sentences
- 2.** for proper nouns
- 3.** for initials

### For example:

- 1.** English is the most important school subject.
- 2.** Many of **S**hakespeare's plays were first performed by the **R**iver **T**hames in **L**ondon at the **G**lobe **T**heatre.
- 3.** The biggest **T.V.** audiences in the **U.K** are for **B.B.C.** and **I.T.V.** programmes.


Capital Letters– practise


Correct the following sentences by using capital letters where they are needed.

- a) tom, sam and jamie watched the football match on saturday. it was chelsea vs arsenal.
- b) My puppy rover likes to chase my neighbour's cat tilly.
- c) the united states of america has 50 states, one of them being alaska.
- d) buckingham palace, big ben and the houses of parliament are all tourist attractions in London.
- e) my friend tim is travelling to australia for his summer break.
- f) my dad drives a blue bmw.
- g) mr and mrs smith live on westfield drive in cornwall.
- h) the simpsons is a famous American television show.

Arrange the following words into table. You need to decide if they are common or proper nouns. Remember, if they are proper nouns they will need a capital letter.

Common	Proper

- |           |                   |
|-----------|-------------------|
| table     | taj mahal         |
| paul      | jungle            |
| window    | school            |
| coca cola | amazon rainforest |
| car       | apple             |

## Colon revision

A colon goes before (precedes) an explanation or an example of what has gone before, a list, or a quotation.

### *Colons are used:*

- 1.** to introduce a list
- 2.** before a long quotation or a speech
- 3.** before a clause to explain a previous statement

### For example:

1. The car has a number of optional extras: sun roof, tinted windows, rear seat belts, and electrically operated wing mirrors
2. Speaking at Caesar's funeral, Anthony addresses the crowd: "Friends, Romans, countrymen ..."
3. The school is highly regarded: academic standards are high, the staff are pleasant, and the students enjoy going there.

### Colon practise

Rewrite the sentences below using colons:

1. The colon a useful punctuation mark.
2. My life had changed for ever. I was going to university.
3. I can see only one thing: the old school building.
4. You have only one choice: Leave now while you can.
5. The captive screamed at her captors "You'll never get away with this!"

Colons are used to introduce a list. Put colons in the right places in these sentences:

1. There are seven colours in the rainbow red, orange, yellow, green, blue, indigo and violet.
2. Our remaining opponents for the season are all of the top teams. Manchester United, Liverpool, Chelsea, Arsenal and Newcastle United.
3. My teacher speaks the following languages French, Italian, Spanish and Chinese.
4. I will have three things on my sandwich ham slices, cheese, and mayonnaise.
5. His reasons for wanting a new car were as follows he wanted to be independent, he wanted to stop using public transport and he wanted to impress his girlfriend.



## Commas – revision

Commas are a common form of punctuation taught to students and are therefore expected to be used routinely. They act as the ‘amber’ in the traffic light system; they tell us to take a brief pause when reading – not as long as a full stop.

### *Commas are used:*

- 1.** to indicate natural pauses
- 2.** to add extra information to a sentence
- 3.** to separate items in a list

### *For example:*

1. When he saw the pirate ship on the horizon, the captain gave the alarm.
2. Paul Mann, our star player, broke his leg in the match on Saturday.
3. When I go shopping I need to buy: eggs, bread, milk, cheese and butter.

Be careful when using commas as they change the meaning of a sentence.

E.G:

Eats shoots and leaves.  
Eats, shoots and leaves.

The old lady collected all sorts of things: silver, paper, hats, clocks and tablecloths.

The old lady collected all sorts of things: silver paper, hats, clocks and tablecloths.

The old lady collected all sorts of things: silver, paper hats, clocks and tablecloths.

**Commas – practise**  
**Commas – dividing parts of a sentence**

Two parts of a sentence are linked together by a joining word like and, but, although, because, which or who. You need to put a comma before the joining word - e.g. The boy shouted as loudly as he could, but no one could hear him.

Add commas to divide the separate parts of the following sentences.

1. Sally bought some flowers for her house but they wilted in the heat.
2. Billy had always wanted to be a writer although he didn't know where to start.
3. The boy was excited to go to the theme park but he was too small for the rides.
4. Dan's room was tidy and that was how his mother liked it.
5. Amanda's homework was submitted a day early which was very unusual for her.

Using a comma plus a joining word (and, but, although, because, which or who), join these pairs of sentences.

1. The dog ate his dinner. He didn't chase the cat.
2. She was upset. She had missed the last train home.
3. Tom was at a football match. He had a party to go to later.
4. Selma bought some expensive shoes. She now had no money left.
5. Fred found a fifty pound note on the pavement. It was a fake.



**Commas – practise**  
**Commas – adding extra information**

When writing a sentence you often provide additional information to make it more interesting to the reader.

When the second part of a sentence provides extra information about the first part, you divide the two parts with a comma. You can then use the words *who*, *which*, *where* or *when* after the comma.

E.G: Danny is a very talented football player, which is why he plays for Liverpool FC.

Add extra information to the following sentences by using commas and *who*, *which*, *where* or *when*.

1. My granny is a terrible cook
2. Harry ran across the road
3. My puppy chewed my socks
4. I will meet you at the restaurant
5. I have a gorgeous fluffy kitten

You can also add information in the middle of a sentence. You need to cushion the extra information with two commas.

E.G: The girl fell off of her chair.  
becomes

The girl, **who was laughing hysterically**, fell off of her chair.

Rewrite the following sentences by adding extra information and commas.

1. The man slid into the room.
2. My sister is called Rosie.
3. The dog bit the postman.
4. My friend works in an office.
5. The teacher set a class detention.



### Commas – in a list

Commas are used to separate items in a list. A comma is optional but recommended before an *and*.

E.G: To build the shed we will need a hammer, nails, and a saw.

Dogs love toys, bones, and long walks.

Robbie is a sweet, caring, and polite boy.

Add commas to the following sentences to separate the items in a list.

1. I have travelled to Spain France Italy and Sweden.
2. To make a perfect cup of tea you need a teabag sugar milk and hot water.
3. Burglars love open windows, dark streets and unlocked cars.
4. In London tourists can visit Buckingham Palace London Dungeons and the London Eye.
5. The job requires employees to be punctual efficient hardworking and professional.

. . . this,  
that,  
and the  
other.



### Dashes revision

Dashes create a change of direction in a sentence. They are stronger than a comma but not as strong as a full stop.

#### ***Dashes are used:***

- 1.** to indicate an explanation is coming.
- 2.** to create dramatic effect (as in a newspaper headline).
- 3.** to indicate an unfinished or interrupted comment.
- 4.** (a pair of dashes) to indicate a group of words that provide an explanation or comment.

#### ***For example:***

1. The teacher has a strategy – a strategy which will provide results.
2. They've made it – Finally!
3. 'I have to say that I –'
4. The entire school – students, staff and parents – were present at Action Review Day.

### Dashes – practise

Copy these sentences. Put in the missing dashes.

1. I'm going to buy sweets lots of them.
2. When he went to university his mum gave him a big pile of money enough to last him a month.
3. The trip has been rescheduled for Monday maybe Thursday.
4. Molly found her purse down the back of the sofa.
5. There is only one meal worth eating pie and chips.

Copy these sentences. Put in the missing dashes.

1. Suzi wants to buy Mark a new pair of trainers I can see why.
2. There is no room left in the hotel let me repeat: No Room.
3. The dog a hairy beast jumped up at me.
4. Permission is granted subject to the following conditions.
5. The films all three of them took years to complete.

Rewrite each of the sentences using a comma instead of a dash. How does the change of punctuation affect the way the sentences are read?



### Exclamation marks – revision

Exclamation marks (!) are placed after an exclamation. As the symbol contains a full stop, the exclamation mark takes its place when an exclamation is made.

*Exclamation marks are used:*

- 1.** to show strong feeling
- 2.** to show a statement is very surprising
- 3.** to show a brief command

***For example:***

1. What a lovely view you have here!  
That's fantastic!  
Millie! Don't touch that.
2. Aaarrgh!  
Watch out!
3. Turn it up!  
Get out of here!

N.B: Do not use an exclamation mark unless you are certain it is necessary — and **never** use two or three of them in a row:

Example: This is a sensational result!!!

### Exclamation marks – practise

Add an apostrophe to the following sentences.

1. "Look out" shouted James to his brother.
2. "Ouch" screamed Charlotte.
3. What a wonderful surprise that was
4. "Tidy your room" shouted mother. "It's a pig sty"
5. Looking out at the golden sunset, Maria exclaimed, "This is the life"

Write the opening chapter to a story. You should include an element of suspense to engage the reader. Use exclamation marks when necessary. Your story could begin with the words:

***The clock continued to chime as the stranger crept into the abandoned house.***

Write a dialogue involving an argument. Use exclamation marks when necessary. Your story could begin with the words:

***'You knew I wanted that!' Tom cried, rising from the chair.***



### Full stops – revision

Full-stops are probably the first punctuation mark taught and therefore are expected to be used routinely. By year 7, you should not need to be reminded to insert full-stops; in fact, their inclusion should be almost automatic.

#### *Full-stops are used:*

- 1.** at the end of sentences
- 2.** with abbreviations

#### For example:

- 1.** Using a full-stop to end a sentence means other people can understand what you mean.
- 2.** Throughout the U.K., the B.B.C. broadcasts television programmes designed to inform, entertain and educate.
- 3.** Mr. W. Shakespeare wrote 154 sonnets.



### Full stops – practise

Make the following sentences correct by including a full stop:

- 1) I walk to school every morning
- 2) My friend Jack likes to play football
- 3) Charles Dickens is a famous author

Add full stops and capital letters to show that the following are sentences:

- 1) hamlet is a play written by william Shakespeare
- 2) mike said that the school was closed because of a bad snow storm
- 3) prince william and kate middleton got married in 2011

Copy the following passage making sure you include full stops and capital letters:

it was a sunny day my mum suggested having a picnic in riverview park we packed up sandwiches fruit and a selection of cakes to take with us when we got to the park we found a nice spot to have our picnic my dad suggested feeding the ducks by the edge of the lake my brother adam thought it would be funny to push me into the lake i was completely drenched when i finally managed to get out

### Hyphens – revision

Hyphens are often confused with dashes. However hyphens are smaller than dashes and are used differently.

***Hyphens are used:***

**1.** to join words or syllables together to make the meaning clear

**2.** to create compound words

**For example:**

1. My mother-in-law looked after my children while I went to work.
2. John has twenty-pound notes.

**N.B:** Hyphens can change the meaning within a sentence.

For example: a hot water-tap = describes a water-tap which is hot.  
a hot-water tap = describes a tap which is used for hot water

**Hyphens – practise**

Use a hyphen to connect the correct words together:

- 1) The girl was heart broken with the news.
- 2) Stewart broke his mum’s expensive vase. He realised he could be very heavy handed at times.
- 3) In certain situations you need to be thick skinned. This means that you do not let things get to you.
- 4) Charlotte realised that she was driving down a one way street.
- 5) Tommy’s nan celebrated her eighty second birthday yesterday.

Match words from the two columns to make hyphenated words. Once you have selected them, write them in a sentence:

hot short wide brother sure tight	eyed lipped tempered footed in law headed
--------------------------------------	--

_____	_____
_____	_____
_____	_____

- 1) \_\_\_\_\_
- 2) \_\_\_\_\_
- 3) \_\_\_\_\_
- 4) \_\_\_\_\_
- 5) \_\_\_\_\_
- 6) \_\_\_\_\_





# Hyphen

## Question marks – revision

Question marks (?) are used to mark a question. As the symbol contains a full stop, the question mark takes its place when a question is being asked.

***Question marks are used:***

- 1.** to mark a sentence that is a question
- 2.** to indicate a query in direct speech or in the thought of a character or narrator

**For example:**

1. Is anybody listening to me? / Are you reading this poster?
2.
  - a. 'Detective Smith? Are you there?'
  - b. Did the label say one spoonful or two? If only she could remember.

### Question marks – practise

Rewrite each of the following sentences by changing indirect questions into direct questions.

1. The students asked whether there was any need for more homework.
2. The customer demanded to know why the interest rate was so high.
3. They asked themselves whether they could afford another holiday that year.
4. Molly wondered what the new school build would look like.
5. Jade wanted to know how much the dress was.

Rewrite each of the following sentences by changing direct questions into indirect questions.

1. 'When are you going to buy some more players?' asked the supporter.
2. "Do you know where your classmates are?" asked the teacher.
3. "What time is Sarah's party?" asked Ruth.
4. The interviewer began by saying, "Mark, can you tell me what you like most about your present job?"
5. "How am I meant to get home?" cried Millie.

Add question marks or full stops to these sentences to show whether they are direct or indirect questions.

1. I wonder if he can help me
2. Can pigs fly
3. She asked how old I was
4. Can I have an extension on my homework
5. I wonder if it is going to be sunny today



### Semi colon revision

Semi-colons are used in the same way as a comma; they are used to signal a long pause in a sentence. A capital letter is not needed after a semi-colon. Students targeting the higher levels should be able to use semi-colons confidently.

*Semi-colons are used:*

- 1. to separate two sentences that are related to group words (clauses) together in a list**

*For example:*

1. The expedition may be on or off; it all depends on the weather.
2. Four objects lay on the desk: a large book; a spiral-bound notepad; a glass vase containing flowers; and a silver propelling pencil.

### Semi colon practise

Rewrite the sentences below using semicolons. Remember that semi colons replace joining words, commas, capital letters and full stops.

1. George ran into the shed because it was raining.
2. Sammy likes hamburgers but I like fish and chips.
3. The car screeched to a halt. The fox managed to escape.
4. Losing money is careless but stealing it is criminal.
5. Julius Caesar famously said: "I came, I saw, I conquered."

Use semi-colons to correctly punctuate the following sentences:

1. I bought apples bananas pears and plums at the supermarket.
2. In order to ride a horse, you need the following equipment: a helmet, a saddle, stirrups and a halter with reins.
3. My lessons at school today are: Maths Science English History and P.E.

Make a list of items and use semicolons to separate them.



### Speech marks – revision

When using speech marks you have to follow certain rules.

*Speech marks are used:*

- 1.** to show what an individual is saying

*For example:*

‘Tilly, can you help me with my homework please?’ asked Kate.

‘Someone has stolen my mobile phone!’ exclaimed Chris.

‘Mum! Ben has taken my headphones again!’ shouted Rhiannon.

**NB:** When writing you show what someone has said by putting it in speech marks. Punctuation also needs to go inside the closing speech mark.

### Speech marks – practise

Change the following reported speech sentences into direct speech.

1. Ben told the teacher that Max had been hurt during the football match.
2. Mr Gateway told his class he wanted the homework completed for Friday.
3. The customer asked the shopkeeper for some help.
4. I shouted at my dog to stop chewing the sofa.
5. The tourist asked the woman for directions.

Change the following sentences from direct speech into reported speech.

1. ‘Thanks for the help Sally,’ said Frankie.
2. ‘Jim, can you get some groceries from the supermarket for me please?’ asked his mother.
3. ‘I don’t want to be here!’ shouted the girl.
4. ‘I’ve been experiencing very severe headaches, Doctor,’ said Jay.
5. The shop assistant asked the woman, ‘Can I help you?’

Add speech marks to the following sentences.

1. Katie, can you call the council for me please?
2. I’m worried, Jess said. I think I have lost my purse.
3. The sergeant barked to the troops, Stand to attention!
4. This is the worst film I have seen in my life, moaned Ben.
5. I left the house clean and tidy, explained Sam.

“  
*quote*  
”