

At Woodlands we use codes to help us improve our writing by ensuring we have a variety of sentence types in each piece of writing. Each code represents a different sentence type, so a teacher would say – ‘Can you use a 2A in your writing?’ Some of the codes are designed for older children and therefore introduced during KS2.

2A

2A = 2 adjectives

The use of two describing words without the use of and to separate.

- The small, brown puppy ate hungrily.
- Small, hot beads of sweat trickled down her face as she taught complex sentences.

C

C = Conjunction

Use one to join two clauses. It can be placed at the beginning of a sentence or in the middle of two clauses.

- The child was excited because it was the first day of school.
- Because it was the first day of school, the child was excited.

SS

SS = Short Sentence

Used for effect as it disrupts the flow of the text. Often adds suspense.

- He cried.
- Not now, surely.

SNT

SNT = Show Not Tell

Used to convey the emotion of the character without telling the reader directly.

- When Katie marked the writing, she cheered.
- Trembling from head to toe, she opened the door.

AD

Adverb

Describe the verb adding more description to the writing. Can be placed first to create a complex sentence

- The little boy skipped happily along the pavement.
- Happily, the little boy skipped along the pavement.

MAD TAD PAD

Adverbial words, phrases, clauses

- PAD (old P) Underneath the bed, the child found her One Direction CD.
- TAD (old PT) By weekend, the staff were ready to flop.
- MAD Tiptoeing as softly as possible, mum checked on the baby.

For KS1

PAD MAD TAD

5S

5S = 5 Senses

A tool for improving the description of a setting. Sentences that relate to what can be seen, heard, smelt, tasted and touched.

- Rows of yellow daffodils stretched out before them.
- In the distance, the bells toiled
- The fresh aroma of bread drifted on the wind
- Stale air reached the tip of his tongue.
- In her hand, the cold steel handle turned.

PN

PN = Precise Noun

Add description and detail by replacing a common noun ie The little dog jumped excitedly becomes:

- The little Dalmation jumped excitedly.
- Beneath the weeping willow they lay down their picnic blanket.

Or Use an Alternate Noun

- Avoid repetition and add description. Used by the author to create greater insight into the character ie Sparky, then - the excitable Spaniel, then – the little pup.

Q

Q = Question

Speaks directly to the reader. Creates a pause in the flow of writing.

(rhetorical question in KS2)

- Can you imagine the fear that ran through him?
- Would she ever see the face of her beloved mother ever again?

SC

SC= Subordinate Clause

Joins a main clause with the use of a conjunction to add more information about the noun or verb. It can come before or after the main clause to create a complex sentence. It can't stand alone.

- I enjoyed the film that we saw last night.
- Because it was raining, I took my umbrella.

RC

RC = Relative Clause

Is a type of subordinate clause because it joins a main clause to add extra information. It is connected to the main clause by a word such as that, which, who, whom and whose.

- The hotel, which was situated on the edge of the cliff, was old.
- The boy, who was ten years old, was new to the school.

FL FS1 = **SFLA**

Figurative Language

Specifically chosen to add imagery to the writing, supporting the reader to see a picture in the mind's eye. This includes simile, metaphor, alliteration, personification, onomatopoeia and hyperbole.

- Simile: He danced like a wild animal set free
- Alliteration: Bubbles bounced on the brim of the bath.
- Onomatopoeia : Underfoot the branches cracked.
- Metaphor: Her cheeks were red roses in the white snow.
- Personification: The wind blew angrily.
- Hyperbole: She was so hungry she could have eaten a horse.

HP

Higher Punctuation

Add the sauce to your writing!

PV

Powerful Verb

Avoid repetition of verbs such as 'said' by encouraging other words that mean the same. Ran - dashed

EASI

Emotion, Action, Speech, Inverted commas

A complex sentence involving speech that includes how the dialogue was conveyed and describes the action of the speaker. Each phrase is separated by a comma and can usually be manipulated in a different position in the sentence.

- Reaching for the door handle, she yelled confidently, “This is the last time you’ll see me!”
- “This is the last time you’ll see me!” she yelled confidently, reaching for the door handle.
- She yelled confidently, “This is the last time you’ll see me!” while reaching for the door handle.