Y6 Editing Mat

I have used **capital letters** for names, places and the start of sentences.

I have used a **range of punctuation.**

. ? ! , () - : bullet points ;

I have used **expanded noun phrases.**
as fast as a cheetah
The strict, untidy teacher with the curly hair.

I have used **coordinating** and **subordinating conjunctions** to join clauses.
Coordination: but   and   so   or   yet
Subordination: when   because   if   after   as   even though   since

I have used **prepositions, conjunctions or adverbs** to express time, place and cause.
Conjunctions : when, before, after, while, because
Adverbs : then, next, soon, therefore
Prepositions : before, after, during, because of

I have used **commas and hyphens** to clarify meaning and avoid ambiguity.
Debbie's heroes are her parents, Spiderman and Cat Woman.
The vicious-looking dog was kept on a lead.

I have used **the subjunctive form** in formal speech and writing.
'If I were…'
'Were they…'

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I have used **adverbs** and **adverbials**.
When – Last night, I played chess.
Why – I wore my sun hat because it was sunny.
How – Slowly, quickly, cautiously
Where – In the distance, ….
Degrees of possibility: surely, probably, certainly

I have used **modal verbs** to indicate degrees of possibility
will, would, should, could, may, can, shall, must, might
It may rain tomorrow.

I have used **cohesive devices** within paragraphs:
- *Time: later, after that, during*
- *Place: nearby, in the distance, close by*
- *Number: Secondly, Finally*
- *Tense choices: He had seen her before.*

and across paragraphs:
Word repetition: 'His foot, his enormous right foot…'
Adverbials: on the other hand, in contrast, however, as a consequence of, moreover

I have **inverted commas** to punctuate direct speech.
"Go away!" shouted the angry boy.
"I'm going to my friend's house," explained Sophia.
The conductor shouted, "Sit down!"

I have used **apostrophes** to show **singular** and **plural** possession.
Singular: Lucy's results were great!
Plural: The girls' toilets were blocked.

I have used **semi-colon, colon or dash** to mark boundaries between independent clauses.
He was late for school; his alarm hadn't gone off.
Laura enjoys playing tennis; she doesn't like football.
Willow went to the circus – she had a great time!

I have used **brackets , dashes and commas for parenthesis**.
I put the bear (the brown one) in the box.
I put the bear – the brown one- in the box.
I put the bear, the brown one, in the box.

I have **subordinating clauses**.
Whenever I go to the Lakes, I feel happy.
Sam was happy although she was soaking wet.
Colleen, whilst walking in the snow, slipped on her bottom.

I have used **suffixes**.
-ation   transportation
-sure   pressure
-sion   corrosion
-ous   poisonous
-tion   creation
-cious   vicious
-tious   cautious
-cial   optical
-tial   spatial
-ant   relevant
-ance   relevance
-ancy   pregnancy
-ent   independent
-ence   independence
-ency   dependency
-ate   estimate
-ise   specialise
- ify   intensify
-able – probable
-ably – probably
-ibly - possibly
-ssion – possession
-cian – mathematician
-   ible - possible

I can use **contractions.**
don't   can't   she'll

I have used **prefixes**.
dis-   disappear
mis-   misfire
in-   inhospitable
il -   illegal
im-   impatient
ir -   irregular
re -   recount
sub -   submarine
inter-   interrelated
anti -   antisocial
auto -   automatic
over – overrule
de - defrost

I can **spell Y5 words:** *occur   accompany   according   achieve aggressive   forty   ancient   apparent   occupy   attached available   average   awkward   bargain   bruise   category cemetery   critic   community   communicate   competition conscience   conscious   dictionary   equipped   curiosity   definite harass   foreign   controversy   convenience   correspond   criticise desperate   determined   disastrous   embarrass   environment equipment   especially   exaggerate   hindrance   excellent existence   explanation   familiar   amateur   frequently government   guarantee   immediate   knowledge   experiment experience   business   disappear   weight*

I can **spell Y6 words:** *individual   interfere   interrupt   language leisure   lightning   marvellous   mischievous   muscle necessary   recommend   relevant   restaurant   signature sincere   immediately   soldier   stomach   sufficient   suggest twelfth   variety   vegetable   vehicle   yacht   neighbour nuisance   appreciate   accommodate   opportunity   parliament persuade   physical   prejudice   privilege   profession   programme pronunciation   queue   recognise   symbol   system   temperature thorough   committee   environment   government   communicate accommodate   embarrass   rhyme   rhythm   sacrifice   secretary shoulder   appreciate   conscious   competition   definite   convenience desperate   disastrous   especially   equipment   foreign   familiar frequently   government   guarantee   immediate*

I can use the correct **verb inflections**.
We were   I could have

I have used a **colon** to introduce a list.
Rai likes different fruits: pears, apples and cherries.

You will need:
• *Eggs*
• *Milk*
• *Butter*

I have used **relative clauses beginning with:**
Where, when, whose, that or an omitted relative pronoun.
The old lady, who lived in the crocked house, was lonely.

I can add **–s** or **–es** to make **lurals.**
Add –s: dogs   cats   boys   houses   girls
Adding –es: bushes   boxes   churches   knives   heroes   berries