

Application and Reasoning

Step 4: Parenthesis for Clarity – Fiction

National Curriculum Objectives:

English Year 5: Devices to build cohesion within a paragraph [for example, then, after that, this, firstly]

English Year 5: Link ideas across paragraphs using adverbials of time [for example, later], place [for example, nearby] and number [for example, secondly] or tense choices [for example, he had seen her before].

English Year 5: (5G3.1a) [Using relative clauses beginning with who, which, where, when, whose, that or with an implied \(ie omitted\) relative pronoun](#)

English Year 5: (5G5.9) [Using brackets, dashes or commas to indicate parenthesis](#)

Terminology for pupils:

- (5G5.9) [parenthesis](#)
- (5G5.9) [bracket](#)
- (5G5.9) [dash](#)
- (5G1.5) [cohesion](#)

Differentiation:

Questions 1, 4 and 7 (Application)

Developing Change extra information given in parenthesis. Texts feature commas and brackets for parenthesis.

Expected Change extra information given in parenthesis. Texts feature commas, dashes and brackets for parenthesis.

Greater Depth Change extra information given in parenthesis. Texts feature commas, dashes and brackets for parenthesis. Some vocabulary may require the use of dictionaries to check meaning.

Questions 2, 5 and 8 (Reasoning)

Developing Give a possible reason for a writer's choice of wording. Extract features brackets for parenthesis.

Expected Give a possible reason for a writer's choice of wording. Extract features commas or dashes for parenthesis.

Greater Depth Give a possible reason for a writer's choice of wording. Extract features commas or dashes for parenthesis.

Questions 3, 6 and 9 (Application)

Developing Add extra information to a sentence using commas.

Expected Add extra information to a sentence using commas and brackets.

Greater Depth Add extra information to a sentence using dashes.

[More resources](#) from our Grammar, Punctuation and Spelling scheme of work.

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Parenthesis for Clarity – Fiction

Demolition

This was the morning Albie had been waiting for. It was finally here, the day his school was due to be demolished.

Oh, how sweet it will be, he thought, imagining the look on his teacher's stupid face. The school, which had fallen into disrepair, had finally been condemned by the local council. Albie would still have to go to school (he didn't mind that) but now it would be a new school, a school with up-to-date computers and touch screen boards. It would be the type of school he belonged in, the type of school where his elderly teacher would finally have to learn from him. Albie knew (it was obvious to any kid) that his ancient teacher would be hopeless at learning how to use their new laptops and boards. This would be his chance to show them all up.

He wasn't evil (at times he was even quite sweet) but Albie would enjoy getting his revenge all the same.

Albie rushed out of the house, without stopping to eat breakfast, and onward to the schoolyard. This was it.

1a. Rewrite the section of text below, changing the text in parenthesis to change how the reader might feel about Albie.

He wasn't evil (at times he was even quite sweet) but Albie would enjoy getting his revenge all the same.



A

2a. Why might the writer have chosen to offer us the extra information in the extract below?

Albie would still have to go to school (he didn't mind that) but now it would be a new school...



R

3a. Rewrite the sentence below using commas to add extra information.

This was the morning Albie had been waiting for.



A

Parenthesis for Clarity – Fiction

The Prom

Aisha likes Sam, who plays drums, more than Ben. Unfortunately for her, it was Ben, and not Sam, who asked her to the prom first. Ordinarily, Aisha would have thought long and hard before replying to Ben (she hated to hurt anyone’s feelings), but on this occasion she found that her lips were moving and words were already falling out before she had any hope of forcing them back into her head.

“Absolutely. I’d love to go to the prom with you, Ben!”

What happened there? Wondered Aisha. The words had practically gushed out of her mouth, quite of their own accord and without stopping for a moment to see if she minded them being said.

Ben, having never feared rejection for a moment, did not seem at all bothered as Aisha slapped her hands over her mouth to stop anything further emerging. He simply smiled, nodded politely, then hurriedly returned his magic lamp to his locker (where it would stay) until the next time he needed anything he could never get without it.

1b. Rewrite the section of text below, changing the text in parenthesis to change how the reader might feel about Aisha.

Ordinarily, Aisha would have thought long and hard before replying to Ben (she hated to hurt anyone’s feelings)...



A

2b. Why might the writer have chosen to offer us the extra information in the extract below?

He simply smiled, nodded politely, then hurriedly returned his magic lamp to his locker (where it would stay) until the next time he needed anything he could never get without it.



R

3b. Rewrite the sentence below using commas to add extra information.

Aisha slapped her hands over her mouth to stop anything further emerging.



A

Parenthesis for Clarity – Fiction

Demolition

This was the morning Albie had been waiting for. It was finally here, the day his school was due to be demolished.

Oh, how sweet it will be, he thought, imagining the look on his teacher's stupid face. The school, which had fallen into disrepair some time ago, had finally been condemned by the local council. Albie would still have to go to school (which he didn't really mind) but now it would be a new school, a school with up-to-date computers and touch screen boards. It would be the type of school he belonged in, the type of school where his elderly teacher would finally have to learn from him. Albie knew – it was so obvious to any kid – that his ancient, grey-haired teacher would be absolutely hopeless at learning how to use their new laptops and boards. This would be his chance to show them all up.

He wasn't evil (at times he was even quite sweet) but Albie would enjoy getting his revenge all the same.

Albie rushed out of the house – not even stopping to eat breakfast – and onward to the schoolyard. This was it.

4a. Rewrite the section of text below, changing the text in parenthesis to change how the reader might feel about Albie.

Albie rushed out of the house – not even stopping to eat breakfast – and onward to the schoolyard. This was it.



A

5a. Why might the writer have chosen to offer us the extra information in the extract below?

He wasn't evil (at times he was even quite sweet) but Albie would enjoy getting his revenge all the same.



R

6a. Rewrite the sentence below using commas or brackets to add extra information.

This was the morning Albie had been waiting for.



A

Parenthesis for Clarity – Fiction

The Prom

Aisha likes Sam, who plays drums, more than Ben. Unfortunately for her, it was Ben, and not Sam, who asked her to the prom first. Ordinarily, Aisha would have thought long and hard before replying to Ben – she hated to hurt anyone’s feelings – but on this occasion (much to her dismay) she found that her lips were moving and words were already falling out before she had any hope of forcing them back into her head, where really they should have stayed.

“Absolutely. I’d love to go to the prom with you, Ben!”

What happened there? Wondered Aisha. The words had practically gushed out of her mouth, quite of their own accord and without stopping for even a moment to see if she minded them being said.

Ben, having never feared rejection for a second, did not seem at all alarmed as Aisha slapped her hands over her mouth to stop anything further emerging. He simply smiled, nodded politely, then hurriedly returned his magic lamp to his locker – double locked and booby trapped – until the next time he needed anything he could never get without it.

4b. Rewrite the section of text below, changing the text in parenthesis to change how the reader might feel about Aisha.

Ordinarily, Aisha would have thought long and hard before replying to Ben – she hated to hurt anyone’s feelings – but on this occasion...



A

5b. Why might the writer have chosen to offer us the extra information in the extract below?

He simply smiled, nodded politely, then hurriedly returned his magic lamp to his locker – double locked and booby trapped – until the next time he needed anything he could never get without it.



R

6b. Rewrite the sentence below using commas or brackets to add extra information.

Aisha slapped her hands over her mouth to stop anything further emerging.



A

Parenthesis for Clarity – Fiction

Demolition

This was the morning Albie had been waiting for. It was finally here, the day his school was due to be demolished, obliterated as Albie liked to think of it, wiped clean off this earth.

Oh, how sweet it will be, he thought, imagining the look on his teacher's stupid face. The school, which had long since fallen into disrepair, had finally been condemned by the local council. Albie would still have to go to school (and actually, he didn't mind that) but now it would be a new school, a school with up-to-date computers and touch screen boards. It would be the type of school he belonged in, the type of school where his elderly teacher would finally have to learn from him. Albie knew – it was so obvious to any kid – that his ancient, grey-haired teacher would be absolutely hopeless at learning how to use their new laptops and boards. This would be his chance to show them all up.

He wasn't evil – he could even be quite amiable – but Albie would enjoy seeking retribution all the same.

Albie rushed out of the house – not even stopping to eat breakfast – and onward to the schoolyard. This was it.

7a. Rewrite the section of text below, changing the text in parenthesis to change how the reader might feel about Albie.

He wasn't evil – he could even be quite amiable – but Albie would enjoy seeking retribution all the same.



A

8a. Why might the writer have chosen to offer us the extra information in the extract below?

Albie rushed out of the house – not even stopping to eat breakfast – and onward to the schoolyard. This was it.



R

9a. Rewrite the sentence below using dashes to add extra information.

This was the morning Albie had been waiting for.



A

Parenthesis for Clarity – Fiction

The Prom

Aisha likes Sam, who plays drums, more than Ben. Unfortunately for her, it was Ben, and not Sam, who asked her to the prom first. Ordinarily, Aisha would have needed to think long and hard before she could reply to Ben (she abhorred hurting anyone's feelings), but on this occasion – much to her dismay – she found that her lips were moving and words were already falling out before she had any hope of forcing them back into her head, where really they should have stayed.

“Absolutely. I'd love to go to the prom with you, Ben!”

What happened there? Wondered Aisha. The words had practically gushed out of her mouth, quite of their own accord and without stopping for even a moment to see if she minded them being said.

Ben – having never feared rejection for a second – did not seem at all alarmed as Aisha slapped her hands over her mouth to stop anything further emerging. He simply simpered, nodded politely, then hurriedly returned his magic lamp to his locker – taking care to reset the booby traps – until the next time he needed anything he could never get without it.

7b. Rewrite the section of text below, changing the text in parenthesis to change how the reader might feel about Ben.

Ben – having never feared rejection for a second – did not seem at all alarmed as Aisha slapped her hands over her mouth to stop anything further emerging.



A

8b. Why might the writer have chosen to offer us the extra information in the extract below?

He simply simpered, nodded politely, then hurriedly returned his magic lamp to his locker – taking care to reset the booby traps – until the next time he needed anything he could never get without it.



R

9b. Rewrite the sentence below using dashes to add extra information.

Aisha slapped her hands over her mouth to stop anything further emerging.



A

Application and Reasoning Parenthesis for Clarity – Fiction

Developing

1a. Various possible answers, for example: He wasn't evil (though he was very mean) but Albie would enjoy getting his revenge all the same.

2a. Various answers, with justified reasoning, for example: to inform the reader that Albie did not hate school.

3a. Various possible answers, for example: This was the morning Albie, who was very impatient, had been waiting for.

Expected

4a. Various possible answers, for example: Albie rushed out the house – kicking his cat on his way out the door – and onward to the schoolyard. This was it.

5a. Various answers, with justified reasoning, for example: to let the reader know that we should like Albie.

6a. Various possible answers, for example: This was the morning Albie (forever impatient) had been waiting for.

Greater Depth

7a. Various possible answers, for example: He wasn't evil – though at times he could be malevolent – but Albie would enjoy seeking retribution all the same.

8a. Various answers, with justified reasoning, for example: to show the reader how much of a hurry Albie was in.

9a. Various possible answers, for example: This was the morning Albie – along with many of his friends – had been waiting for.

Application and Reasoning Parenthesis for Clarity – Fiction

Developing

1b. Various possible answers, for example: Ordinarily, Aisha would have thought long and hard before replying to Ben (she loved making people wait)...

2b. Various answers, with justified reasoning, for example: to let the reader know he kept the lamp well hidden.

3b. Various possible answers, for example: Aisha slapped her hands over her mouth, the damage already done, to stop anything further emerging.

Expected

4b. Various possible answers, for example: Ordinarily, Aisha would have thought long and hard before replying to Ben – she was so indecisive – but on this occasion...

5b. Various answers, with justified reasoning, for example: to let the reader know Ben wanted to keep the lamp secret and secure.

6b. Various possible answers, for example: Aisha slapped her hands over her mouth to stop anything (and she really did mean anything) further emerging.

Greater Depth

7b. Various possible answers, for example: Ben – delighted with Aisha's reply – did not seem at all alarmed as Aisha slapped her hands over her mouth to stop anything further emerging.

8b. Various answers, with justified reasoning, for example: to show that Ben kept his lamp secure, to show that Ben feared his lamp may be stolen.

9b. Various possible answers, for example: Aisha slapped her hands – with some agitation – over her mouth to stop anything further emerging.