

# Writing

Composition

Louis Fidge

3

Once upon

a time



MACMILLAN FOUNDATION SKILLS

# Writing 3

Composition

*Louis Fidge*



MACMILLAN

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# Skills, Scope and Sequence

<b>Unit 1</b> Text Type Writing Skills	<b>Planning a story</b> Traditional story Planning stories; structuring stories into beginning, middle, ending
<b>Unit 2</b> Punctuation Skills	<b>Punctuation practice 1 – Capital letters and full stops</b> Beginning sentences with capital letters, ending them with full stops
<b>Unit 3</b> Handwriting Skills	<b>Handwriting practice 1</b> Practising joined script; developing a fluent, legible style of handwriting
<b>Unit 4</b> Text Type Writing Skills	<b>Writing a report</b> Information text – non-chronological report Planning, organising and writing a non-chronological report
<b>Unit 5</b> Text Type Writing Skills	<b>Getting off to a good start</b> Adventure/fantasy Appreciating the need to engage the reader right from the start; continuing given stories in own words
<b>Unit 6</b> Text Type Writing Skills	<b>Writing a poem with a predictable pattern</b> Poem with patterned and predictable language Identifying and completing rhyme and pattern in given poem; composing poem with predictable pattern
<b>Unit 7</b> Punctuation Skills	<b>Punctuation practice 2 – Question marks</b> Recognising and punctuating questions correctly
<b>Unit 8</b> Handwriting Skills	<b>Handwriting practice 2</b> Practising joined script; developing a fluent, legible style of handwriting
<b>Unit 9</b> Text Type Writing Skills	<b>Labels and captions</b> Information text using pictures, diagrams, captions and labels Appreciating value of presenting information, using labels and captions, pictures and diagrams; writing labels and captions for pictures; writing information based on pictures and labels/captions
<b>Unit 10</b> Text Type Writing Skills	<b>Writing a personal recount</b> Autobiographical recount Planning and writing autobiographical recounts based on personal experiences

<b>Unit 11</b> Text Type Writing Skills	<b>Describing characters</b> Descriptive prose (adventure/fantasy) Appreciating aspects of characterisation; planning and writing descriptions of imaginary and real-life characters
<b>Unit 12</b> Text Type Writing Skills	<b>Writing instructions</b> Instructional text Appreciating the need to structure instructional texts clearly and devices used to do so; planning and writing instructional texts
<b>Unit 13</b> Punctuation Skills	<b>Punctuation practice 3 – Using commas in lists</b> Using commas to punctuate lists correctly
<b>Unit 14</b> Handwriting Skills	<b>Handwriting practice 3</b> Practising joined script; developing a fluent, legible style of handwriting
<b>Unit 15</b> Text Type Writing Skills	<b>Writing a poem to perform</b> Poem with predictable and patterned language, involving onomatopoeia, ideal for performing in groups Using onomatopoeia; planning and writing further verses, using given pattern; planning and writing own list poem
<b>Unit 16</b> Text Type Writing Skills	<b>Describing settings</b> Descriptive prose (adventure story) Appreciating the need to describe settings; planning and writing descriptions of imaginary and real-life settings
<b>Unit 17</b> Text Type Writing Skills	<b>Writing a letter</b> Formal/informal letter writing Appreciating different types of letters; planning, composing and setting out correctly different types of letters
<b>Unit 18</b> Punctuation Skills	<b>Punctuation practice 4 – Exclamation marks</b> Recognising and punctuating exclamations correctly
<b>Unit 19</b> Handwriting Skills	<b>Handwriting practice 4</b> Practising joined script; developing a fluent, legible style of handwriting
<b>Unit 20</b> Text Type Writing Skills	<b>Writing a playscript</b> Traditional story (written as a playscript) Appreciating conventions of setting out playscripts; completing given playscript; continuing story, composing and setting it out as a playscript

# Teacher's Notes – Introduction to the series

## The texts

Each book in the series introduces pupils to a wide range of texts and offers structured support in helping children write for many different purposes. The books include a wide range of writing tasks including fiction, poetry and non-fiction. The books are carefully graded and are incremental in difficulty. The books provide a valuable complement to any other resources or series currently being used. The fact that each unit is structured in the same way makes the books accessible and easy to use.

## The related activities

The related activities support the development of essential compositional writing skills. They also focus on the technical side of writing, offering focused work on developing punctuation skills. Developing a fluent, legible style of handwriting is encouraged throughout the series. The checklists at the back of the book help children to reflect on various aspects of the writing process, such as planning, drafting, editing etc.

## The Skills Scope and Sequence Chart

The *Skills Scope and Sequence Chart* (on pages ii–iii) provides an immediate overview of each book and the skills being developed. This chart is very helpful for planning purposes.

## Using the books

To gain maximum benefit from the books, it is suggested that they are used systematically, working through each unit one at a time, in the given order. However, the books may also be used flexibly, selecting units as desired to complement other work being done in class.

## Tackling the units

The focus text at the beginning of all compositional writing units should be read to and with the class and discussed. Each unit is preceded by an introductory sentence or two which helps direct attention to key aspects of the text. Ensure pupils have a good grasp of the literal meaning of the text and any vocabulary they may not have met before when reading the stimulus passages. The texts have been specially chosen as models, demonstrating particular types of writing. They are useful for helping children appreciate different types of writing, to learn from them and base their own writing on them. Point out and discuss the particular characteristics and features of each text during class discussions.

## Tackling the related activities

The accompanying activities are always divided into two types: a *Now try this* section and a *Next steps...* section. The *Now Try This* section refers the child back to the text, checking their understanding and encouraging them to reflect on the particular characteristics and features of the different types of texts introduced. The *Next steps...* activities encourage the child to build on this, by doing some writing based on the text, using it as a model. Often there are further activities which then ask children to do some independent writing based on a similar theme. Each unit has an accompanying copymaster in the Teacher's Book, which supports or complements the work done in the *Next steps...* section. It is suggested that prior to working any activity there is some discussion with the pupils to ensure they fully understand what is required of them and can gain maximum benefit from each activity.



# Planning a story

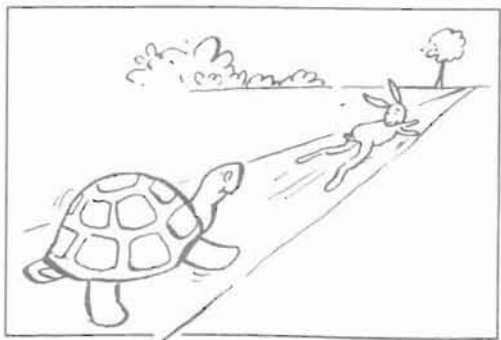
## Focus

Most stories have a **beginning**, a **middle** and an **ending**. Look at the story below.



### Beginning

Hare was a very fast runner. One day Hare was bored. He decided to have a race with Tortoise.



### Middle

At first, Hare ran very fast. Tortoise walked slowly. Hare was soon a long way ahead. He looked back and saw Tortoise behind him. He decided not to hurry, so he went to sleep under a tree.



### Ending

Tortoise kept walking. In a while he passed Hare, who was still sleeping. Tortoise walked slowly on. When Hare woke up, it was too late! Tortoise was at the finishing line. Tortoise won the race and Hare lost!

## Now try this \_\_\_\_\_

Write the sentences in the correct order so they tell the story.

- 1 Hare decided to have a sleep under a tree.
- 2 At the start of the race Hare ran fast.
- 3 When Hare woke up, Tortoise was at the finishing line.
- 4 One day Hare challenged Tortoise to a race.
- 5 Hare was soon a long way ahead of Tortoise.
- 6 Tortoise kept going and passed Hare while he was asleep.

What do you think of Hare? What do you think of Tortoise?  
What lesson did Tortoise teach Hare?

## Next steps ...

- 1 Copy the beginning of the story.

*Sparrow could fly very fast. He was always boasting about it. One day Sparrow was bored. He decided to have some fun, so he challenged Tortoise to a race.*

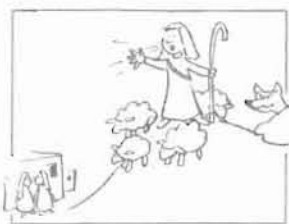
Continue the story. Write a good middle and ending for it. Use the story of Hare and Tortoise to help you.

- 2 Read the beginning and middle of the story. Write your own ending.



### Beginning

Robert looked after the sheep. One day he was fed up so he played a trick. He shouted to the people in the village and told them a wolf was coming. They ran to help. Robert laughed at them and said it was a joke.



### Middle

The next day when Robert was looking after the sheep a wolf really did come. Robert was frightened. He called for help. Everyone thought he was joking. They took no notice.

- 3 Use the copymaster to help you write your own story.

## Punctuation practice (1) – Capital letters and full stops

Focus \_\_\_\_\_

Every sentence begins with a **capital letter**.

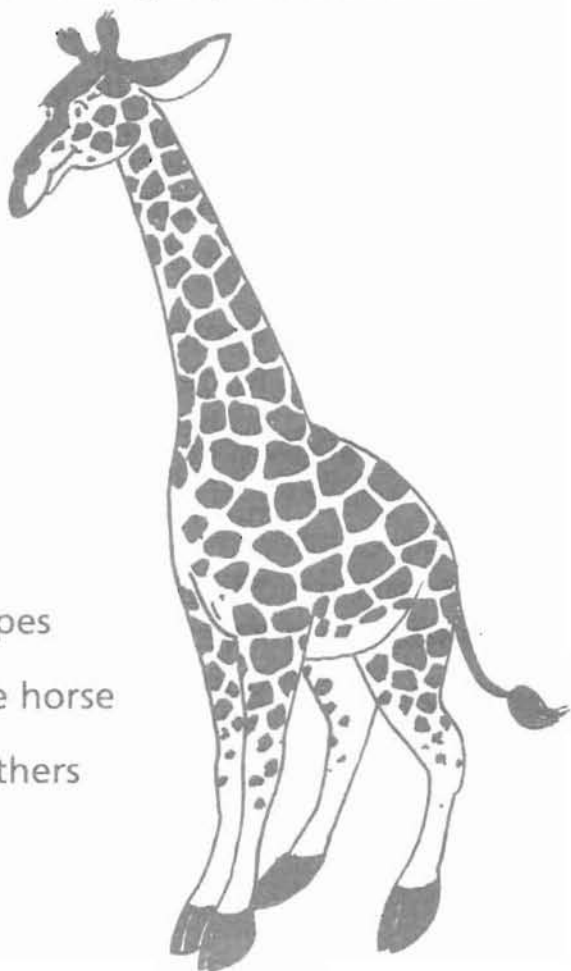
A lion is a wild animal.

Most sentences end with a **full stop**.

Now try this \_\_\_\_\_

Write the sentences correctly. Put in the missing capital letters and full stops.

- 1 a giraffe has a long neck
- 2 a hippo likes mud
- 3 crocodiles sleep in the sun
- 4 the elephant had a long trunk
- 5 my cat drinks milk
- 6 monkeys live in trees
- 7 snakes slide through the grass
- 8 the tiger was yellow with black stripes
- 9 a zebra looks like a black and white horse
- 10 parrots are birds with colourful feathers



## Next steps ...

- ① Match the beginning of each sentence to the correct ending.  
Write each sentence correctly.

1 A spider like flowers.

2 Frogs has eight legs.

3 Bees has a long tail.

4 Caterpillars hop and croak.

5 A mouse are always busy.

6 Ants turn into butterflies.



- ② Put the words in order to make sentences. Put in the missing capital letters and full stops.

1 sky the blue is  
*The sky is blue.*

2 dogs bark can

3 a kangaroo hopping likes

4 book girl the reading is a

5 wings has a fly

6 boy television watching the was

7 guitar I play a can

8 the wall off fell a man



- ③ Use the copymaster for extra punctuation practice  
in using capital letters and full stops correctly.

## Handwriting practice (1)

Focus \_\_\_\_\_

Be careful how you join letters.

a cat in a hat



Now try this \_\_\_\_\_

Copy this rhyme. Use your best handwriting. Think of a good word to finish it.



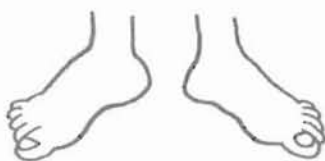
My eyes can see.



My mouth can talk.



My ears can hear.



My feet can \_\_\_\_\_

Next steps ...

- ① Copy this story. Use your best handwriting. Think of a good word to finish it.



## The Dark Wood

In the dark, dark wood, there  
was a dark, dark house,

And in that dark, dark house,  
there was a dark, dark room,

In that dark, dark room, there  
was a dark, dark cupboard,

And in that dark, dark  
cupboard, there was a

- ② Use the copymaster for more handwriting practice.

# Writing a report

## Focus

Sam's teacher asked her to write about an animal she liked. She chose the panda. She looked up some information in books. This is Sam's report. What do you notice about it?

### My report on pandas

#### What pandas look like

The panda has a fat body, a round face, small ears and a black patch around each eye. It has a furry black and white coat which is very thick. Its coat keeps the panda warm in cold weather. The panda's coat is also waterproof and keeps out the rain.



#### What pandas eat

A panda has big strong teeth and jaws. It eats huge amounts of bamboo. This is a type of woody plant and is very tough. Pandas spend about fourteen hours each day eating. The rest of the time they spend asleep.

#### Baby pandas

Baby pandas are called cubs. They are tiny when they are born. The mother panda looks after her cubs until they are old enough to live alone. This is when they are about eighteen months old.



I wrote about pandas because they look so cuddly! Unfortunately there are not many pandas left in the world. Pandas are found in China. They have to be protected.

## Now try this

- 1 What was the title of Sam's piece of work?
- 2 Why do you think a title is important?
- 3 How many paragraphs has Sam divided her report into?
- 4 What is the first paragraph about?
- 5 What is the second paragraph about?
- 6 What is the third paragraph about?
- 7 Why do you think Sam has included a drawing of a panda?
- 8 Do you think Sam's report is set out clearly? Give your reasons.

## Next steps ...

- 1 Plan and write a report about an animal you know well. It may be a pet you have. It may be an animal that you see on a farm. It may be an animal that lives in your country.



- Write some information about your animal.
- Write your ideas under headings like Sam. (Use the copymaster to help you.)
- Draw a picture of your animal.
- Read your report. Does it make sense?
- Correct any mistakes.

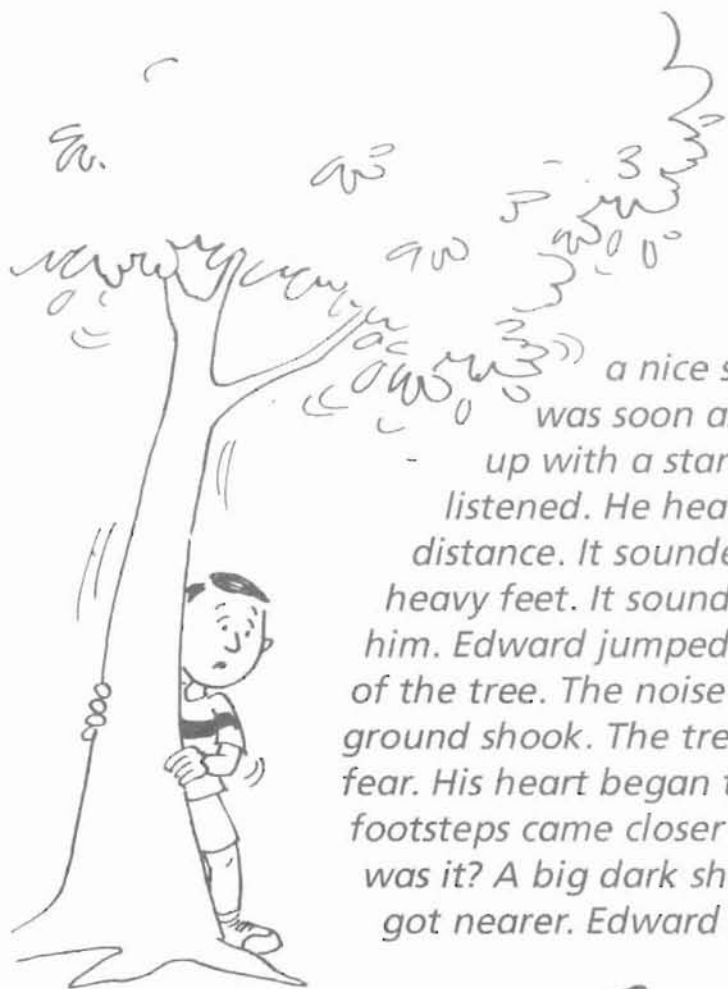
- 2 Now plan and write a report about an animal you don't know very well. Use a reference book to help you find some information. Choose some suitable headings to help you organise your information.



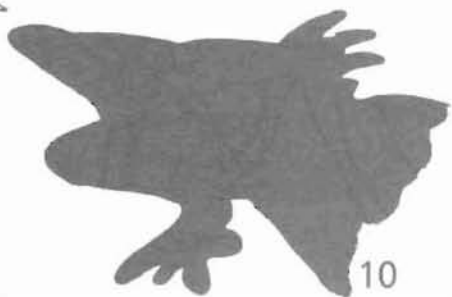
## Getting off to a good start

## Focus

The way we **begin a story** is very important. It can make people interested or it can put people off. Always try to make your story start in an interesting way. Is this story starter successful? Give reasons for your answer.



*Edward felt tired. He found a nice shady spot under a tree and was soon asleep. Suddenly, Edward woke up with a start. What was that? Edward listened. He heard a thumping noise in the distance. It sounded like the stamping of huge, heavy feet. It sounded as if it was coming towards him. Edward jumped up and hid behind the trunk of the tree. The noise seemed closer now. The ground shook. The tree shook. Edward shook with fear. His heart began to beat very fast. The heavy footsteps came closer and closer. Who was it? What was it? A big dark shadow appeared as the 'thing' got nearer. Edward held his breath.*



## Now try this \_\_\_\_\_

- 1 Where was Edward?
- 2 What woke him up?
- 3 How can you tell Edward was frightened?
- 4 What appeared as the 'thing' got closer?
- 5 Why do you think Edward held his breath?
- 6 Do you think this is a good start to a story? Why?

## Next steps ...

### ① Continue the story in your own words.

What do you think the 'thing' is?

Is it:

- an animal?
- a robot?
- a monster?
- something harmless?

What does Edward do?

What happens?

How does your story end?

The story begins in an exciting way.  
Try to use some exciting words in  
your own story.



### ② Here is another story starter. Continue the story in your own words. Give it a happy ending.

*Once upon a time there was a dragon called Dirk. He lived on his own in a dark forest. Dirk was very sad. He looked just like other dragons. He had sharp teeth and sharp claws. He had a very loud roar. But Dirk could not make fire and smoke come out of his mouth. All Dirk's friends made fun of him. Poor Dirk! He hid in the forest and cried all day.*

### ③ Use the copymaster. Continue the story of Colin's Crocodile.

# Writing a poem with a predictable pattern

## Focus

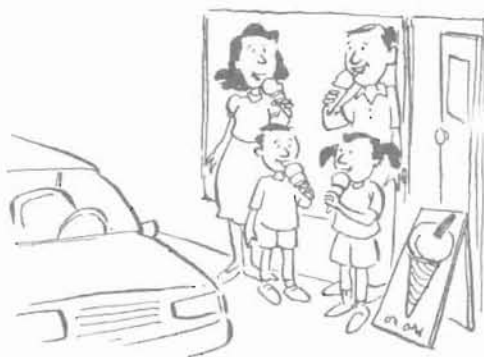
This **poem rhymes**. It is set out in **verses**. Each verse begins in the same way. There are four **lines** in each verse. Have fun reading it together.

### A Busy Day

Eeny Meeny Miny Mo  
One and two and away we go.  
Go to the garage to fill up the car,  
We're visiting places, near and far.

Eeny Meeny Miny Mo  
Three and four and away we go.  
Stop at the shop for something to eat,  
Let's have an ice-cream for a treat.

Eeny Meeny Miny Mo  
Five and six and away we go.  
Go to the library and get a book,  
Walk round the museum and have a look.



## Now try this \_\_\_\_\_

- 1 How many verses are there in the poem?
- 2 How many lines are there in each verse?
- 3 What do you notice about the first two lines in each verse?
- 4 Copy and complete these lines in verse 1:  
*Go to the \_\_\_\_\_ to fill up the \_\_\_\_\_,  
We're visiting \_\_\_\_\_, near and \_\_\_\_\_.*
- 5 Copy and complete these lines in verse 2:  
*Stop at the \_\_\_\_\_ for something to \_\_\_\_\_,  
Let's have an \_\_\_\_\_ for a \_\_\_\_\_.*
- 6 Copy and complete these lines in verse 3:  
*Go to the \_\_\_\_\_ and get a \_\_\_\_\_,  
Walk round the \_\_\_\_\_ and have a \_\_\_\_\_.*

## Next steps ...

- ① Copy these verses. Think of a good word to finish each verse.

*Eeny Meeny Miny Mo  
Seven and \_\_\_\_\_ and away we go.  
Play in the \_\_\_\_\_ all afternoon,  
It's getting late. We must go home \_\_\_\_\_.*

*Eeny Meeny Miny Mo  
\_\_\_\_\_ and ten and away we \_\_\_\_\_.  
Pass the \_\_\_\_\_, see the trains,  
Let's get home quick, before it \_\_\_\_\_!*



- ② Make up your own number rhyme. Go up to number ten.  
Do it like this:

*One, one, play in the sun.  
Two, two, visit the zoo.  
Three, three, swim in the sea.  
Four, four, slam the door.*

- ③ Use the copymaster to help you write another poem.

# Punctuation practice (2)

## – Question marks

### Focus

A **question** is a special kind of sentence. We ask **questions** to find out things.



A question begins with a **capital letter** and ends with a **question mark**.

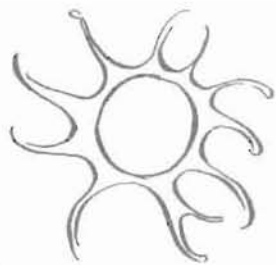
### Now try this

Copy the questions below. Put in the missing capital letters and question marks.

- 1 what colour is grass
- 2 what have we got for lunch
- 3 have you seen my bag
- 4 how do you drive a car
- 5 where is my book
- 6 when is it time to go home
- 7 who is knocking on the door
- 8 why is the sun so hot
- 9 how many sweets have you got
- 10 why are you late



## Next steps ...



- ① Match each question with the correct answer.  
Then write them correctly, like this:  
*What colour is the sun? The sun is yellow.*

- |                               |                                     |
|-------------------------------|-------------------------------------|
| 1 What colour is the sun?     | It is in England.                   |
| 2 What are you doing?         | My birthday is in March.            |
| 3 Where is London?            | The sun is yellow.                  |
| 4 Why are you so happy?       | Lunch will be in about an hour.     |
| 5 When is your birthday?      | I am answering questions.           |
| 6 How long is it until lunch? | I am happy because I am on holiday. |

- ② Here are the answers to some questions. What do you think the questions were? Write each question and answer correctly.

1 I am going to school.

2 It is nearly ten o'clock.

3 I am a baker.

4 Your bag is under the bed.

5 My favourite food is spaghetti.

6 I come from Egypt.

7 I am trying to do my homework.

8 You have to mix yellow and blue.

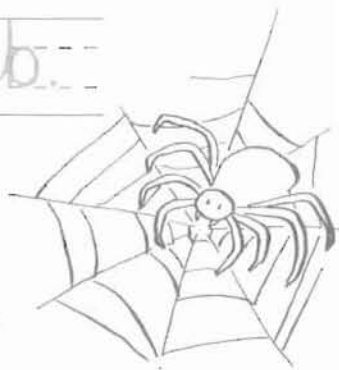
- ③ See the copymaster for extra punctuation practice in using question marks.

## Handwriting Practice (2)

Focus \_\_\_\_\_

Try to leave the same amount of space between each word.

A spider lives in a web.



Now try this \_\_\_\_\_

How does each animal move? Write the answers.  
Use your best handwriting.

hops crawls flies slides swims



A frog \_\_\_\_\_



A snake \_\_\_\_\_



A bird \_\_\_\_\_



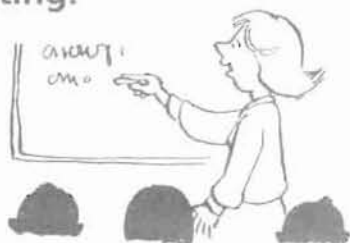
An ant \_\_\_\_\_



A fish \_\_\_\_\_

## Next steps ...

- ① What does each person do? Match the beginning of each sentence to the correct ending. Write each sentence correctly. Use your best handwriting.



A dentist

A teacher

A baker

An artist

A farmer

A doctor

makes bread.

works on a farm.

looks after teeth.

keeps us well.

teaches children.

paints pictures.



- ② Use the copymaster for more handwriting practice.

# Labels and captions

## Focus

We can learn a lot from pictures or diagrams and the labels and captions that accompany them. Look at Sarah's work on trees. Is it easy to understand?

### Leaves

The leaves make the food for the tree. They make food from water and a gas in the air called carbon dioxide. They need light to help make their food.

### Flowers

Many trees have flowers. Insects such as bees, or the wind, carry pollen from one flower to another. This makes the seeds for new trees.

### Trunk

Every tree has a trunk. This is covered with bark. The bark stops the trees from getting too hot or too cold.

### Fruit and seeds

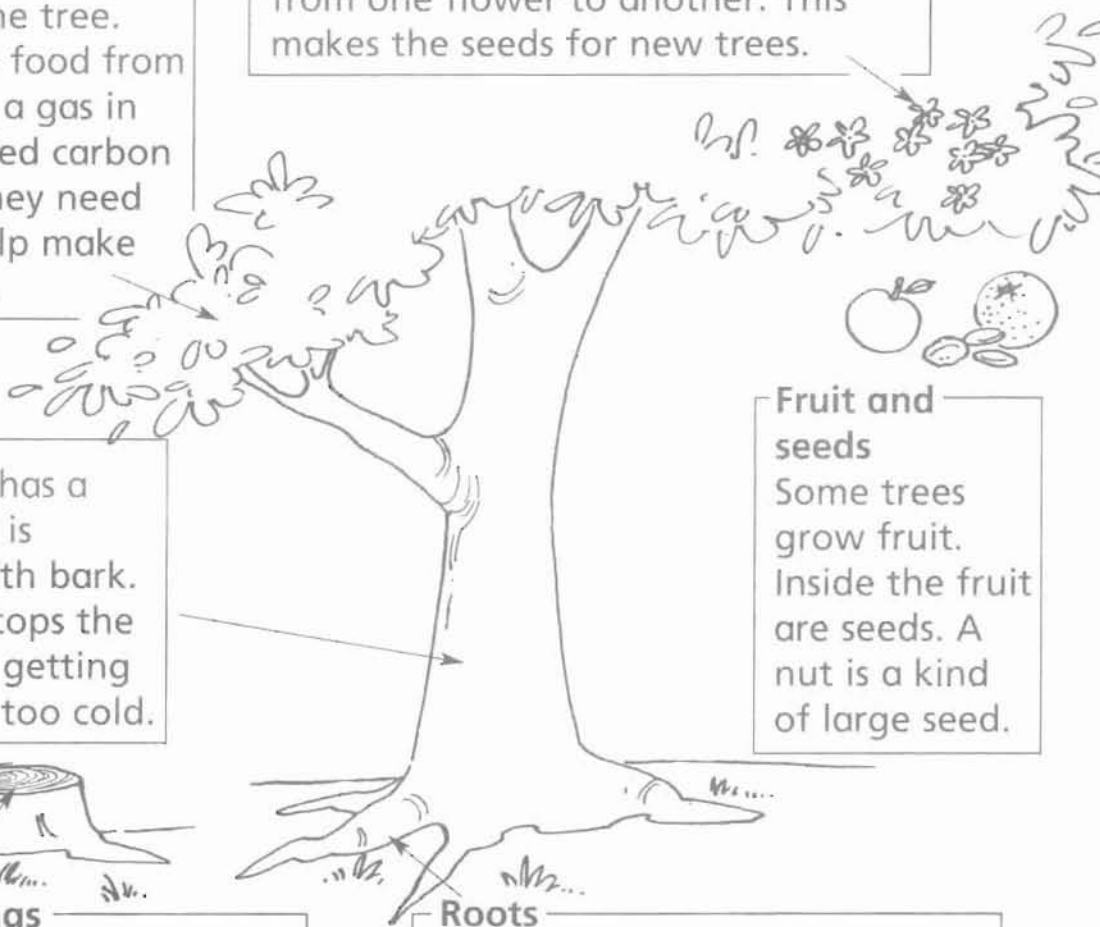
Some trees grow fruit. Inside the fruit are seeds. A nut is a kind of large seed.

### Growth rings

When a tree is cut down, you can count the rings and see how old it is. One ring stands for one year.

### Roots

The roots of a tree go a long way into the ground. They help the tree to stand up. The roots soak up water for the tree.



## Now try this —

Write two interesting things you have found out about each of these.

- 1 the tree trunk
- 2 tree roots
- 3 leaves
- 4 flowers on trees
- 5 the fruit and seeds of trees
- 6 growth rings

Has Sarah presented her work on trees in a sensible way? Give reasons for your answer.

## Next steps ...

- ① Copy this picture of a bicycle. Label each part.

bell saddle chain brakes handlebars pedals



Underneath your picture write a sentence about each part you labelled. Say what it is for. Do it like this:

*You pull the brakes when you want to stop the bicycle.*

- ② Find out some information about an insect or a flower. Draw a picture of it. Label your picture. Write some sentences about it.
- ③ Use the copymaster for more work on writing information from a picture with labels.

# Writing a personal recount

## Focus

Have you ever had an experience you will never forget? Ben has written about the time he got lost.



I will never forget the day my mum and dad took me into town – and I got lost! I remember that it was very hot. My dad got angry because he could not find a parking space.

It was so busy and noisy in the town centre. There were people everywhere. Everyone seemed to be in a hurry. I had to hold my dad's hand tightly. The roads were crowded with cars and bikes and huge lorries. We went into a clothes shop and my mum bought a skirt. Then we stopped by a large water fountain. It was lovely and cool. My mum bought me an ice cream. My mum and dad sat down on a wooden seat to rest in the shade of a tree. I soon got bored so I splashed my hands in the cool water.

Then I noticed a toy shop which looked interesting. I went over to look in the window. I don't know how long I was there but when I turned to look for my parents I couldn't see them. I couldn't remember where they were sitting. I ran here and there looking for them and calling out, but they were nowhere in sight. They had disappeared! I began to feel scared. Everything looked strange. I began to cry. Then suddenly I heard a voice calling my name. It was my dad! I ran towards him and threw myself into his arms. I was safe! I wasn't lost anymore!

## Now try this —————

- 1 Who were the main characters in Ben's story?
- 2 Where did the story take place?
- 3 What was the weather like?
- 4 Were there many people in the town?
- 5 What sort of noises do you think Ben heard in town?
- 6 How did Ben get lost?
- 7 How did Ben feel when he was lost?
- 8 Do you think it was silly of Ben to go off alone? Why?

## Next steps ...

- 1 **Have you ever been lost? Write about your experience. If you have never been lost, make up a story about it. (Use the copymaster to help you write down your ideas.)**



Write about:

- who you were with.
- where you were.
- what you were doing.
- how you got lost.
- how you felt and what thoughts you had at the time.
- how it ended.

- 2 **Write about another day in your life you will never forget.**  
Write about:

- the happiest memory in your life *or*
- the most frightening experience you can remember.

## Describing characters

### Focus

Every story has some **characters** in it. When you write, you need to describe the characters carefully. Read this description of the Wizwoz. Look at the words the author uses to describe him.



The Wizwoz was very old and very smelly. He lived in a dark cave near the river. The Wizwoz ate anything he found in the river – old boots, tin cans, weeds and so on. Every time anyone came near his cave the Wizwoz jumped out and scared them.

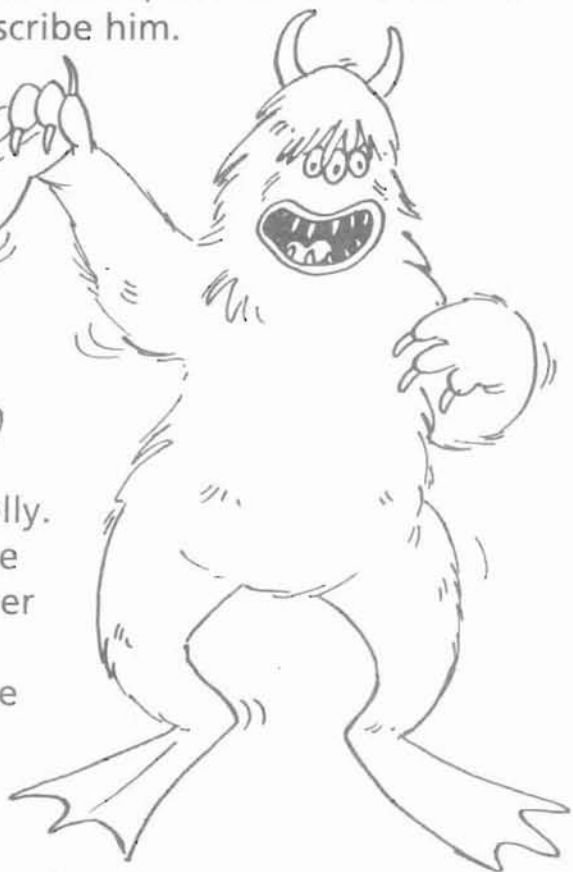
He shouted, 'Get away from my cave or I'll eat you!' as loud as he could in his deep, booming voice.

The Wizwoz was a frightening sight. He had a small head with two horns. His long hair hung down over his face, and nearly covered his three green eyes. The Wizwoz had lots of sharp teeth and a huge mouth. His body was hairy. At the end of his arms he had hands with long, long claws.

'All the better to catch you with!' he screamed. At the end of his legs he had long, long flippers.

'All the better to slap you with!' he shouted.

The Wizwoz did not know how to be kind or how to speak politely.



## Now try this \_\_\_\_\_

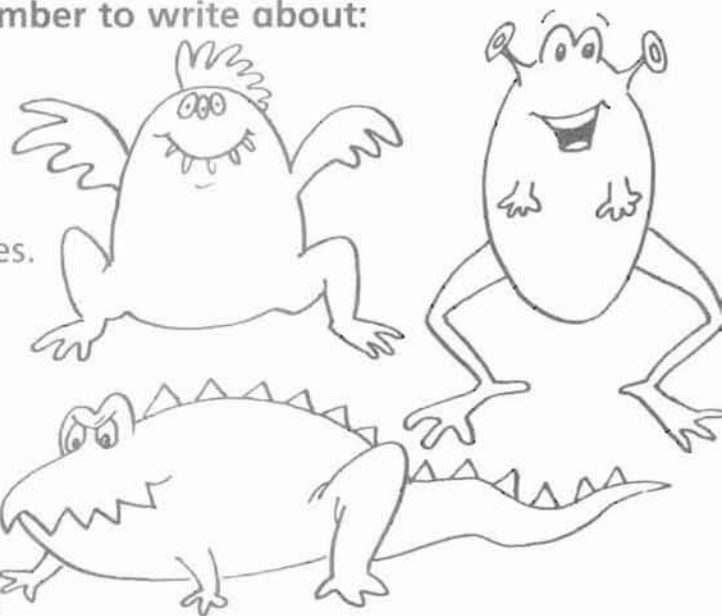
### Copy and complete the sentences about the Wizwoz.

- 1 The Wizwoz was very \_\_\_\_\_ and very \_\_\_\_\_.
- 2 He lived in a \_\_\_\_\_, near the \_\_\_\_\_.
- 3 The Wizwoz ate \_\_\_\_\_.
- 4 The Wizwoz had a \_\_\_\_\_ voice.
- 5 The Wizwoz had a \_\_\_\_\_ head with two \_\_\_\_\_.
- 6 He had \_\_\_\_\_ eyes.
- 7 At the end of his arms the Wizwoz had \_\_\_\_\_.
- 8 At the end of his legs he had \_\_\_\_\_.

### Next steps ...

- ① Make up your own scary monster. Write a description of it.  
(Use the copymaster.) Remember to write about:

- its appearance (how it looks).
- some things it says and does.
- where it lives.
- what it eats.
- some things it likes and dislikes.
- any other interesting facts.



②



Now write a description of someone you know very well. It can be a friend, someone in your family or your teacher. You can write about yourself if you like!

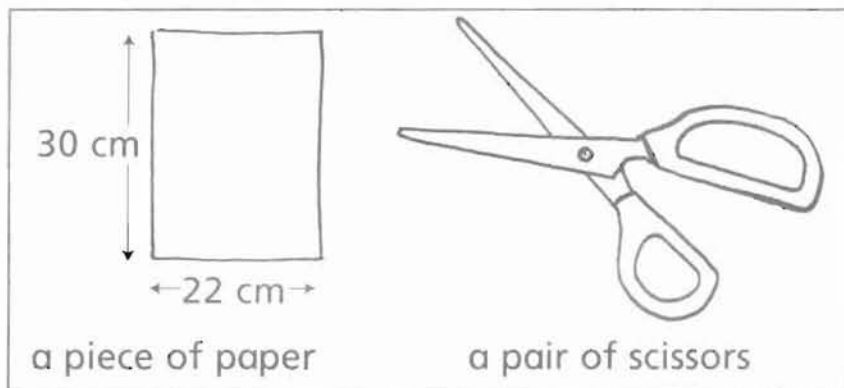
# Writing instructions

## Focus

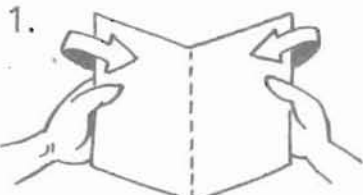



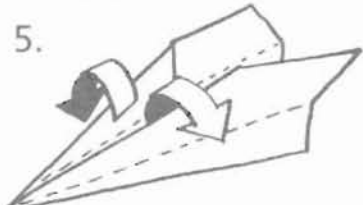
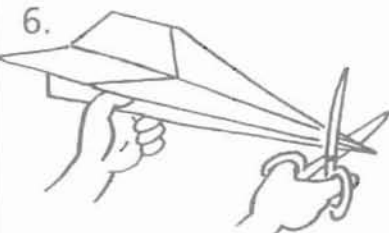
When we write instructions it is helpful to add a 'what you need' section at the beginning. Why do you think this is?

### How to make a paper aeroplane

#### What you need:



#### What you do:

<p>1.</p>  <p>Fold the sheet in half. Then unfold it.</p>	<p>2.</p>  <p>Fold the two top corners into the middle.</p>	<p>3.</p>  <p>Then fold them over to the middle again.</p>
<p>4.</p>  <p>Now fold along the middle.</p>	<p>5.</p>  <p>Fold the two top flaps to make wings.</p>	<p>6.</p>  <p>Cut off the point.</p>

## Now try this \_\_\_\_\_

- 1 What are the instructions for?
- 2 Copy and complete this sentence:  
*To make a paper aeroplane you need \_\_\_\_\_.*
- 3 How many steps are there altogether?
- 4 Why is it helpful for the steps to be numbered?
- 5 How do the pictures help you?
- 6 How easy is it to follow the instructions? Say why.

## Next steps ...

- ① These instructions tell you how to make some banana milkshakes. Copy them and arrange them so they are easy to read. Set out your instructions like those opposite. (Use the copymaster to help you.)

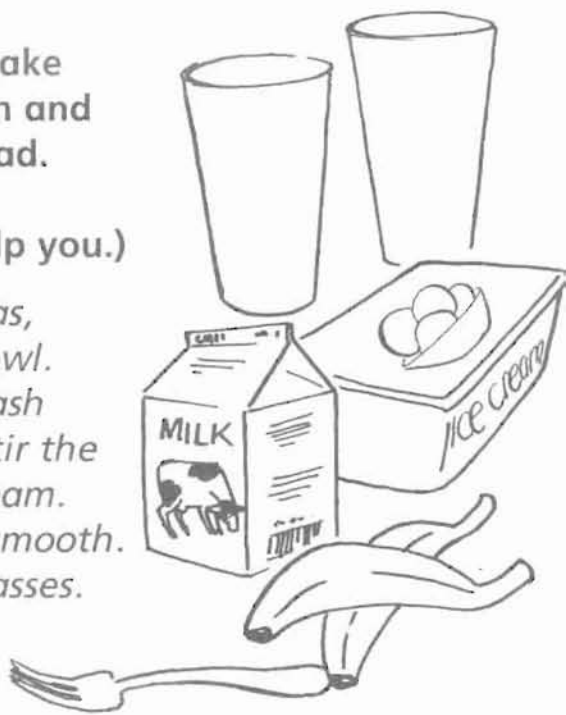
*You need 2 glasses of cold milk, 2 bananas, 4 scoops of vanilla ice cream, a fork, a bowl. Peel the bananas. Put them in a bowl. Mash the bananas with a fork. Add the milk. Stir the mixture until it is smooth. Add the ice cream. Mix in the ice cream until the mixture is smooth. Carefully pour the milkshakes into the glasses. Enjoy your milkshakes.*

- ② Write some instructions for:

- washing your hair *or*
- making a cup of tea.



- Remember to give your instructions a title.
- Next, write what you need.
- Then write clear steps on what you have to do.



## Punctuation practice (3)

### – Using commas in lists

#### Focus

**Commas** tell us to take a **short pause**.  
They **never** come at the **end** of a sentence.

I have some apples, oranges, bananas and grapes.

We use commas to **separate items in a list**.  
We do **not** usually use a comma **before** the word **and**.

#### Now try this

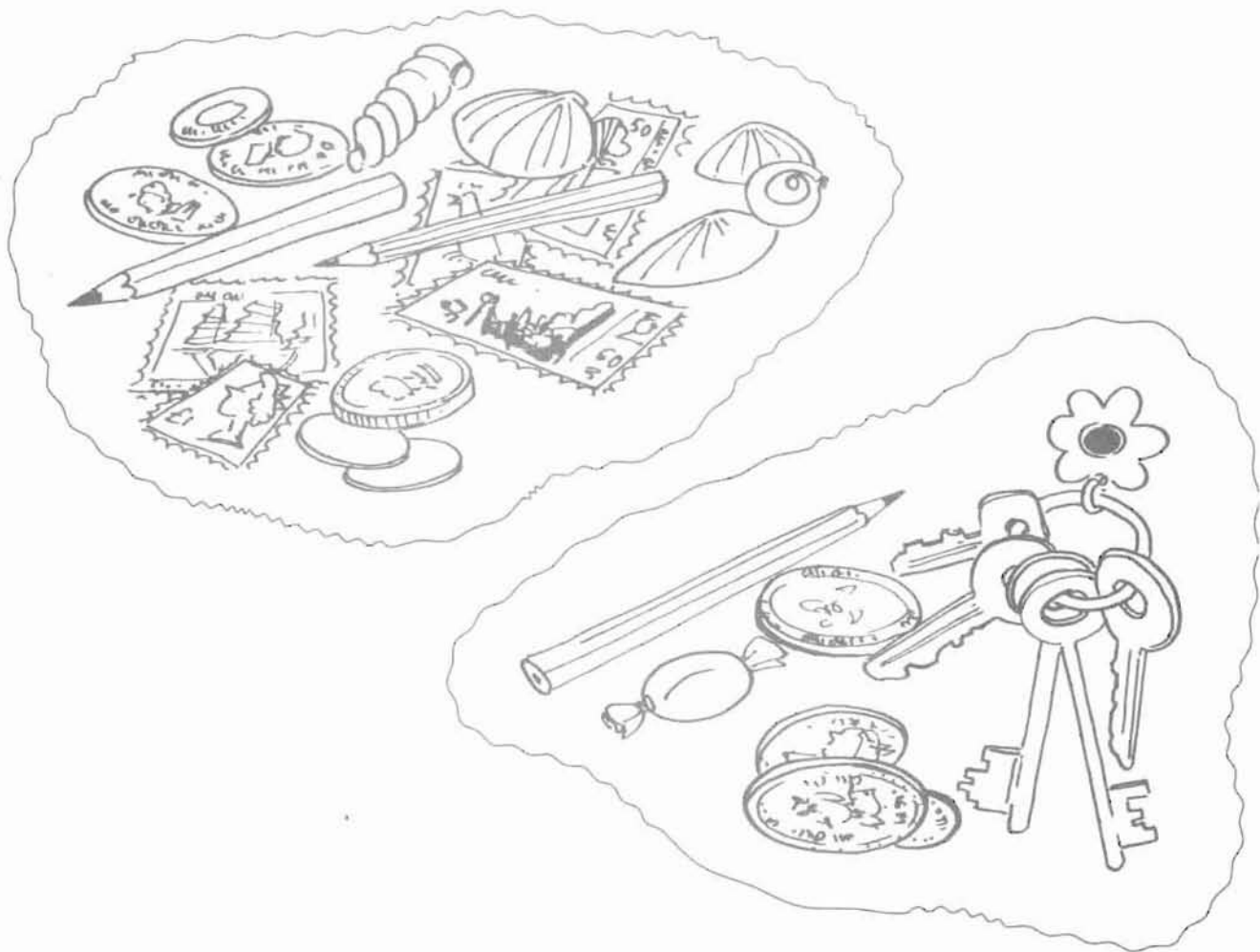
Copy the lists of things. Put in the missing commas.

- 1 bread cakes rolls and biscuits
- 2 potatoes carrots cabbage and peas
- 3 cars bicycles lorries and buses
- 4 socks pants shoes and shorts
- 5 pens pencils crayons and felt tips.
- 6 football rugby tennis and swimming
- 7 Wednesday Thursday Friday and Saturday
- 8 cats dogs mice and rabbits
- 9 books comics magazines and newspapers
- 10 January February March and April



## Next steps ...

- 1 Copy the sentences. Put in the missing commas.



- 1 I collect stamps coins pencils and shells.
- 2 Sam likes hamburgers pizzas spaghetti and curry.
- 3 On holiday Emma visited France Italy Spain and Holland.
- 4 I like maths art science and geography.
- 5 The four seasons are spring summer autumn and winter.
- 6 My favourite colours are red blue yellow and green.
- 7 In my pocket I have some money my keys a sweet and a pencil.
- 8 The shop sold books drinks newspapers and sweets.

- 2 Use the copymaster for extra punctuation practice in using commas in lists.

## Handwriting practice (3)

Focus \_\_\_\_\_

Make sure your handwriting does not slope in different directions.

I dry myself. ✘

I dry myself. ✔

Now try this \_\_\_\_\_

Write the sentences in the correct order. Use your best handwriting.



On Wednesday my friend came to play.

On Saturday I helped my mum.

On Monday I went to the shops.

On Friday I visited the library.

On Sunday I had a picnic.

On Tuesday I had a haircut.

On Thursday I fell off my bike.

## Next steps ...

- ① Write the sentences in the correct order. Use your best handwriting.

1



2



3



4



5



6



I dry myself.

I get in the bath.

I get undressed.

I have a wash.

I fill the bath with water.

I get out of the bath.

- ② Use the copymaster for more handwriting practice.

# Writing a poem to perform

## Focus

This poem is all about the sounds you hear in a rainforest. Read the poem as a class. Divide into groups and take different parts. Practise the sounds first.

### Forest Sounds

**Verse 1** We are the trees in the forest that  
Swish, swish, swish

*Chorus* And we are the winds that  
Blow, blow, blow.

**Verse 2** We are the streams in the forest that  
Tinkle, tinkle, tinkle.

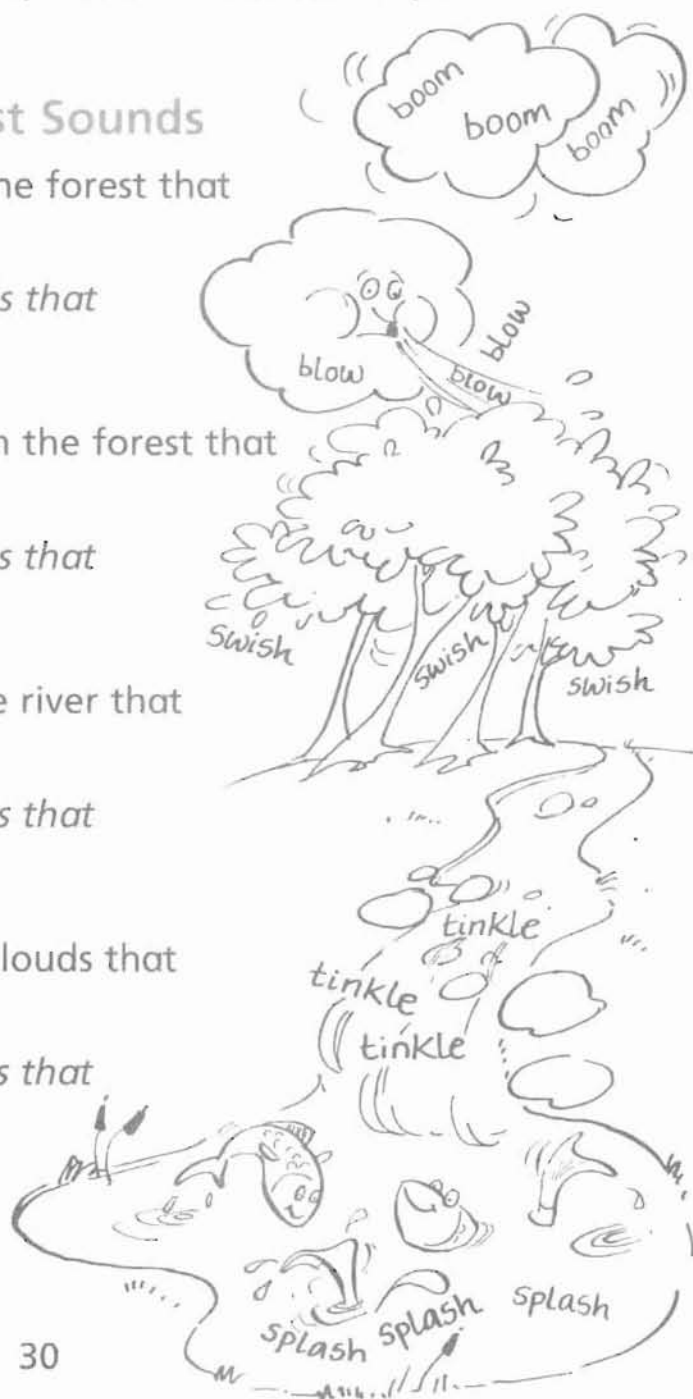
*Chorus* And we are the winds that  
Blow, blow, blow.

**Verse 3** We are the fish in the river that  
Splash, splash, splash.

*Chorus* And we are the winds that  
Blow, blow, blow.

**Verse 4** We are the thunder clouds that  
Boom, boom, boom.

*Chorus* And we are the winds that  
Blow, blow, blow.



## Now try this \_\_\_\_\_

- 1 What is the title of the poem?
- 2 What noise do each of these make:  
a the trees    b the winds    c the streams    d the fish  
e the thunder clouds?
- 3 What do you notice about the chorus of the poem?
- 4 How many verses are there in the poem?
- 5 Does the poem rhyme?
- 6 Did you like the poem? Write and say what you thought of it.

## Next steps ...

- 1 Copy the names of the animals and the noises they make.  
Match the correct noise to each animal.

frogs

mice

wolves

snakes

bees

parrots

howl

buzz

squawk

croak

hiss

squeak

- 2 Write some more verses for the Forest Sounds poem. Write about some animals in the forest and the noises they make. Remember to write the chorus after each verse. (Use the copymaster to help you.)
- 3 Make up your own poem about sounds in school. Your poem does not have to rhyme. Make a list of ten different sounds you hear. Set it out like this:

### School Sounds

Children are shouting.  
Children are laughing.  
Doors are banging.  
Clocks are ticking.



## Describing settings

### Focus

All stories have a **setting**, where they take place. A good description of the setting helps people who read your story. It lets them see a clear picture in their mind.

Read the beginning of the story. Where does the story take place?



*Anna and Tom passed the big house every day on their way home from school. Who lived there? No one knew. It always seemed empty. They never saw anyone. Through the big iron gates they could just see the beginning of the garden. All around the outside of the garden was a high wall.*

*One day Anna and Tom were bored. They decided to have an adventure. They decided to explore the garden. They climbed the high wall and jumped down on the other side. They stopped and looked and listened. There was no one about.*

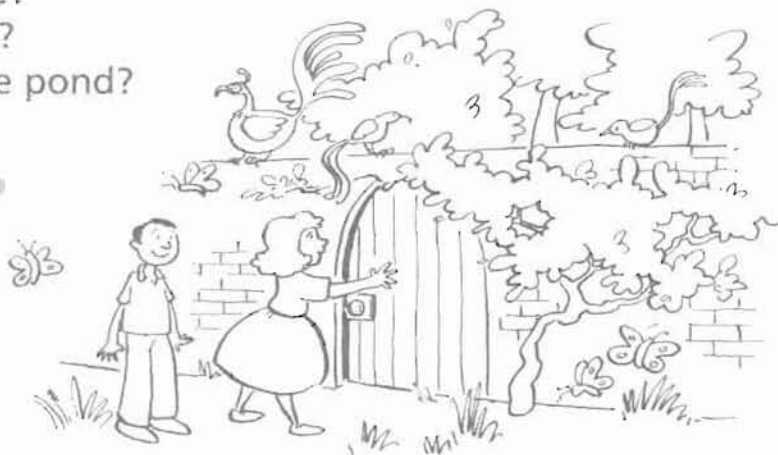
*The garden was lovely. It had long grass to hide in. There were lots of tall trees to climb. Their branches nearly reached the ground. Brightly-coloured birds sat on the trees and sang sweetly. Anna and Tom stood still and listened to their songs for a while. Everywhere they looked there were beautiful flowers of every kind and colour. Their scent filled the air. Bees hummed busily, and butterflies fluttered all around them. A winding path led to a pond where frogs croaked happily. The air was still and the sun shone warmly. The garden was a magical place.*

*Anna and Tom began to explore the rest of the garden...*

## Now try this \_\_\_\_\_

- 1 What did Anna and Tom pass every day on their way home from school?
- 2 What was strange about the house?
- 3 What was all around the outside of the garden?
- 4 What was the grass like?
- 5 What were the trees like?
- 6 What was special about the birds?
- 7 What could Anna and Tom smell in the garden?
- 8 What insects did they see?
- 9 Where did the path lead?
- 10 What animals lived in the pond?

## Next steps ...



### ① Carry on with the story.

Imagine Anna and Tom came to another wall with a big wooden door. They decide to open the door to find out what is on the other side. They push it hard and it slowly opens...

What do you think is on the other side? What do they see? Is there another lovely garden? Is there a dark tunnel? Is there something else?

**Talk about your ideas. Write a good description of the setting.**

### ② Use the copymaster to write about more settings.

### ③ Write a description of somewhere you know well. It can be your classroom, your house, your local shopping centre or somewhere else.

- Close your eyes and picture it in your mind.
- Think about some of the things you see, hear, smell and feel.
- Remember to use some interesting words.

## Writing a letter

## Focus

People write letters for different reasons. Emma wrote a 'thank-you' letter to her Gran. Emma's father wrote a letter to her teacher.

28 Runcorn Close

Luton

LU2 8RX

June 8th

Dear Gran

Thank you for the money you sent me for my birthday. I have wanted a new pair of trainers for a long time. Now I will have the money to buy them! The pair I want are silver with black stripes. They will help me run fast at our school sports day next week.

I had a lovely birthday party. Lots of my friends came. Unfortunately I ate too much and got a stomach-ache!

I hope I can come and see you soon, then I can show you my new trainers.

With love from

Emma



28 Runcorn Close

Luton

LU2 8RX

June 5th

Dear Mrs Carter,

I'm sorry that Emma was not in school yesterday. She was sick and had a bad stomach-ache. I think she ate too much at her birthday party last night!

Emma seems fine now, but I would be grateful if you would keep an eye on her today and let me know if she does not eat her lunch.

Yours sincerely,

Mr J Woods

## Now try this

- 1 What date is on each letter?
- 2 Where does the date appear?
- 3 Who is each person writing to?
- 4 Which letter is a thank-you letter?
- 5 Which letter is a letter explaining something?
- 6 How do you know who each letter is from?
- 7 Which letter is the friendliest? Give your reasons.
- 8 Mr Woods and Emma have finished their letters in different ways. Mr Woods has written 'Yours sincerely' and Emma has written 'With love from'. Why is this?
- 9 Why do you think Mr Woods has written his letter on a word processor?
- 10 Why do you think Emma has written her letter by hand?
- 11 Draw a rectangle 12 cm by 15 cm in your book. Imagine it is the front of an envelope. Write your name and address neatly and clearly.

## Next steps



- Use the copymaster to help you plan your letter.
- Remember to set out your letter correctly.

- 1 Imagine your aunt or uncle sends you some money for your birthday. Write a thank-you letter. Explain what you will buy and give your reasons. Tell your aunt or uncle another piece of news.
- 2 Write a thank-you letter to someone at your school (your teacher, the caretaker, the cook etc). Thank them for all the things they do for you. Ask them some questions about their job.
- 3 Write a letter of apology to a neighbour. Imagine that you accidentally kicked a ball and broke one of their windows. Explain how it happened. Say sorry. Think of something else you can say to help make things better.

# Punctuation practice (4)

## – Exclamation marks

### Focus

An **exclamation** is a kind of sentence.

It is usually spoken in a raised voice.

We use an **exclamation mark** at the end of the sentence.

I really hate spelling!



It can show that we **feel strongly** about something.

What a lovely present!



It can show that we are **surprised** about something.

Stop shouting!



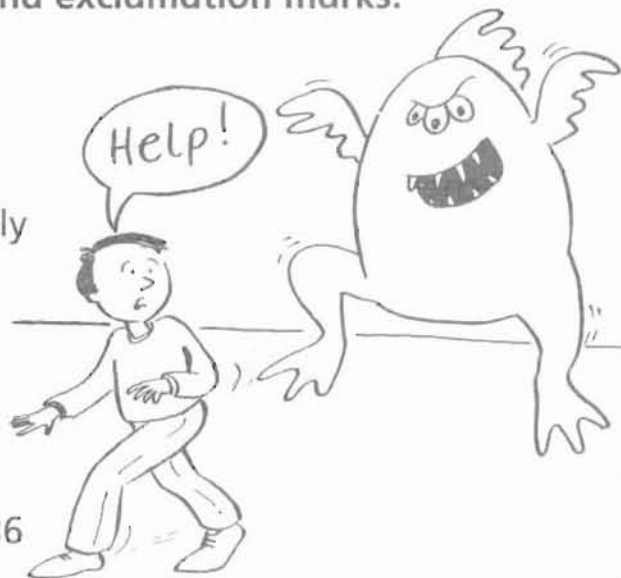
It can be used to give an **order**.

### Now try this

Imagine you see a horrible monster. Copy the things you say.

Put in the missing capital letters and exclamation marks.

- 1 help
- 2 get away from me
- 3 what a horrible monster
- 4 run for it
- 5 I've never seen anything so ugly
- 6 look out
- 7 it's getting closer
- 8 what a hairy body
- 9 I don't think it likes me
- 10 what nasty teeth it has got



## Next steps ...

- ① Copy these sentences. Put full stops, question marks or exclamation marks in the correct places. (There are four sentences that need exclamation marks.)

- 1 Stop pinching me at once
- 2 Do you like red or blue best
- 3 My book is on the table
- 4 I walked to school with my friend
- 5 Have you seen my shorts anywhere
- 6 What a lovely surprise
- 7 Your picture is terrible
- 8 Who is the captain of the team
- 9 What is the time
- 10 It's not fair
- 11 It is a long way to the shops.
- 12 Why are you wet



- ② Use the copymaster for extra punctuation practice in using exclamation marks.

## Handwriting practice (4)

## Focus

It is important to write neatly and clearly so that people can read what you have written.

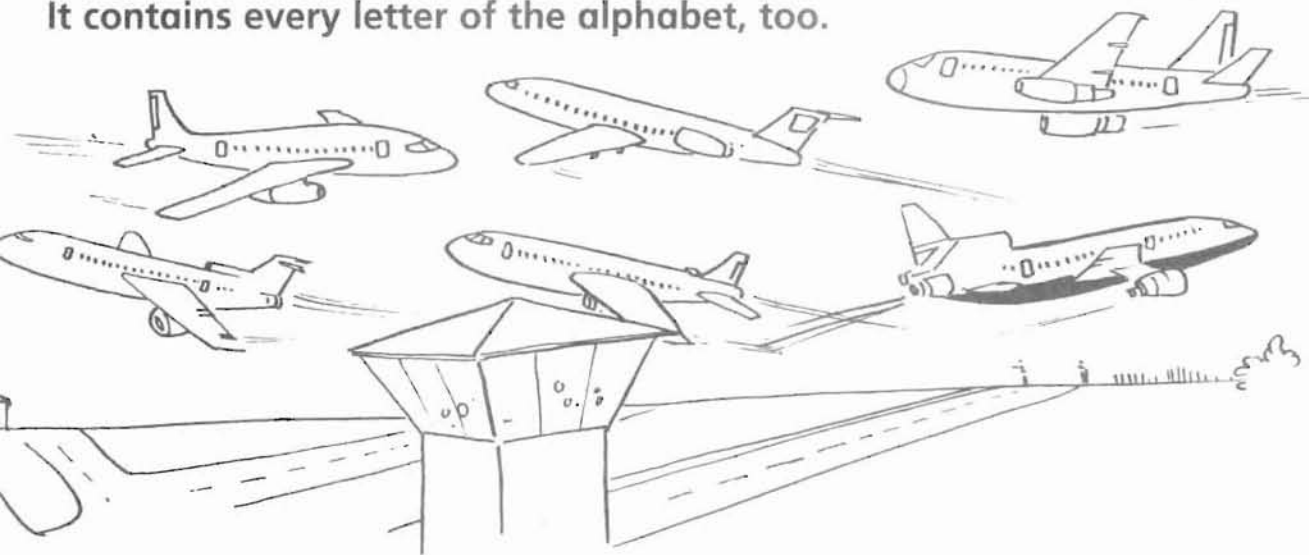
The quick brown fox  
jumps over the lazy dog



This sentence contains every letter of the alphabet.

## Now try this

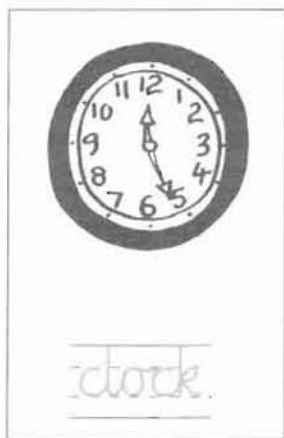
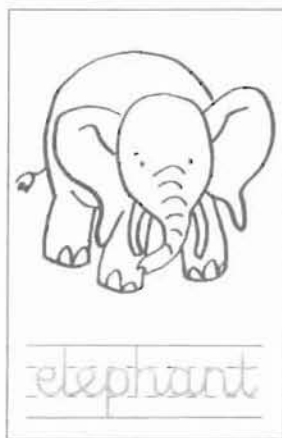
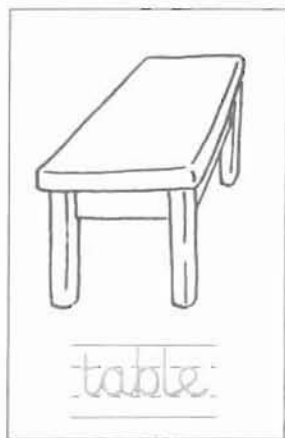
Copy the sentence below three times. Use your best handwriting. It contains every letter of the alphabet, too.



Five or six big jet planes  
zoomed quickly by the new tower

## Next steps ...

- ① Copy these riddles. Use your best handwriting. Fill in each correct answer.



1

You drive me  
I go on the road  
I am a

2

I have two hands  
I have a face  
I tell you the time  
I am a

3

I am very big  
I have four legs  
I have a trunk  
I am an

4

I have four legs  
You put things on me  
I am made of wood  
I am a

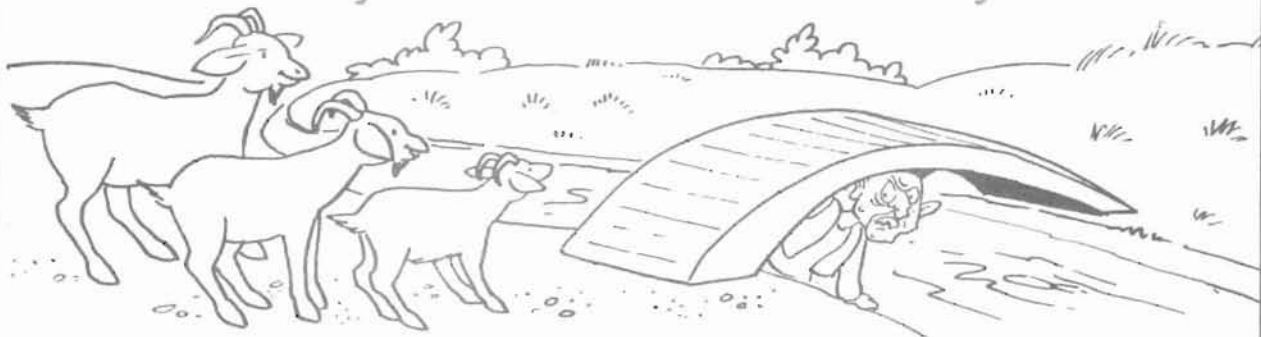
- ② Use the copymaster for more handwriting practice.

## Writing a playscript

### Focus

A play usually has two or more characters in it. How can you tell every time a new character speaks?

### The three Billy Goats Gruff and the Nasty Old Troll



**Storyteller:** Once upon a time there were three Billy Goats Gruff. One day they looked at the grass on the other side of the river.

**Big Billy Goat Gruff:** The grass over there looks sweet and green.

**Middle Billy Goat:** Let's go across the bridge and eat some.

**Little Billy Goat Gruff:** Come on, then.

**Storyteller:** Away went the three Billy Goats Gruff. Little Billy Goat Gruff came to the bridge over the river first. His feet clopped on the bridge – trip, trap, trip-trap, trip-trap. But a nasty old troll lived under the bridge.

**The troll:** Who's that walking over **my** bridge?

**Little Billy Goat Gruff:** It's me, Little Billy Goat Gruff. I'm going to eat the sweet green grass.

**The troll:** Oh, no you're not! I'm coming to **gobble you up!**

**Little Billy Goat Gruff:** No! No! Don't eat me! I'm too little. My big brother is coming soon. He is bigger than I am. You can eat him.

**The troll:** Very well, then. You can go.

**Storyteller:** So Little Billy Goat Gruff ran over the bridge. Soon, Middle Billy Goat Gruff came onto the bridge. His feet clopped on the bridge – trip, trap, trip-trap, trip-trap.

## Now try this \_\_\_\_\_

- 1 Who are the main characters in the play?
- 2 What can you tell about the goats by their names?
- 3 Where does the play take place?
- 4 What do the goats want to do?
- 5 Do you like the troll? Give some reasons for your answer.
- 6 Who tries to cross the bridge first?
- 7 What noise do the goats' feet make on the bridge?
- 8 Write one thing the troll says.

## Next steps ...

① Copy and complete the next part of the play.

**The troll:** Who's that walking over my bridge?

**Middle Billy Goat Gruff:** It's me, \_\_\_\_\_ Billy Goat Gruff. I'm going to eat the \_\_\_\_\_.

**The troll:** Oh, no you're not! I'm coming \_\_\_\_\_!

**Middle Billy Goat Gruff:** No! No! Don't \_\_\_\_\_ me!

\_\_\_\_\_  
**The troll:** Very well, then. \_\_\_\_\_.

**Storyteller:** So Middle Billy Goat Gruff ran over the bridge. Soon, the \_\_\_\_\_ came onto the bridge. His feet clopped on the bridge.

② Write a playscript for the last part of the story. (Use the copymaster to help you.) The story ends like this:

Big Billy Goat Gruff was not afraid of the troll. He butted him into the water. Then he walked across the bridge and joined his brothers on the other side. The nasty old troll was never seen again!

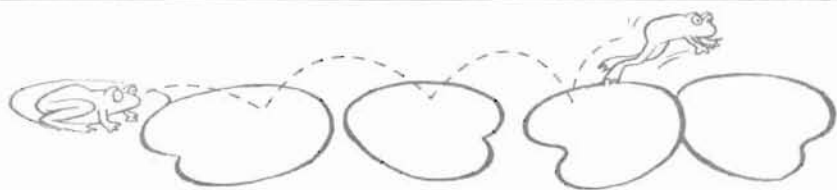
- Remember to write each character's name clearly.
- Start a new line each time a new character speaks.



# Steps to help you write well

## 1 Planning

- Decide what sort of writing you are going to do.
- Talk about your ideas with someone else.
- Make some notes in rough to remind you of your main ideas.



## 2 Drafting and reviewing

- Write your work in rough first.
- Read what you have written.
- Can you make it more interesting, accurate or exciting?
- You can cross out parts, add things or move words or sentences around.

## 3 Editing

- Check your work for mistakes. (Use the *Editing checklist* to help you.)
- Check your handwriting. (Use the *Handwriting checklist* to help you.)
- Ask a friend or your teacher to check your work, too.

## 4 Publishing and presentation

- How do you want to present your work? Will it be in an exercise book? On paper for display? In a different style (e.g. as a zig-zag book, a class book?)
- Think about how to set out your work. (Do you need any titles? Do you need any headings?)
- Will you write in your best handwriting or use a computer?
- Will you add illustrations?
- What sort of pictures or diagrams will be best for your work?



# Editing checklist



- When you have finished your work, read it through.
- Use this checklist to help you think about your work.
- Check for any changes you need to make.

## Punctuation

- Do your sentences begin with capital letters and end with full stops?
- Have you checked your work for other punctuation marks, such as question marks, exclamation marks, commas, etc?



## Sentences

- Do all your sentences make sense?
- Can you make some changes or add any words to make your sentences more interesting?



## Handwriting

- Is your handwriting clear and easy to read? (See the *Handwriting Checklist*.)



## Spelling

- Have you checked your work for spelling mistakes?
- Are there any words you are not sure about?



## Title

- Have you given your work a title?
- Have you remembered to write the date?

# Handwriting checklist

- Is your writing neat?
- Is it easy to read?
- Are all the letters well shaped and clear?
- Are all the letters evenly sized?
- Are any letters too tall or too short?
- Is there enough space between letters?
- Is there enough space between the words?
- Is there enough space between the lines?
- Does the writing go across the page in straight lines?
- Are all the joins well made?
- Are your letters sloping in different directions?
- Have you put capital letters in the correct places?
- Have you remembered to cross the letters *t* and *f*?
- Have you remembered to dot the letters *i* and *j*?

