

Writing

Composition

Louis Fidge

4

Once upon

a time



MACMILLAN FOUNDATION SKILLS

Writing 4

Composition

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MACMILLAN

Contents

	Page
Skills scope and sequence	iv
Introduction	vi
Unit 1 Writing a report about yourself	2
Unit 2 Punctuation practice (1) – Speech marks	4
Unit 3 Handwriting practice (1)	6
Unit 4 Writing a diary	8
Unit 5 Writing a list poem	10
Unit 6 Making a story plan	12
Unit 7 Punctuation practice (2) – Apostrophes in contractions	14
Unit 8 Giving directions	16
Unit 9 Continuing a story	18
Unit 10 Handwriting practice (2)	20
Unit 11 Writing clear explanations	22
Unit 12 Punctuation practice (3) – More about speech marks	24
Unit 13 Writing a playscript	26
Unit 14 Making and using charts	28
Unit 15 Using descriptive writing	30
Unit 16 Writing an alphabet poem	32
Unit 17 Writing a newspaper report	34
Unit 18 Handwriting practice (3)	36
Unit 19 Punctuation practice (4) – Commas for pauses	38
Unit 20 Writing a story sequel	40
Steps to help you write well	42
Editing checklist	43
Handwriting checklist	44

Skills, Scope and Sequence

Unit 1 Text Type Writing Skills	Writing a report about yourself Autobiographical report Planning report; using appropriate headings; interrogating report
Unit 2 Punctuation Skills	Punctuation practice (1) – Speech marks Understanding use of speech bubbles and speech marks
Unit 3 Handwriting Skills	Handwriting practice (1) Practising joined script; developing a fluent, legible style of handwriting
Unit 4 Text Type Writing Skills	Writing a diary Diary written as autobiographical recount Planning, organising and writing diaries for different purposes (autobiographical recount, observation etc)
Unit 5 Text Type Writing Skills	Writing a list poem 'Classic' list poem by well-known children's poet Composing own list poems (non-rhyming and rhyming)
Unit 6 Text Type Writing Skills	Making a story plan Picture board plan of beginning of sci-fi/space story with key words. Planning ending of story as a picture board; writing end of story from plan; planning a story of own
Unit 7 Punctuation Skills	Punctuation practice (2) – Apostrophes in contractions Understanding the use of, and using properly, apostrophes in contractions
Unit 8 Text type Writing Skills	Giving directions Street map and accompanying directions to follow Using map to write concise, clear directions
Unit 9 Text Type Writing Skills	Continuing a story 'Classic' fantasy/adventure story (by well-known children's author) Using prediction to plan and continue story in style of the author; writing a character sketch
Unit 10 Handwriting Skills	Handwriting practice (2) Practising joined script; developing a fluent, legible style of handwriting with stress on presentation; using handwriting patterns decoratively
Unit 11 Text Type Writing Skills	Writing clear explanations Alphabetically organised information text (explanations) Writing clear explanations; organising them alphabetically

Unit 12 Punctuation Skills	Punctuation practice (3) – More about speech marks Punctuating dialogue in sentences correctly
Unit 13 Text Type Writing Skills	Writing a playscript Adventure/fantasy story Appreciating conventions of setting out playscripts; completing given playscript; continuing story, composing and setting it out as a playscript
Unit 14 Text Type Writing Skills	Making and using charts Information text (containing information to be used as a basis for making a chart) Using information in text to make a chart, using given criteria; to interrogate given chart and write an information text based on it
Unit 15 Text Type Writing Skills	Using descriptive writing Descriptive prose (the same setting written in two contrasting ways) Appreciating the way in which words may be used effectively to change the atmosphere and character of setting being described; to use interesting words to describe characters, settings, sounds; to plan and write two contrasting descriptions of the same setting
Unit 16 Text Type Writing Skills	Writing an alphabet poem Alphabetically organised rhyming poem Use poem as a model; plan and write ending of poem in own words; compose own alphabet poem in similar style; compose and write alphabet poem with stress on alliteration (initial letter sounds)
Unit 17 Text Type Writing Skills	Writing a newspaper report Newspaper report Use text as a model; plan and write own newspaper report of incident within personal experience; appreciate conventions of layout, use of headlines etc.
Unit 18 Handwriting Skills	Handwriting practice (3) Appreciating need to print clearly; using print script for labelling
Unit 19 Punctuation Skills	Punctuation practice (4) – Commas for pauses Recognising need for commas to mark grammatical boundaries and to break sentences into smaller, more easily readable chunks
Unit 20 Text Type Writing Skills	Writing a story sequel Fantasy/adventure Using given story as a basis for writing own: by keeping same characters but changing events in story; by changing given character in story

Writing a report about yourself

Focus

When you meet people for the first time, what do you tell them about yourself? Daniel was asked to tell his class some things about himself. He wrote his report in different parts, like this:

About me

I am nine years old. I have black hair and brown eyes. I like wearing jeans and T shirts.

My family

I live with my parents. I have one brother and one sister. My father works in an office. My mother stays at home to look after us all. She is a very good cook. Sarah, my sister, is only two. She is funny. Tom, my brother, is seven. He is always trying to beat me at games.

My home

We live in a house near the centre of town. We have a swing and a slide in our garden. I share my bedroom with my brother. My mum often tells us off about the mess in our bedroom! Our front room is very comfortable. It has a soft carpet and a big television.

My favourite things

I enjoy reading. I am very good at computer games. I like all sport and I want to be a footballer when I grow up. My favourite food is pizza and I like all kinds of fruit. I don't like arguments and I hate spiders!



Teaching features of the books

Units of work

There are 20 double-page units of work. Each compositional writing unit is structured in the same way i.e. a stimulus passage of text, followed by two different levels of activities. There are also some Punctuation and Handwriting Practice units which have a similar layout.

Focus section

Introduction

Gets children thinking about the text

Unit number and title

Unit 1 Writing a report about yourself

Focus

When you meet people for the first time, what do you tell them about yourself? Daniel was asked to tell his class some things about himself. He wrote his report in different parts, like this.

About me

I am 10 years old. I have black hair and brown eyes. I like wearing jeans and T-shirts.

My family

I live with my parents. I have one brother and one sister. My father works in his office. My mother stays at home. My sister is 12 years old. She is very good at sports. My brother is 8 years old. He always tries to beat me at games.

My home

We live in a house near the centre of town. We have a swing and a slide in our garden. There is a bedroom for my brother. My room is very comfortable. It has a soft carpet and a big television. I like to watch TV.

My favourite things

I am very good at computer games. I like all sport and I go to the football field every day. My favourite food is pizza and I like to watch TV.

Now try this

Checks understanding.

Draws attention to features of text

Now try this

- 1 How many parts has Daniel divided his report into?
- 2 What headings has he used?
- 3 Do you think it was a good idea to divide the report into different parts? Why?
- 4 What sort of clothes does Daniel like wearing?
- 5 Who else is in Daniel's family?
- 6 What do you know about Daniel's garden?
- 7 Write three things Daniel likes.
- 8 Write one thing Daniel does not like.

Now try this

1

2

- 2 Think about things Daniel did not tell you in his report. Write five questions for him. Then imagine you are Daniel and write the answers as well!

What do you like about school?

What do you like about school?

What do you like about school?

What do you like about school?

- 3 How well do you know your friends? Choose one friend in your class. Write up a list of interesting questions for him or her to answer.

1

2

3

Stimulus text

To be read and discussed as a class.
Acts as model for child to learn from.

Copymaster activity (in Teacher's Book)

Supports or complements work done in the Next steps... section

The checklists

These may be found at the back of the book and may be used to help children reflect on various aspects of the writing process.

Writing a report about yourself

Focus

When you meet people for the first time, what do you tell them about yourself? Daniel was asked to tell his class some things about himself. He wrote his report in different parts, like this:

About me

I am nine years old. I have black hair and brown eyes. I like wearing jeans and T shirts.

My family

I live with my parents. I have one brother and one sister. My father works in an office. My mother stays at home to look after us all. She is a very good cook. Sarah, my sister, is only two. She is funny. Tom, my brother, is seven. He is always trying to beat me at games.

My home

We live in a house near the centre of town. We have a swing and a slide in our garden. I share my bedroom with my brother. My mum often tells us off about the mess in our bedroom! Our front room is very comfortable. It has a soft carpet and a big television.

My favourite things

I enjoy reading. I am very good at computer games. I like all sport and I want to be a footballer when I grow up. My favourite food is pizza and I like all kinds of fruit. I don't like arguments and I hate spiders!



Now try this _____

- 1 How many parts has Daniel divided his report into?
- 2 What headings has he used?
- 3 Do you think it was a good idea to divide the report into different parts. Why?
- 4 What sort of clothes does Daniel like wearing?
- 5 Who else is in Daniel's family?
- 6 What do you know about Daniel's garden?
- 7 Write three things Daniel likes.
- 8 Write one thing Daniel does not like.

Next steps

1



- Write a report about yourself, like mine.
- Use the same headings.
- Use the copymaster to help you plan your report.
- Try to make it interesting.

- 2 Think about things Daniel did not tell you in his report. Write five questions for him. Then imagine you are Daniel and write the answers as well!

What do you like about school?

How can you help your brother be tidier?

What things frighten you?

Do you have any pets?

- 3 How well do you know your friends? Choose one friend in your class. Write up a list of interesting questions for him or her to answer.



If your teacher is willing, perhaps you can interview your teacher as well!

Punctuation practice (1)

– Speech marks

Focus

In **pictures** we write what a person says inside a **speech bubble**.



Sam said, 'I like to read in bed'.

In **writing** we write the words the person says inside **speech marks**.

Now try this

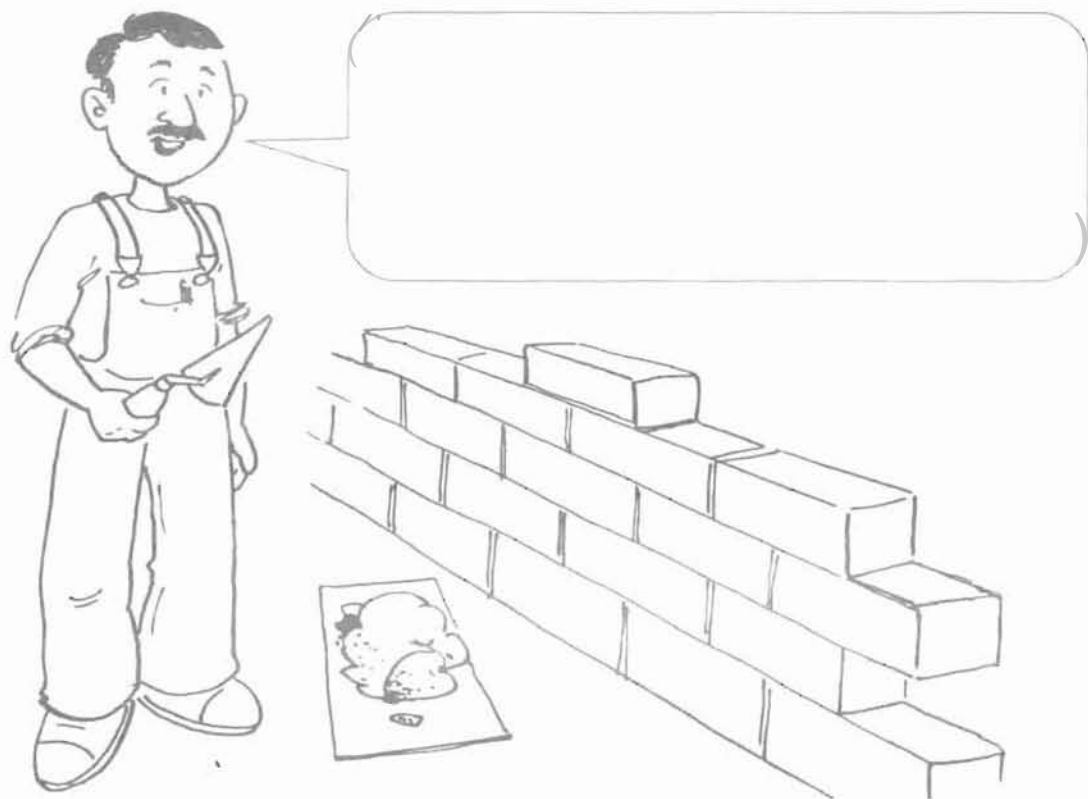
Copy these sentences. Put in the missing speech marks.

- 1 Emma said, I like riding my bike.
- 2 Ben said, Let's go to the park.
- 3 Edward said, I want to play tennis.
- 4 Anna said, What shall we do?
- 5 Ali whispered, Speak quietly!
- 6 Shireen said, Pass me a sweet.
- 7 Naquish asked, Where is my book?
- 8 Leon shouted, Come here and look at this!



Next steps

- ① Copy these sentences. Write what the builder might say inside the speech bubble. Write something each of the other people might say inside the speech marks.



- 1 The builder said, ' _____ '.
- 2 The teacher said, ' _____ '.
- 3 The doctor said, ' _____ '.
- 4 The policeman said, ' _____ '.
- 5 The baker said, ' _____ '.
- 6 The hairdresser said, ' _____ '.
- 7 The sailor said, ' _____ '.
- 8 The fire-fighter said, ' _____ '.
- 9 The waiter said, ' _____ '.
- 10 The naughty child said, ' _____ '.

- ② Use the copymaster for more practice using speech marks.

Handwriting practice (1)

Focus

Take a pride in your writing.

Make sure:

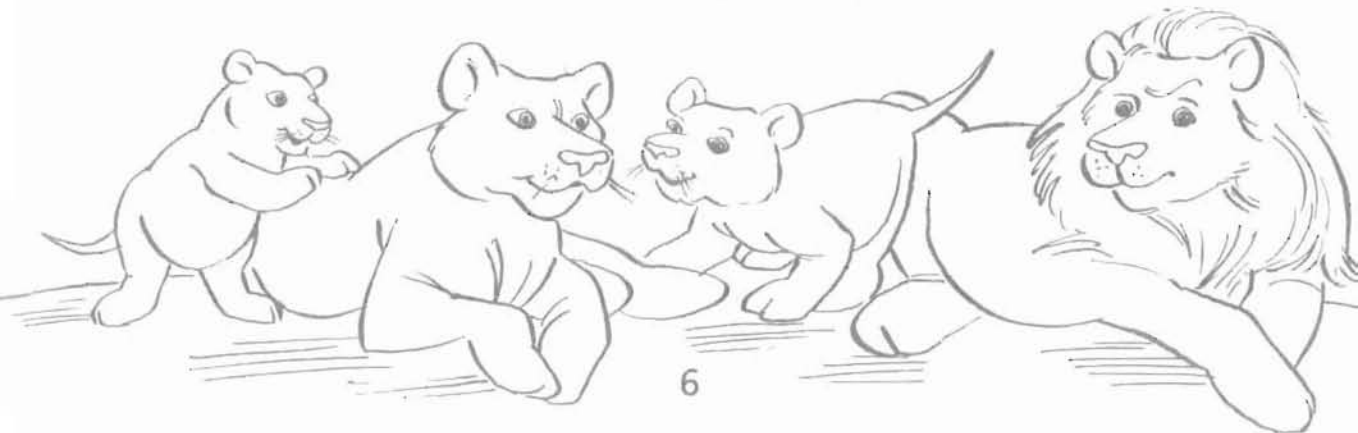
- your writing is well-shaped and clear.
- the letters are evenly spaced.
- all the joins are well made.



Now try this

Copy this story. Use your best handwriting.

The male lion is big and strong.
He has a brown mane around his
neck. The lioness is smaller but she
does most of the hunting. She looks
after the lion cubs. She teaches them
to hunt when they are young.



Next steps

- 1 Copy this story. Use your best handwriting.

A chimpanzee is called a 'chimp'
for short. Chimps are the animals.
They swing from branches
through the trees. Their strong hands
and feet help them. Chimps eat a lot
of fruit. They love bananas. An
adult chimp can eat up to 20
bananas at a time.



- Use the 'Handwriting checklist' on page 44. See how well you are getting on.

- 2 Use the copymaster for more handwriting practice.

Writing a diary

Focus

People write **diaries** for **different reasons**. How many can you think of?

Read about William's worst week in his diary.



On Sunday we went to the seaside. A crab bit my toe and tore my shorts. I got sand in my sandwiches. They tasted nasty!



On Monday I fell off my bike and hurt my leg. My dad took me to the hospital for an X-ray. Luckily nothing was broken.



On Tuesday I argued with my best friend. She does not want to speak to me any more.



On Wednesday I got into trouble at school. I got all my spellings wrong in my test. My teacher made me stay in at playtime and learn them.



On Thursday I missed my favourite TV programme. My mum made me do my homework, and then it was time for bed.



On Friday we had spaghetti for dinner. I hate it! It is like worms! My dad made me eat it all.



On Saturday we were going out for a picnic – but I had a bad headache. I stayed in bed. What a terrible week it has been. I hope next week will be better!

Now try this

- 1 What went wrong on:
a) Monday? b) Wednesday? c) Friday?
- 2 What do you notice about the way William has organised his diary?
- 3 Which do you think was William's worst day? Why?
- 4 Do you think William lets his mum and dad read his diary? Why?
- 5 Do you feel sorry for William? Why?
- 6 Why do you think William wrote the last sentence in his diary?

Next steps



- Complete the following activities.
- Use the copymaster to help you.

- 1 The next week was very different for William. Write a diary for William's Wonderful Week.
- 2 Write an imaginary diary about your worst week, or keep a real diary for the week.
- 3 Some people keep a diary to write down secrets or special thoughts they have. Each day for a week:
 - think of a nice thought and write it down *or*
 - write down some question you would like to know the answer to.
- 4 Some people keep diaries for writing down their observations (things they notice). Keep a diary like one of these children each day for a week.

I keep a diary about different birds I see.



I keep a diary about the weather each day.



I keep a diary and write down something interesting I see each day.



I keep a food diary. I write down what I eat each day.



I keep a nature diary. Each day I write down something I notice in nature around me.

Writing a list poem

Focus

Many poems are made up of **lists** of things. Read this famous poem about colours.

What is Pink?

What is pink? My tongue is pink,
I think.

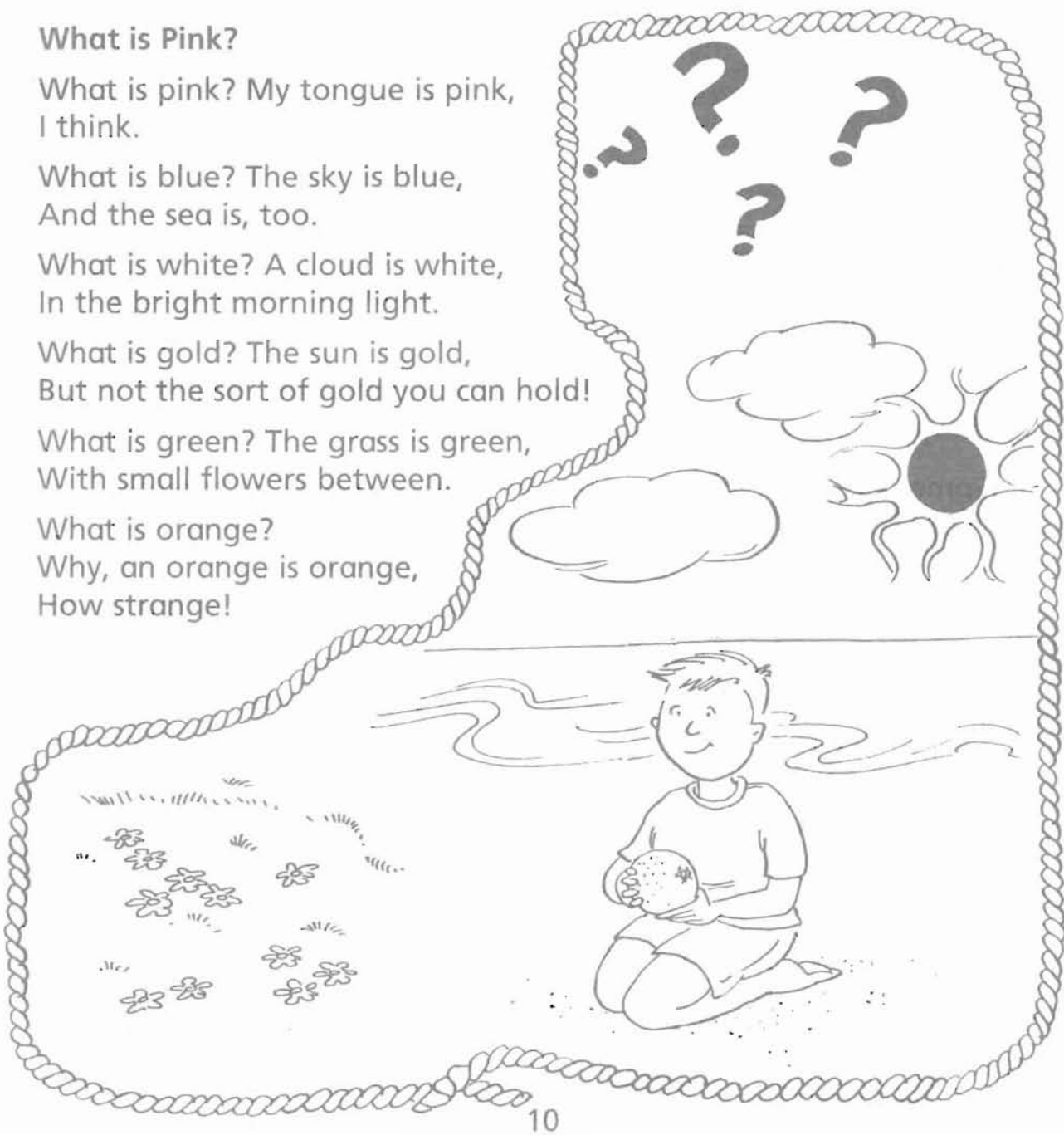
What is blue? The sky is blue,
And the sea is, too.

What is white? A cloud is white,
In the bright morning light.

What is gold? The sun is gold,
But not the sort of gold you can hold!

What is green? The grass is green,
With small flowers between.

What is orange?
Why, an orange is orange,
How strange!

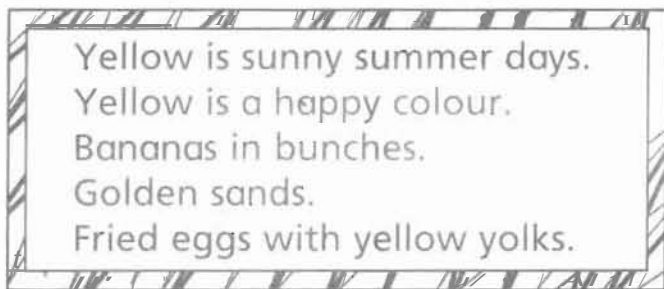


Now try this

- 1 What is the main theme of this poem?
- 2 How many colours are in the poem?
- 3 List the colours in the poem.
- 4 What do the following colours make the poet think of:
a) pink? b) blue? c) gold? d) green?
- 5 How many verses does the poem have?
- 6 What is different about the last verse?
- 7 Write all the pairs of rhyming words from the poem.
- 8 Say something you liked (or disliked) about the poem.

Next steps

- 1 Look at the poem below. Write some list poems of your own about colours. They do not have to rhyme. Draw a coloured frame around each poem. (Use the copymaster to help you.)



- 2 Here is the beginning of another list poem. Continue it in your own words or write another list poem called 'Sadness is...'



Happiness is getting my spellings right.
Happiness is finding the missing piece
of a jigsaw.
Happiness is



- 3 What do you wish you were? What do you wish you could do? Turn your wishes into a list poem like this:

I wish I was a plane and I could fly above the clouds, high in the sky.



I wish I was a cat with soft, soft fur and a long tail and a loud purr.

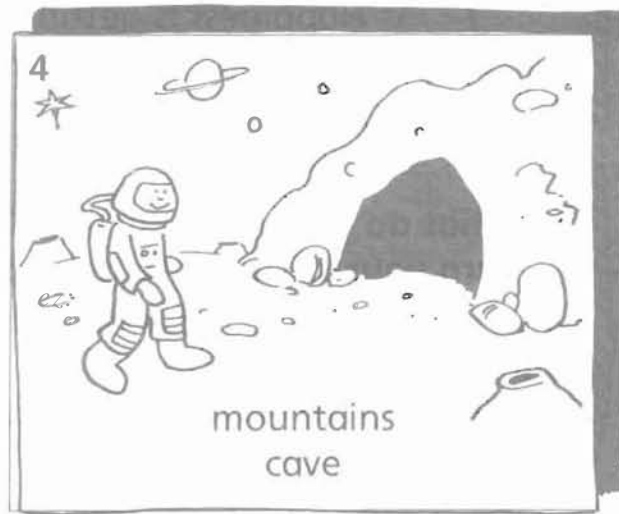
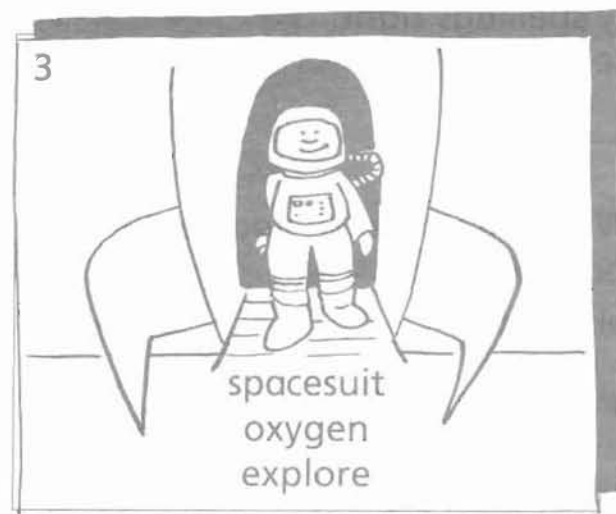
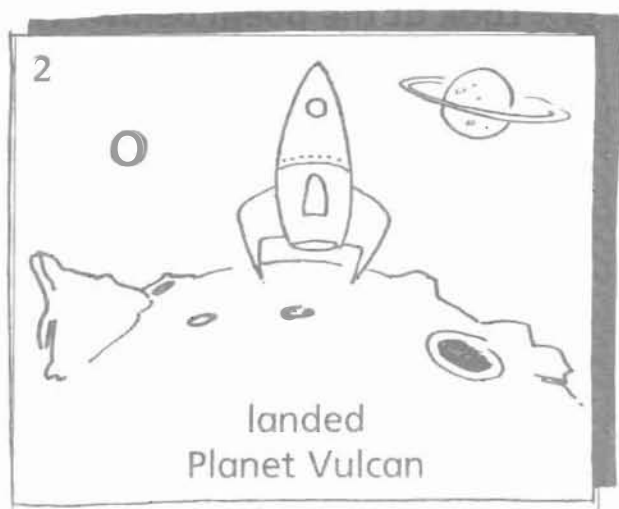
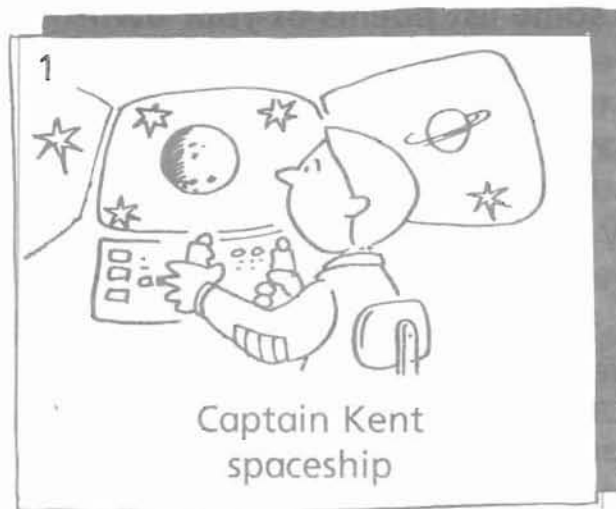


Making a story plan

Focus

All stories are made up of a number of important **events**. When you write a story it is a good idea to **plan** some of things that are going to happen.

I'm going to write a story about space.
Here is my plan for some of the story.



Now try this

- 1 What is Sarah's story about?
- 2 Who is the main character in it?
- 3 Where does the story take place?
- 4 What did Sarah do to help her plan her story?
- 5 Do you think it was a good idea to draw some pictures and write some useful words for her story plan? Why?
- 6 Has Sarah finished her story plan?

Next steps

1



- Draw three more pictures to show what you think happens next in the story.
- What sort of ending will it have?
- Will it be scary? funny? sad? unexpected?
- Write some words you will need under each picture.

2 Now write the story in your own words.

Remember:

- Describe Captain Kent.
- Say what sort of man he was.
- Say how he felt when he set out to explore the planet.
- Describe how the planet looked.
- Use some interesting words and make the story exciting.

3 Continue this story plan. Draw three more pictures. Write some words you will need under each picture. Use your story plan to help you write the story in your own words.



Mrs Shah
parked car



hiding
shopping



opened door

4 For more practice with story plans use the copymaster.

Punctuation practice (2)

– Apostrophes in contractions

Focus

We sometimes shorten words by missing out some letters.
We use an **apostrophe** to show where the letters are missing.
These shortened words are called **contractions**.

I'm (I am) reading a comic.



We're (we are) doing a jigsaw.



Now try this

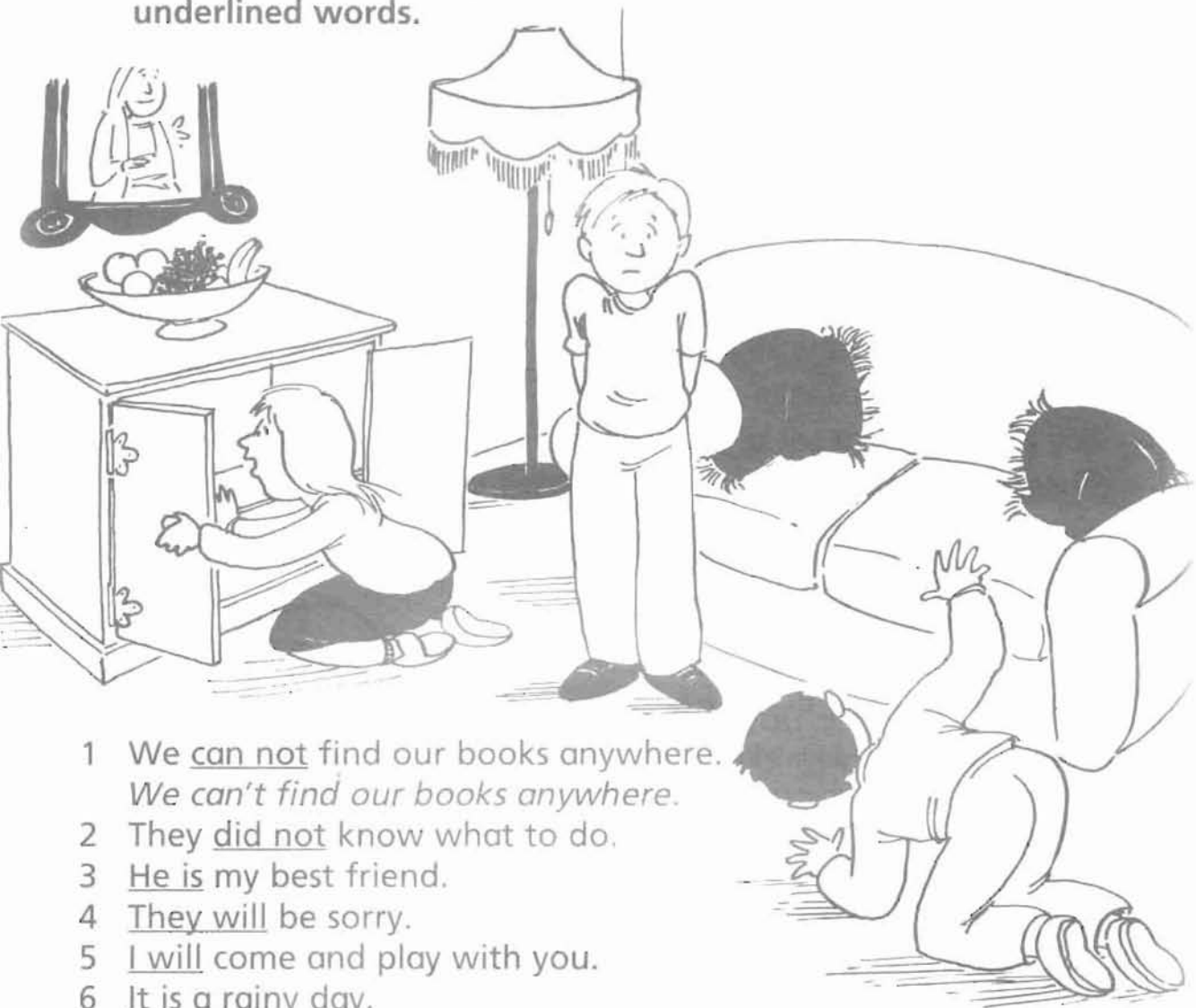
Match each contraction (in Set A) with its longer form (in Set B).
Do it like this: we're – we are

Set A
we're
wasn't
can't
she's
it's
you've
we'll
they're
hasn't

Set B
can not
you have
we are
it is
has not
was not
they are
she is
we will

Next steps

- ① Rewrite the following sentences. Write a contraction for the underlined words.



- 1 We can not find our books anywhere.
We can't find our books anywhere.
- 2 They did not know what to do.
- 3 He is my best friend.
- 4 They will be sorry.
- 5 I will come and play with you.
- 6 It is a rainy day.
- 7 You are my best friend.
- 8 The baby does not have any teeth.
- 9 They are very noisy.
- 10 Do not shout so loudly.

- ② Use the copymaster for more practice using apostrophes in contractions.

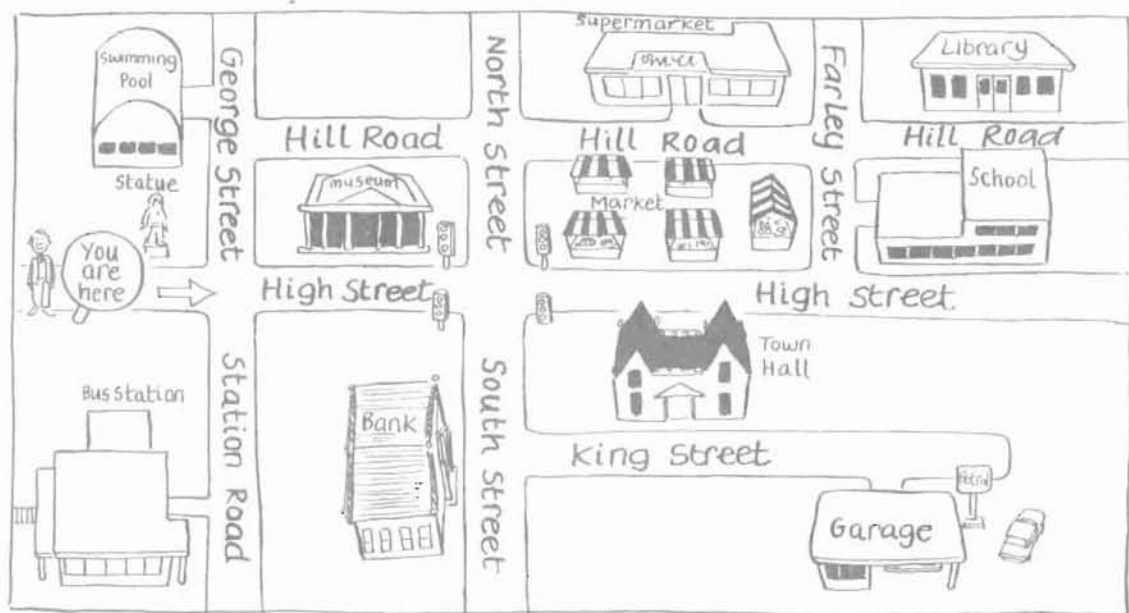
Giving directions

Focus

When you give **directions** it is important to give them **clearly** and in the **correct order**.

Read and follow these directions to see if they are correct.

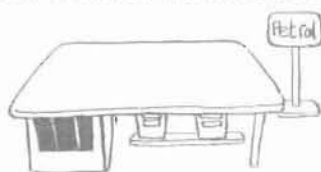
- To get to the school, go straight along the High Street. You will pass George Street on your left.
- Keep going along the High Street. You will pass a museum on your left. You will come to a set of traffic lights. These are on the corner of North Street and South Street.
- Keep going straight ahead. You will pass the market place on your left. The Town Hall will be on your right.
- Turn left down the next road. This road is called Farley Street. The school is on your right.



Now try this

Look at the map and answer these questions.

On which street is:



1 the garage?



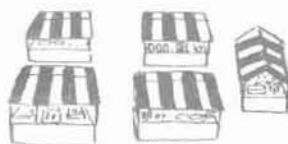
2 the swimming pool?



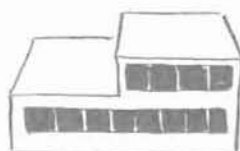
3 the supermarket?



4 the station?



5 the market?



6 the school?



7 the bank?



8 the library?

Next steps

① Explain clearly how you get from the 'You are here' sign to each of these places:

- 1 the swimming pool
- 2 the station
- 3 the supermarket
- 4 the town hall
- 5 the museum
- 6 the library



② Explain clearly how you get to some different places in your school starting from:

- 1 the office
- 2 the playground
- 3 your classroom

③ Use the copymaster for more practice in giving directions.

Continuing a story

Focus

When you read stories you have to use your **imagination** and **guess what happens next**. Here is part of a famous story about a girl called Alice. She has some adventures in Wonderland, where anything can happen!

Alice was in a long, dark hall. There were lots of doors but they were all locked. There was no way out.

Then she saw a little table made of glass. On top of it was a golden key. It was too small to unlock any of the doors. Then Alice noticed a tiny door. It was just forty centimetres high. The key fitted the door perfectly!

Alice opened the door. She bent down and looked through it. There was a small passage, not much bigger than a mouse hole. At the end of the passage there was a lovely garden. But Alice was too big to get through the door.

'I wish I was smaller,' she said to herself.

She walked back to the glass table. To her surprise there was now a bottle on it. On the label, written in large letters, were the words DRINK ME. Alice opened the bottle and took a sip. It was delicious, so she drank it all up.

'What a strange feeling!' said Alice. 'I think I'm shrinking!' And she was! She was getting smaller and smaller. Soon she was only twenty centimetres high. She was just the right size to go through the door into the lovely garden.

Adapted from Alice in Wonderland by Lewis Carroll



Now try this

- 1 What is the main character's name?
- 2 How do you think Alice felt when she saw the small door?
- 3 Why did Alice wish she was smaller?
- 4 Do you think Alice was sensible to have a drink from the bottle?
- 5 How do you think Alice felt when she began to get smaller?
- 6 There are clues in the passage that tell you lots of unusual things will happen in the story. Write some of them down.

Next steps

When I go through the door I find myself in Wonderland. It's a place where I meet all sorts of strange characters and where anything can happen!



- 1 **Think of an unusual character that Alice meets. Write a description of the character. What do they look like? How do they behave? How do they speak?**

Here are some ideas. Does Alice meet:

- a nasty queen?
- a giant cat?
- a man with two heads?
- a kind rabbit?
- a wizard?
- someone else?

- 2 **Make up an adventure that Alice has with the character you chose. What is your story going to be about?**

- Does Alice get lost?
- Does she get chased?
- Does someone play a magic trick on her?

How will your story end?

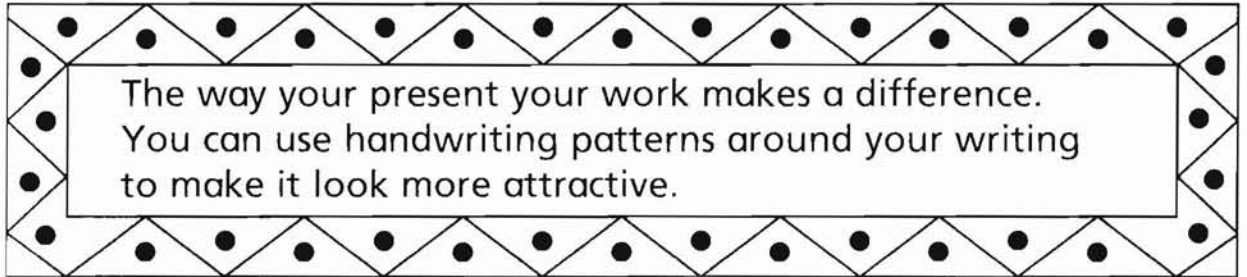
Will it have: a happy ending? a sad ending? a magic ending?

Remember:

- Plan your story.
- Write it in rough.
- Change anything you like to make it better.
- Make a best copy.
- Use the copymaster to help you.

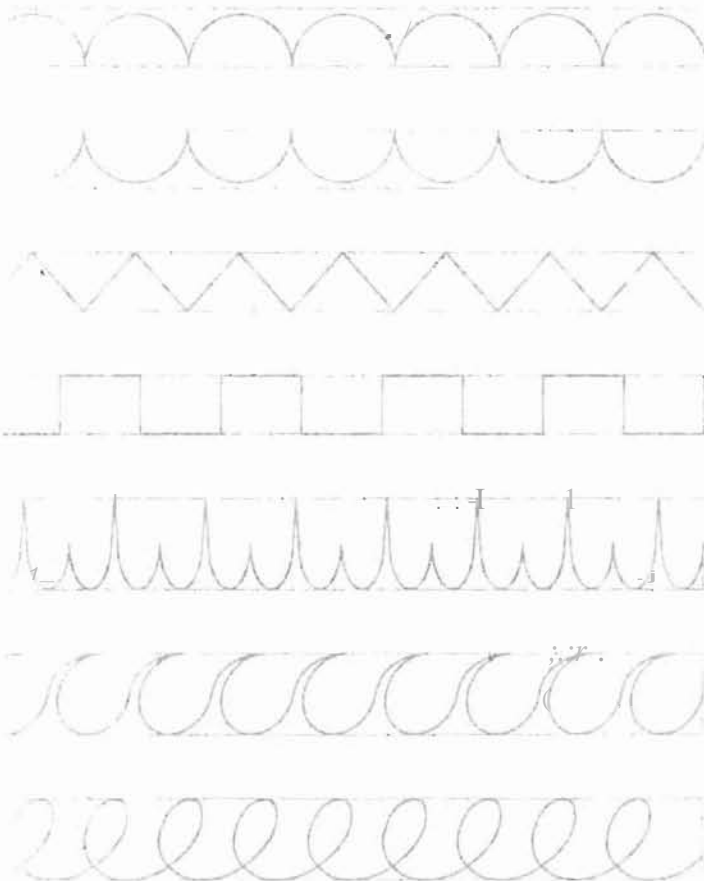
Handwriting practice (2)

Focus



Now try this

Here are some patterns you can use as borders around your work. Practise them several times. Why not use different colours?



These patterns will help you improve your handwriting, too!

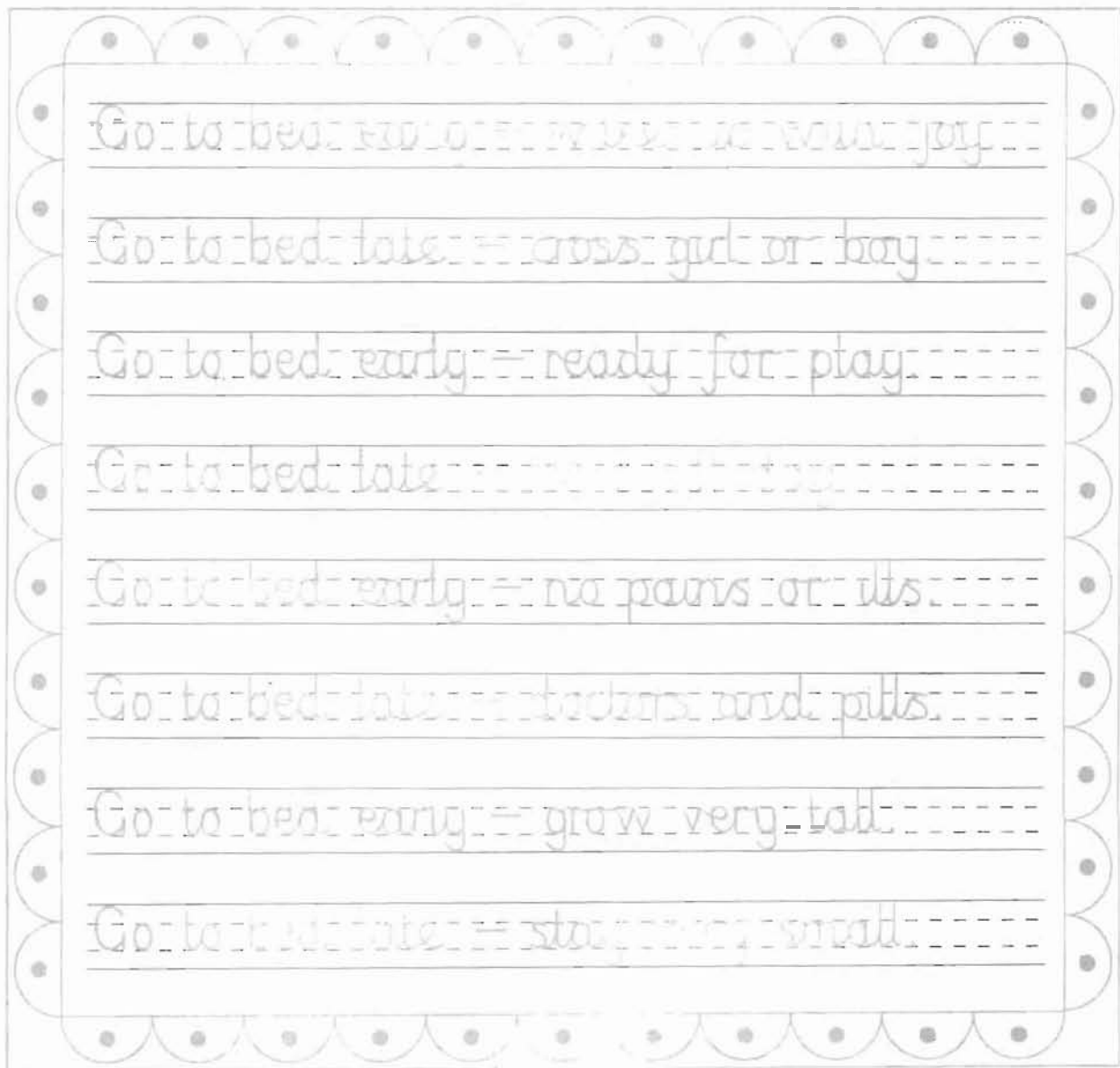


Next steps

Copy this poem in your best writing. Draw a border round it.

Choose your favourite pattern to go round the poem.

Do it lightly in pencil first. When you are happy with it, colour it in.



② Use the copymaster for more handwriting practice.

Writing clear explanations

Focus

When we write information texts it is important to be able to **explain** things **clearly** and **concisely**.

Here is part of an encyclopedia on Transport we are making.



hang glider

A hang glider looks like a large kite. It has no engine. A person is strapped underneath it and jumps off a steep, high slope. The person makes use of the air currents to keep the hang glider in the air.



hovercraft

A hovercraft can travel over land or water. It has an engine. It floats on a cushion of air.



helicopter

A helicopter does not have wings like a plane. It has blades on the top. The engine spins these blades round and helps it to take off, fly and land.



hydrofoil

A hydrofoil is a very fast boat driven by an engine. The boat has skis attached to the bottom. When it is going fast the whole boat lifts out of the water and travels on the skis.

Now try this

- 1 What is the encyclopedia about?
- 2 How does a hovercraft travel along?
- 3 What is unusual about a hydrofoil?
- 4 Which form of transport mentioned does not have an engine?
- 5 How well do you think the children have explained each thing?
- 6 Do you think the pictures help? Say why.
- 7 The words are meant to be in alphabetical order but the children have got two words in the wrong order. What are they?

Now try this

- 1 Think of a type of transport beginning with each of the following letters:
A, C, L, T.
Set out your work like the encyclopedia opposite. Use a dictionary or a reference book if necessary to help you.

? Ambulance,
aeroplane... ?



Remember:

- Keep your explanations short.
- Write a few clear sentences about each thing.
- Include a picture of each thing if it helps.
- Use the copymaster to help you.

- 2 Write clear, concise explanations for each of the following:



tug



tram



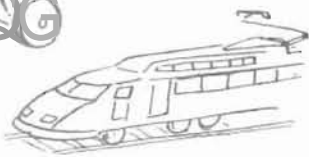
tricycle



tanker



tractor



train

Set them out in alphabetical order. Organise your work like the encyclopedia opposite. Use a dictionary or a reference book if necessary to help you. Include a picture of each thing if it helps.

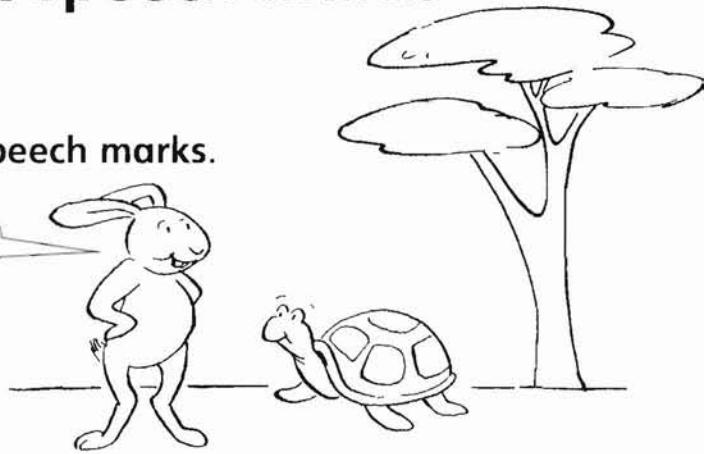
Punctuation practice (3)

– More about speech marks

Focus

The words people say go inside **speech marks**.

Let's have a race.



The hare said, 'Let's have a race.'

We begin the **first** word inside the speech marks with a **capital letter**. This is because the first word that the person says is the beginning of a sentence.

Now try this

Copy the sentences in this story correctly and fill in the missing speech marks. The first is done for you.

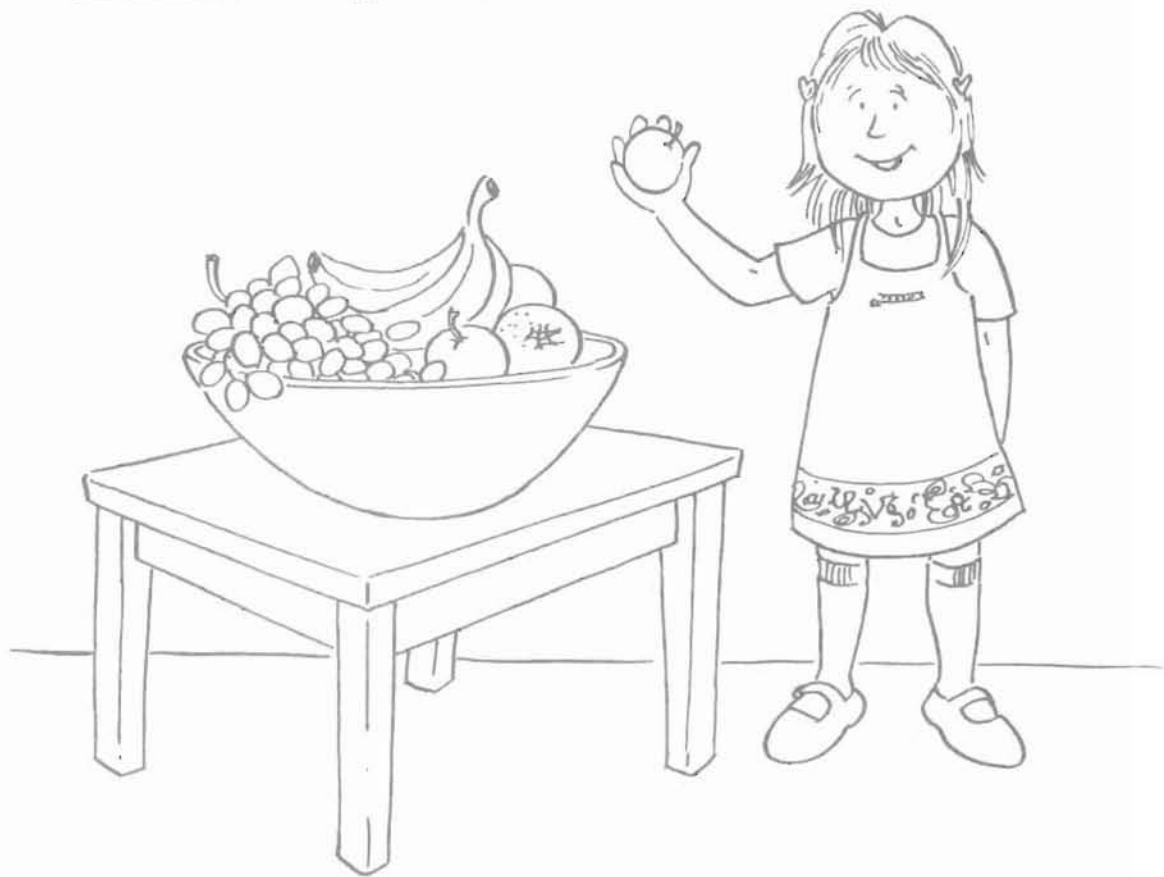
- The hare said, let's have a race.
The hare said, 'Let's have a race.'
- The tortoise said, ready, steady, go!
- The hare said, you are so slow, tortoise!
- The tortoise said, sometimes it is better to be slow and steady!
- The hare said, I am a long way ahead.
- The tortoise said, the hare is too fast for me.
- The hare said, I think I have time for a sleep.
- The tortoise said, now I can pass the hare and win the race.



Next steps

① Copy the sentences below. Think of a good word for each space. Don't forget the capital letters!

- 1 Sharon said, '_____ are my favourite fruit'.
- 2 '_____ far is it to the shops?' the driver asked.
- 3 '_____ me where you have hidden the gold!' the robber demanded.
- 4 Susan asked, '_____ dress do you like best?'
- 5 '_____ is a good place for a picnic,' Mrs Steel said.
- 6 '_____ a lovely surprise!' Uncle John exclaimed.
- 7 The man shouted, '_____ quickly! My house is on fire!'
- 8 The lady said, '_____ you like my new hat?'
- 9 Robert asked, '_____ we go to the beach?'
- 10 '_____ talking,' the teacher said to the children.

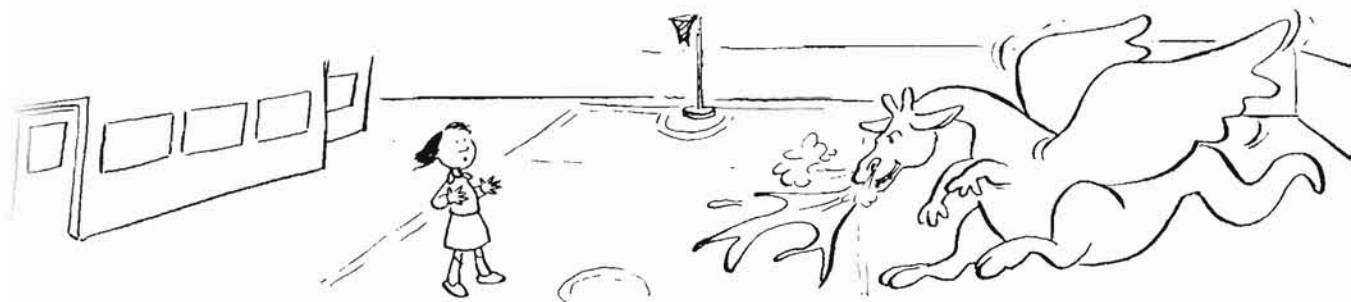


② Use the copymaster for more practice using speech marks.

Writing a playscript

Focus

A **playscript** tells actors **what to say**. How can you tell when a different character begins to speak?



Narrator: One morning, as Jasmine looked around the empty school playground, an amazing thing happened. A huge dragon landed on the playground with a bump. It flapped its enormous wings and puffed out clouds of fire and smoke. Jasmine was terrified.

Dragon: Don't worry, little girl. I'm not going to eat you.

Jasmine: Thank goodness! I thought all dragons ate human beings.

Dragon: Not any more!

Jasmine: Well, what do you eat?

Dragon: I only eat things made of metal now. I love cars and bikes best. Metal gives me a strong tail and sharp teeth.

Narrator: The dragon ripped up some metal railings and munched them happily. It blew out more clouds of smoke, all over Jasmine and made her cough.

Jasmine: You must try to stop smoking. It's not very polite to puff smoke over people, you know.

Narrator: The dragon smiled and opened its mouth. Its sharp teeth sparkled. When she saw them Jasmine was frightened. She wished she was still at home.

Dragon: I'm sorry. What can I do to make up for my bad manners?

Now try this

- 1 Who are the two main characters in the play?
- 2 How did Jasmine feel when she first saw the dragon?
- 3 List some things you know about the dragon from the play.
- 4 Where does the play take place?
- 5 Do you think the dragon wants to harm Jasmine? How can you tell?
- 6 What is the job of the narrator in a play?
- 7 How does the way the play is set out help the actors?

Next steps

- 1 Here is the next part of the play written like a story. Write it out like a play.

Remember:

- Write the character's names clearly.
- Start a new line each time a new character speaks.
- Use a narrator to tell parts of the story.
- Use the copymaster to help you.

The dragon seemed much friendlier now, so Jasmine was brave. Jasmine said, 'Will you take me for a ride?'
The dragon replied, 'Of course I will. Jump on my back.'
Jasmine said, 'Please don't go too fast.'
'I won't. Ready? Off we go!' the dragon said.

Set it out like this:

Narrator: The dragon seemed much friendlier now, so Jasmine was brave.

Jasmine: Will you take me for a ride?

Dragon: Of course I will. Jump on my back.

- 2 The dragon stayed at school all day and had a lovely time. Write a playscript about something else that happened in the story.

Making and using charts

Focus

We can often collect and write information in a **chart**. It often makes the information clearer and easier for others to **understand**.



Here is some information about some of my friends.



Ross is a keen footballer but he does not like swimming. He is eight. He collects stamps. His favourite colour is yellow.

Samantha was stung by a bee when she was small. She hates all insects that buzz. She is very fond of cats. Green is her favourite colour. Samantha is the oldest. She is ten.

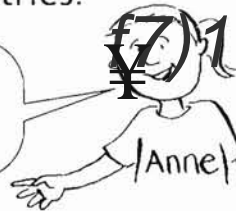


Ken's favourite colour is blue. He is frightened of spiders. Ken collects badges and sea shells. He is nine and loves pizzas and playing music very loudly.

Jane is seven. She likes horses and reading books. Her favourite colour is red. She hates the dark. Jane collects coins from other countries.



I have started to write the information in the form of a chart.



Name	Age	Boy or Girl	Likes	Dislikes	Favourite Colour	Collects
Jane	7	girl	horses reading	the dark	red	foreign coins

Now try this

- 1 Who is Nicky collecting information about?
- 2 How many friends has Nicky listed?
- 3 a) Who is the oldest? b) Who is the youngest?
- 4 Which friend likes a) pizzas b) horses c) football?
- 5 Which friend does not like a) spiders b) swimming c) the dark?
- 6 What headings has Nicky used in her chart?
- 7 Do you think the information will be easier to see when it is set out in a chart? Explain your answer.

Next steps

- 1 Copy and complete the chart. (Use the copymaster to help you.)
- 2 Find out the same sort of information about two of your friends. Add the information to the bottom of your chart.

- 3 Here is some information in a chart I made about some different countries.



Name	Location (where it is)	Capital (main city)	Currency (money)	Population (number of people)	Main Language
U.S.A.	North America	Washington D.C.	dollar	over 2 million	English
Saudi Arabia	West Asia	Riyadh	riyal	over 18 million	Arabic
France	Europe	Paris	euro	over 58 million	French
Argentina	South America	Buenos Aires	peso	over 35 million	Spanish

Here are some sentences I wrote about France using the information in the chart.



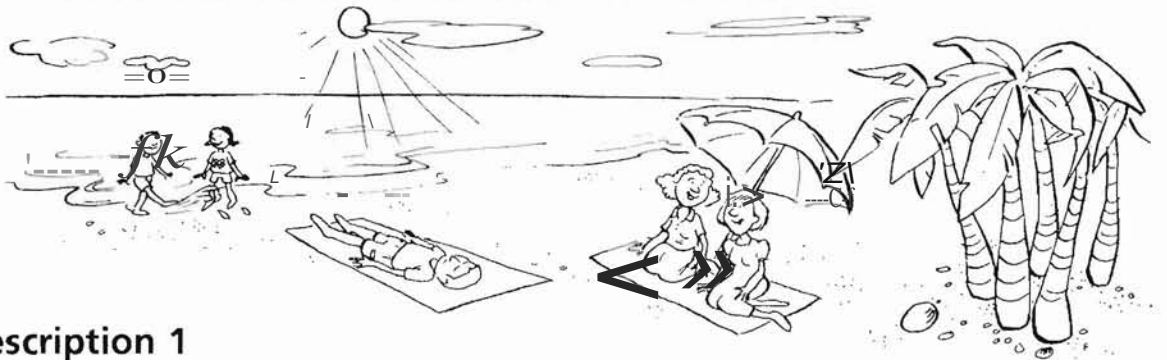
France is in Europe. Its capital city is Paris. France's currency is the euro. It has a population of over 58 million people. The main language spoken is French.

Write some sentences about each of the other countries.
Write some sentences about the country in which you live. Use the same headings in the chart to help you.

Using descriptive writing

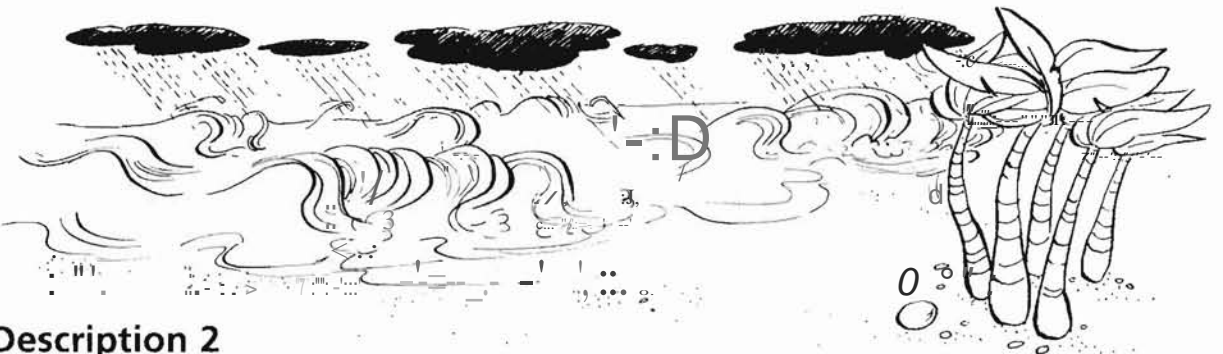
Focus

Try to use some **interesting** words when you write. Use good **describing** words. They give a lot more information to the reader and make stories much more interesting to read. Read these two descriptions of the same place – and see how different they sound!



Description 1

The sun was like a ball of fire burning in the blue sky. There were a few big, white clouds. The sea was as smooth as glass. A gentle, cool wind blew through the trees. Children splashed happily in the blue water, and adults lay sleeping or chatting quietly on the golden sand.



Description 2

Big, ugly, black clouds filled the sky. Below them, the sea was angry. Huge, grey waves smashed on the beach and sent showers of water into the air. Rain poured down, and turned the golden sand a dark brown colour. The wind roared like a wild dog. The trees bent in the wind. Leaves and branches blew everywhere.

Now try this _____

- 1 Which description makes the setting sound pleasant?
- 2 Copy these phrases from description 1. Fill in the spaces.
a) *the sun was like _____.* b) *the sea was as _____ as _____.*
- 3 Look at description 1. How are each of these described:
a) the clouds? b) the wind? c) the sand?
- 4 Copy this phrase from description 2. Fill in the space.
The sea was _____.
- 5 Look at description 2. How are each of these described:
a) the sea? b) the clouds? b) the waves?
- 6 What noise does the wind make in description 2?

Next steps

- 1 Write down some interesting words to describe each of these:



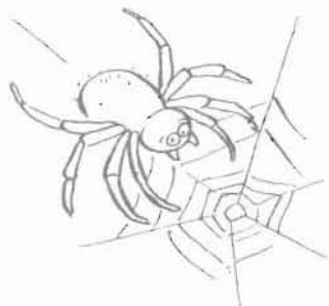
a giant



a fire



a cave



a spider

- 2 Write a list of some **loud** and quiet noises.
Do it like this: A door slams.
- 3 Describe the sounds you hear when you are in bed at night.
- 4 Imagine you are walking along a beach in the daytime.
 - a) Write a description of the beach.
 - What do you see?
 - What do you hear?
 - What do you smell?
 - How do you feel?
 - b) Now write a description of the same beach at night.

Writing an alphabet poem

Focus

It is easy to see how some poems are organised. This poem is based on **alphabetical order**.

An Alphabet of Names

A is for Alice who loves drinking and eating,

B is for Ben who is always cheating.

C is for Carol who has lots of cats,

D is for Dan who loves wearing hats.

E is for Edward who always comes late,

F is for Florence who drops her plate.

G is for Georgia whose hair is in curls,

H is for Harry who can't stand girls.

I is for Ivan who plays football all day,

J is for Jade who makes things with clay.

K is for Kevin who never washes his face,

L is for Lucy – her writing's a disgrace!

M is for Mark who leaves all his food,

N is for Nicola who is ever so rude.



Now try this ———

- 1 Why do you think the poem is called an alphabet poem?
- 2 Which lines in the poem rhyme?
- 3 Write down all the pairs of rhyming words in the poem.
- 4 Is it a serious or humorous poem?
- 5 Is the poem finished? How can you tell?
- 6 Say something you liked (or disliked) about the poem.

Next steps

- ① Finish the second part of the poem in your own words.
(Use the copymaster to help you plan your ideas in rough first.)
Follow this plan for writing your poem.

Remember

- Think of a person's name for each letter first.
- Write your ideas out in rough.
- Don't be satisfied with your first attempt.
- Experiment with your ideas.
- Don't be afraid to change things.
- Discuss your ideas with others.
- Choose your best ideas.
- Carefully make a copy of your best piece of work.
- Decorate it or give it a nice colourful frame.

- ② Make up an Alphabet of Animals poem. Do it like this:



A is for anteater with a very long nose,
B is for bear with sharp claws for toes.

- ③ Think of any animal you like. Write an alphabet poem about it.
Use a dictionary to help you. Here is an idea to get you thinking:

My mouse is **a**musing.

It is called **A**ndy.

It loves **a**cting.

My mouse is **b**rave.

It is called **B**eth.

It loves **b**athing.

My mouse is **c**lever.

It is called **C**olin.

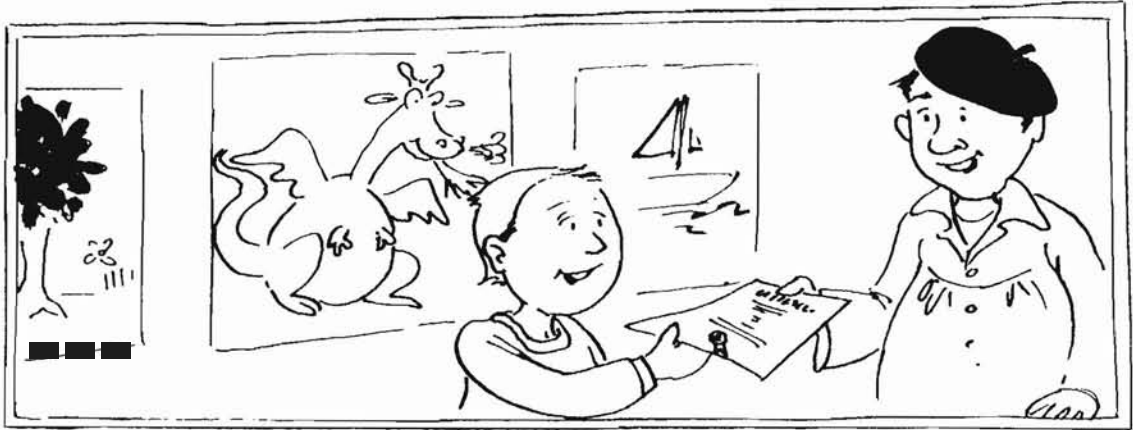
It loves **c**ooking.

Writing a newspaper report

Focus

When you look at the writing below, how can you tell it is a newspaper report?

Peter paints a prize picture



Last night Peter Potter was the happiest boy in town. He won first prize in the town painting competition. Nine-year old Peter said, 'I am so pleased. I did not think my picture was very good. I thought that lots of the other pictures were better.'

The competition took place at the Town Hall. Children of all ages took part in the competition. James Brush judged the competition. He is a local artist. 'There were so many good paintings that it was really difficult to pick the winner,' he said.

Peter painted a picture of a dragon with a long tail. It had fire and smoke coming out of its mouth. 'I love dragons,' Peter said. 'I made my dragon look really frightening. It was my second picture.

Unfortunately my cat walked on the first one while the paint was still wet, so I had to do it again!' Peter's prize is a visit to Dreamland Theme park with his family. 'I can't wait to go,' Peter exclaimed. 'I'm so excited!'

Now try this

- 1 What is the report about?
- 2 a) What is the headline? b) Why do you think it is written in capital letters?
- 3 a) Is the report written in lines across the page or in columns?
b) Why do you think this is?
- 4 Why do you think a picture is included in the report?
- 5 Name the two different people who were interviewed in the report.
- 6 Write five things you have found out from the report.

Next steps

① **Make up the name of someone who won the second prize at the competition.**

- What did they paint?
- What did they win?
- What did they say?

Write some sentences to add to the report.

② **Choose one of the following and write a newspaper report about it.**

- 1 Something unusual or exciting you have done at school (such as sports day or a play).
- 2 Somewhere you have visited. (It can be true or you can make it up.)
- 3 Something exciting that happened in a story you read.

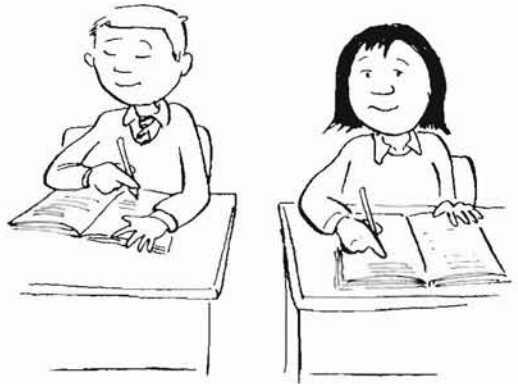
Remember:

- Think of a good headline.
- Include:
 - a picture
 - some interesting facts and descriptions
 - some things people said.
- Keep it simple and don't try and write too much!
- Use the copymaster to help you.

Handwriting practice (3)

Focus

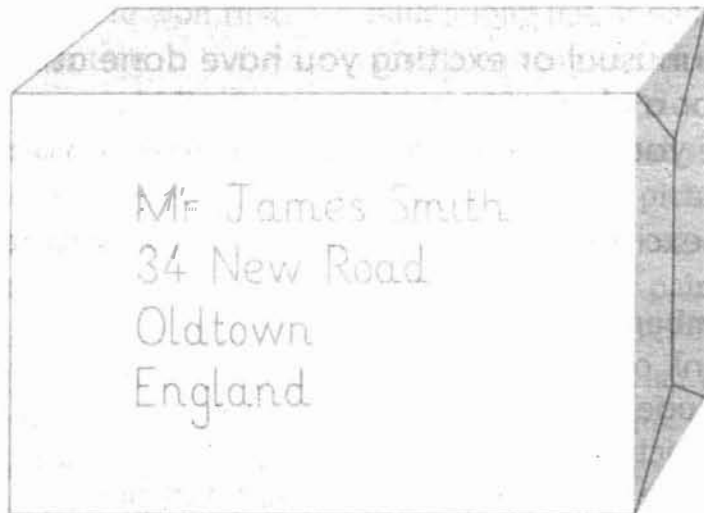
Sometimes we need to print letters and not use joined-up writing. When we write labels or fill in forms we use print. We use simple unjoined letters like these:



abcdefghijklmnopqrstuvwxyz

Now try this

- ① Write the print letters above neatly three times.
- ② Copy the label on this parcel carefully.



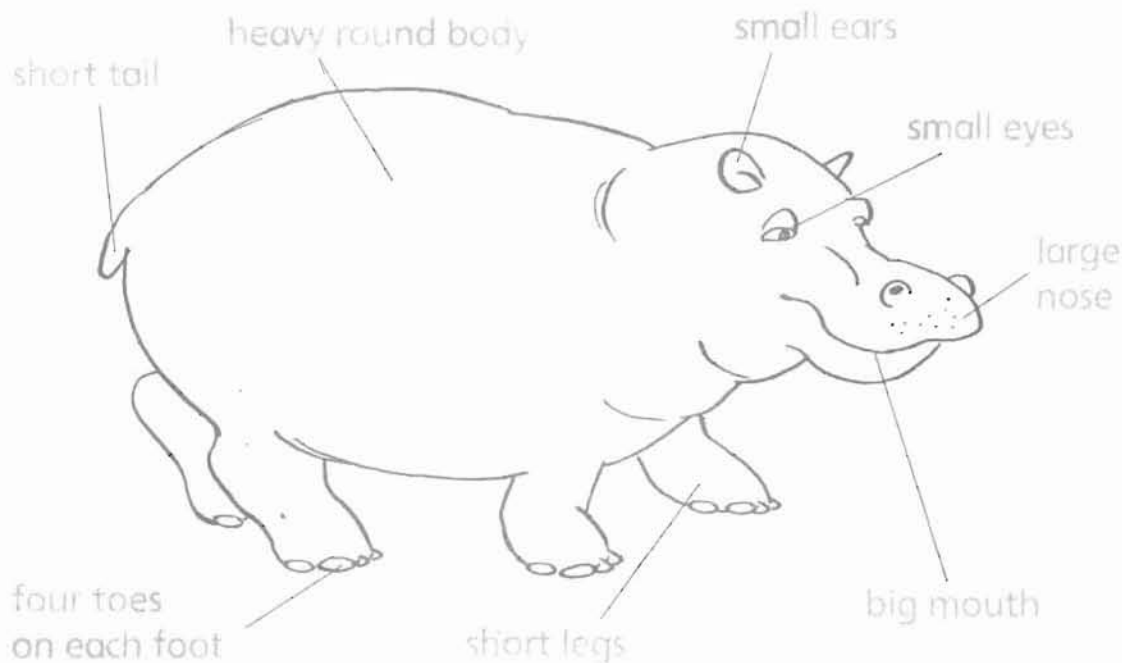
- ③ Now print two more labels. Address the first one to your school. Address the second one to your home.

Next steps 

- 1 Trace the picture of the hippo.
- 2 Copy the information neatly. Remember to print!

Hippo Fact File

Appearances:



Habitat: water and mud.

Food: grass and leaves.

Weight: 2 tons.

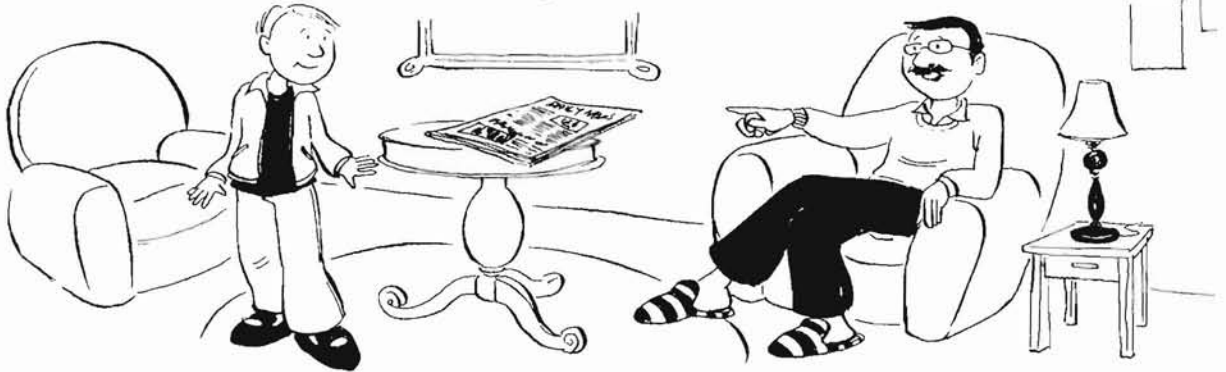
- 3 See the copymaster for more handwriting practice.

Punctuation practice (4) – Commas for pauses

Focus

When we are reading, a **comma** helps us to make sense of what we are reading. It tells us to take a short **pause**.

Commas help to **break up** long sentences into **smaller parts**.

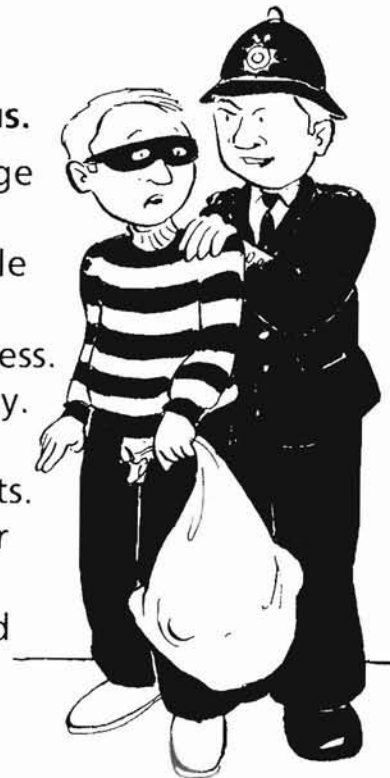


Mr Jones, who was sitting in the armchair, asked Tom to pass him the newspaper.

Now try this

Copy these sentences. Put in the missing commas.

- 1 When it stopped raining there were some large muddy puddles.
- 2 Some people are afraid of spiders other people are not.
- 3 Once upon a time there was a beautiful princess.
- 4 When my friend calls for me we go out to play.
- 5 My brother is older so he goes to bed later.
- 6 The giant a huge man wore a big pair of boots.
- 7 The car a silver sports car was parked near our house.
- 8 The thief who robbed the house was captured by the police.



Next steps

- ① Copy the beginning of each sentence. Think of a suitable ending.



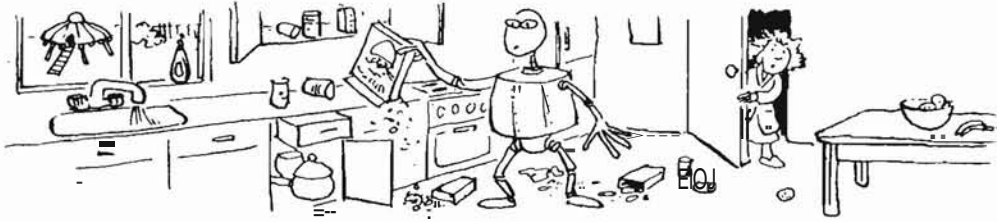
- 1 To my surprise, _____.
- 2 After the storm, _____.
- 3 As the band played, _____.
- 4 Although I was hungry, _____.
- 5 When I finished my homework, _____.
- 6 During the night, _____.
- 7 As soon as the sun rose, _____.
- 8 Under the rock, _____.
- 9 With a cheerful smile, _____.
- 10 By the end of the summer holidays, _____.

- ② Use the copymaster for more practice using commas for pauses.

Writing a story sequel

Focus

A **story sequel** is when we begin with a story and then write another story in which the characters stay the same, but we change the events of the story.



Jenny woke up with a jump. She thought she heard a noise. There it was again. Quietly she got out of bed and crept down the stairs. The noise was coming from the kitchen. Jenny was scared but she took a deep breath. Then she threw the door open.

'What....!' Jenny's mouth dropped open with amazement. Her eyes opened wide. There, in the kitchen, was...an ALIEN! It had a metal body and arms with long metal fingers. It turned its head towards her and its eyes turned red.

'Hel-lo! Don't be a-fraid, lit-tle girl. I'm ve-ry friend-ly!' the alien said in a strange way. It's eyes turned blue as it spoke.

'What do you want?' Jenny gasped.

'I'm hun-gry. I want some-thing to eat,' the alien replied. Through the window Jenny could see the alien's spaceship. Then she noticed there were tins and packets of food everywhere. 'Would you like some eggs?' she asked.

'Yes, please!' said the alien, and ate the lot – shells and all.

'Would you like some beans?' Jenny asked.

'Yes, please!' said the alien, and put the whole tin in its mouth!

As it ate, the alien's eyes turned a soft green colour.

'Would you like some orange juice?' Jenny asked.

'Yes, please!' said the alien. It swallowed the juice in one go.

'Well, I must be go-ing. Thanks for my break-fast! ' said the alien. It got up and clanked out of the door. As it entered the spaceship, it turned round and waved. Its eyes glowed a bright yellow. Jenny wondered what the alien would do when it got hungry again at lunchtime!

Now try this

- 1 Do you think this is a good beginning to the story? Say why.
- 2 Who are the two main characters in the story?
- 3 Do you think Jenny was brave or foolish to go downstairs?
- 4 a) How do you think Jenny felt when she saw the alien?
b) What do you think she thought when she saw it?
- 5 a) What did the alien look like? b) What was strange about its eyes?
c) How did it speak? d) What was unusual about the way it ate?
- 6 Look at the picture of the spaceship the alien came in. Describe it in your own words.
- 7 How do you think Jenny felt when the alien left?
- 8 What do you think of the way the story ended?

Next steps

- 1 Use the same beginning to the story. Think of something different that could happen when Jenny met the alien. (Use the copymaster to help you.)



Here are two suggestions to develop into your own story (or you could use another idea of your own).

- I make friends with the alien. It comes to stay at my house. It helps me with all my jobs - but often gets things wrong!
- The alien is not friendly. It grabs me and takes me prisoner. It takes me in its spaceship.

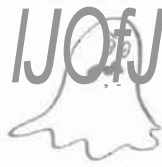
- 2 Use the same beginning to the story. This time Jenny doesn't find an alien. What does Jenny find in the kitchen:



a robber?



an elephant?




a ghost?



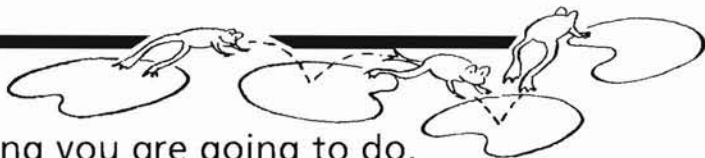
something else?

What happens? What problems are there? How does it end?

Make up your own story.



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 someone else to check your work, too (a friend or your teacher).

4 Publishing and presentation

- Think about how 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 the way you want to set out your work. (Do you need any titles? headings?)
- Will you write your work in your best handwriting or on 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*?

