

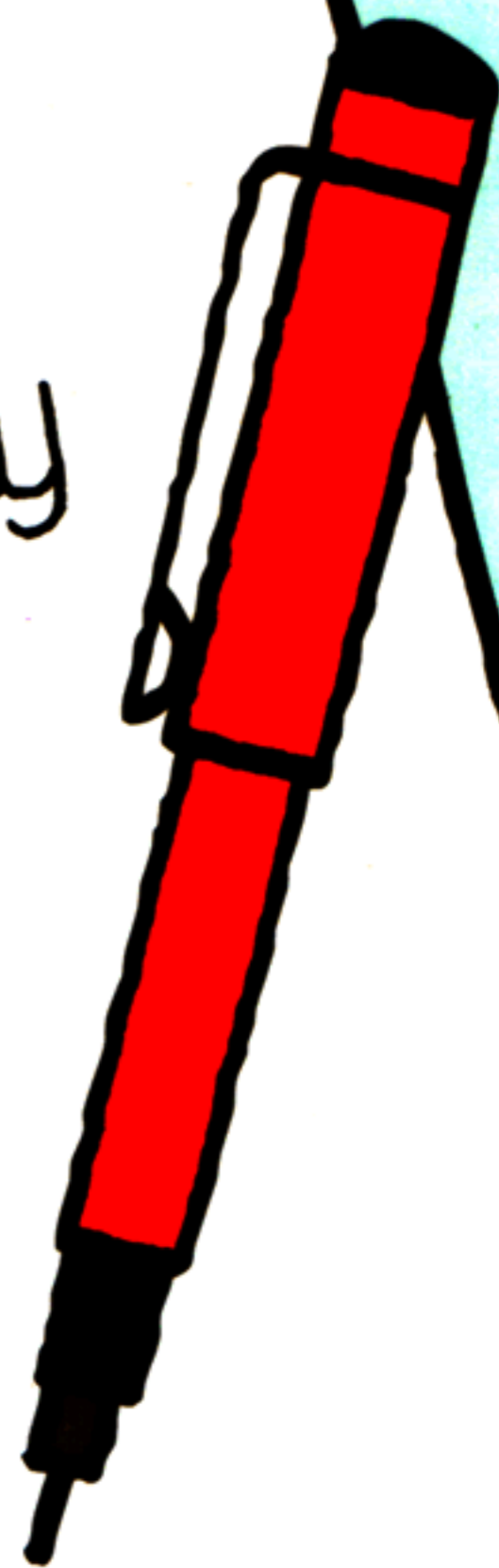
Writing

Composition

Louis Fidge

5

Dear Granny
We are having a lovely
holiday. Yesterday,
we went to the
zoo and we saw



MACMILLAN FOUNDATION SKILLS

Writing 5

Composition

Louis Fidge




MACMILLAN

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Skills, Scope and Sequence

Unit 1 Text Type Writing Skills	Making choices Story about making a difficult choice Empathising with main character and making a choice how to continue the story, from a number of given alternatives
Unit 2 Text Type Writing Skills	Writing instructions Instructional text Planning and writing an instructional text; appreciating the need for clear structure; using devices to help structure text; using a flow diagram
Unit 3 Handwriting Skills	Handwriting practice (1) Practising joined script; developing a fluent, legible style of handwriting
Unit 4 Punctuation Skills	Punctuation practice (1) – Paragraphs Understanding concept of paragraphing; composing own paragraphs of narrative and factual texts
Unit 5 Text Type Writing Skills	Acrostic poems Acrostic poetry Composing own acrostic poems
Unit 6 Text Type Writing Skills	Writing fables Fables Appreciating some of the characteristics of fables; writing fable based on a given picture story; composing own fable based on a given moral
Unit 7 Text Type Writing Skills	Making and using notes Non-chronological report Writing a text based on given notes; making notes from a given text (underlining key words and phrases)
Unit 8 Text Type Writing Skills	Describing characters Adventure story Composing own character description, based on given criteria; describing different fairytale characters in appropriate style
Unit 9 Punctuation Skills	Punctuation practice (2) – Speech marks Understanding the use of speech marks in dialogue and punctuating them correctly
Unit 10 Text Type Writing Skills	Composing advertisements Persuasive writing (advertisements) Appreciating some of the characteristics of persuasive writing in advertising and some of the strategies used; composing own advertisement, planning and drafting it first

Unit 11 Text Type Writing Skills	Cliffhangers Adventure/sci-fi story Appreciating the convention of leaving stories at an exciting point; composing own endings to given cliffhangers
Unit 12 Handwriting Skills	Handwriting practice (2) Practising joined script; practising writing quickly whilst still using a fluent, legible style of handwriting
Unit 13 Text Type Writing Skills	Writing a review Fable; review Composing own reviews of given and own choice texts based on given structure
Unit 14 Punctuation Skills	Punctuation practice (3) – Apostrophes (for possession) Using apostrophes correctly to show ownership when the subject is singular or plural
Unit 15 Text Type Writing Skills	Comparison poems Comparison poem (comparing positive and negative views of subject) Composing own comparison poem, using given poem as a model, planning and drafting it first
Unit 16 Text Type Writing Skills	Writing an information text Non-chronological report Appreciating some of the characteristics of information texts (paragraphing, headings, use of supporting illustrations, charts, glossary etc.); completing chart and glossary based on information in text; composing own text based on notes
Unit 17 Text Type Writing Skills	Storyboards and playscripts Adventure story (in storyboard format); playscript Appreciating conventions of storyboards for planning; appreciating the conventions of setting out playscripts; writing story based on storyboard; continuing story in either storyboard form, as a story or as a playscript
Unit 18 Punctuation Skills	Punctuation practice (4) – Speech marks Understanding the use of speech marks in dialogue and punctuating them correctly, writing the same sentence in different ways
Unit 19 Text Type Writing Skills	Giving a point of view Text expressing a particular point of view Appreciating the need to consider different points of view, and being fair, when expressing own opinions; composing opposite point of view, based on given model; planning and writing an argument in favour of a given subject
Unit 20 Text Type Writing Skills	Writing a longer story Fantasy/Adventure Understanding concept of chapters; planning and writing further chapters to beginning of a given story

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 iv–v) 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 ...*. The *Now try this* activities refer 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.

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

Next steps...


Independent writing activities based on, and developed from, the text.

Unit 4

Punctuation practice (1) – Paragraphs

Focus

A paragraph is a group of sentences that deals with one main idea or topic. A long piece of writing is easier to read if it is divided into paragraphs.



A drought is a shortage of rain. In parts of the world where it is very dry, droughts are common. This means that trees and crops die.

When plants die the wind often blows the soil away. Green lands can soon become deserts.

In some parts of America, the land was once covered with grass. The farmers dug up the grass and planted wheat. In 1930 a drought killed all the crops and strong winds blew away the soil. Nothing grew there and the land was called the Dust Bowl.





We often leave a line to show where a new paragraph begins.

Now try this

- The first paragraph above explains what a drought is.
 - What is the second paragraph about?
 - What is the third paragraph about?
- Write a paragraph about each of the following.
 - a member of your family.
 - your best friend.
 - a favourite sports person or singer.

10

Next steps

- Write a short paragraph about each picture. Give your story a good title.
 - 
 - 
 - 
 - 
- Read these two paragraphs. Write a third paragraph of your own about another large animal.

There are many large animals in the world. Fortunately there are no monsters! Many large animals look frightening but they don't usually harm humans. They will not attack you unless they feel frightened or you go too close.

The largest land animal is the elephant. An African elephant can be over three metres tall. It can weigh up to eight tonnes. Elephants live in herds. If one elephant is injured the other elephants in the herd will help it. Elephants eat huge amounts of grass and leaves every day.
- Use the copymaster for more practice with paragraphs.

11

Stimulus text

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

Now try this

Checks understanding.
Draws attention to features of text.

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.

Making choices

Focus

We all have to face problems and make difficult decisions. Stories often contain choices to make the reader think. **Read this story. What would you do if you were Sarah?**



'Put your books away quietly and go out to play,' Mr Graham said. 'You have all worked hard this morning. Well done!'

The children quickly put their things away and went out to the playground. They were glad it was playtime.

Soon the classroom was quiet and empty. Mr Graham got up, stretched and went to the staffroom for a cup of coffee.

In the playground, the children were having a great time. Sam, Ben, Dan and Sarah were playing with a ball.

'I'm too hot,' Sam said. 'Let's stop.'

Ben agreed. 'Good idea. I'm bored with this game, anyway.'

'Let's sit down for a while,' Dan suggested.

'I've got a can of drink in my bag in the classroom,' Sarah said. 'I'll just go in and get it.'

Sarah walked down the corridor. It seemed strange to be in school on her own. Everywhere was so quiet. She turned to go into her classroom, but a sudden movement inside the room caught her eye. She stopped in amazement. There, at the teacher's table, was Wayne. He was standing by Mr Graham's table. He was looking at it. He did not look up. He did not see or hear Sarah at the door.

What was he doing?

Why was he looking at Mr Graham's table?

Why wasn't he outside?

Sarah's heart beat fast. She didn't know what to do. Her head buzzed with all sorts of questions and thoughts.

'Shall I go in and ask him what he's up to?'

'Shall I go and get Mr Graham?'

'Shall I pretend I haven't seen anything and go outside again?'

Then suddenly, Sarah knew what to do...

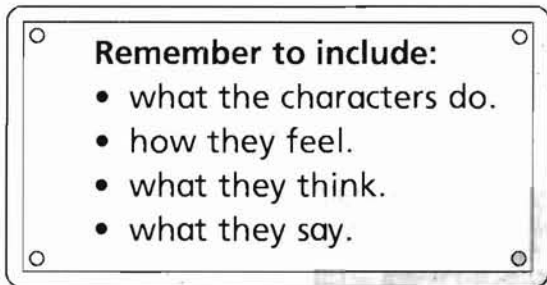


Now try this _____

- 1 Where does the story take place?
- 2 Which character has a problem?
- 3 Who does she see in the classroom?
- 4 What is Wayne doing?
- 5 How do you think Sarah feels when she sees Wayne?
- 6 Can you think of a good reason why Wayne was looking at Mr Graham's table?
- 7 What do you think Sarah should do? Why?

Next steps ...

- 1 Choose one of these endings and finish the story in your own words.
 - a) Sarah goes into the classroom and talks to Wayne.
 - b) Sarah fetches Mr Graham from the staffroom.
 - c) Sarah pretends she hasn't seen anything and does nothing.



- 2 Write a short story about this difficult choice:



One day, as you are walking home, you see a group of children talking to your best friend. You know the children are bullies. They are bigger and stronger than you. What do you do?

- 3 Write about a difficult choice you have made or a problem you have had. Explain what it was, where you were, who was there and what happened.
- 4 Use the copymaster to write about another difficult choice.

Writing instructions

Focus

When you write **instructions** it is important to explain each step in the correct order. The use of **pictures** or **diagrams** often helps make things clearer.

How to make potato prints

What you need:



a medium-sized potato



a knife



a felt-tip pen



some paint, water and a brush



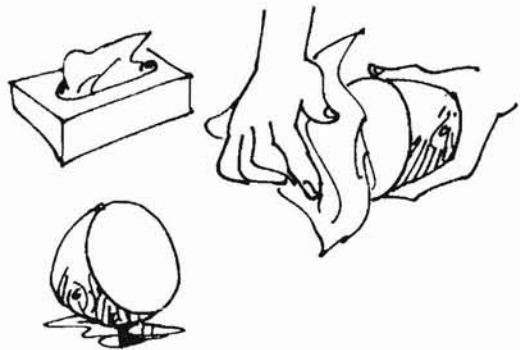
some paper to print on

What you do:

(NB Ask an adult to help you when you use the knife.)



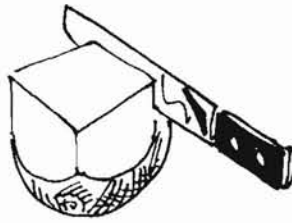
1 Wash the potato.



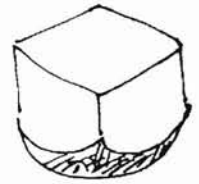
2 Cut the potato in half and dry it.



3 Use the felt-tip pen. Mark a square on the flat side of one half of the potato.



4 Cut off the outside bits of the potato to make it square.



5 When you have finished, the potato will look like this.



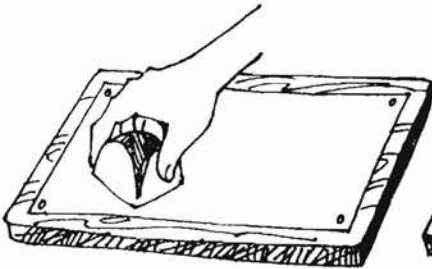
6 Mix some water-colour paint.



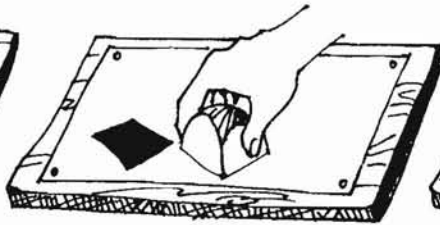
7 Paint the flat surface of the potato.



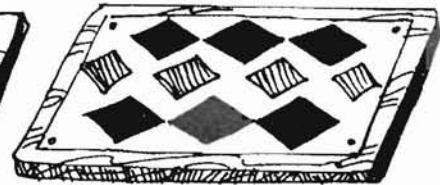
8 You can paint stripes on the potato, like this. Try using different colours.



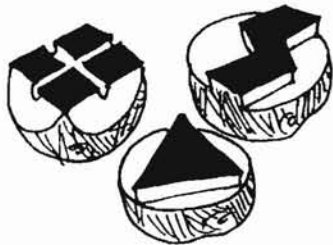
9 Press the painted surface of the potato firmly onto a sheet of paper.



10 Put more paint on the potato. Make a second print.



11 Make a simple repeating pattern.



12 Cut some different shapes on your potato. Have fun!

- Use potato prints to make paper for wrapping gifts or for making a book cover.
- Decorate envelopes or posters with potato prints.

Good idea!



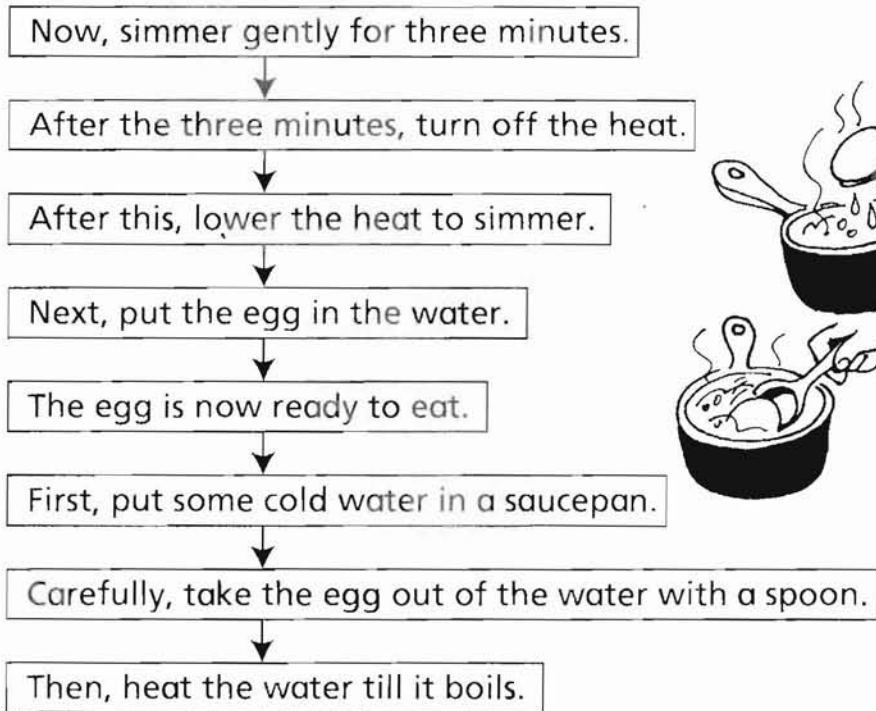
Now try this

- 1 What are the instructions for?
- 2 List the things you need.
- 3 Why do you think there is a note about asking an adult to help?
- 4 a) Why are the instructions numbered? b) How does this help?
- 5 How do the diagrams help you understand the instructions better?

Next steps ...

- ① You can print with lots of things – apples, leaves, matchboxes, buttons, sponges. **Write your own set of instructions for printing with one of these (or something else). Use the headings and ideas from pages 5–6 to help you.**
- ② This **flow diagram** gives some mixed-up instructions for boiling an egg. **Write them in the correct order. Use the copymaster to help you.**

How to boil an egg



- ③ Use a **flow diagram** to help you explain:
a) how to wash a car b) how to insert and play a video.

Handwriting practice (1)

Focus

Take care with your handwriting. Your work may be full of good ideas – but if your writing is untidy no one will want to read it!

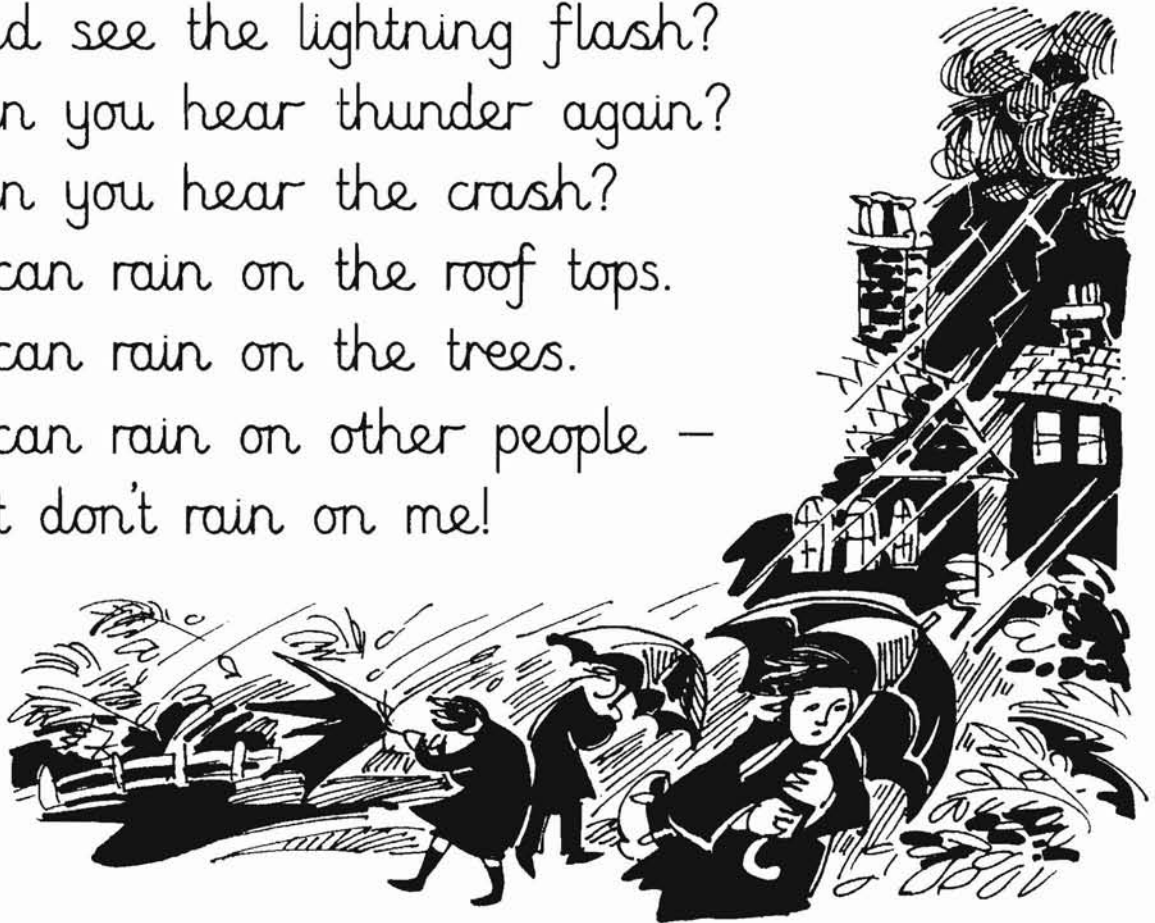
Read the checklist on page 58 to help you.



Now try this

Copy this poem. Use your best handwriting.

Can you hear the rain?
And see the lightning flash?
Can you hear thunder again?
Can you hear the crash?
It can rain on the roof tops.
It can rain on the trees.
It can rain on other people –
But don't rain on me!



Next steps ...

① Copy this poem neatly.



Shout on Monday,
Shout about danger.
Go out on Tuesday,
Meet a stranger.
Stay in on Wednesday,
Write a letter.
Sneeze on Thursdy,
Do you feel any better?
Smile on Friday,
Smile and be glad.
Play on Saturday,
Be good, not bad!

② See the copymaster for more handwriting practice.

Punctuation practice (1) – Paragraphs

Focus

A **paragraph** is a **group of sentences** that deals with **one main idea** or **topic**.
A long piece of writing is **easier to read** if it is divided into **paragraphs**.



A drought is a shortage of rain. In parts of the world where it is very dry, droughts are common. This means that trees and crops die.

When plants die the wind often blows the soil away. Green lands can soon become deserts.

In some parts of America, the land was once covered with grass. The farmers dug up the grass and planted wheat. In 1930 a drought killed all the crops and strong winds blew away the soil. Nothing grew there and the land was called the Dust Bowl.

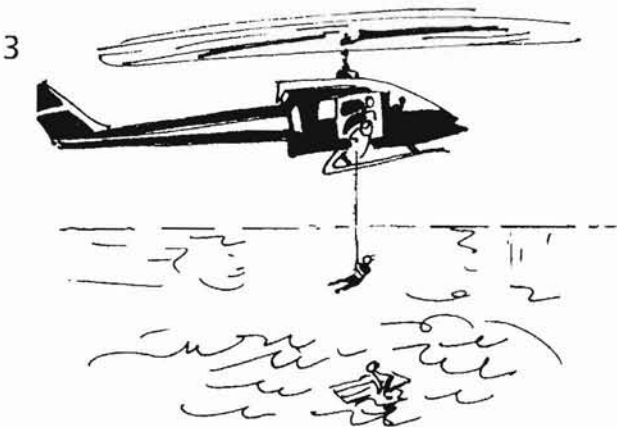
We often **leave a line** to show where a **new paragraph** begins.

Now try this

- The first paragraph above explains what a drought is.
 - What is the second paragraph about?
 - What is the third paragraph about?
- Write a paragraph about each of the following:
 - a member of your family.
 - your best friend.
 - a favourite sports person or singer.

Next steps ...

1 Write a short paragraph about each picture. Give your story a good title.



2 Read these two paragraphs. Write a third paragraph of your own about another large animal.

There are many large animals in the world. Fortunately there are no monsters! Many large animals look frightening but they don't usually harm humans. They will not attack you unless they feel frightened or you go too close.

The largest land animal is the elephant. An African elephant can be over three metres tall. It can weigh up to eight tonnes. Elephants live in herds. If one elephant is injured the other elephants in the herd will help it. Elephants eat huge amounts of grass and leaves every day.

3 Use the copymaster for more practice with paragraphs.

Acrostic poems

Focus

To write an **acrostic poem**, you take a **key word** and write a poem around it. The letters of the key word usually come at the **beginning** of each line. Sometimes they are hidden in the poem! **Each line** of the poem says something about the thing or person it is describing.

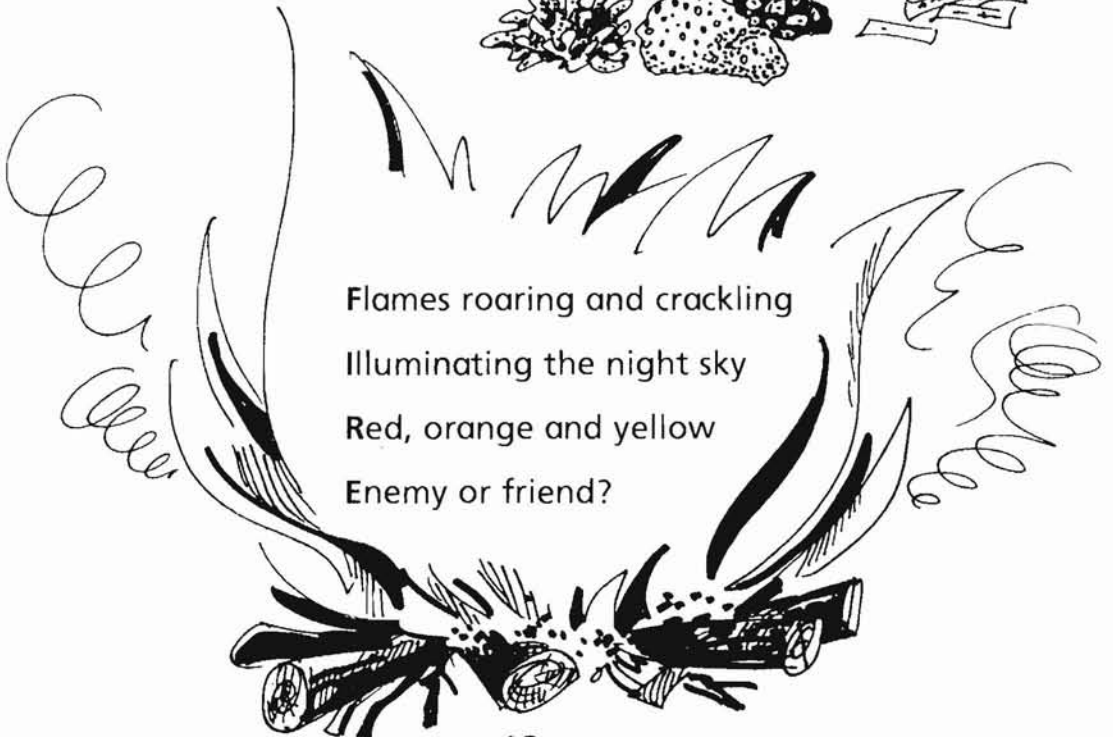
Amazing, affectionate

Lovely, likes lollies

Intelligent, impossible to improve

Collects combs and coral

Enthusiastic, enjoys eating



Flames roaring and crackling

Illuminating the night sky

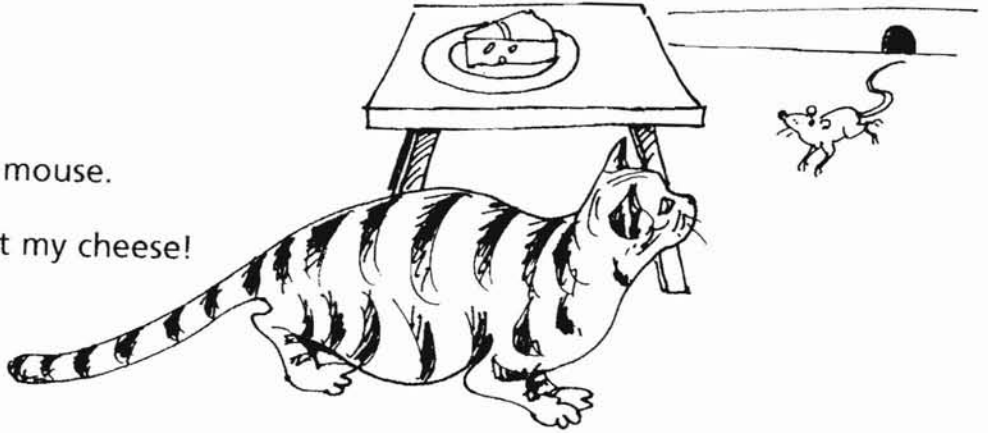
Red, orange and yellow

Enemy or friend?

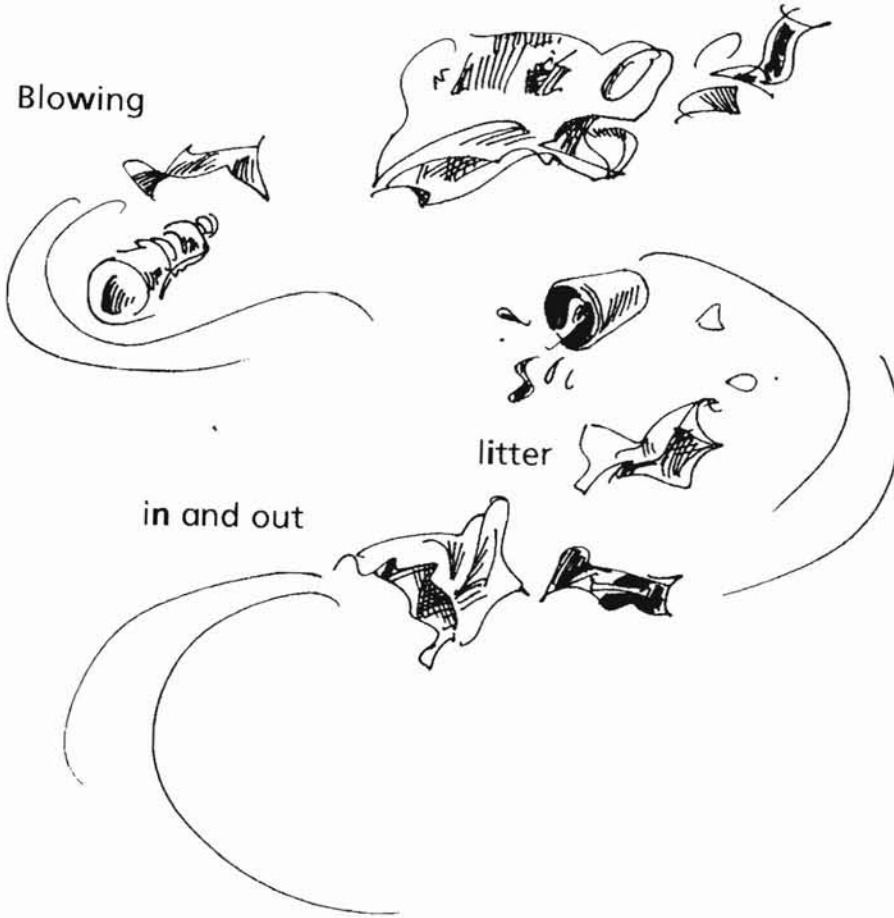
Cat go

And chase that mouse.

Tell it not to eat my cheese!



Blowing



in and out

round and round

Now try this _____

- 1 Who, or what, is each of the acrostic poems about?
a) the first b) the second c) the third d) the fourth
- 2 Which acrostic poem does *not* have the letters of the key word at the beginning of each line?
- 3 Which acrostic poem has the most lines?
- 4 Do any of the poems rhyme? Do you think this matters?
- 5 What do you notice about the way the last poem is set out?
- 6 Which poem is your favourite? Say why.

Next steps ...

- 1 Write an acrostic poem about yourself, like Alice did.

Remember:

- Write each letter of your name down the left hand side of your page.
- Write your ideas in rough first.
- Use the copymaster to help you.
- Use short words or phrases.
- Each line must say something different about you.
- Your poem does not have to rhyme.
- When you are happy, make a best copy of your poem.
- Colour in the first letter of each line, so that it stands out.

- 2 Now write an acrostic poem about someone else.

a friend? a member of your family?

- 3 Here are some other ideas for acrostic poems:

LION SPACE DRAGON SUMMER



Why not make up some ideas of your own?

Writing fables

Focus

A **fable** is a story which **teaches us a lesson**. People say that a Greek man called Aesop, who lived more than 2,500 years ago, wrote many short animal stories called fables. Here are two of them.

The Greedy Fox

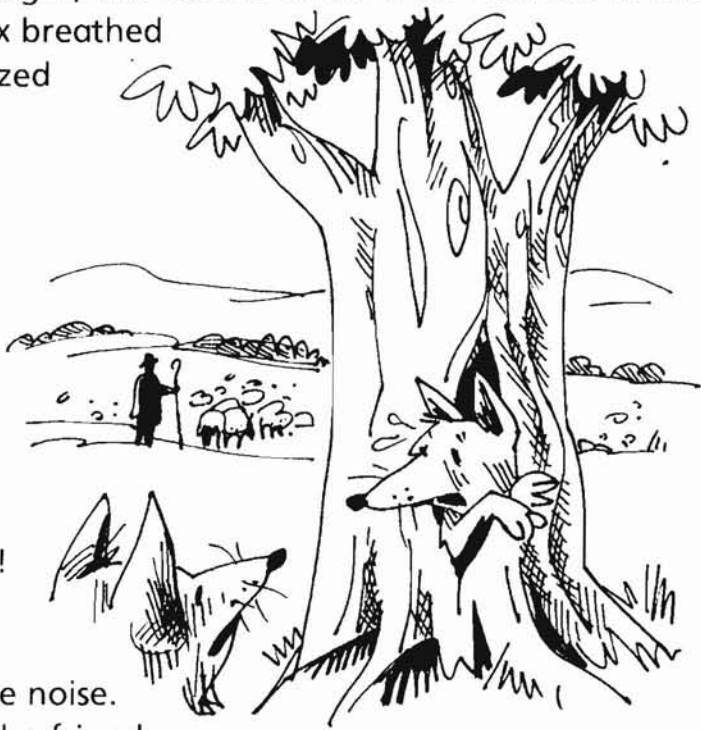
One day, a shepherd put his dinner inside a hollow tree to keep it safe. Then he went to look for his flock of sheep. A greedy fox watched the shepherd. When the shepherd was out of sight, the fox ran to the tree. The hole in the tree was quite small, but the fox breathed in, pulled in his sides and squeezed inside.

When he was in the tree, the fox gobbled up all the shepherd's food until it was gone. Then he tried to get out of the tree. Because he had eaten so much, the fox's stomach was very fat. He tried and tried to squeeze out of the tree. But it was no good. He was too fat. He was trapped!

The fox howled and howled with anger. One of his friends passed the tree and heard all the noise. 'There's nothing I can do,' said the friend. 'You will just have to wait until you grow thin again. I hope the shepherd does not return before then!'

The greedy fox howled even louder. He was cross with himself because he was so greedy.

Moral: Think before you act.



The Fox and the Goat



One day, a fox was drinking some water from a well. Suddenly, he tripped and fell into the water. The walls of the well were very steep, so the fox could not get out. Soon, a goat appeared. It saw the fox and asked him if there was water in the well.

'Come down and join me,' the fox said. 'There is plenty of water to share.' The goat immediately jumped into the well. Then they were both trapped.

'I have an idea,' the fox said. 'If you put your front feet on the wall, I will run up your back and get out. Then I will help you to get out.'

The goat agreed, and the fox ran up the goat's back and jumped out of the well. He looked down at the goat and smiled. 'I'm sorry I can't stay, but I have things to do,' the fox said. He turned and ran off.

The goat yelled after him. 'Come back! You have broken your promise!'

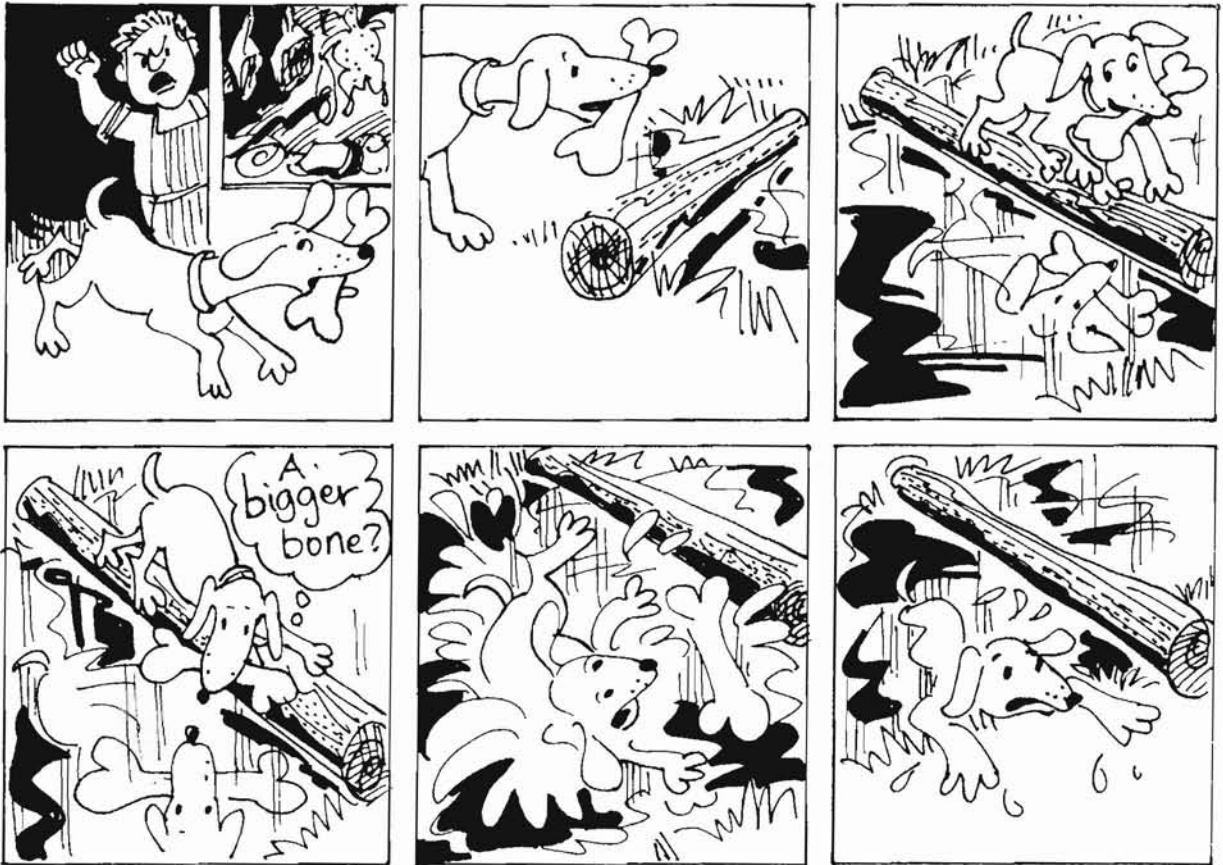
'It serves you right,' the fox shouted back. 'You have a long beard but you have not got much brain!'

Now try this _____

- 1 Was the fox in the first fable clever or foolish? Say why.
- 2 Which animal in the second fable was foolish? Say why.
- 3 How would you describe the fox in the second fable?
- 4 Write what you think the moral of the second fable is.
- 5 What do you notice about the way each fable begins?
- 6 Which story did you prefer? Say why.

Next steps ...

- ① Here is a story plan in pictures for another Aesop's fable. Write the story in your own words. At the end, say what the moral of the story is.



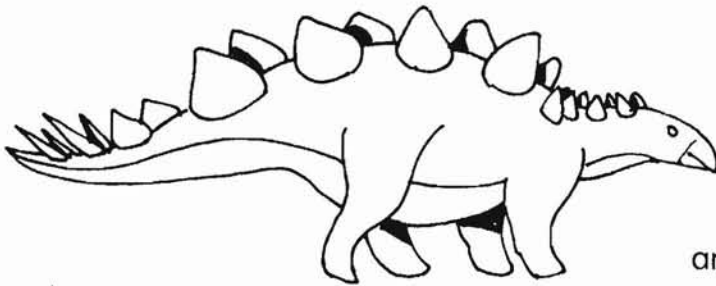
- ② Here is the moral of a story: *If at first you don't succeed, try, try again.* Make up your own fable to illustrate it.
- ③ Use the copymaster for more practice on writing fables.

Making and using notes

Focus

When we read information books, we sometimes need to make some **notes**. We do not always have to write everything down in proper sentences. Sometimes we only need to write down the **most important words and phrases**.

I have been doing a project on dinosaurs.
I found this information on Stegosaurus.
I have underlined some of the most important words.
Do you agree with the words I chose?



Stegosaurus lived on dry land. It ate plants. Stegosaurus grew up to seven metres long, from head to tail. Its skin was very thick. It was like armour. It protected its body. Its back was protected by two rows of bony plates. Stegosaurus also had two pairs of spikes at the end of its tail to defend itself.



This is the way I wrote down my notes.

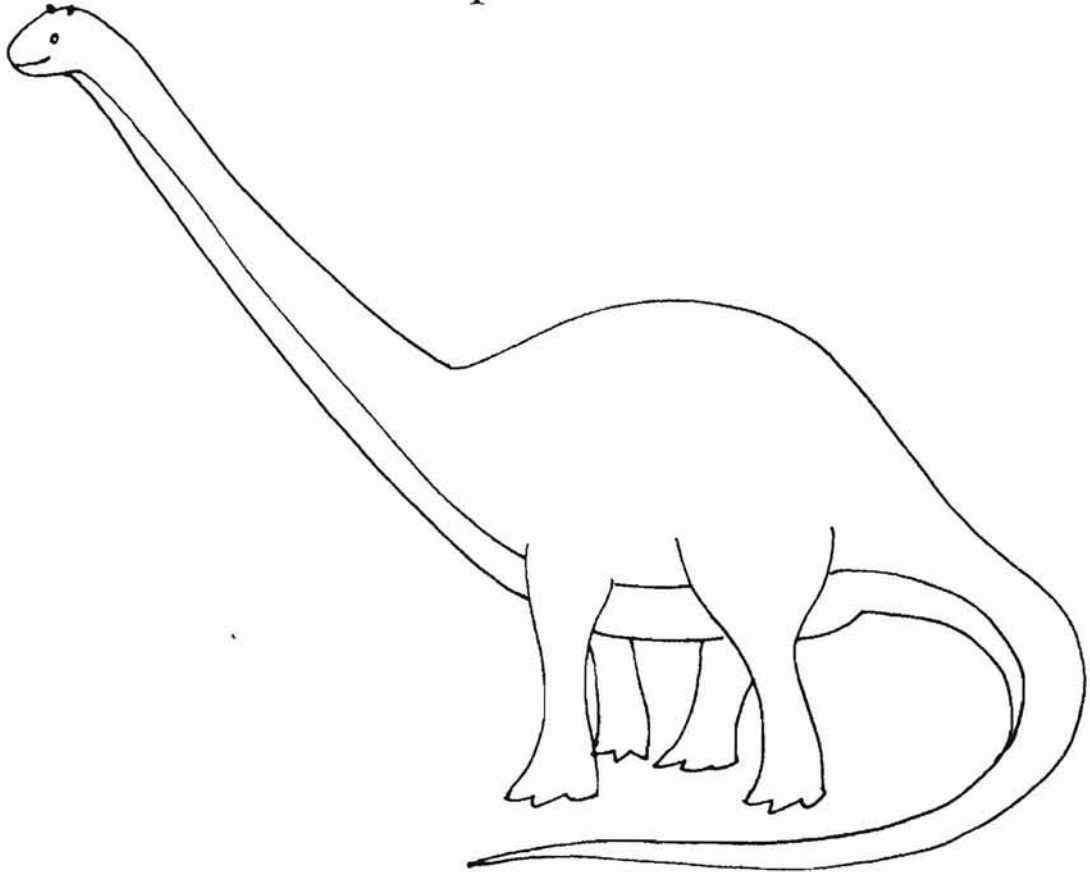
Stegosaurus

lived on dry land – ate plants – seven metres long – very thick skin protected its body – two rows of bony plates on back – two pairs of spikes at the end of its tail

Here is some information
I found on Diplodocus.



Diplodocus



Diplodocus was a heavy dinosaur. It moved very slowly. It was very big but it had a small brain. Diplodocus walked on four legs. It lived with other dinosaurs in a group called a herd. It was not a fierce animal. In fact it had no teeth and no claws at all! It was a plant-eater and grew up to an amazing 25 metres in length. Diplodocus had a very long neck. This helped it reach the tops of the trees. It often went into the deep water in a lake to escape its enemies.

Now try this _____

- 1 When you are making notes what do you need to write down?
- 2 Do you think it is helpful to make notes sometimes? Why? When?
- 3 Copy the information about Diplodocus. Underline the important words.
- 4 Write some notes on Diplodocus.

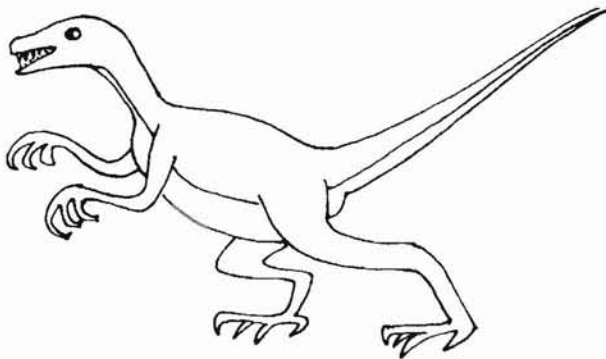


Set out your notes like mine on page 18.

Next steps ...

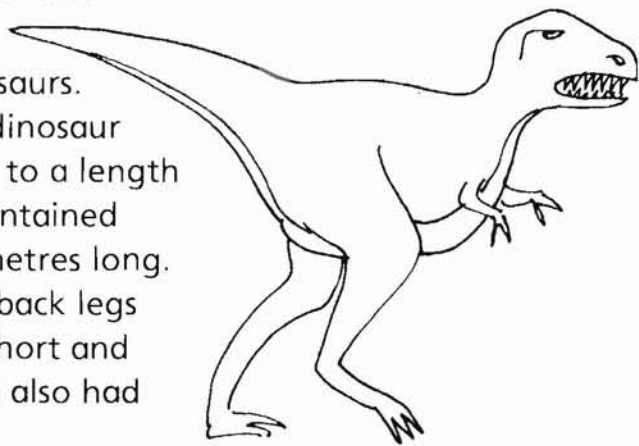
- 1 Here are some notes on Deinonychus. Use this information to help you write some proper sentences on the dinosaur.

flesh-eater – walked on back legs – big claw on each foot – short front legs – only three metres long – strong – able to beat bigger dinosaurs – able to run fast – ran with long tail stretched out straight



- 2 Make some notes on Tyrannosaurus Rex. Use this information to help you.

Tyrannosaurus Rex was the king of dinosaurs. It was the biggest, fiercest flesh-eating dinosaur that ever lived. Tyrannosaurus Rex grew to a length of 14 metres. It had huge jaws. These contained great, sharp teeth which grew 15 centimetres long. It also had sharp claws. It had powerful back legs on which it walked. Its front legs were short and strong. It used these for fighting with. It also had a long tail which it used as a weapon.



- 3 Use the copymaster for more practice on making and using notes.

Describing characters

Focus

The way you **describe characters** in your stories is very important. You must **choose your words carefully** to make your characters interesting. Read this description of a nasty pirate called Captain Cutlass. How well does the author describe him?

Captain Cutlass was the most dangerous pirate in the world. Everyone knew about him. People told stories about his temper. Even the bravest pirates shook with fear when they heard his name.

He was a terrifying man to look at. No one had ever seen the captain smile. His eyes seemed to look right through you. His red face always looked angry. Down the side of his left cheek ran a jagged pink scar. His black beard looked wild and uncombed. On top of his head he wore an old black hat.

Captain Cutlass was a huge man. He was taller than all his men. In his belt he had a sharp sword. The captain always carried his dagger in his hand, ready for a fight. If the captain wanted to practise throwing his dagger, he made one of his men stand against a door as a target.



But the most frightening thing about Captain Cutlass was his wooden leg. His right leg was short and thick. It was made of wood from one of his old ships. Whenever the captain walked on the deck his leg made a horrible noise – clump! clump! clump! At night Captain Cutlass never seemed to sleep. He walked around the deck all night. His men lay awake in their bunks, listening to the sound of his wooden leg. They were terrified of him.

One black, moonless night, Captain Cutlass was bored. He wanted some excitement. 'We'll find a rich treasure ship to rob,' he roared. 'Get to work, you lazy lot' he shouted at his men, 'or you'll end up as a shark's dinner!' The crew got on with their jobs without a murmur. The ship sailed out of the harbour and into the darkness...



Now try this _____

- 1 What expression did Captain Cutlass always have on his face?
- 2 What was special about his eyes?
- 3 Describe the scar on his left cheek.
- 4 What was his beard like?
- 5 How can you tell Captain Cutlass was a tall man?
- 6 Why do you think the most frightening thing about him was his wooden leg?
- 7 How did the captain speak to his men?
- 8 Why did the captain want some excitement?

Next steps ...

- 1 **Continue the story in your own words. Write about an adventure Captain Cutlass and his pirates have.**

- 2
 - Make up a pirate character of your own.
 - Your character can be a man or a woman.
 - He or she can be nasty or nice.
 - Remember to use some good describing words – or I will feed you to the sharks!
 - Use the copymaster to help you.



Remember to mention your character's name, and to describe his or her appearance and behaviour. What sort of things does your character say? What nasty habits does he or she have?

- 3 In traditional stories characters are always described in certain ways:

Princesses are beautiful, innocent, kind, gentle.

Write some good words to describe each of the following characters:

- a) a witch b) a prince c) a giant d) a fairy



- 4 **Choose one of the characters above.**

Write a description of your character. Begin it like this:

Once upon a time there lived a...

Punctuation practice (2) – Speech marks

Focus _____

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

You should never close speech marks without putting in a **punctuation mark**.

Have you seen my purse anywhere?



'Have you seen my purse anywhere?' Mrs Andrews asked.

Now try this _____

Copy these sentences. Put in the missing speech marks.

- 1 Edward said, I hate spelling!
- 2 I've got a pet gerbil, Laura said.
- 3 Where do you live? Ali asked.
- 4 Mark said, It's rather cold.
- 5 Rosie asked, Do you like my picture?
- 6 Ahmed said, I'm going now.
- 7 James asked, What time is dinner?
- 8 Come this way! Sherine shouted.

Next steps ...

① Copy these sentences. Fill in the missing punctuation mark in each one. Choose a question or exclamation mark, a comma or a full stop.

- 1 'Help_' shouted the drowning man.
- 2 'Where are you going_' Oliver asked.
- 3 Mrs Smith said, 'Let's stop for a cup of tea_'
- 4 'I'm going to buy a newspaper_' Mr Patel said.
- 5 'The doctor asked, 'What is the problem_''
- 6 The teacher roared, 'Come here at once_''
- 7 'What colour do you like best_' Mr Jones asked.
- 8 The teacher said, 'You must always write neatly_''
- 9 'I have a present for you_' my uncle said.
- 10 'What a tiring day_' Mrs Jones exclaimed.



② Use the copymaster for more practice with speech marks.

Composing advertisements

Focus _____

Most advertisements try to persuade you to do something. What are these two advertisements trying to persuade you to do?

1

GLOW BLOW

The **NEW** bubble gum in **EXCITING** colours that **GLOW** in the dark!

NEW

SPECIAL PRICE

Amaze your friends!
Blow the **BIGGEST** bubbles ever!

Brilliant colours

- flamingo pink
- lime green
- bright blue

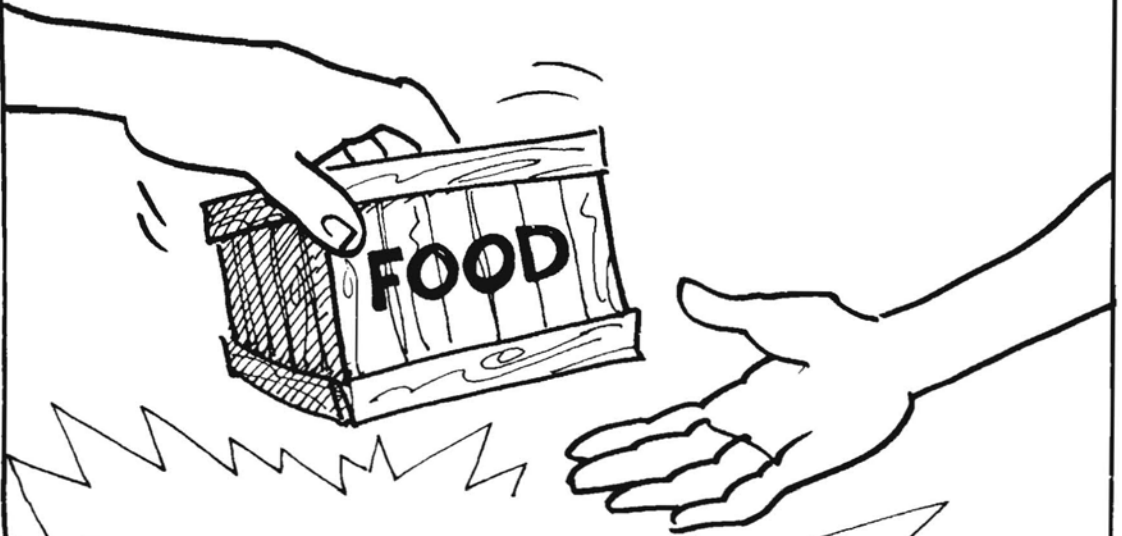
Wild new flavours

- fizzy pop
- sherbet
- strawberry

BUY SOME TODAY!

ACTION AID

DISASTER RELIEF



**DON'T BE GREEDY
HELP THE NEEDY!**

ACT NOW!

PLEASE SEND DONATIONS TO:
ACTION AID
c/o [illegible]
[illegible]
[illegible]

Now try this

- 1 a) Which advertisement is trying to sell something?
b) Which advertisement is trying to persuade you to help a good cause?
- 2 Who is the Glow Blow advert aimed at – children or older people?
- 3 List some of the facts you can find out about Glow Blow from the advertisement.
- 4 In what ways is the Glow Blow advertisement interesting and attractive?
- 5 Who do you think the Action Aid advertisement is aimed at?
- 6 Do you think the short rhyme on the Action Aid advertisement is a good idea or not? Say why.

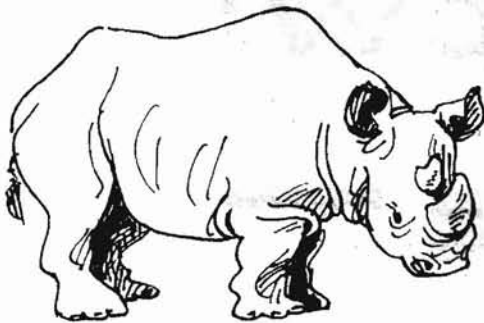
Next steps ...

- 1 Imagine you have just made a new chocolate bar, called Choc Crunch. Make an advertisement for it to persuade people to buy it.

Remember:

- Use the copymaster to try out your ideas in rough.
- Make it clear what you are advertising.
- Include some facts and claims. Make them sound exciting.
- Don't be afraid to cross things out and change them.
- When you are happy with your ideas, make a best copy.
- Make it colourful and attractive.

- 2 Make an advertisement to persuade people to help save the rhinoceros (rhino). Use this information to help you.



- Large numbers of rhinos are hunted for their horns.
- Some people believe that the horns have special magical qualities.
- If the hunting continues, there may soon be no rhinos left.
- The Save the Rhino Fund needs money to help save the rhino.

Cliffhangers

Focus

Have you ever noticed how book chapters and TV serials often end when something exciting is about to happen? The writer makes you want to read the next chapter or see the next episode to find out what happens. Endings like these are called **cliffhangers**. Can you guess why?



'We have lost contact with our team on Planet Alpha,' Captain Peck said. 'I wonder what has gone wrong.'

'Let's head for the planet and find out,' said Anna. She set the new course and the spaceship changed direction. 'We'll be there in ten hours,' she said.

Soon their spaceship was passing over the tall mountains of Planet Alpha.

'There's no one down there,' Captain Peck said. 'Let's go home.'

'Wait a minute,' Anna cried. 'I can see a truck in that valley.'

'Prepare for landing,' Captain Peck ordered. He landed the spaceship on a flat sheet of rock.

Anna and Captain Peck put on their spacesuits. They opened the door and jumped onto the ground. They found the truck at the foot of a high mountain. Nearby, there were some strange tracks.

'I wonder what made these?' Anna said. 'It looks like some huge animal. Shall we follow them?'

'They may lead us to our missing team,' Captain Peck said.

The tracks led them into a rocky valley. There, in the distance, was the missing team's landing craft – but it was covered in a thick silver rope, like a web.



'Look,' said Anna. 'The tracks go towards that cave in the cliff.' She pointed with her hand.

They went closer to the cave. It was getting dark. Stars shone in the sky. Everything was strangely quiet. Suddenly, Captain Peck pointed to the cave. 'Get down!' he yelled. They quickly hid behind a rock. Something was coming out of the cave. One long furry leg appeared – then another. Two huge green eyes shone in the blackness. Captain Peck and Anna watched as the thing came out of the cave. Its body and legs were covered with thick, black hair.

'It's a giant spider!' whispered Captain Peck.

The spider moved towards the rock where they were hiding. It came closer and closer – then it stopped. It seemed to be listening. Its eyes glowed brightly. Captain Peck and Anna held their breath. Then the giant spider started moving again – fast! It threw out a sticky silver rope from its mouth. Captain Peck and Anna struggled as the sticky rope trapped them. The huge spider came nearer and nearer. It stood over them. It opened its huge jaws...



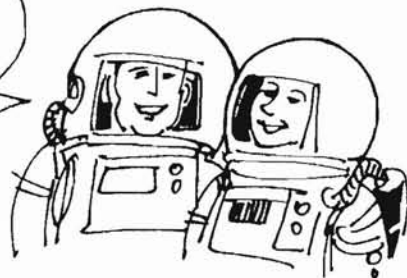
Now try this _____

- 1 Who are the main characters in the story?
- 2 Where does the story take place?
- 3 Why do Captain Peck and Anna go to Planet Alpha?
- 4 Write down all the facts you can find out about the giant spider.
- 5 What do you think has happened to the missing team?
- 6 What problem do Anna and Captain Peck face at the end?
- 7 Do you think this is a good example of a *cliffhanger*? Why?

Next steps ...

1

- How do you think the story continues?
- Does the spider capture us?
- Does the spider eat us?
- Do we escape?
- Does someone rescue us?
- Does something else happen?



Choose one of these ideas and write your own ending for the story.

- 2 Here is the beginning of another story with a *cliffhanger* ending. Write your own ending for it. Try and make it unexpected.

The telephone rang. Detective Trapper picked it up and listened. When he put the phone down his partner, Detective Deacon, asked, 'What's the problem?'

'Two suspicious men have just gone into the jeweller's shop in the shopping mall,' Trapper replied. 'Let's go and investigate.'

The two detectives grabbed the things they needed – torches, two-way radios, handcuffs and binoculars, and set off.

As they came near to the shop, Trapper turned off the lights and stopped silently behind a parked car. He radioed the car's number to the police station. A reply came back straight away – the car was stolen. Trapper signalled to Deacon to go round the back. 'I'll go in the front way. You block the exit,' he whispered.

Trapper moved silently to the front door of the shop. It was slightly open. Inside, it was pitch black. Trapper threw the door open and shouted 'POLICE! Don't move!'

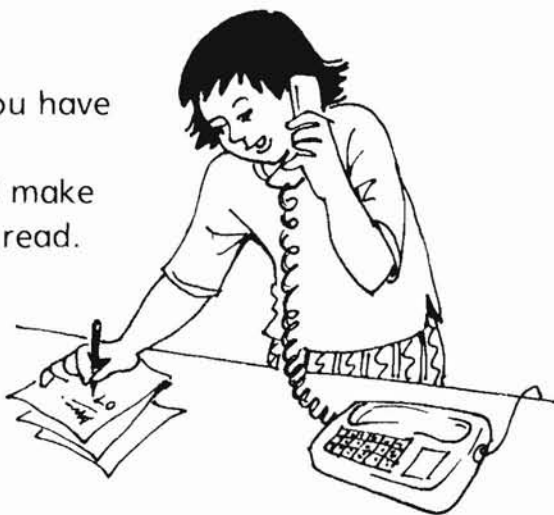
- 3 Use the copymaster for more ideas for stories with *cliffhanger* endings.

Handwriting practice (2)

Focus

Can you think of times when you have to write very quickly?

When you write quickly try and make sure your writing is still easy to read.



Now try this

Here are some times when you need to write quickly.

- When you take a message.
- When you write a shopping list.
- When you write notes to friends.
- When you have lots of ideas.
- When you draft a story in rough.

Copy the list above as quickly and neatly as possible.

Next steps ...

- 1 Tongue twisters are hard to say. Say this tongue twister as quickly as you can three times.

She sells seashells on the seashore.

Now copy it three times, as quickly as possible. Make sure your writing is neat and readable.



- 2 Read this tongue twister as quickly as possible.

There is no need to light a night-light
on a night like tonight.

For a night-light is a slight light
on a night like tonight.

Now copy it quickly and neatly. Time yourself. See how long it takes.

- 3 See the copymaster for more handwriting practice.

Writing a review

Focus

When you have read a story or a book, you may wish to tell others about it. One way to do this is to write a **review**.

Here is a story I read last week, called 'The Wind and the Sun'.



One cold morning, the Wind and the Sun saw a man riding his horse through the countryside. The man was wearing a new cloak. 'I could easily blow the cloak off that man's back,' the Wind boasted.

'I don't think you can,' replied the Sun. 'Why don't we have a competition to see who can make him take his cloak off?'

The Wind went first. He began to blow and blow. He blew so hard that he blew the hats off people's heads and blew the leaves off all the trees. He blew and blew with all his power, but it was no good. As he blew, the man on the horse just pulled his cloak more tightly around him to keep himself warm.

The Sun smiled. 'It's my turn now,' he said.

Gently, he began to shine in the sky. As he did so, insects began to come out and flowers began to open. People came out of their houses and began to chat with each other. It got hotter and hotter. The man on the horse got hotter and hotter, too. When he came to a river he was so hot, he took off his cloak, and went for a swim to cool down.

The Sun smiled at the Wind. 'Power and force are not always the best ways to get things done,' he said.



By Aesop

The children in my class recommend books and stories to each other. This is the review I wrote about the story.



Book Review

The Wind and the Sun

I liked this story by Aesop. It took place in the countryside. The two main characters were the Wind and the Sun. They had a competition to see who could make a man take off his new cloak first.

At the beginning, I thought the Wind was the strongest and was going to be the winner. The Wind blew with all his might but he could not make the man take off his new cloak.

The bit I liked the best was when it was the Sun's turn. The Sun just shone gently – and made the man so hot he had to take off his cloak and have a swim!

I learnt some interesting words from the story, such as 'boasted', 'power' and 'force'.

I liked the author's style and the way he used the story to teach me a lesson. I learnt that power and force are not always the best way to get things done.

I am looking forward to reading some more stories by Aesop. I will give this story eight out of ten.

Now try this

- 1 a) Who wrote the book review? b) Who did he write it for?
- 2 What is the title of the story?
- 3 Who is the author?
- 4 Name the two main characters in the story.
- 5 Where does the story take place?
- 6 What is the story all about?
- 7 What did Dan like about the author's style?

Next steps ...

- 1 Write a review of one of the Aesop's fables on pages 15–16 of this book.

Remember:

- Give the title and the author.
- Say what you think of the main character or characters.
- Say where the story takes place.
- Say what the story is about and what happens in it.
- Say what you think of the author's style.
- Say something you learned from the story.
- Use the copymaster to help you.

- 2 Write a review of any other story, book or film you have recently read or seen. Give your review to someone else to read.
- 3 Design a poster to persuade other children to read or see a story, book or film you have recently read or seen.

Punctuation practice (3) – Apostrophes (for possession)

Focus _____

We use an **apostrophe** to show **ownership**.



the boy's ball

The ball belongs to the boy.

When there is just **one** owner, we usually add 's to the noun.



the girls' ball

The ball belongs to the girls.

When there is **more than one** owner, we add ' to the noun if it ends in s.

Now try this _____

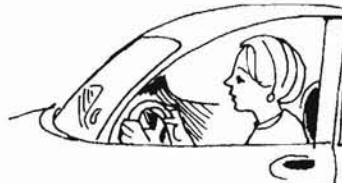
Rewrite each sentence the shorter way. Use an apostrophe to show ownership. The first has been done for you.



1 This bike belongs to Lisa. *It is Lisa's bike.*



2 This hat belongs to the man.



3 This car belongs to the lady.



4 This banana belongs to the monkey.



5 This crown belongs to the king.



6 This torch belongs to the burglar.



7 These shorts belong to Mark.



8 This bag belongs to the doctor.

Next steps ...

① Copy and complete this chart.

Short form using an apostrophe	Longer form without an apostrophe
the boys' books	the books belonging to the boys
the girls' bicycles	
the builders' tools	
the cats' tails	
the farmers' fields	
	the nest belonging to the birds
	the ship belonging to the pirates
	the cave belonging to the dragons
	the tails belonging to the monkeys
	the shorts belonging to the footballers

② Use the copymaster for more practice with apostrophes.

Comparison poems

Focus

Sometimes poems may be used to **compare things**. These poems compare some things Sarah likes and dislikes.



Sarah likes smiling
and hugging and chatting.
These are some things that Sarah likes.



Sarah likes reading
and swimming and painting.
These are some things that Sarah likes.



Sarah likes helping
and singing and eating pizzas.
These are some things that Sarah likes.





Sarah hates bullies
and people who are nasty.
These are some things that Sarah dislikes.



Sarah hates cabbage
and being late and going to bed.
These are some things that Sarah dislikes.

Sarah hates spiders
and dogs that bark and bite.
These are some things that Sarah dislikes.



Now try this

- 1 What do the two poems compare?
- 2 a) List three things Sarah likes.
b) List three things Sarah dislikes.
- 3 a) How many verses are there in each poem?
b) How many lines are there in each verse?
c) What do you notice about the last line of each verse?
d) Do the poems rhyme? Do you think this matters?

Next steps ...

- 1 Write a comparison poem about another child. Compare some things he or she likes and dislikes. Set it out like the poem about Sarah.
- 2 Things often seem different at night and in the morning. Write a poem called 'Lying in bed'.

Follow this plan.



- Use the copymaster to help you make some notes for your poem. It is divided into two columns: 'Lying in bed at night' and 'Lying in bed in the morning'. In each column, write down some:
 - things you think about (or imagine)
 - things that you hear
 - things that you see
 - things that you feel.
- Write down at least ten things in each column.
- When you have finished, choose your best ideas.
- Make a best copy of your ideas on a separate sheet of paper.
- Illustrate your poem or draw a patterned border round it to make it look attractive.

- 3 Write a poem about *Water* or *Fire*. Compare the good and bad things about the subject you have chosen.

Writing an information text

Focus

Information texts can be very boring – but they don't have to be! We can **present information** in lots of **different ways**. We can write information in sentences. We can also include pictures. How well do you think this information has been presented?

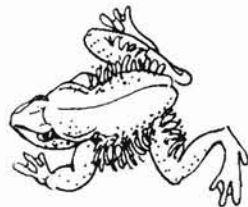
Frogs and Toads

1 Introduction

Frogs and toads are **amphibians**. They breathe through their skins, which have to be kept **damp**. Many frogs and toads live in rainforests, where it rains most days. The air is very **humid**. There are some very interesting frogs and toads in the world.

2 Hairy frog

The hairy frog lives in the rainforests of West Africa. The **male** hairy frog grows folds of skin which look like hairs. These folds help the frog to breathe more easily. Hairy frogs were first discovered in 1900.



3 Goliath frogs

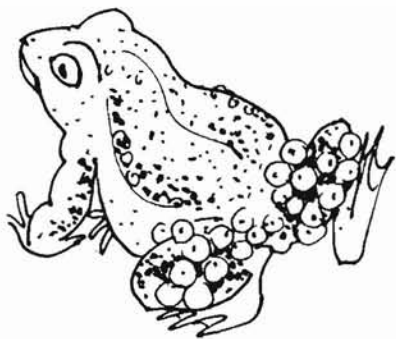
Goliath frogs are the largest frogs in the world. These frogs live in **fast-flowing** streams. They are also found in the rainforests of West Africa. They were discovered in 1906.



4 Poison arrow frogs

These frogs come from Central and South America. No one knows how many different types of poison arrow frogs there are. The **poison** from some of these frogs is used by hunters. They put it on their arrows to kill animals. The Colombian poison arrow frog was discovered in 1973.



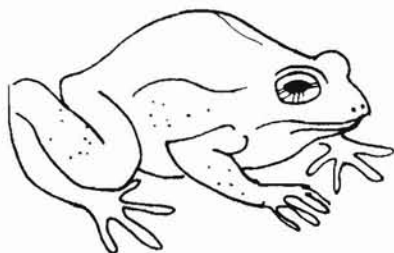


5 Mallorcan midwife toad

These toads were first discovered on the island of Mallorca in the Mediterranean Sea in 1977. They are very hard to find. They hide in cracks in cliff faces. The male carries the **spawn** around its back legs.

6 Gold toad

The gold toad lives in Panama in Central America. It is a very beautiful toad. It was first discovered in 1929. Its numbers have fallen rapidly. It is now in danger of becoming **extinct**.



I started to make a chart of the information in the text.



Name of frog/toad	Where found	First discovered	Interesting fact
hairy frog	West Africa	1900	male grows skin – looks like hairs – helps frog breathe more easily.



I also started making a **glossary** of the meanings of the words in **bold**.

Glossary

amphibians animals that can live on land and in water

Now try this

- 1 The text is divided into paragraphs. How many are there?
- 2 What is the title of the first paragraph?
- 3 What is special about paragraphs 2–6?
- 4 Which paragraphs are about frogs? Which are about toads?
- 5 Why do you think the pictures have been included? How helpful are they?
- 6 Why do you think some words have been printed in **bold**?
- 7 How well do you think the information in the text is presented? Give your reasons.

Next steps ...

- 1 Copy the chart from page 43. Complete the chart using the information in the text.
- 2 A glossary is used to explain the meaning of difficult words. Copy and complete the glossary on page 43. Use a dictionary to help you.
- 3 Here are some notes on frogs and toads. Use them to help you write another two paragraphs. Give each paragraph a title.

frogs/toads look alike – frogs use back legs to hop – toads crawl or run – both eat insects and worms – long, sticky tongues – use them to catch insects

lay eggs in water – eggs called spawn – eggs hatch into tadpoles – long tails – swim like fish – breathe through gills – grow legs – lose tails – develop lungs – become tiny frogs/toads

- 4 Use the copymaster for more work on information texts.

Storyboards and playscripts

Focus

We can **plan** a story by using a **storyboard** (a series of pictures telling the story). The storyboard may be turned into a story or written as a **playscript**.

The Mysterious Parcel

<p>1 Breakfast with the Hill family.</p>  <p>Eat up your breakfast or you'll be late for school, Emma.</p>	<p>2 Just then there was a knock at the door.</p>  <p>KNOCK KNOCK</p>
<p>3</p>  <p>I'll go.</p>	<p>4</p>  <p>Hmmm! That's strange! Someone's left this parcel.</p>
<p>5</p>  <p>Who's the parcel for, Jim?</p> <p>I'm not sure. It just says 'A surprise for the Hill family'.</p>	<p>6</p>  <p>Go on, Dad. See what's in it.</p> <p>Here, Emma. You can open it if you like.</p>
<p>7</p>  <p>This is exciting! I wonder what it is.</p>	



Here is the same story,
written as a playscript for
a radio play.

Characters

Jim Hill (Dad) Betty Hill (Mum)
Emma Hill (daughter)

(It is breakfast time at the Hills' house. The family is sitting round the table in the kitchen.)

Mum: Eat up your breakfast, or you'll be late for school, Emma.

(Sound of knocking on a door)*

Dad: I'll go.

(Sound of door opening)*

Dad: Hmmm! That's strange! Someone's left this parcel.

Mum: Who's the parcel for, Jim?

Dad: I'm not sure. It just says 'A surprise for the Hill family'.

Emma: Go on, Dad. See what's in it.

Dad: Here, Emma. You can open it if you like.

*(*Sound of parcel being opened)*

Emma: This is exciting! I wonder what it is.

*(This sign * means a sound effect is needed.)*

Now try this _____

- 1 Who are the main characters in the story?
- 2 Where does the story take place?
- 3 Why was Mr Hill puzzled when he opened the door?
- 4 How can you tell who is speaking in the storyboard?
- 5 How can you tell who is speaking in the playscript?
- 6 How can you tell when a sound effect is needed in the play?
- 7 Why do you think a storyboard is useful when planning a story?

Next steps ...

- ① **Use the storyboard. Write it out as a story. Begin it like this:**

It was a normal school day at the Hills' house. Mr and Mrs Hill and their daughter Emma were sitting at the table in the kitchen eating breakfast.

- ② **How do you think the story continues? Here are some things to think about. Use the copymaster to help you.**

- **Who sent the parcel?** A friend? A relative? Someone playing a joke?
- **Why did this person send the parcel?** To give them pleasure? To surprise them?
- **What is in the parcel?** Money? Something very old? Something scary?
- **How do the different characters react?**
- **What happens?**
- **Are any other characters involved?**

- ③ **Continue the story either as:**
 - a) a storyboard
 - b) a normal story
 - c) a playscript



Punctuation practice (4) – Speech marks

Focus

The words people say always go inside **speech marks**. Here are two different ways of writing down the *same* sentence.

Notice the use of the **comma** in both sentences.

Aunt Jane said, 'This present is for you.'
'This present is for you,' Aunt Jane said.



Now try this

Copy these sentences. Put in the missing speech marks and commas.

- 1 Tom called Throw the ball to me!
- 2 Wait here Sam said.
- 3 Please pass me my pen Edward asked.
- 4 The teacher said It's time for your spelling test.
- 5 Plant the tree here the gardener ordered.
- 6 Mrs Harris said Be careful how you cross the road.
- 7 James asked What time is it?
- 8 It's time to get up Mr Patel said to his son.



Next steps ...

- 1 Rewrite the short play below. Put in the correct punctuation.

Do it like this:

'What's the matter, Tom?' the teacher asked.

Tom replied, 'I am having trouble with my picture.'



Teacher: What's the matter, Tom?

Tom: I am having trouble with my picture.

Teacher: How can I help you?

Tom: I can't get the right green for this tree.

Teacher: Have you mixed some paints?

Tom: Which colours do I mix to make green?

Teacher: Use some blue and yellow paint.

Tom: Thank you.

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

Giving a point of view

Focus

When you give a **point of view** it is important that you **say what you think clearly**. It is also important to think about other people's points of view and to be as **fair** as possible.



Sophie was asked to give a talk in class. She was asked to say what she thought of television. The first thing she did was to make a list of the advantages (good things) and disadvantages (bad things). This helped her plan her talk.

Advantages	Disadvantages
<p>It helps you relax.</p> <p>It helps you with school work.</p> <p>You can learn about other countries.</p> <p>It gives you a choice. You can always find something that interests you.</p> <p>It entertains you.</p> <p>It stops you getting into trouble.</p>	<p>It can make you lazy.</p> <p>There are violent programmes.</p> <p>Lots of the programmes are terrible.</p> <p>It causes arguments if people want to watch different programmes.</p> <p>It stops you talking to each other.</p> <p>You don't have time to play with your friends.</p>

I enjoy watching television, so I wanted to say good things about it.

I picked three of the advantages that I thought were best.

I also wanted to be fair, so I picked one disadvantage.

Notice how I finished with some good points. I wanted my talk to finish with some positive points. Here is the talk I gave. What do you think of it?



I think television is a good thing.

I have several reasons for my point of view.

My first reason is that television can help you with your school work. There are lots of educational programmes on TV.

My second reason is that it helps you relax. After a hard day at school you do your homework. Then you need to relax for a while!

Another reason why I think television is good is that it gives you a choice. You can always find something interesting to watch.

Some people do not agree. They think television is not good for you. They think it makes you lazy.

However, I believe that television is good if you think about what you watch. It is important to choose the programmes sensibly and not to watch too much.

Now try this _____

- 1 What did Sophie give a talk about?
- 2 Think of one advantage and one disadvantage to add to her list.
- 3 Do you think it was a good idea to list the advantages and disadvantages before Sophie planned her talk? Say why.
- 4 Why do you think Sophie said more good things about television than bad things?
- 5 What did you think of Sophie's talk? Say why.

Next steps ...

- ① Imagine you have to give a talk. You have the opposite point of view. Write what you would say *against* television. Use the copymaster to help you.
- ② Choose one of these ideas and express your point of view about it.

- a) Zoos are important.
- b) Fast food is not good for you.
- c) It is better to live in a town than in the country.



Remember:

- Plan your argument.
- Think about both the good and the bad points.
- Make an *advantages* and *disadvantages* chart.
- State your point of view clearly at the beginning.
- Give several reasons for your point of view.
- Be fair. Mention one or two other points of view.
- Always end positively.
- Use the copymaster to help you.

Writing a longer story

Focus

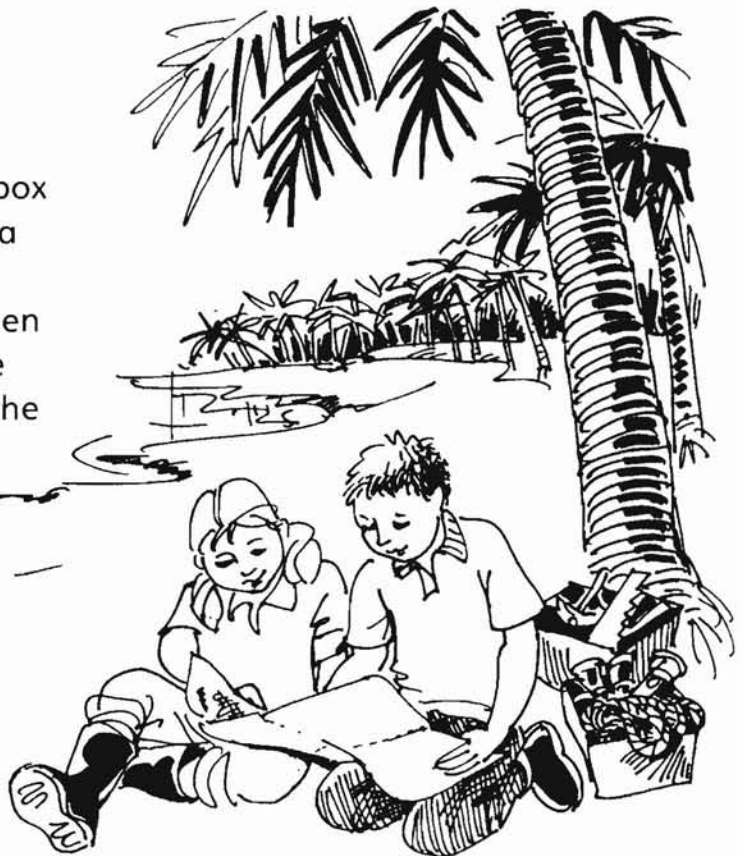
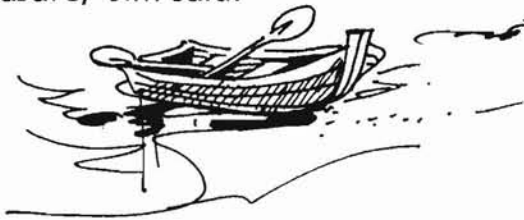
When authors write stories they often divide them into **chapters**. Each chapter tells a different part of the story. Here is the first chapter of a long story about a brother and sister called Jim and Amy. They discover a treasure map in an old chest. This story is about their adventures.

Amy and Jim came close to the island. They were excited. They could see huge green palm trees and a golden sandy beach. In the distance there were high mountains. The sea was as clear as glass. Hundreds of small fish swam among small rocks and pebbles, colourful shells and starfish.

'We've got the island all to ourselves,' said Jim. 'It's deserted!'

When the boat got near the beach, Amy jumped into the warm water. She pulled the boat onto the dry sand. 'We don't want our boat to disappear!' she said.

Amy and Jim began to unpack the boat. Jim carried a box containing a torch, a rope and some binoculars. Amy carried a box containing a hammer and nails, a saw and some other tools. They put these down under a tree. Then they sat down and looked at the map. 'We will need this to find the treasure,' Jim said.



They decided to look round. Big colourful parrots screeched at them. Large yellow and purple flowers grew everywhere. Nearby, they heard the sound of water. 'That sounds like a waterfall,' Amy said. Soon they went back to the beach to get the binoculars. 'Oh no!' Amy exclaimed. She pointed out to sea. 'Look! The boat's been washed out to sea.'

'What shall we do?' Jim asked.

'We're stuck! We may be here for days!' Amy groaned.

They sat in silence for a few moments.

'It's no good feeling sorry for ourselves. The first thing we must do is make a shelter for the night,' Jim said.



Now try this _____

- 1 Who are the main characters in the story?
- 2 Where does the story take place?
- 3 What can you find out about the island in the story so far?
- 4 Why did Jim and Amy go to the island?
- 5 What did they take with them?
- 6 What problem do they have?
- 7 a) What is the first thing they must do? b) Do you think this is a good idea? Say why.

Next steps ...

- 1 Write the next chapter of the story. Here are some things to think about.

We have to find a good place to build our shelter.

What will we make our shelter with?

How will we build it?

Will it keep us safe?

We also need some food and something to drink.



- 2 Make a list of some problems Jim and Amy will have. Here are a few ideas. Add some more of your own.



wild animals



rivers and swamps



mountains

- 3 Choose some of the ideas you thought of in 2 above. Write a chapter about each idea.
- 4 Write a chapter about how Amy and Jim find the treasure. Then in your last chapter write about how they got off the island with the treasure. Use the copymaster to help you plan your 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

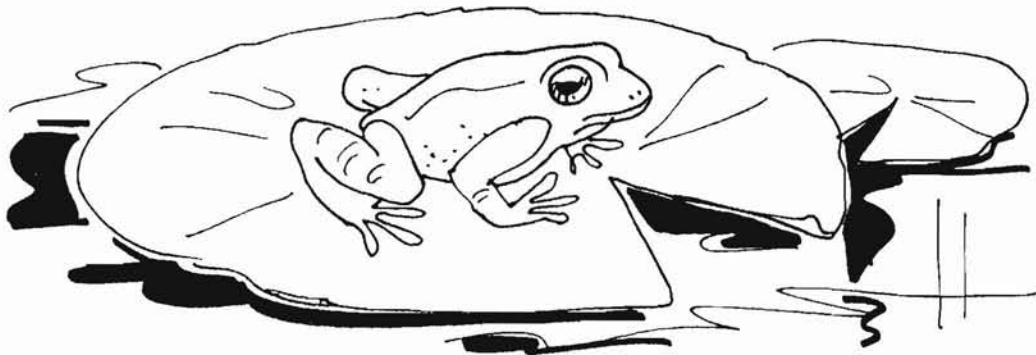
- Write your work in rough first.
- Read what you have written.
- Can you make it more interesting, accurate or exciting?
- You can cross out parts, add things or move words or sentences around.

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).

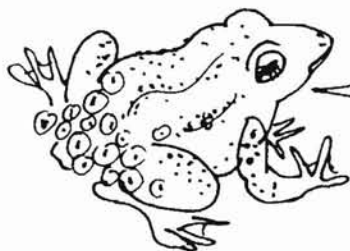
4 Publishing and presentation

- 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*?

