Smile

ENGLISH WRITING BOOKLET

Name:

Grade:

"You can make anything by writing"



Every Time We Write...


I use finger spaces.


Aa I use lower and upper case letters. Aa

A. I use a capital letter and a full stop for a sentence. A.

and but as I use simple joining/connective words. so before


I spell most of my key words correctly.



I know what strategies to use for tricky words.


✓ I spell most common words correctly. ✓


I use different spelling strategies for unfamiliar words.


! ? . Most of my sentences have the correct punctuation – a capital letter, full stop, question or exclamation mark. ! ? .

One day Then I use a variety of openers. Finally At first


My writing makes sense.


Neat! My writing is neat and legible. Neat!


I am beginning to use interesting language to engage my reader.

When to Use a Capital Letter

Capital letters are used for **proper nouns** such as...

The names of people:

Katie

James



The names of places:

Africa



Big Ben

The name of companies:

Panasonic

Panasonic

Google

Google

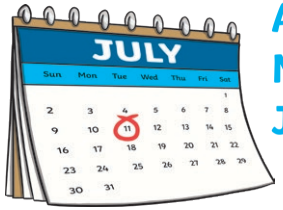
They are also used at the beginning of sentences:

We went on a trip to the supermarket.



Days of the Week

Monday
Tuesday
Wednesday
Thursday
Friday
Saturday
Sunday



Months of the Year

January
February
March
April
May
June
July
August
September
October
November
December

The Word 'I'



Names of Religious Festivals



Diwali

Punctuation

I tell.
I am a
full stop.





I yell.
I am an
exclamation mark.

I ask.
I am a
question mark.



Correct the Sentences

Read each sentence and tick the correct sentence type. Then, copy the sentence onto the line below, correcting and adding the missing punctuation. The first one has been done for you.

C is for **Command** – These sentences tell us to do something. They can end in a full stop or exclamation mark.

E is for **Exclamation** – These sentences express excitement or emotion and start with 'what' or 'how'. They usually end in an exclamation mark.

Q is for **Question** – These sentences ask questions and end with a question mark.

S is for **Statement** – These sentences tell us facts and usually end with a full stop.

Example: what shall we do today C ☐ E ☐ Q ☑ S ☐

What shall we do today?

1. who wants to go for a long walk in the woods C ☐ E ☐ Q ☐ S ☐

---

2. the capital of france is paris C ☐ E ☐ Q ☐ S ☐

---

3. freya is coming to my party on saturday C ☐ E ☐ Q ☐ S ☐

---

4. what a lot of people C ☐ E ☐ Q ☐ S ☐

---

5. lions are carnivores C ☐ E ☐ Q ☐ S ☐

---

6. tell me where you are going C ☐ E ☐ Q ☐ S ☐

---

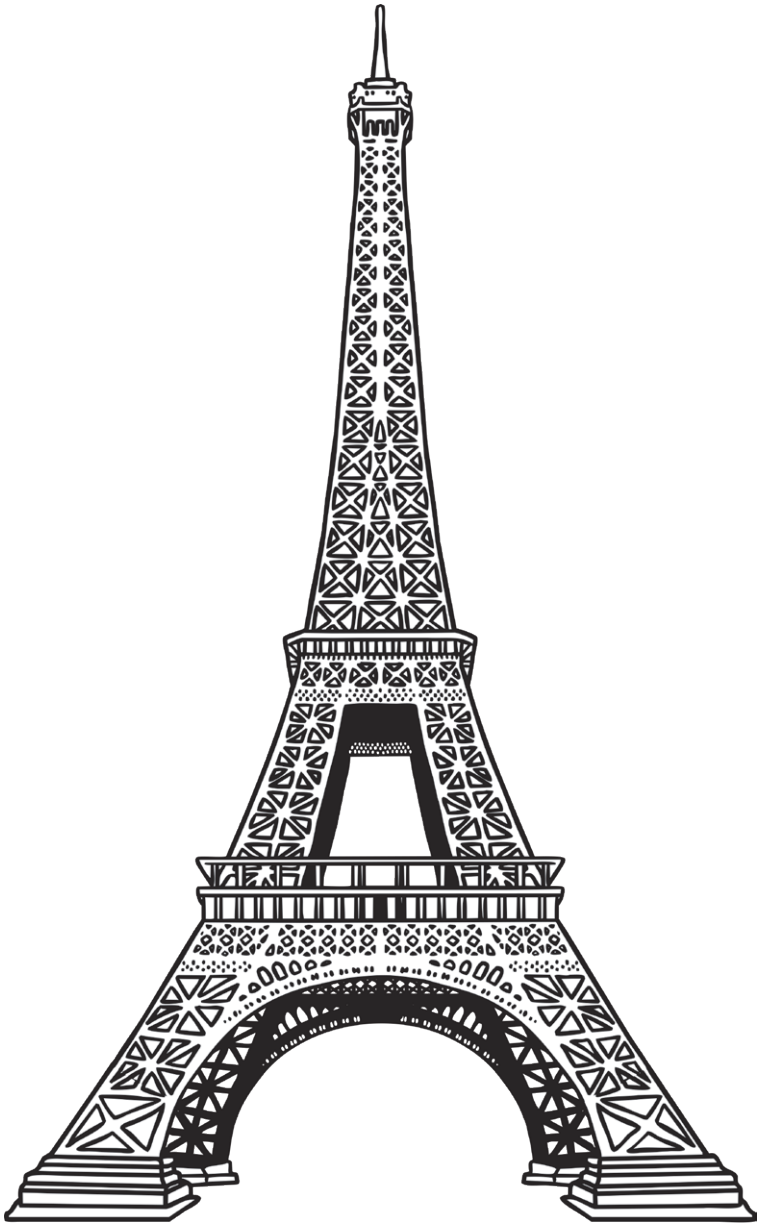
7. who is going to rishi s house on monday C ☐ E ☐ Q ☐ S ☐

---

8. don t talk like that C ☐ E ☐ Q ☐ S ☐

---

9. what a great day C ☐ E ☐ Q ☐ S ☐



Top Tip!

Don't forget the apostrophes in contractions (e.g. can't) or the possessive apostrophe (e.g. the girl's book).

Sentence Types

Statements

Statements are sentences which tell you something.
They end with a full stop.

Rainbows have 7 colours. They are beautiful to look at.

Questions

Questions are sentences that ask you something. They usually end with a question mark.

What did you have for dinner?

Commands

Commands are sentences that tell you to do something. They are found in instructions but can also be urgent or angry and can be very short.

Help me! Please stop doing that.

Exclamations

An exclamation is a sentence beginning with 'What' or 'How'. It is a full sentence, including a verb, which ends with an exclamation mark.

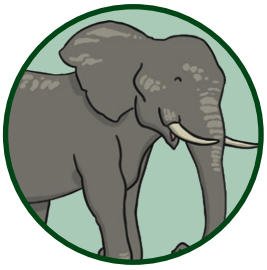
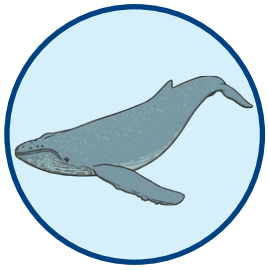
What a dangerous mountain to climb!

Functions of Sentences: Statements, Questions, Commands and Exclamations Activity Sheet

1. Draw a line to match the sentences to the sentence type.

How lucky we are to see a hedgehog!	statement
Where would you like to go for your birthday?	question
Tell me how you did that magic trick!	exclamation
The giraffe is the tallest animal in the world.	command

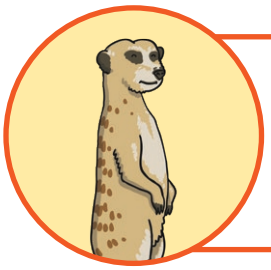
2. Choose one animal from the pictures and write a statement sentence about it.


_____

_____

3. Change these sentences from statements to questions. One has been done for you.



Statement:
Meerkats can look for danger when they stand on their back legs.

Question: Can meerkats look for danger when they stand on their back legs?

Statement: Pandas can only eat bamboo.

Question: _____

Statement: It is summer in Australia.

Question: _____

Statement: Greedy dogs will eat lots of food.

Question: _____

Statement: She could win the game.

Question: _____

Top Tip:
Move the helping verb (e.g. can, is, will, could) to the front of the sentence and add a question mark!

4. Now change these statements into questions.

Statement: Giraffes have long necks.

Question: _____

Statement: Fred likes to play tennis.

Question: _____

Statement: Rashmi went to her dad's house.

Question: _____

Top Tip:
Add **do**, **does** or **did** and **change the verb form.**

5. Use one of these question words to complete the question sentences.

Who What Where When Why

_____is the grass green?

_____have all the apples gone?

_____is it lunchtime?

_____time is it now?

_____has left the pencils in a mess?

Dressing up a Sentence

Can you make this plain sentence fancy and fantastic?

Use the chart to dress up this plain and boring sentence with some descriptive details, then write it in the space below.

The cat is climbing.

Who or what? Write the noun from the sentence.	**Adjective** Words to describe the noun.
What are they doing? Write the verb from this sentence.	**Adverb** How might they be doing it?
Where could this be happening?	



Dressed-up sentence: _____

_____

_____

_____

Dressing up a Sentence

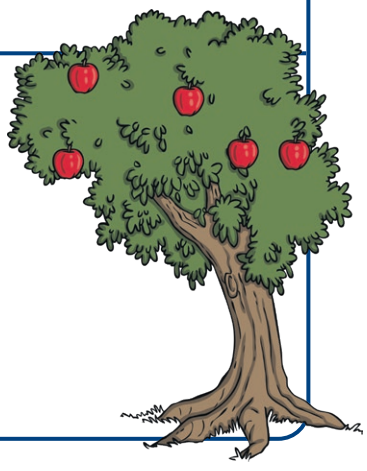
Can you make this plain sentence fancy and fantastic?

Use the chart to dress up this plain and boring sentence with some descriptive details, then write it in the space below.

The tree is growing.

Who or what? Write the noun from the sentence.	**Adjective** Words to describe the noun.
What are they doing? Write the verb from this sentence.	**Adverb** How might they be doing it?

Where could this be happening?



Dressed-up sentence: _____

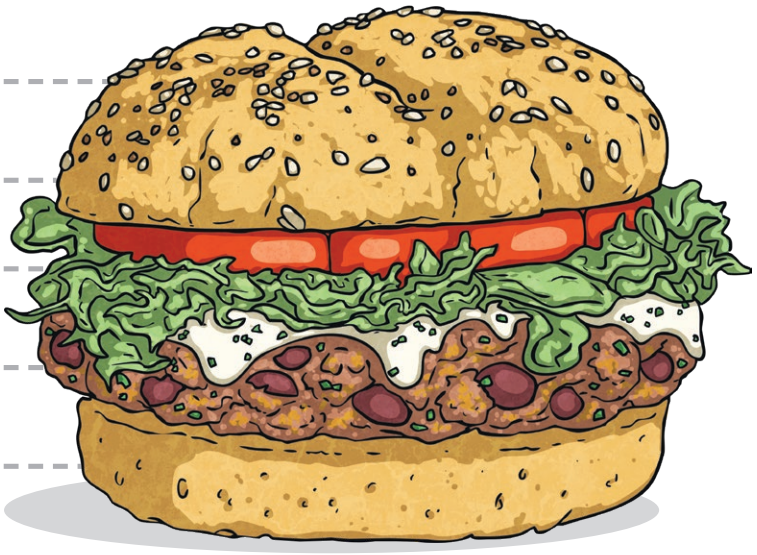
_____

_____

_____

Hamburger Paragraph Writing

- Main Idea Sentence
- Adding Detail Sentence 1
- Adding Detail Sentence 2
- Adding Detail Sentence 3
- Conclusion Sentence



Main Idea Sentence

Adding Detail Sentence 1

Adding Detail Sentence 2

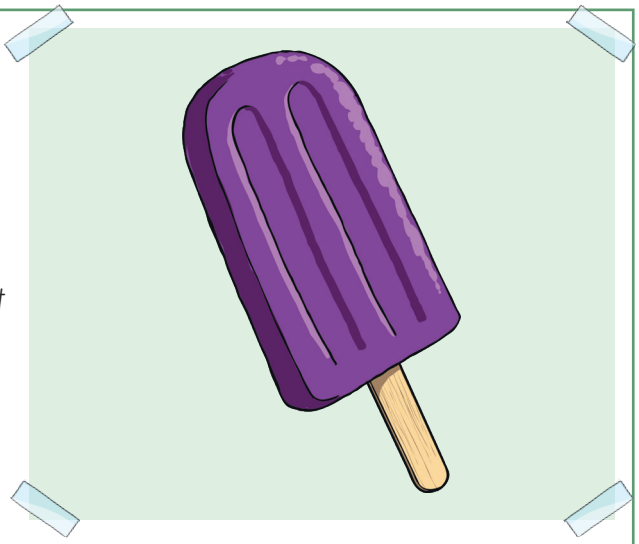
Adding Detail Sentence 3

Conclusion Sentence

Adding Detail by Adding Adjectives

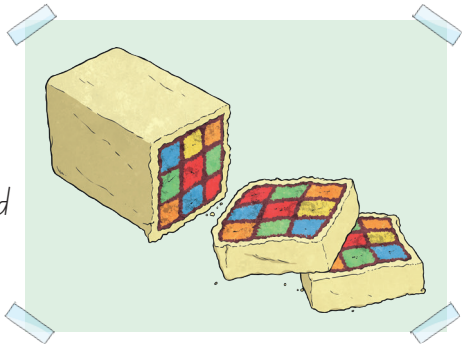
Change the following paragraphs to add in additional adjectives that will provide more detail for the reader.

I was on my way to the dairy. The sun was shining in the sky and it was warm. I was excited about what I would get when I arrived there. I walked into the dairy and the owner greeted me. I stared at the lolly selection and felt the coins in my pocket ready to be spent. Once I made my selection and paid the money, the owner bagged up my lollies and I returned home.



Adding Detail by Adding Adverbs

Rewrite the paragraph below and add in adverbs to make the verb in the sentence pop!



The time had come. Mum walked towards me with the cake on a plate, candles sizzling and smoke drifting off them. She placed the cake down in front of me. She had told me there would be a surprise to the cake but so far when I looked at it, it seemed like an ordinary cake. I took the knife and held it in my hand, blew out the candles and put the sharp tip into the icing. As I pushed the knife into the cake, I pulled a piece away and was surprised to see what I did. There, inside the cake, was the surprise Mum had promised. Multiple coloured squares stacked on top of each other. It looked like a Rubix cube. Mum could see the excitement on my face. She smiled at me and whispered, "Surprise!" My smile went from ear to ear as I cut the cake and gave it to my friends.

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Who?

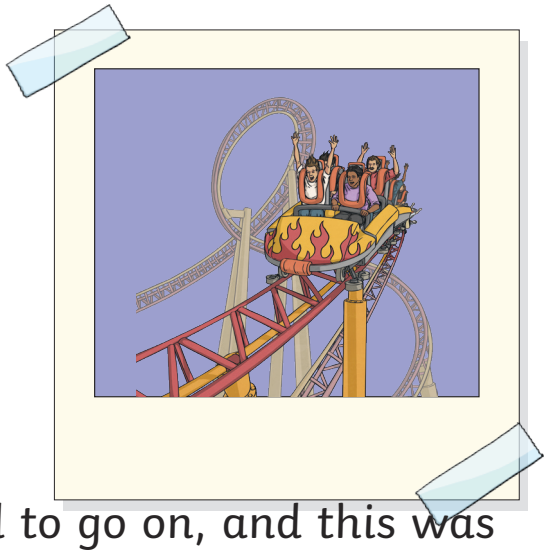
Where?

What was the problem?

How was it solved?

How did the story end?

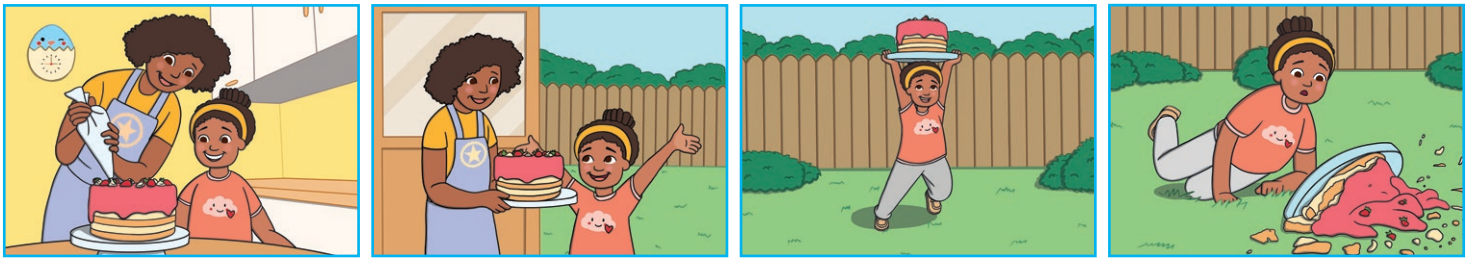
Read the narrative below and write an ending. Be as creative as you can and add your own spin to it.



For as long as Jack could remember, he had been waiting to be tall enough to ride the biggest, scariest rollercoaster at the theme park. His family went every year for his big brother's birthday, and he wasn't tall enough every time. He was sick of watching everyone else go on it. It was the one ride in the park he wanted to go on, and this was going to be his last chance because the park would replace it with something new soon. As soon as they were in the front gates, Jack ran for the rollercoaster, his fingers crossed tightly. He hoped he was taller than the pole the operator brought around to check you were tall enough...

Tell Us The Story

Step 1: Look at the pictures and think about the story.



Step 2: Now complete the mind map about the story.

1. What happened in the beginning?

2. What happened next?

Write the title of your story here:

3. What happened next?

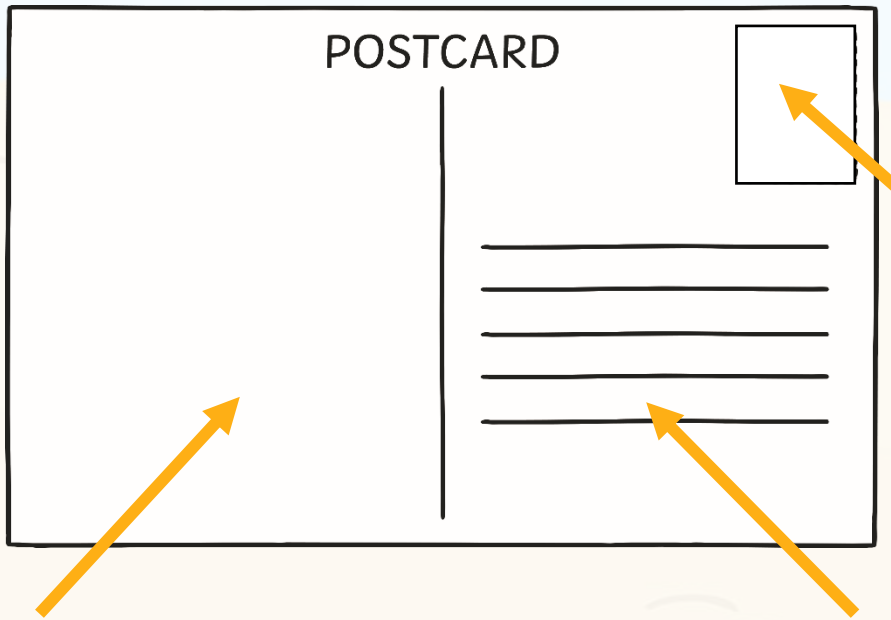
4. What happened at the end?

Step 3: Write the whole story. Use the information on your mind map to help you.



What do you think needs to be included in a postcard?

Space for a picture (on the front).



Space in the top right corner for a stamp

Space to write about your holiday. This is where you write about what you have been doing on holiday.

Blank lines for an address for you to write the name and address of the person you are sending it to.

Post Card Template

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Invitation Checklist

Did I write...

- [ ] who the invitation is for?
- [ ] the address of the party?
- [ ] the date and time?
- [ ] who the invitation is from?
- [ ] my contact details for people to reply?



You are invited to my

BIRTHDAY PARTY

To:_____

Date:_____ Time:_____

Where:_____

_____

_____

From:_____

RSVP:_____

_____

or return the slip below

To:_____

I can / can't attend your birthday party.

From:_____

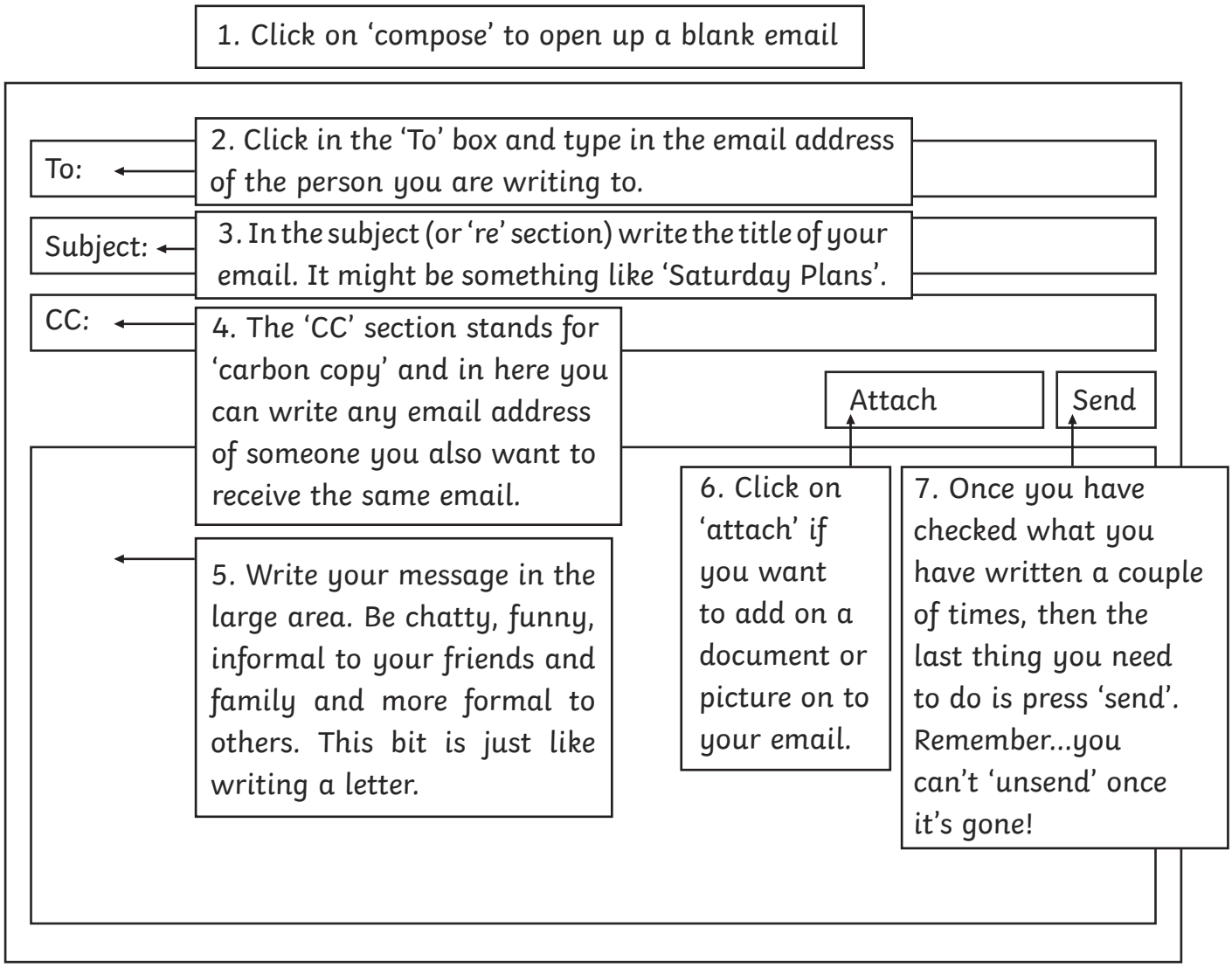
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Send an Email

Before you start, make sure that a trusted adult has helped you set up your email account (this may even be a school account).

Things to check first:

- ☐ An adult has checked that your email account is safe
- ☐ Do you know the person to whom you are sending the email?
- ☐ Do you have the person's email address?



Remember Your Internet Safety:

- **Zip It:** Careful what you say, once you press 'send', you can't unsay it! Don't give away personal information (name address etc) on the Internet.
- **Block It:** Block and delete anything that you don't recognise, upsets you or looks suspicious.
- **Flag It:** Tell a trusted adult about anything you are unsure of.

To:

Subject:

From:

Send

Attach 

Diary Entries

Diary Entry Checklist

Did I...	
include the date and/or time the diary was written?	
write in the past tense?	
use the words **I**, **my**, **we** and **our**?	
write as if I was there?	
write about the most important events in the order they happened?	
describe my feelings?	
use time linking words, e.g **next**, **first** and **then**?	
talk about where events happened?	

Past Tense
Past tense means talking about something that has already happened.
We walked to the shops and bought some bread yesterday.

Don't Forget!
capital letters (A) finger spaces
full stops (.) exclamation marks (!)
question marks (?)

Word Bank

firstly	secondly	next	after	finally
dear	diary	from	happy	excited
scared	worried	delighted	nervous	calm
Monday	Tuesday	Wednesday	Thursday	Friday
Saturday	Sunday	morning	afternoon	evening

Features

the date and/or time the diary was written

I, my, we and our

describe feelings

time linking words

where events happened

past tense

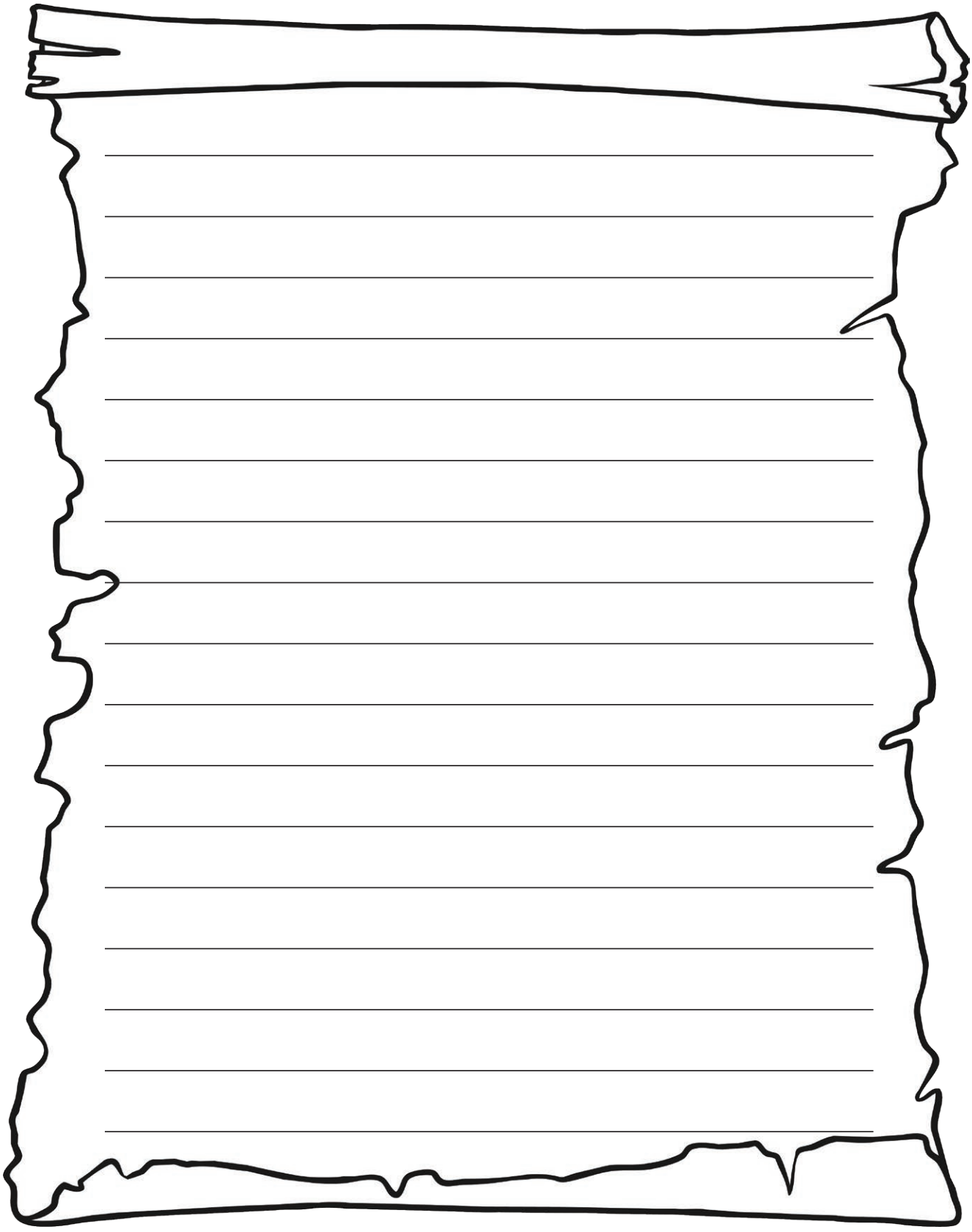
11:59pm
Dear diary,

I feel very worried. I have had a lovely evening and have even danced with the prince! But, it's nearly midnight. I think my fairy godmother said that something would happen at midnight but I can't remember what it was!

This ball has been fantastic. Firstly, I arrived in my carriage and everyone was watching which made me feel very special. Then, I went into the great hall and saw all of the decorations. Finally, the prince asked me if I wanted to dance. I said that I couldn't dance very well but he said that he would teach me. I think he is a very kind person.

I must go, the clock just started chiming.
Cinderella

Diary Entry



Writing a Recipe

Once you have written your recipe, use this checklist to see if you have included all the features.

1. Uses a title that explains what the instructions are for
2. Uses headings and sub-headings
3. Includes an introductory sentence to draw the reader in
4. Includes a list of what is needed, possibly using bullet points
5. Puts the steps in chronological order using numbers or bullet points to separate each instruction
6. Uses imperative (bossy) verbs
7. Uses adverbs, conjunctions and prepositions to add detail to instructions
8. May include a conclusion sentence
9. May include tips and extra advice for the reader
10. May include pictures and captions to guide the reader

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Instructions

How to make a _____

Ingredients

Equipment



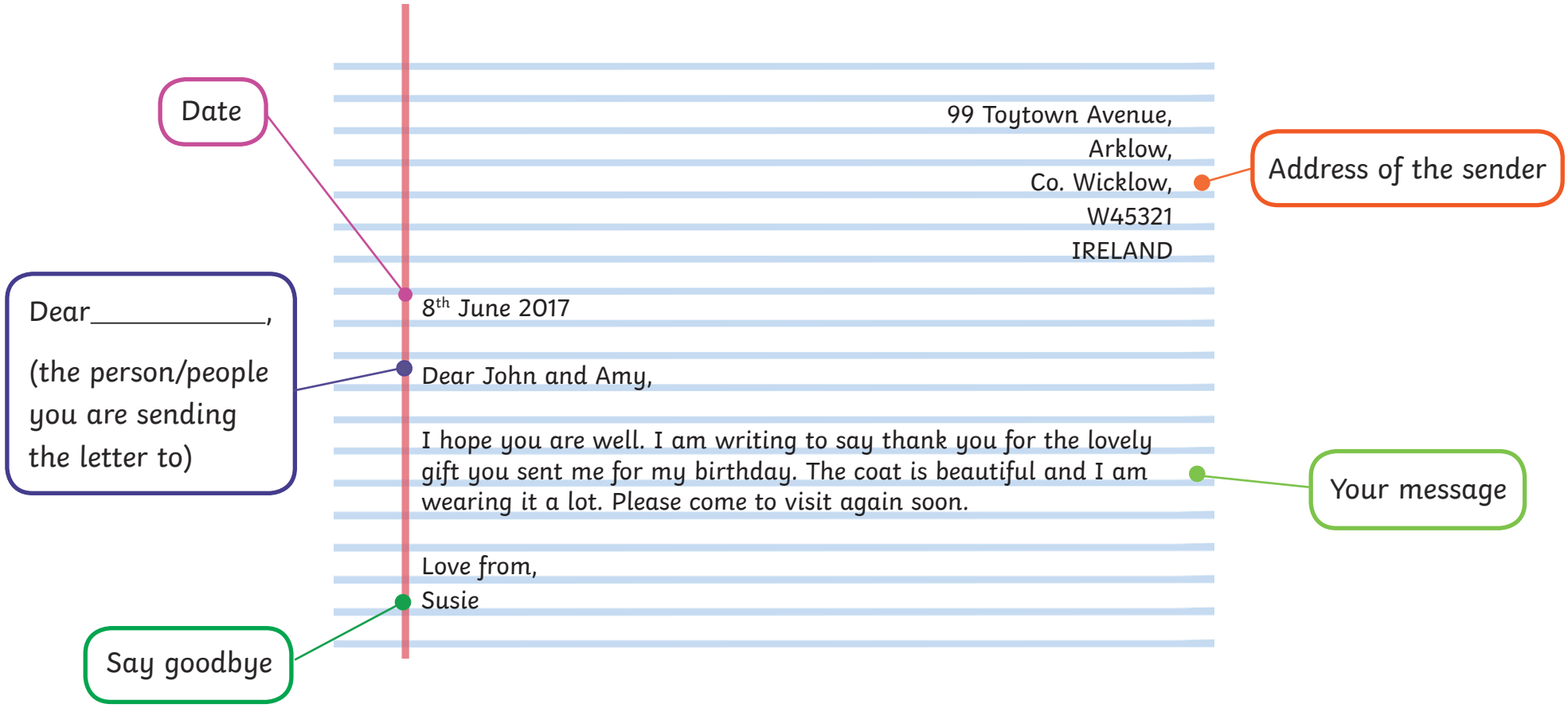
Method

My Shopping List

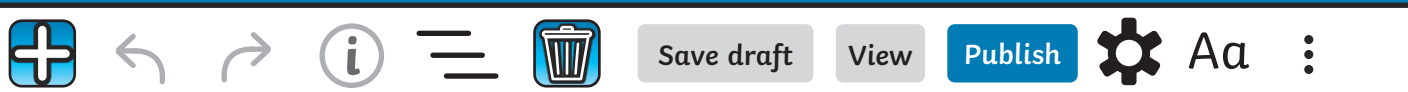
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Writing a Letter

There are some special rules you should follow when writing a letter.
Here is an example of how to write a letter.



Key Features of a Blog Post



Make sure it is something relevant to your blog's topic.

Engage your audience by using a friendly and gentle tone of voice.

Have an interesting introduction to draw your reader in.

Use ambitious vocabulary and vary your sentence structure to keep your writing interesting.

Include useful information and be as precise as you can.

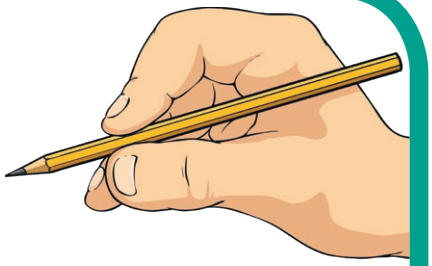
Use pictures or drawings to make it interesting.

Don't write anything too long. Your audience will get tired. If you can, leave your audience wanting to read your next post.

Always make sure you use correct grammar, punctuation and spelling.



Features of a Biography



Purpose:

to give an account of someone's life.

Tense:

- written in the past tense
- Closing statements may use present/ future tense

Structure:

Opens with an **attention grabbing** introduction that summarises the main events of the person's life and makes the audience want to read on.

Key events are written in **chronological order.**

Early life, family, home and influences help the audience to understand the person.

Use relevant images and captions for interest.

Concludes with what they are doing now, or how they are/will be remembered.

Include:

- information about their personality
- specific facts about achievements, influences and significant people

Include:

- their feelings about different points and events in their life
- quotes from the person themselves, or other key people

Include:

- third person pronouns, such as:
  he, she, they, himself, herself, it, their, them

Include:

- adverbials, such as:

  accordingly

  consequently

  therefore

  hence

Include:

- ellipses, repetition, and time conjunctions to link sentences and paragraphs, such as:
  then, after that, this, firstly, whenever

Name: _____

Lived from: _____

Location of Birth: _____

Lived Until: _____

Occupation: _____

Early Life

Career

Legacy