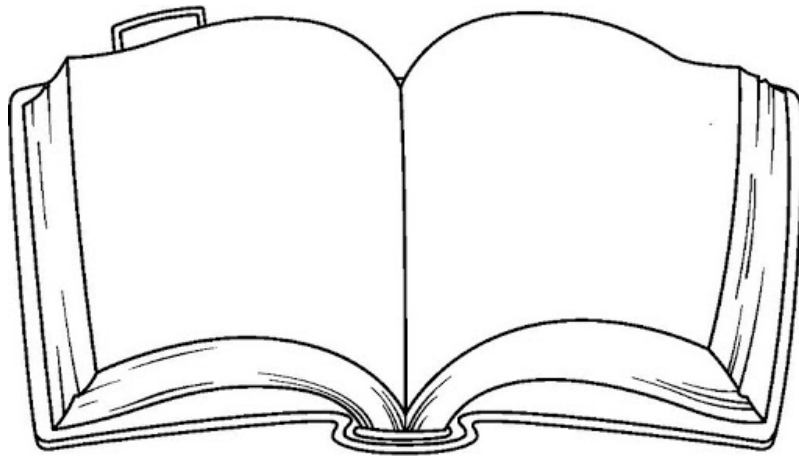


YEAR 4

ENGLISH WRITING

PRACTICE SHEETS



END OF SEMESTER 2

2018-2019

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Writing practice

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Write a story with a historical setting.

Retell the story of Yunus and the whale using the images and planning sheet to help you.





My Story Planning Sheet

1. Beginning

Where does your story start?

Who is there?

What are they doing?

2. Middle

What is the problem?

What happens? (Lots of action and excitement)

3. Sorting out the problem

How is the problem sorted out?

Who sorts it out?

4. End

What happens to the main characters at the end of the story?

What might your last line be?



Setting

Where does your story take place?

What can be seen there?

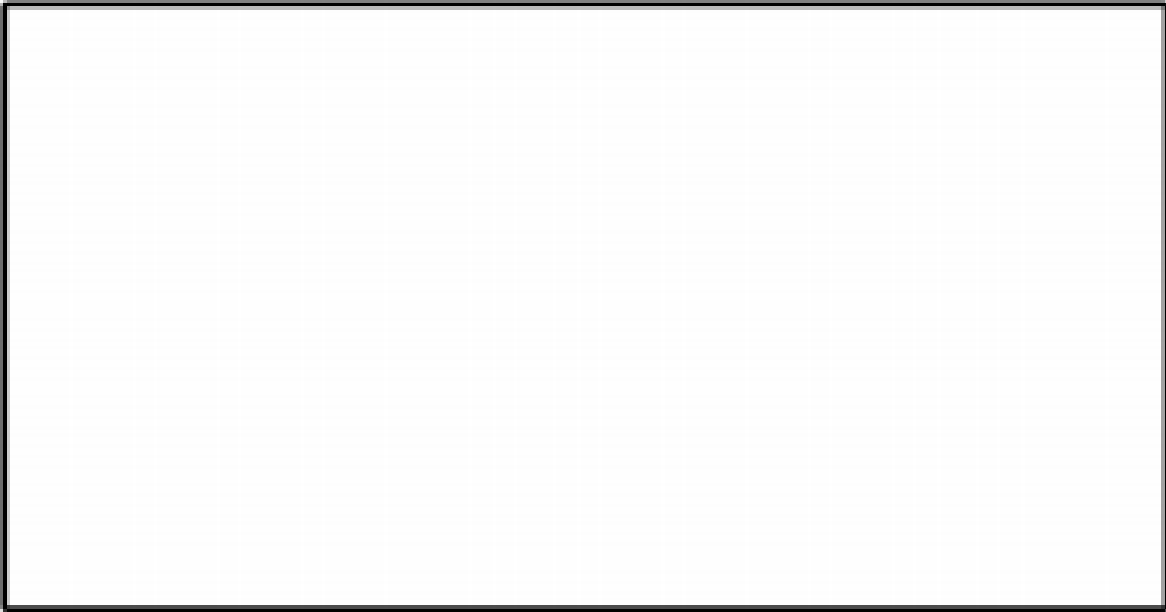
What can be heard there?

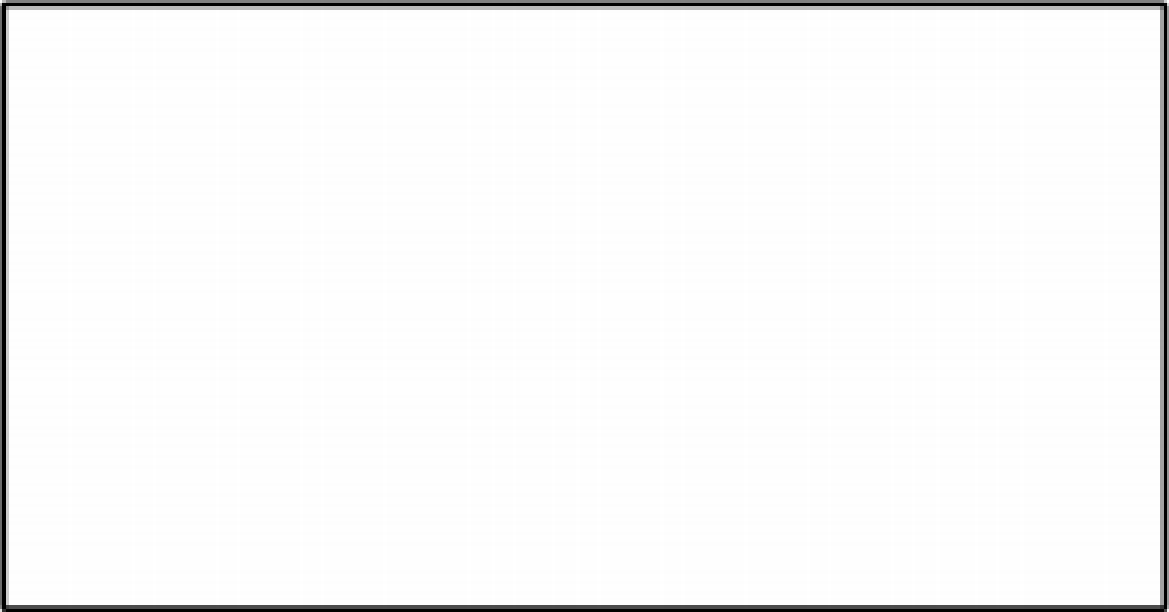
How might your characters feel there?

Which WOW words can you use?

Which connectives can you use?

Draw a picture of your setting:





Write a suspense story



Dilemma

You've gone camping in the forest with your family. As you are driving along the road your car breaks down and comes to a stop. You try to call for help but you have no signal. Your only option is to look for someone nearby to help you. You come across the house above....

Story Mapping Boxes

<p>Beginning</p> <p>What happens at the beginning?</p> <p>Who are the main characters?</p> <p>Where is it set?</p>	
<p>Build up</p> <p>What happens next?</p> <p>How does the story hint at a problem?</p>	
<p>Problem</p> <p>What is the problem within the story?</p>	
<p>Resolution</p> <p>How is this problem resolved/sorted out?</p>	
<p>Ending</p> <p>How does the story end?</p> <p>Does it end happily? Is there a twist to the plot?</p>	

Title:

Author:

Climax

Resolution

Problem

Opening

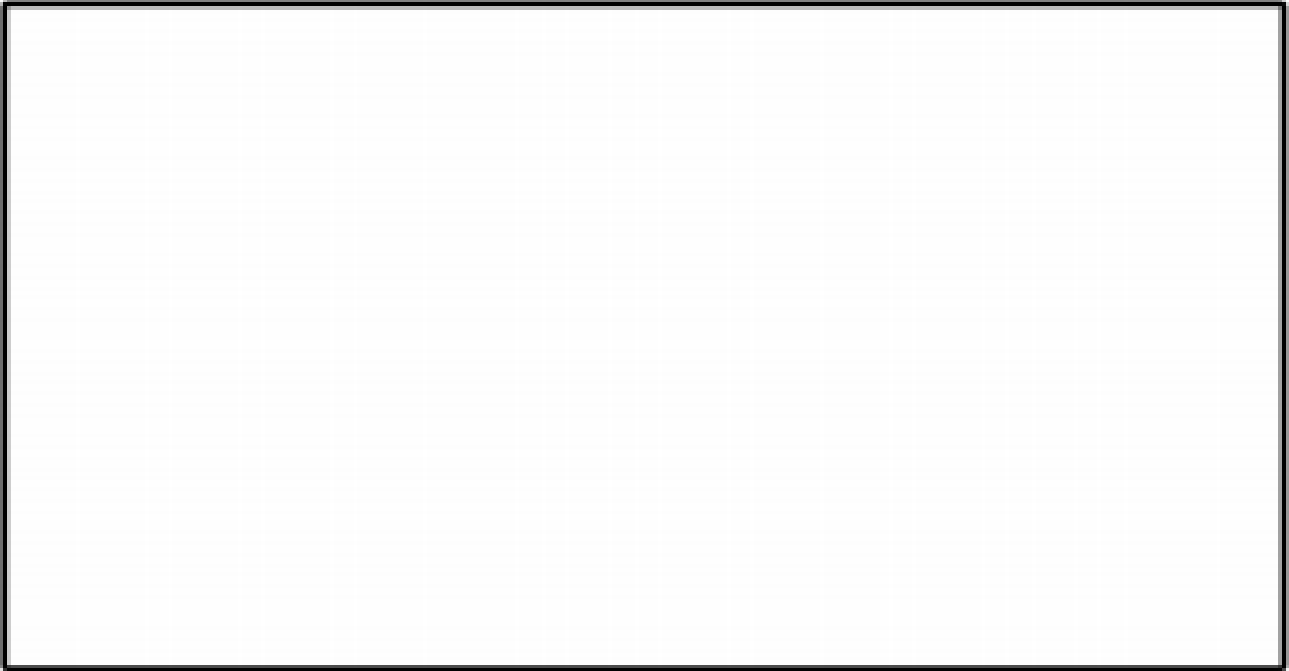
Vocabulary

Ending

Moral

Characters

Setting



Creating own playscript and changing a section of a book into a playscript.

This is an extract from The Lion, The Witch and the Wardrobe.

The children have just gone back to visit Mr Tumnus to find that he has been arrested and taken to the White Witch.

- Read the passage.
- Change the text into a play script adding stage directions and any extra dialogue that you wish.
- Create dialogue for what you think the children do next.

The children stared at each other.

‘I don’t know that I am going to like this place after all,’ said Susan.

‘Who is this Queen Lu?’ said Peter. ‘Do you know anything about her?’

‘She isn’t a real Queen at all,’ answered Lucy, ‘she’s a horrible Witch, the White Witch. Everyone - all the wood people - hate her. She has made an enchantment all over the whole country so that it is always winter here and never Christmas.’

‘I- I wonder if there’s any point in going on,’ said Susan. ‘I mean it doesn’t seem particularly safe here and it looks as if it won’t be much fun either and it is getting colder every minute. And we’ve brought nothing to eat. What about just going home?’

‘Oh but we can’t, we can’t,’ said Lucy suddenly. ‘Don’t you see? We can’t just go home, not after this. It is all on my account that the poor Fawn has got into this trouble. He hid me from the Witch and showed me the way back...’

My Play Script

The characters in this scene are:

The setting is:

Play Script Checklist

A heading (title)

A cast list at the start of the script

A description of Scene 1 and the action that has just occurred

Stage directions in brackets and in present tense.

Adverbs at the start of some dialogue, showing how the line should be read

Characters' names are written on the left

Colons are used after characters' names

There is a new Scene for every time the setting changes

There is a new line for every speaker

There are ellipses ... to show a character is thinking or stuttering

CAPITALS or *italics* have been used to give emphasis to a word

There are NO inverted commas for speech

Prose to playscript- writing frame

(Where are the children now?)

.....

.....

Susan: ()

.....

Peter: ()

.....

Lucy:

.....

.....

.....

Susan: ()

.....

.....

.....

Lucy: ()

.....

.....

.....

The children decided to...?

.....

.....

Write a persuasive letter



PERSUASIVE LETTER WRITING CHECKLIST

	Self-Check	Peer-Check
The sender's address is on the right.		
The recipient's address is on the left.		
The letter shows the date on which it was written.		
There is a greeting to the recipient.		
The opening sentence hooks the reader and explains why you are writing.		
There is an introduction.		
The text is organised into paragraphs, which each have their own point.		
Each point has arguments to support it.		
There is a conclusion which summarises the main point of the letter and reiterates the opinion.		
The letter finishes with 'Yours sincerely' if you know the recipient and 'Yours faithfully' if you do not know the recipient.		



charity

fundraising

good causes

Pudsey

vision

safe

happy



secure

potential

grants

projects

disadvantaged

bring and

buy sale



INTRODUCTIONS

For this reason...

I am sure that...

It is certain...

In the same way...

DETAILS

For example...

In fact...

In support of this...

ENDINGS

As you can see...

Without a doubt...

In brief...



CAUSAL CONJUNCTIONS AND ADVERBIALS

accordingly

consequently

hence

thus

otherwise

OTHER WORDS

arguments

unfair

support



Your address:

Today's date:

Dear _____ (Name of your headteacher)

Introduction: Introduce yourself and briefly explain why you are writing.

Make your first argument and give reasons, facts and examples in support.

Make your second argument and give reasons, facts and examples in support.

Conclusion: Repeat your reasons for writing and thank the reader.

Yours sincerely,

Create a persuasive advert

New Toothpaste Launch

You are now in charge of launching a brand new toothpaste.

Task One: Name it.

Decide on a name for your toothpaste.

|

Task Two: Who will buy it?

Choose your target audience.

Male/female/both/, Age?

What flavour is it?

Is it for a certain type of teeth? E.g. sensitive, white.

Task Three: Describe it.

Choose 5 or more adjectives to describe your toothpaste.

Task Four: Sell it.

Decide what is special about your toothpaste compared with similar items on the market.

Now you're ready to create your advert!

Use the checklist to make sure that you have included all of the correct features.



Checklist	
I have included a catchy slogan or catch phrase, using alliteration, similes, metaphors or rhyming.	
I have included a hook or a promise. E.g. You won't be able to live without...	
I have used superlatives/ exaggeration. E.g. good=best.	
I have used eye catching memorable pictures.	
I have used a special offer to entice buyers.	
I have used a rhetorical question. E.g. Wouldn't you love to...?	
I have used bossy/ imperative verbs and strong adverbs.	
I have used positive adjectives and feelings, ignoring the negatives.	
I have given important product information.	
I have used bullet points, subheadings, labels and words that stand out.	

Name of product

Slogan

Picture of your product



Description of product

Away We Go!

You Will Need:

Paper

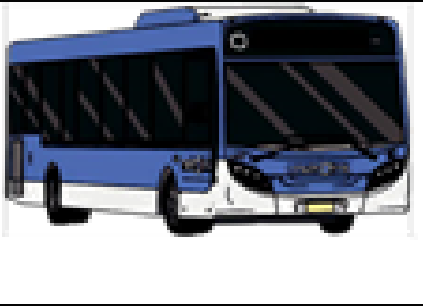

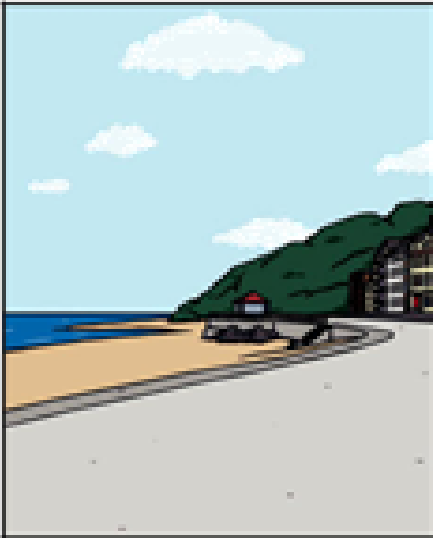
Markers

Access to the Internet

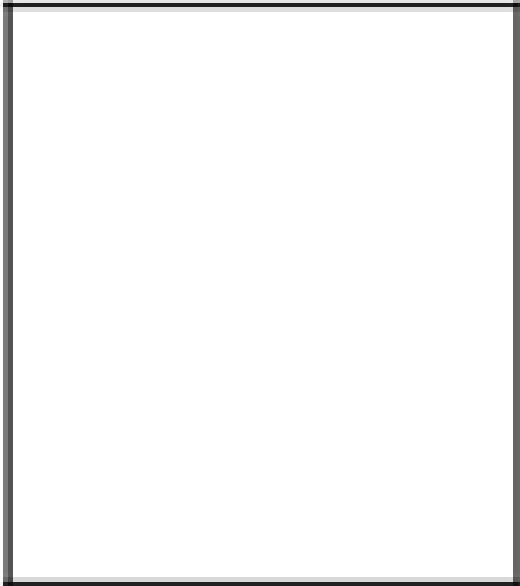
Activity

You are in charge of a travel company. Your task is to choose a country or place in the World and create an advert to persuade tourists to visit this place. Make sure that you include details of the place, interesting facts and pictures that would encourage people to want to visit.

Example:

	Things to see and do	Where to go
(Name of place)	<hr/> <hr/>	
 <hr/> <hr/> <hr/>		<hr/> <hr/> <hr/> <hr/> <hr/>

Things to see and do



Where to go

