



WRITING RESOURCE PACK

This resource pack identifies the text types mentioned in the Supporting Documents for Level 5 (Year 3 and Year 4) and for Level 6 (Year 5). Each genre is briefly described and is pegged to the learning outcomes and skills in the Supporting Documents. The success criteria for teachers are tailored to every genre and establish what teachers should be assessing. The success criteria for learners allow learners to self-assess, monitor, reflect and identify learning gaps. Writing frames serve as writing outlines as well as language scaffolds. The writing models provide concrete examples that help learners understand the structures, conventions and organisational features of every genre. The suggested titles are examples of authentic text activities. They are in line with the themes identified in the Supporting Documents and indicate the genre, audience and purpose (GAP) of each writing task. For further support, writing organisers and word mats are presented in this document to help learners plan a writing task and use words and phrases that can complement it. Marking schemes available in the Supporting Documents for Year 3, Year 4 and Year 5, can be used as guides when marking writing and giving feedback.

Contents

Writing a caption	3
Writing a postcard	7
Writing a short story	13
Filling in a form	19
Writing an informal letter	26
Writing an informal email	34
Writing a list	41
Writing a message	46
Writing an invitation	54
Writing a set of instructions	61
Writing a non-chronological report	69
Writing an advert	79
Writing a recount	87
Writing directions	94
Designing a poster	101
Writing an opinion article	107
Graphic Organisers	113
Word Mats	130

Writing a caption

What is a caption?

The writing of a caption is featured in Level 5 in Year 4. A caption consists of a sentence or phrase which describes the picture in as few words as possible. The information included is very detailed and specific but short and to the point. A caption can simply state who is in the picture, who is doing what, when, where and why. It is essentially a descriptive title under a photograph/visual. It can also include a quote or a saying, which can be humorous or inspirational. Present tenses are generally used. Learners can leaf through magazines, leaflets or brochures to select the picture, bring their own photos or else draw or paint their own pictures. It can also be done on digital platforms like PicSay or PicCollage.

Reference to LOs

When writing a caption, learners are mainly working to achieve these Year 4 Learning Outcomes:

Year 4	
W5.2	I can, at an elementary level, use appropriate format and features of presentation to convey the purpose of a text.
W5.4	I can, with support, edit and revise my written work.
W5.6	I can use words to achieve effects in my writing.
W5.8A	I can participate in writing for a range of purposes and write in some genres.
W5.11	I can add detail and interest to basic sentence structures in a variety of ways.

Success Criteria for teachers

The following success criteria, which are in line with the Marking Criteria for Writing on p. 24 (LOF Year 4), can be used by teachers when assessing captions:

Success Criteria	Marking Criteria
Learners included information that describes or adds information to the picture.	Content and Relevance
Learners used correct sentence structures.	Organisation and Structure
Learners included suitable, descriptive vocabulary.	Vocabulary
Learners made correct use of grammar.	Language use
Learners used correct spelling and punctuation.	Spelling and Punctuation

Success criteria for learners

The following success criteria can be used by learners to self-assess their work.

Writing a caption



- ☐ My sentence describes who/what is in the picture.
- ☐ My sentence describes what is happening in the picture.
- ☐ My sentence is clear, focused and easy to understand.
- ☐ I used present tenses.
- ☐ My sentence begins with a capital letter.
- ☐ My sentence ends with the correct punctuation marks.
- ☐ I checked for spelling errors.



Writing Models

Your school will be publishing the school yearbook soon. Write captions for the following pictures.

Thematic Area: Personal Identification



The Year 4 pupils visit Esplora and enjoy hands-on activities.



The Year 5 pupils visit the modern National Aquarium in Malta and learn about different fish species that live in the Mediterranean.

Suggested titles

These photos are to be published on your school magazine. Write a caption for each one.



Thematic Area: Year 4 - Environment



Thematic Area: Year 4 - Hobbies and Leisure



Thematic Area: Year 4 - Shopping Services

Writing a postcard

What is a postcard?

The writing of a postcard is featured across Level 5 in both Year 3 and Year 4. In Year 3 learners are expected to write between 20 to 30 words. In Year 4 learners are expected to write between 30 to 40 words. A postcard consists of a brief, friendly greeting you send to a close friend or relative while you are abroad. Usually it includes a brief description of places visited or activities done or to be done.

Reference to LOs

When writing a postcard, learners are mainly working to achieve these Learning Outcomes:

Year 3	Year 4
W5.9 I can write a paragraph appropriately for an audience and with a purpose.	W5.2 I can, at an elementary level, use appropriate format and features of presentation to convey the purpose of a text.
	W5.4 I can, with support, edit and revise my written work.
	W5.6 I can use words to achieve effects in my writing.
W5.12 I can make a text more interesting or more relevant to me by changing the vocabulary.	W5.7 I can express my opinions in writing on a range of topics.
	W5.8A I can participate in writing for a range of purposes and write in some genres.
W5.14 I can use resources to help me plan my written work and present it accurately.	W5.11 I can add detail and interest to basic sentence structures in a variety of ways.
	W5.15 I can organise my ideas into a clear, cohesive and coherent paragraph.

Success criteria for teachers

The following success criteria, which are in line with the Marking Criteria for Writing on p. 26 (LOF Year 3) and p. 24 (LOF Year 4), can be used by teachers when assessing a postcard:

Success Criteria	Marking Criteria
Learners wrote the recipient's address on the right-hand side of the postcard.	Organisation and Structure
Learners used the left part of the back of the postcard to write their message.	Organisation and Structure
Learners wrote "Dear" and the recipient's name, followed by a comma on the left-hand side.	Organisation and Structure
Learners wrote a concise and warm message to the recipient and included information about their travels (e.g. weather, accommodation, places visited...).	Content and Relevance Vocabulary
Learners included a closing statement like "Best" or "Love", followed by a comma.	Organisation and Structure
Learners signed off the postcard.	Organisation and Structure
Learners used correct sentence structures.	Language use
Learners used correct spelling and punctuation.	Spelling and Punctuation

The following success criteria can be used by learners to self-assess their work.

Writing a postcard



- ☐ My postcard starts with “Dear” followed by the receiver’s name and a comma.
- ☐ My postcard has information about my holiday (where I am, how long I am staying, what I did, what I am going to do...).
- ☐ My postcard closes with “Best wishes”, “Yours” or “Love” followed by a comma.
- ☐ I signed off my postcard.
- ☐ I used the first person ‘I’.
- ☐ My postcard has a stamp and the recipient’s address.
- ☐ My postcard is neat and legible.
- ☐ My sentences begin with capital letters.
- ☐ My sentences end with the correct punctuation marks.
- ☐ I checked for spelling errors.




Writing Frame – Postcard

<div>Opening</div> <div>Name of person receiving postcard</div>	<div data-bbox="1208 365 1401 577">Place postage stamp here.</div> <div data-bbox="887 752 1311 1043"><hr/><hr/><hr/><hr/></div> <div data-bbox="898 1133 1331 1261">Address of person receiving postcard</div>
<div data-bbox="209 539 456 573">Dear _____,</div> <div data-bbox="98 1149 204 1189">Closing</div> <div data-bbox="392 1149 560 1189">Best wishes,</div> <div data-bbox="384 1424 536 1464">Signature</div>	

Writing Model

You are Leah and you are on holiday in London. Send a postcard to your friend Tammy Grech who lives in 118, Old Mill Street, Rabat, RBT1234, Malta. Tell her about the weather, where you are staying and what you are doing.

Thematic Area: Year 3 – Places and Directions/The World Around Us
Year 4 – Travel and Country

<p>Dear Tammy,</p> <p>We have arrived in London. We are staying in a luxurious 5-star hotel near St Paul's Cathedral. The weather is chilly as expected. We went on the famous London Eye and did some serious shopping. Tomorrow we plan on going to Buckingham Palace and hopefully I'll meet the Queen. I got you a keychain to add to your collection. I can't wait to show you all the photos that I've taken. Wish you were here.</p> <p style="text-align: right;">Love,</p> <p style="text-align: right;">Leah</p>	 <p style="text-align: center;">_____ Ms Tammy Grech</p> <p style="text-align: center;">_____ 118, Old Mill Street</p> <p style="text-align: center;">_____ Rabat, RBT1234</p> <p style="text-align: center;">_____ Malta</p>
--	--

Suggested titles:

You are visiting South America to learn about different countries. Write a postcard to your family to tell them where you went, what you saw and where you will go.



Thematic Areas:

Year 3: The World Around Us

Year 4: Travel

You are on holiday with your family in Italy. Write a postcard to your best friend and tell him about your trip.



Thematic Areas:

Year 3: The World Around Us/Transport/
Family and Friends

Year 4: Travel/
Relationships

You have travelled to London for the very first time. Write a postcard to your friend Eric to tell him how your trip on the plane went and your experience on the double decker bus and/or train.



Thematic Areas:

Year 3: Transport/
The World Around Us

Year 4: Travel

Writing a short story

What is a short story?

The writing of a short story is featured across Level 5 in both Year 3 and Year 4 and across Level 6 in Year 5. Word length varies per year.

Year 3	Year 4	Year 5
50-70 words	70-100 words	100-140 words

A short story is usually written in the first or third person narrative and is real or imaginary. It should consist of an introduction in which you set the scene (who is involved, time, place), a main body consisting of one, two or three paragraphs in which you present the problem, culminating in a climax leading to the resolution and an ending which can include the moral of the story.

Reference to LOs

When writing a short story, learners are mainly working to achieve these Learning Outcomes:

Year 3	
W5.9	I can write a paragraph appropriately for an audience and with a purpose.
W5.12	I can make a text more interesting or more relevant to me by changing the vocabulary.
W5.14	I can use resources to help me plan my written work and present it accurately.
Year 4	
W5.2	I can, at an elementary level, use appropriate format and features of presentation to convey the purpose of a text.
W5.4	I can, with support, edit and revise my written work.
W5.6	I can use words to achieve effects in my writing.
W5.8B	I can participate in writing for a range of purposes and write in some genres.
W5.11	I can add detail and interest to basic sentence structures in a variety of ways.

W5.15	I can organise my ideas into a clear, cohesive and coherent paragraph.
Year 5	
WR6.2	I can use appropriate format and features of presentation to convey the purpose of a text.
WR6.4	I can use resources to help me plan my written work and present it accurately.
WR6.5	I can revise and edit work with minimal support.
WR6.7	I can use words to achieve effects in my writing and use a range of vocabulary and expressions that set specific moods and depict scenes.
WR6.9	I can participate in writing for a wide range of genre, audience and purposes (GAP).
WR6.16	I can organise my ideas into clear, cohesive and coherent paragraphs sustained over an extended piece of writing.

Success Criteria for teachers

The following success criteria, which are in line with the Marking Criteria for Writing on p. 26 (LOF Year 3), p. 24 (LOF Year 4) and p.34 (LOF Year 5) can be used by teachers when assessing a story:

Success Criteria	Marking Criteria
Learners included a brief introduction, one to three paragraphs for the body and a satisfying conclusion that links to the opening.	Organisation and Structure
Learners addressed the title (e.g. described, narrated, explained, informed).	Content and Relevance
Learners indented each paragraph and skipped a line between every paragraph.	Organisation and Structure
Learners created a setting by writing about who, what, where and when.	Content and Relevance Vocabulary
Learners built up the events logically.	Organisation and Structure
Learners included details, descriptions using the 5 senses, adjectives, verbs and adverbs.	Vocabulary Language Use Content and Relevance
Learners used correct spelling and punctuation.	Spelling and Punctuation

The following success criteria can be used by learners to self-assess their work.

Writing a short story



- ☐ My story has at least one character.
- ☐ I created a setting by writing about who, what, where and when.
- ☐ My story has a beginning, a middle and an ending.
- ☐ My introduction consists of 2/3 sentences and sets the scene.
- ☐ My paragraphs are organised and link with linking words (e.g. suddenly, after that...)
- ☐ My first body paragraph tells me how the story starts.
- ☐ My second body paragraph presents me with the problem.
- ☐ My third body paragraph presents me with the climax and resolution.
- ☐ My conclusion consists of 2/3 sentences and presents me with the moral of the story.
- ☐ I used the 5 senses, adjectives and adverbs to make my description detailed.
- ☐ I used figures of speech such as similes, metaphors, personifications and onomatopoeic words.
- ☐ My sentences begin with capital letters.
- ☐ My sentences end with the correct punctuation marks.
- ☐ I checked for spelling errors.
- ☐ I skipped a line between each paragraph.
- ☐ I indented every paragraph.
- ☐ My story is neat and legible.



Writing Frame – Short Story

<p><u>Introduction</u> Introduce the main characters and the setting.</p>	
<p><u>Body 1 - Build-Up</u> Develop the characters and the setting.</p> <p>Include the points that lead up to the climax or conflict.</p>	
<p><u>Body 2 - Conflict/Climax</u> Describe the conflict/ climax in the story and the characters' reaction.</p>	
<p><u>Body 3 – Ending/Resolution</u> Explain how the conflict is resolved and what happens at the end.</p>	
<p><u>Conclusion</u> State the moral of the story.</p>	

Writing Model

This week your teacher announced a **Short Story Competition**. You have been asked to write about an unforgettable experience. The **best entry will be hung on the class noticeboard**. Write your **short story**.

Thematic Areas: Year 4 – Personal Stories and Adventures

Year 5 – Space and Travel



When I met an Alien

Last Saturday it was a beautiful day with a spotless sky. My family and I invited my aunty, uncle and cousins to a picnic in a garden, a stone's throw away from my house.

As soon as we arrived, my mum laid the red and white picnic blanket on the lush, green grass. My cousin George brought his football with him and we had a whale of a time playing football. Accidentally, my youngest cousin, Tim threw the ball behind the bush and I dashed to get it. As soon as I got near the bush I realised that someone was hiding behind it. I approached it cautiously and ...

It was there when I saw it. I could not believe my eyes. In front of me, long and lanky, stood an alien. The alien, clad in a pink suit, had green skin, three round bulgy eyes and long antennae. I wanted to run away but curiosity got the better of me. He told me his name was Wizny and he was exploring our planet. Then, I introduced myself and my family while we offered him some of our left-over food.

Suddenly, Wizny became very sad. Apparently, Wizny's shuttle ran out of fuel and he couldn't return home. To our astonishment, Wizny's shuttle ran on water. How eco-friendly! We gave him plenty of water to fill up his shuttle and some more in a jerry can. Wizny was very grateful. With all the excitement his face turned a bright red. What a fascinating creature!

Soon it was time for the alien to go back to his planet Mars. It was extremely intriguing finding out all about Wizny's life. We bid him farewell and promised each other to meet again. WHAT AN UNFORGETTABLE DAY!

Suggested titles:

You are going to write a scary story of when you and your friends got caught in a storm during a hike. The story is going to be published in the school magazine. Write the short story.



Thematic Areas:

Year 3: Family and Friends

Year 4: Weather and Natural Disasters

The teacher wants to publish a list of mysterious stories on the school website. You are going to write a story about an abandoned house that you and your friends explored. Write the short story.



Thematic Areas:

Year 3: Family and Friends

Year 4: The Home/Personal Stories and Adventures

Year 5: Places

You want to take part in a writing competition. The winner will have the story published in a book about animals. You are going to write the story of when you found a strange animal. Write the short story.



Thematic Areas:

Year 3: Animals

Year 4: Personal Stories and Adventures

Year 5: The Natural World and Wildlife

Filling in a form

What is a form?

Filling in a form is featured across Level 5 in both Year 3 and Year 4. An identity kit is usually a form filling task which learners need to complete with personal information for a specific purpose such as to enrol in a gym, to give feedback, to register for a course or to leave one's contact details.

Reference to LOs

When filling in a form, learners are mainly working to achieve these Learning Outcomes:

Year 3	
W5.9	I can write a paragraph appropriately for an audience and with a purpose.
W5.12	I can make a text more interesting or more relevant to me by changing the vocabulary
Year 4	
W5.4	I can, with support, edit and revise my written work.
W5.6	I can use words to achieve particular effects in my writing.
W5.8C	I can participate in writing for a range of purposes and write in some genre.
W5.11	I can add detail and interest to basic sentence structures in a variety of ways.

Success Criteria for teachers

When filling in a form, teachers can use the following success criteria for assessment:

Success Criteria	Marking Criteria
Learners included correct and concise information about themselves.	Content and Relevance Vocabulary
Learners used correct spelling and punctuation.	Spelling and Punctuation

Success criteria for learners

The following success criteria can be used by learners to self-assess their work.

Filling in a form



- ☐ My form contains information about myself.
- ☐ My personal information starts with capital letters.
- ☐ My sentences begin with capital letters.
- ☐ My sentences end with the correct punctuation marks.
- ☐ I checked for spelling errors.
- ☐ My form is neat and legible.



Writing Model 1

You want to become a member of Kids Reading Club because it offers discounts when buying books. Fill in this application form with your personal information correctly.

Thematic Areas: Year 3 – Personal Stories and Adventures/ Sports and Free Time

Year 4 – Personal Identification/Hobbies and Leisure



Name: _____ Address: _____

_____ Postcode: _____

Date of Birth: _____ Age: _____

Home number: _____ Mobile: _____ Email: _____

How did you hear about us?

Social Media ☐ Newspaper ☐ Radio ☐ Friend/Relative ☐

☐ Tick this box if you do not wish to receive further information regarding promotions and events from us.

Parent/Guardian Signature

Date

Return your application for the Kids' Club to:

In person: Kids' Club Office, Uphill Street, Naxxar

By post: Kids' Club Home,
Uphill Street,
Naxxar P.O. Box 1234,
NXR 1902

By email: kidsclub@gmail.com

Writing Model 2

You want to **participate in a competition and the winner wins a trip to Euro Disney**. For this competition you have to create **an identity kit** about yourself, design a badge for your superhero's costume and write a story about your superpowers.

Thematic Area: Year 4 - Personal Stories and Adventures

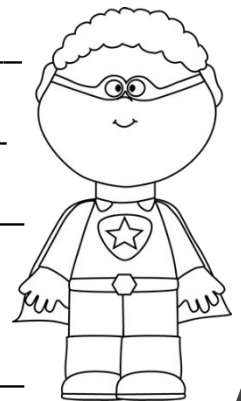
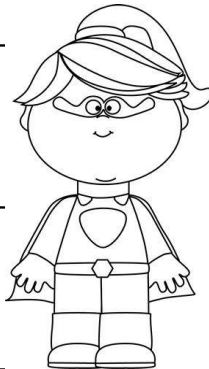
Superhero File

Name of superhero:

Special superpower:

Secret identity:

Most famous bold feat/achievement:



Design the badge.

Suggested forms:

Kids'R'Us is a popular toy-store. You want to benefit from its offers and find out about events, competitions, new toys and special activities. Fill in this application form to become a member.

Thematic Areas: Year 3 – Sports and Free Time

Year 4 – Hobbies and Leisure



First Name: _____ Surname: _____

Address: _____

Town: _____ Postcode: _____ Country: _____

Phone: _____ Email: _____

Date of Birth: _____ Nationality: _____

Terms and conditions

☐ I accept the Kids'R'Us [terms and conditions](#).

Kids'R'Us Rewards communications

If you would like to hear from Kids'R'Us, about your Kids'R'Us Rewards membership benefits and the latest events and offers, please tick below to receive marketing communications.

Yes, please contact me via **EMAIL** ☐

I am also happy to be contacted via **SMS** ☐ **PHONE** ☐ **POST** ☐

Please note, if you have not ticked any of the above boxes, you will not receive any rewards-specific marketing communications.

SUBMIT ►

You want to become a member of Book Attic Bookshop Club so you can benefit from several discounts and earn many prizes. Fill in this form.

Thematic Areas: Year 3 – Sports and Free Time

Year 4 – Hobbies and Leisure

Child's Information

Full name:..... Surname:.....

Address:.....

.....Postcode:.....

Parent's Email: Home Tel No:

Mobile Tel No:

Date of Birth:..... Nationality.....

School:

What kind of books do you enjoy reading?



- | | | |
|---|---|--|
| <input type="checkbox"/> Activity books | <input type="checkbox"/> Classic & Literature | <input type="checkbox"/> Comics & Graphic |
| <input type="checkbox"/> Educational | <input type="checkbox"/> Fiction | <input type="checkbox"/> Novels |
| <input type="checkbox"/> Hobbies, Interests
& Crafts | <input type="checkbox"/> Humour | <input type="checkbox"/> General Reference |
| <input type="checkbox"/> Poetry | <input type="checkbox"/> Movie/TV tie-ins | Other:..... |

What influences you when choosing a book?



- | | | |
|---|--|--|
| <input type="checkbox"/> Adverts | <input type="checkbox"/> Word of mouth | <input type="checkbox"/> Content |
| <input type="checkbox"/> Offers | <input type="checkbox"/> Reviews | <input type="checkbox"/> Recommendation by |
| <input type="checkbox"/> Recommendations
by school | <input type="checkbox"/> Shop display | friends/family |
| | | Other: |

How did you find about Book Attic Bookshop Club?

I hereby confirm that the above information has been given freely. In addition, I am hereby giving the consent for the processing of said information.

Signature:.....

Date:.....

Kindly return this form by hand to any Book Attic Bookshop or by mail to: Book Attic Bookshop Club, P.O. Box 21, Marsa, Malta.

Your friend Lisa has gone missing and you want to find her. Fill in Lisa's identity-kit. This will be displayed in public places.

Thematic Areas: Year 3 – The Body and the Face/Family and Friends

Year 4 – Personal Identification

Have you seen Lisa?



Name:

Age at time of disappearance:.....

Weight:

Height:

Hair:

Eyes:

Clothes she was wearing at time of disappearance:.....

.....

Distinguishing marks:.....

Missing since:.....

Last seen:

Details:.....

PLEASE HELP!

**IF YOU HAVE ANY INFORMATION PLEASE CALL ON
99123456**

Writing an informal letter

What is an informal letter?

The writing of an informal letter is featured across Level 5 in both Year 3 and Year 4 and across Level 6 in Year 5. Word length varies per year.

Year 3	Year 4	Year 5
50-70 words	70-100 words	100-140 words

Informal letters are messages usually handwritten to a person/s you know well such as a close relative or friend and are sent by mail. Therefore, apart from letter writing learners should also know how to write their address and how to address an envelope.

Letters are written for a specific reason such as to:

- give/ask for advice/help
- give/ask for news
- give/ask for information
- apologise
- thank someone
- narrate
- describe
- congratulate
- invite
- accept/refuse an invitation
- make suggestions
- give instructions
- give directions

Letters should consist of an introduction in which you greet the person, refer to the last letter and explain why you are writing, a main body consisting of one, two or three paragraphs and a conclusion where you sum up your letter, give your regards and ask the receiver to write back.

Reference to LOs

When writing an informal letter, learners are mainly working to achieve these Learning Outcomes:

Year 3	
W5.9	I can write a paragraph appropriately for an audience and with a purpose.
W5.12	I can make a text more interesting or more relevant to me by changing the vocabulary.
W5.14	I can use resources to help me plan my written work and present it accurately.
Year 4	
W5.2	I can, at an elementary level, use appropriate format and features of presentation to convey the purpose of a text.
W5.4	I can, with support, edit and revise my written work.
W5.6	I can use words to achieve particular effects in my writing.
W5.7	I can express my opinions in writing on a range of topics.
W5.8A	I can participate in writing for a range of purposes and write in some genres.
W5.11	I can add detail and interest to basic sentence structures in a variety of ways.
W5.15	I can organise my ideas into a clear, cohesive and coherent paragraph.
Year 5	
WR6.2	I can use appropriate format and features of presentation to convey the purpose of a text.
WR6.4	I can use resources to help me plan my written work and present it accurately.
WR6.5	I can revise and edit work with minimal support.
WR 6.7	I can use words to achieve effects in my writing and use a range of vocabulary and expressions that set specific moods and depict scenes.
WR6.9	I can participate in writing for a wide range of genre, audience and purposes (GAP).
WR6.16	I can organise my ideas into clear, cohesive and coherent paragraphs sustained over an extended piece of writing.

Success Criteria

The following success criteria which are in line with the Marking Criteria for Writing on p. 26 (LOF Year 3), p.24 (LOF Year 4) and p.34 (LOF Year 5) can be used by teachers when assessing an informal letter:

Success Criteria	Marking Criteria
Learners wrote their address in the upper right-hand corner.	Organisation and Structure
Learners skipped a line under their address and wrote the date in full.	Organisation and Structure
Learners skipped a line and on the left-hand corner, wrote the salutation “Dear” and the recipient’s name, followed by a comma.	Organisation and Structure
Learners skipped a line and from under the comma wrote a brief introduction, skipped a line and wrote one, two or three paragraphs for the body, skipped a line and wrote a brief conclusion.	Organisation and Structure
The learners addressed the title (e.g. described, narrated, explained, informed...).	Content and Relevance
The learners skipped a line, wrote a closing statement like "Best regards", “Best wishes” or “Love” in the centre, followed by a comma.	Organisation and Structure
Learners skipped two lines and signed off the letter.	Organisation and Structure
Learners indented all the paragraphs.	Organisation and Structure
Learners included details, descriptions, adjectives, verbs and adverbs.	Vocabulary Language Use Content and Relevance
Learners used correct spelling and punctuation.	Spelling and Punctuation

Success criteria for learners

The following success criteria can be used by learners to self-assess their work.

Writing an informal letter

- ☐ My letter has an address in the upper right-hand corner.
- ☐ I skipped a line and wrote the full date under the address.
- ☐ I skipped a line and wrote the salutation “Dear” followed by the name of the person receiving the letter and a comma in the left-hand corner.
- ☐ I skipped a line and started my introduction from under the comma.
- ☐ My introduction has 2/3 sentences and consists of a greeting, a reference to the last letter and the reason why I am writing the letter.
- ☐ My letter has 1-3 body paragraphs.
- ☐ I skipped a line between each body.
- ☐ My conclusion has 2/3 sentences, sums up my letter, sends my regards and asks the receiver to write back.
- ☐ I asked questions throughout the letter.
- ☐ I used the first person ‘I’.
- ☐ I used a friendly, chatty style of writing.
- ☐ I indented all the paragraphs.
- ☐ My letter has a closing; “Best regards”, “Best wishes” or “Love” followed by a comma.
- ☐ I signed off my letter.
- ☐ I used the correct punctuation.
- ☐ I checked my letter for spelling errors.
- ☐ My letter is neat and legible.

Writing Frame – An Informal Letter

	<div>Your address</div>	→	_____
		→	_____
		→	_____
	<div>Date</div>	→	_____
		→	_____
Dear _____,	<div>Salutation</div>	←	
			<div>Introduction:</div> <ul style="list-style-type: none">- greet-refer to last letter-state why you are writing

			<div>Conclusion:</div> <ul style="list-style-type: none">-sum up-give your regards-reason to write back

<div>Closing</div>	→	Best wishes,	
<div>Your signature</div>	→	_____	

Writing Model

You are Martina and you live in FL1, Beach Court, Tower Street, Mosta, MST 1234, Malta. Your friend Amelia lives abroad. Write her a letter to tell her how you spent your Carnival holidays.

Thematic Areas: Year 4 – Celebrations

Year 5 – Feasts and Celebrations

FL1, Beach Court,
Tower Street,
Mosta, MST 1234
Malta

2nd March, 2019

Dear Amelia,

How are you? You had me in stitches when you told me all about the prank you pulled. I am glad you did well in your piano exam. Let me tell you all about my Carnival holidays.

I had the time of my life celebrating Carnival. For the first time, I dressed up as a clown. I wore big, white shoes, a colourful shirt with red and blue pompoms as buttons and a white spotted bow around my neck. I wore a pair of stripped, baggy trousers and a bright, pointed hat. Of course, mum stuck a fake, red nose on my real one. According to Ms Borg I had the most beautiful costume she had ever seen. She is such a peach.

During the holidays we went to Valletta. I saw extravagantly coloured floats and long parades of talented dancers in outrageous costumes. We stopped at a coffee shop for a sweet treat. I tried the 'prinjolata' for the first time. It surely isn't going to be the last! Luckily, I saw my friend Ella dancing with her classmates. Do you remember Ella? She used to attend the swimming lessons with us. She was dressed up as a unicorn. She was striking!

On Monday, I paid Gozo a visit to see the famous Carnival in Nadur. This was my first time there and I did not know what to expect. Many people wore scary masks. Others were dressed up as famous people. Initially I was scared but then I relaxed and enjoyed the evening. Unfortunately, it started raining in bucketfuls, so we changed our plans and went home. Tough luck!

Time flies quickly during the holidays. How did you spend your mid-term holidays? I know London is exciting at this time of the year. I hope to hear from you soon. Please give my regards to your family.

Best regards,

Martina



ADDRESSING AN ENVELOPE

return address	stamp
name	
house number & street name	
town, state & zip code	



Suggested titles:

You received a letter from your aunt Grace. She wanted to know what you enjoy doing in your free time, so she can decide on a gift for your birthday. Send her a letter.



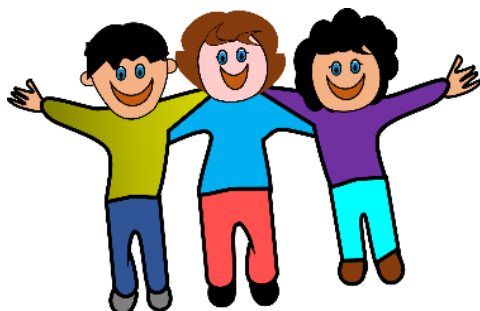
Thematic Areas:

Year 3: Family and Friends/
Sports and Free Time

Year 4: Relationships/
Hobbies and Leisure

Year 5: Feasts and Celebrations

Your Canadian cousins are visiting Malta and Gozo for the first time. Write a letter to tell them about places in Malta or Gozo that you are going to take them to.



Thematic Areas:

Year 3: The World Around Us/
Family and Friends

Year 4: Relationships/
Town and Country

Year 5: Places

You received a letter from your new Italian friend Pietro. He wants to know more about your school. Write a letter to tell him all about it.



Thematic Areas:

Year 3: School Life/
Family and Friends

Year 4: Relationships

Year 5: School and
Education

Writing an informal email

What is an informal email?

The writing of an informal email is featured across Level 5 in Year 3 and Year 4 and across Level 6 in Year 5. Word length varies per year.

Year 3	Year 4	Year 5
50-70 words	70-100 words	100-140 words

An informal electronic mail or email is a message exchanged between people who know each other well using electronic devices. Therefore, learners should know how to write an email address. Emails are written for a specific reason such as to:

- give/ask for advice/help
- give/ask for news
- give/ask for information
- apologise
- thank someone
- narrate
- describe
- congratulate
- invite
- accept/refuse an invitation
- make suggestions
- give instructions
- give directions

Emails should have a word, phrase or brief sentence written in the 'Subject' section to determine what the email is about. Like letters, emails should consist of an introduction in which you greet the person, refer to the last email and explain why you are writing, a main body consisting of one, two or three paragraphs and a conclusion in which you sum up your email, give your regards and ask the receiver to write back.

Reference to LOs

When writing an informal email, learners are mainly working to achieve these Learning Outcomes:

Year 3	
W5.9	I can write a paragraph appropriately for an audience and with a purpose.
W5.12	I can make a text more interesting or more relevant to me by changing the vocabulary.
W5.14	I can use resources to help me plan my written work and present it accurately.
Year 4	
W5.2	I can, at an elementary level, use appropriate format and features of presentation to convey the purpose of a text.
W5.4	I can, with support, edit and revise my written work.
W5.6	I can use words to achieve effects in my writing.
W5.7	I can express my opinions in writing on a range of topics.
W5.8A	I can participate in writing for a range of purposes and write in some genres.
W5.11	I can add detail and interest to basic sentence structures in a variety of ways.
W5.15	I can organise my ideas into a clear, cohesive and coherent paragraph.
Year 5	
WR6.2	I can use appropriate format and features of presentation to convey the purpose of a text.
WR6.4	I can use resources to help me plan my written work and present it accurately.
WR6.5	I can revise and edit work with minimal support.
WR6.7	I can use words to achieve effects in my writing and use a range of vocabulary and expressions that set specific moods and depict scenes.
WR6.9	I can participate in writing for a wide range of genre, audience and purposes (GAP).
WR6.16	I can organise my ideas into clear, cohesive and coherent paragraphs sustained over an extended piece of writing.

Success Criteria for teachers

The following success criteria which are in line with the Marking Criteria for Writing on p. 26 (LOF Year 3), p. 24 (LOF Year 4) and p. 34 (LOF Year 5) can be used by teachers when assessing an informal email:

Success Criteria	Marking Criteria
Learners wrote the recipient's email and filled in the 'Subject' section.	Organisation and Structure
Learners started the email with a greeting by addressing the person who is receiving the email followed by a comma.	Organisation and Structure
Learners skipped a line and from under the comma wrote a brief introduction, skipped a line and wrote, one, two or three paragraphs for the body, skipped a line and wrote a brief conclusion.	Organisation and Structure
Learners addressed the title and email subject (e.g. described, narrated, explained, informed...).	Content and Relevance
Learners skipped a line, wrote a closing statement like "Best regards", "Best wishes" or "Love" in the centre, followed by a comma.	Organisation and Structure
Learners skipped two lines and signed off the email.	Organisation and Structure
Learners indented all the paragraphs.	Organisation and Structure
Learners used correct spelling and punctuation.	Spelling and Punctuation

Success criteria for learners

The following success criteria can be used by learners to self-assess their work.

Writing an email



- ☐ My email has an email address and a subject.
- ☐ My email has a salutation “Dear” followed by the receiver’s name and a comma.
- ☐ My introduction has 2/3 sentences and consists of a greeting, a reference to the last email and the reason why I am writing the email.
- ☐ My email has a beginning, a middle and an ending.
- ☐ My conclusion has 2/3 sentences, sums up my letter, sends my regards and asks the receiver to write back.
- ☐ I indented every paragraph.
- ☐ I skipped a line between the salutation, the paragraphs and the closing.
- ☐ My email has a closing such as “Best regards”, “Best wishes” or “Love” followed by a comma.
- ☐ I skipped two lines and signed off my email.
- ☐ I used a friendly, chatty style of writing.
- ☐ I asked questions throughout the email.
- ☐ I used the first person ‘I’.
- ☐ My sentences begin with capital letters.
- ☐ My sentences end with the correct punctuation marks.
- ☐ I checked for spelling errors.
- ☐ My email is neat and legible.



Send Attach Save Draft Spelling Cancel

To: Show BCC

Cc:

Subject: Plain Text

Arial 12 B I U T

Writing Frame – Informal Email

Dear _____,

Salutation

Introduction

- greet

-refer to last email

-state why you are writing

Best wishes,

Closing

Your signature

Conclusion

-sum up

-give your regards

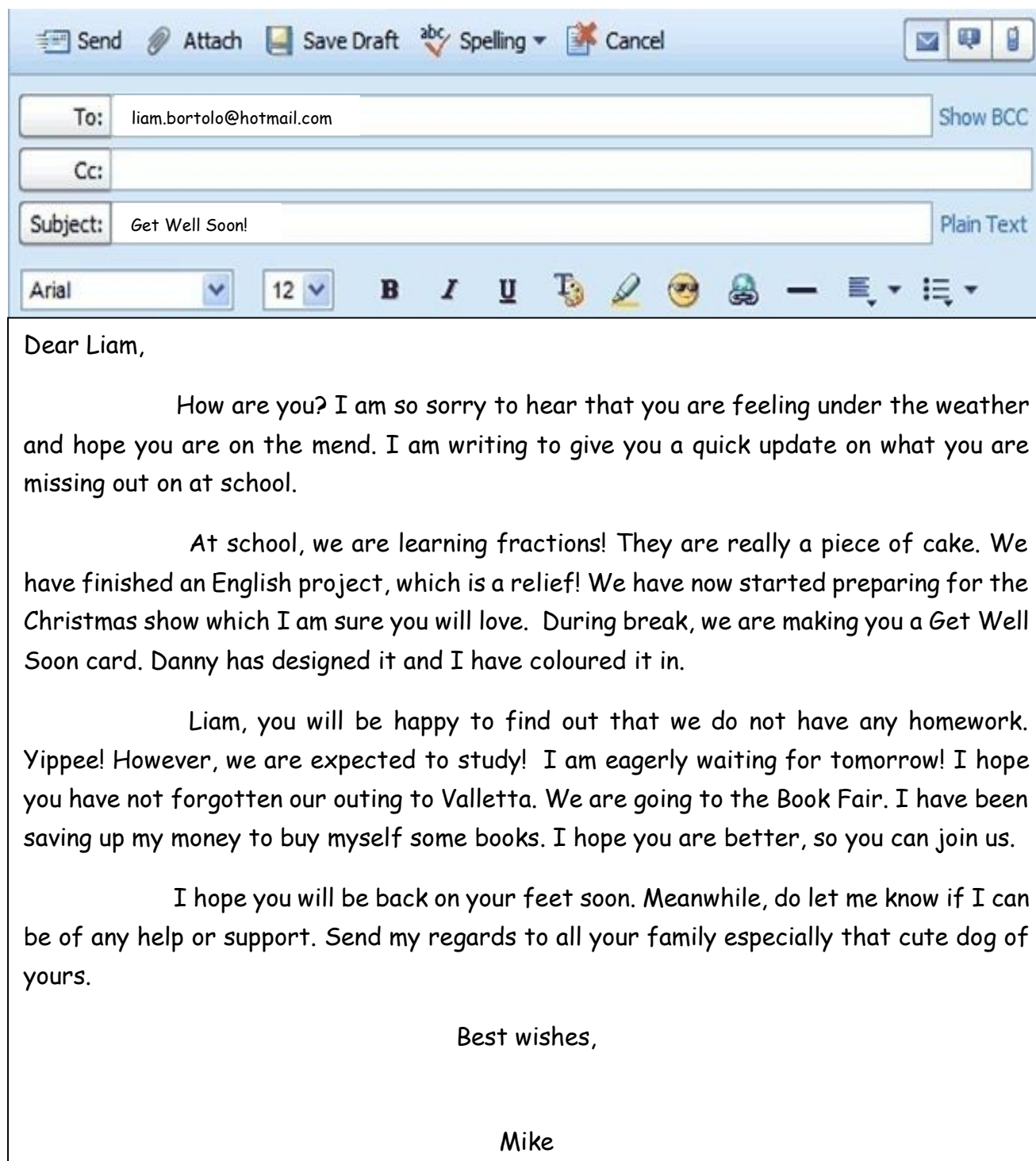
-reason to write back.

Writing Model

You are Mike. Your best friend Liam is sick at home with chicken pox. Write an email to tell him what you are doing at school and to wish him a speedy recovery.

Thematic Areas: Year 4 – Relationships

Year 5 – Health and Fitness/School and Education



The screenshot shows an email composition window with a light blue header bar. The header bar contains icons for Send, Attach, Save Draft, Spelling, and Cancel. Below the header bar, the 'To:' field is filled with 'liam.bortolo@hotmail.com' and has a 'Show BCC' link. The 'Cc:' field is empty. The 'Subject:' field is filled with 'Get Well Soon!' and has a 'Plain Text' link. Below the subject field is a toolbar with options for font (Arial), size (12), bold (B), italic (I), underline (U), text color, background color, link, unlink, and list. The main body of the email contains the following text:

Dear Liam,

How are you? I am so sorry to hear that you are feeling under the weather and hope you are on the mend. I am writing to give you a quick update on what you are missing out on at school.

At school, we are learning fractions! They are really a piece of cake. We have finished an English project, which is a relief! We have now started preparing for the Christmas show which I am sure you will love. During break, we are making you a Get Well Soon card. Danny has designed it and I have coloured it in.

Liam, you will be happy to find out that we do not have any homework. Yippee! However, we are expected to study! I am eagerly waiting for tomorrow! I hope you have not forgotten our outing to Valletta. We are going to the Book Fair. I have been saving up my money to buy myself some books. I hope you are better, so you can join us.

I hope you will be back on your feet soon. Meanwhile, do let me know if I can be of any help or support. Send my regards to all your family especially that cute dog of yours.

Best wishes,

Mike

Suggested titles:

Your friend Jack missed your birthday party. Write him an email to tell him how sorry you are and how your birthday party was.



Frozen 2 is going to be shown for the first time at the cinema next week. Write an email to your friend Tina and invite her to come and watch Frozen 2 with you.



You have moved to a new house. Email your cousin Jim, tell him about your new house and invite him for a sleepover.



Thematic Areas:

Year 3: Family and Friends/
Food and Drink

Year 4: Relationships/
Personal Stories and
Adventures/Celebrations

Year 5: Feasts and Celebrations

Thematic Areas:

Year 3: Family and Friends

Year 4: Personal Stories and
Adventures

Year 5: Places

Thematic Areas:

Year 3: Family and Friends

Year 4: The Home/
Personal Stories and
Adventures

Year 5: Places

Writing a list

What is a list?

The writing of a list features in Level 5 in Year 3. A list consists of several items or names written consecutively, typically one below the other and which all belong to a particular category. Lists are used to organise information, to provide structure, arrange things or ideas and are very easy to read and follow. They usually have a title.

Reference to LOs

When writing a list, learners are mainly working to achieve these Year 3 Learning Outcomes:

Year 3	
W5.1	I can write well-formed letters that are legible.
W5.9	I can write a paragraph appropriately for an audience and with a purpose.
W5.14	I can use resources to help me plan my written work and present it accurately.

Success Criteria for teachers

The following success criteria, which are in line with the Marking Criteria for Writing on p. 26 (LOF Year 3), can be used by teachers when assessing a list:

Success Criteria	Marking Criteria
Learners included a title.	Content and Relevance
Learners included suitable vocabulary.	Vocabulary
Learners used correct spelling and punctuation.	Spelling and Punctuation

Success Criteria for learners

The following success criteria can be used by learners to self-assess their work.

Writing a list



**Success
Criteria**

☐

My list is neat and legible.

☐

My list has a title.

☐

My list includes several items related to the title.

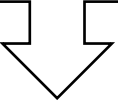
☐

I checked for spelling errors.




Writing Frame – List

Numbers or
bullets



Title of list



1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

Writing Model

The P.E. teacher asked you to make a list of sports equipment that you would like the headmaster to buy for the school. Write the list.

Thematic Area: Year 3 – Sports and Free Time

P.E. equipment to buy

1. saucer cones
2. marking cones
3. javelins
4. basket balls
5. tennis balls
6. volleyballs
7. footballs
8. handballs
9. bibs
10. frisbees
11. relay batons
12. step hurdles
13. wooden bats
14. flat rings
15. tunnel
16. gym mat
17. hula hoops
18. parachute
19. basket balls
20. bean bags



Suggested titles:

The teacher has asked you to make a list of endangered animals to publish it on the school magazine.



Thematic Area:

Year 3: Animals

You are going to go on holiday on an island in summer. Make a list of items that you need to pack.



Thematic Area:

Year 3: Clothes

You are in charge of grocery shopping this week. Make a list of groceries you need to buy.



Thematic Area:

Year 3: Food and Drink

Writing a message

What is a message?

The writing of a message is featured across Level 5 in both Year 3 and Year 4 and across Level 6 in Year 5. Word length varies per year.

Year 3	Year 4	Year 5
20-30 words	30-40 words	40-50 words

Messages can be written for different reasons and purposes such as to:

- give/ask for advice/help
- give/ask for news
- give/ask for information
- apologise
- thank someone
- narrate
- describe
- congratulate
- invite
- accept/refuse an invitation
- make suggestions
- give instructions
- give directions

Messages are brief and to the point. They should consist of a greeting, the reason/s why you are writing and a closing.

Reference to LOs

When writing a message, learners are mainly working to achieve these Learning Outcomes:

Year 3	
W5.9	I can write a paragraph appropriately for an audience and with a purpose.
W5.14	I can use resources to help me plan my written work and present it accurately.
Year 4	
W5.2	I can, at an elementary level, use appropriate format and features of presentation to convey the purpose of a text.
W5.4	I can, with support, edit and revise my written work.

W5.6	I can use words to achieve effects in my writing.
W5.8	I can participate in writing for a range of purposes and write in some genres.
W5.15	I can organise my ideas into a clear, cohesive and coherent paragraph.
Year 5	
WR6.2	I can use appropriate format and features of presentation to convey the purpose of a text.
WR6.4	I can use resources to help me plan my written work and present it accurately.
WR6.5	I can revise and edit work with minimal support.
WR6.9	I can participate in writing for a wide range of genre, audience and purposes (GAP).

Success criteria for teachers

The following success criteria, which are in line with the Marking Criteria for Writing on p. 26 (LOF Year 3), p. 24 (LOF Year 4) and p. 34 (LOF Year 5) can be used by teachers when assessing a message:

Success Criteria	Marking Criteria
Learners addressed the title (e.g. described, narrated, explained, informed...).	Content and Relevance
Learners wrote a clear and to the point message.	Content and Relevance
Learners used the right greeting and closing.	Organisation and Structure
Learners skipped a line between the salutation, the message and the closing and two lines between the closing and their name.	Organisation and Structure
Learners used suitable vocabulary.	Vocabulary
Learners used appropriate language and correct grammar.	Language Use
Learners used good spelling and punctuation.	Spelling and Punctuation

The following success criteria can be used by learners to self-assess their work.

Writing a message



- ☐ My message starts with a salutation 'Hi' or 'Dear' followed by the name of the recipient and a comma or just with the name of the recipient.
- ☐ I skipped a line between the salutation and the message.
- ☐ My message is clear, focused and easy to understand.
- ☐ I used the first person 'I'.
- ☐ I used a friendly, chatty style of writing.
- ☐ I used the correct punctuation marks.
- ☐ My message has a closing such as 'From', 'Yours' or 'Love' followed by a comma or just the name.
- ☐ I skipped a line between the message and the closing.
- ☐ I signed off my message under the closing.
- ☐ I skipped two lines between the closing and my name.
- ☐ I checked for spelling errors.
- ☐ My message is neat and legible.



Writing Model 1: Thank You Message

Your friend got you a birthday present for your 8th birthday. Write him/her a short message to say thank you.

Thematic Areas: Year 3 – Sports and Free Time

Year 4 – Hobbies and Leisure

Year 5 – Sports and Arts



Hi Ellie,

I like the board game you got me for my birthday. I really like it because all the family can play it. Thank you so much. It was very kind of you.

From,

Hannah

Writing Model 2: Sorry Message

You accidentally broke your brother's tablet. Write a short message to say that you are sorry and to suggest what you can do until it is repaired.

Thematic Areas: Year 3 – Family and Friends

Year 4 – Feelings and Emotions/Relationships

Year 5 – Personal Identifications and Emotions

Hey Luke,

I'm terribly sorry I destroyed your tablet. It was an accident and I didn't mean to upset you. You can use mine until it is repaired. Hope it's ok!

Cheers,

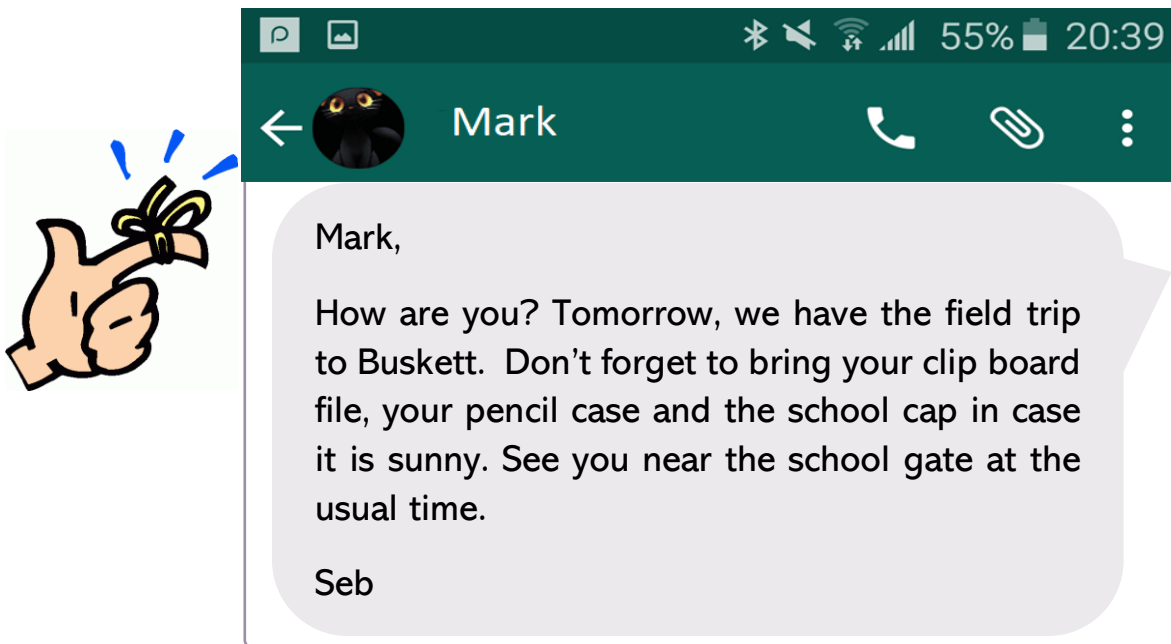
Jake



Writing Model 3: Message to remind someone

You are going on a field trip to Buskett with your classmates. Your teacher asked you to **bring a clip board file, the pencil case and your cap**. Your friend Mark is not at school today. Write a **message** to **remind him to bring these things on the day of the field trip**.

Thematic Areas: Year 3 – School Life; Year 4 – Relationships; Year 5 – School and Education



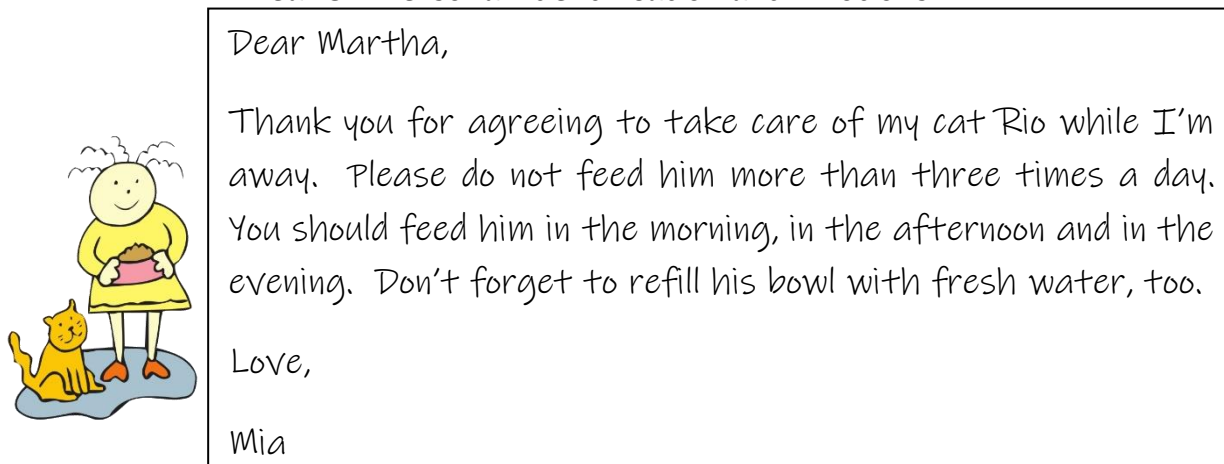
Writing Model 4: Message to inform

Your **neighbour** has agreed to take care of your pet while you are away on holiday. Write **a short message** to **inform her about how many times she needs to feed it**.

Thematic Areas: Year 3 – Animals/Family and Friends

Year 4 – Relationships

Year 5 – Personal Identification and Emotions



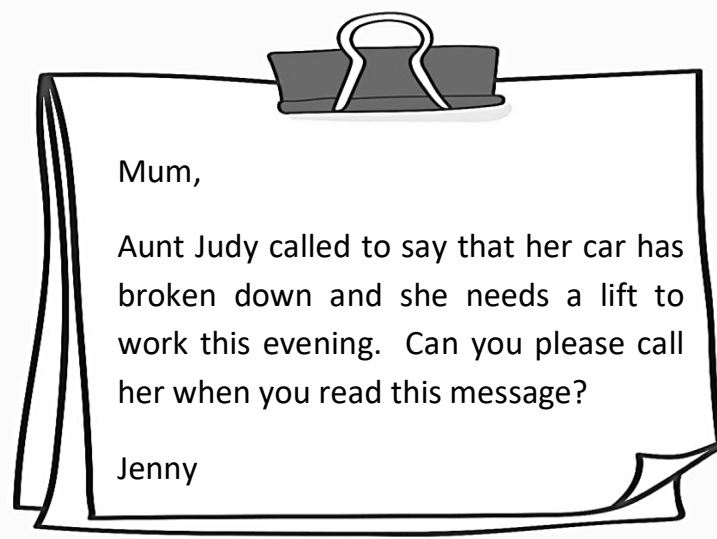
Writing Model 5: Message to report a phone call

Your Aunt Judy called to see if your Mum can give her a lift to work as her car has broken down. Your mum is not at home, so you take the call yourself. Write a **message** to **Mum** to **inform her about your Aunt's phone call**.

Thematic Areas: Year 3 – Transport/Family and Friends

Year 4 – Relationships/Travel

Year 5 – Transport



Writing Model 6: Writing a message in an email

Your friend Chris has invited you to a special party which he is organising for Halloween. Write an email to Chris. In your email, you should accept the invitation and suggest how you could help him prepare for the party.

Thematic Areas: Year 3 – Family and Friends

Year 4 – Entertainment

Year 5 – Feasts and Celebrations

New Message	
To	chris.muscat@ilearn.edu.mt
Cc	
From	Bcc
Hi Chris!	
Thanks a lot for inviting me to the party. I'll be there. Shall I give you a hand buying some decorations for the party? The stationery next door to my house has some spooky things for sale. Write back soon.	
From,	
Maria	
<div>Send</div> <div>Download Star Link Delete</div>	

Writing Frame – Short Message

Salutation

followed by the receiver's name and a comma (e.g. Hi Mum, Hey aunty Jess, Dear Mary, ...)
OR
just the name of the recipient.

Closing

followed by a comma (e.g. Yours, Love, Sorry, Thank You, ...)
OR
just the name of the sender.)

Message Content

Briefly greet recipient.

Write the reason why you are writing.

Keep it short and straight to the point.

Dear _____,

Love,

Suggested titles:

You're planning to go to the beach with your parents.

Write an SMS to another friend, Mark. In the SMS:

- a) ask him to come to the beach
- b) tell him where to meet you
- c) tell him what to bring
- d) tell him how long you're staying.



Thematic Areas:

Year 3: Family and Friends/
Places and Directions

Year 4: Hobbies and Leisure

Year 5: Places

Your friend Andy has invited you to his Halloween party. Write a short note to Andy to say thank you and to explain why you can't go to the party.



Thematic Areas:

Year 3: Family and Friends

Year 4: Celebrations

Year 5: Feasts and Celebrations

Your friend Thomas has invited you to his birthday party on Saturday 12th June. Write a message to your friend to thank him for the invitation and to let him know that you are going.



Thematic Areas:

Year 3: Family and Friends

Year 4: Celebrations

Year 5: Feasts and Celebrations

Writing an invitation

What is an invitation?

The writing of an invitation is featured across Level 5 in both Year 3 and Year 4. Invitations can be written for both informative and instructive purposes. An invitation usually follows a format as in the writing models provided. However, you might want learners to write an invitation in an email, letter or message. The following is an example.

It's your birthday next week and you're having a party. You want to invite your **friend, Lisa**. Write an **email** to **invite her to the party**. Tell her when it is, what she should bring and how to get there.

Word length varies according to the year group and genre.

Reference to LOs

When writing an invitation, learners should be working to achieve these Learning Outcomes:

Year 3	Year 4
W5.9 I can write a paragraph appropriately for an audience and with a purpose.	W5.2 I can, at an elementary level, use appropriate format and features of presentation to convey the purpose of a text.
	W5.4 I can, with support, edit and revise my written work.
W5.12 I can make a text more interesting or more relevant to me by changing the vocabulary.	W5.8 I can participate in writing for a range of purposes and write in some genres.
	W5.11 I can add detail and interest to basic sentence structures in a variety of ways.

Success criteria for teachers

The following success criteria, which are in line with the Marking Criteria for Writing on p. 26 (LOF Year 3) and p. 24 (LOF Year 4), can be used by teachers when assessing an invitation:

Success Criteria	Marking Criteria
Learners included all the information that the recipient needs to know.	Content and Relevance
Learners used the proper greeting and ending, including an RSVP.	Organisation and Structure
Learners designed a neat invitation (unless it was written in a letter, email or message).	Organisation and Structure
Learners used suitable vocabulary.	Vocabulary
Learners used appropriate language and correct grammar.	Language Use
Learners used good spelling and punctuation.	Spelling and Punctuation

The following success criteria can be used by learners to self-assess their work.

Writing an invitation



- ☐ My invitation starts with a greeting (e.g. Dear...) followed by the name of the recipient and a comma.
- ☐ My invitation explains what the party is about and includes the date, the time, any special instructions (e.g. wear a costume...) and an RSVP.
- ☐ My invitation has clear, focused and easy to understand sentences.
- ☐ My invitation ends with a closing (e.g. Yours...) followed by a comma.
- ☐ I signed off my invitation.
- ☐ I used the first person 'I'.
- ☐ I used present tenses.
- ☐ My sentences begin with capital letters.
- ☐ My sentences end with the correct punctuation marks.
- ☐ I checked for spelling mistakes.
- ☐ My invitation is neat and legible.



Writing Model 1: Invitation to a Birthday Party

It's your birthday next week and you are having a party. Design an invitation to invite your friend Lisa to your party. Tell her when it is, what she should bring and how to let you know whether she can make it or not.

Thematic Areas: Year 3 – Family and Friends/Relationships

Year 4 – Celebrations

Dear Lisa,

Please come to my 9th
birthday party!

On: Saturday 11th May, 2020 from
4pm to 7 pm

Place: Party Kids Café, Qawra

Bring a clean pair of socks.

Let me know if you can come!

RSVP: 79456731

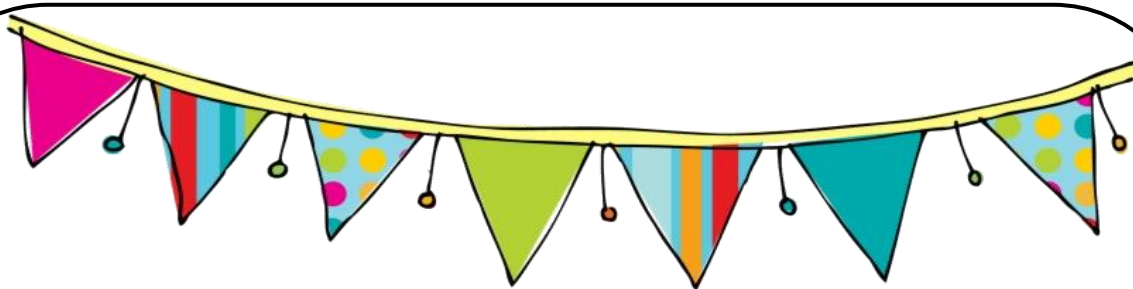


Writing Model 2: Invitation to a School Event

Your school is taking part in the Save Our World Project. Design an **invitation** to **invite families to attend to this event**. Write when the event will be, where it will be held and write down any other information that your family needs to know.

Thematic Areas: Year 3 – The World Around Us

Year 4 – Celebrations/Environment/The World Around Us



Invitation

Dear Family,

We have been working very hard in the Save our World Project. We are learning more about ways how we can protect our environment. We would like to share what we have learned with you.

Where: St Thomas Primary School, School Hall

When: Friday 14th March at 1:00pm

RSVP: Send an email to stthomasprimary@ilearn.edu.mt
by Wednesday 1st March.

Entrance is free, but any donations are welcome.



Writing Frame - Invitation

Dear _____

You are invited to celebrate

Date: _____

Time: _____

About the celebration: _____

RSVP: _____

From: _____

Suggested titles:

Design an invitation for a friend in which you invite him/her to a sleepover party at your house. Include what time the party will start and activities that you have planned.



Thematic Areas:

Year 3: Family and Friends

Year 4: Relationships

Your class is organising a fund-raising activity for animal shelters. Design an invitation to be sent out to parents. In your invitation include date, time and place, what kind of activities there will be, and say what the class will do with the money raised.



Thematic Areas:

Year 3: School Life/ Animals

Year 4: Celebrations

Write an invitation to your classmates announcing the school's Sports Day. In your invitation:

- include date and place
- include a list of the sporting events
- ask children to help



Thematic Areas:

Year 3: School Life/
Sports and Free Time

Year 4: Celebrations/
Hobbies and Leisure

Writing a set of instructions

What are instructions?

This genre features across Level 5 in both Year 3 and Year 4 and Level 6 in Year 5. When writing a set of instructions, it is important that learners show that they can inform or instruct by using the correct sequence and by giving examples, details and explanations to describe the steps of a process. Illustrations might be used to further support the reader. Instructions usually are short writing tasks and follow a format as in the writing frames and models provided. However, learners can write instructions in letters, emails or messages as in the following example:

Today, your friend Ella left school early because she was unwell. She missed an interesting Science experiment. Write **an email to tell her about the Science experiment and to explain how she could carry out the experiment at home.**

Word length varies per year and genre.

Reference to LOs

When writing instructions, learners are mainly working to achieve the following Learning Outcomes:

Year 3	
W5.9	I can write a paragraph appropriately for an audience and with a purpose.
W5.14	I can use resources to help me plan my written work and present it accurately.
W5.16	I can write instructions to explain the steps of a process.
Year 4	
W5.2	I can, at an elementary level, use appropriate format and features of presentation to convey the purpose of a text.
W5.4	I can, with support, edit and revise my written work.
W5.6	I can use words to achieve effects in my writing.
W5.8C	I can participate in writing for a range of purposes and write in some genres.

W5.11	I can add detail and interest to basic sentence structures in a variety of ways.
Year 5	
WR6.2	I can use appropriate format and features of presentation to convey the purpose of a text.
WR6.4	I can use resources to help me plan my written work and present it accurately.
WR6.5	I can revise and edit work with minimal support.
WR6.9	I can participate in writing for a wide range of genre, audience and purposes (GAP).

Success criteria for teachers

The following success criteria, which are in line with the Marking Criteria for Writing on p. 26 (LOF Year 3), p. 24 (LOF Year 4) and p. 34 (LOF Year 5) can be used by teachers when assessing a set of instructions:

Success Criteria	Marking Criteria
Learners wrote short, clear instructions.	Content and Relevance
Learners included the title (unless they were written in a letter, email or message).	Organisation and Structure
Learners wrote a list of ingredients and/or equipment (unless they were written in a letter, email or message).	Organisation and Structure
Learners wrote numbered or bulleted instructions (unless they were written in a letter, email or message).	Organisation and Structure
Learners used diagrams/drawings to support the text.	Organisation and Structure
Learners used appropriate vocabulary such as sequencers (e.g. first, then...) and adverbs (e.g. gently, carefully...).	Vocabulary
Learners used verbs in the imperative mood.	Language Use
Learners used good spelling and punctuation.	Spelling and Punctuation

The following success criteria can be used by learners to self-assess their work.

Writing a set of instructions

☐

My instructions have a title.

☐

My instructions have a list of ingredients/materials.

☐

My instructions are easy to follow.

☐

I used bullets or numbers for the instructions.

☐

My instructions follow a sequence.

☐

I used sequencers e.g. first, next, then ...

☐

I used the imperative mood.

☐

My instructions include drawings or diagrams.

☐

My sentences begin with capital letters.

☐

My sentences end with the correct punctuation marks.

☐

I checked for spelling mistakes.

☐

My instructions are neat and legible.

Writing Model 1

Your teacher has asked you to share a recipe with your classmates to make a class Recipe Book. Fill in the ingredients and write a recipe for fruit kebabs.

Thematic Areas: Year 3 – Food and Drink

Year 4 – Hobbies and Leisure

Year 5 – Food and Drink

Rainbow Fruit Kebabs

Ingredients:

- 1 kiwi fruit (peeled and chopped)
- ½ mango (peeled and chopped)
- strawberries
- red grapes
- blueberries



Method:

1. **First**, wash the strawberries, grapes and blueberries in cold water and pat dry.
2. **Next**, cut the tops off the strawberries and throw them away.
3. **Then**, thread the fruit onto each skewer in this order: 1 kiwi, 1 mango, 1 strawberry, 1 red grape and 2 blueberries.
4. **Finally**, arrange in a rainbow shape and let everyone help themselves.

Writing Model 2

A new boy/girl joined your classroom. At breaktime, you want to ask your new classmate to play with you. You need to explain to him/her how to play your favourite game. Write a list of instructions for him/her to follow.

Thematic Areas: Year 3 – School Life

Year 4 – Relationships/ Hobbies and Leisure

Year 5 – School and Education

How to Play Freeze

Where to play it: Outside

Players: at least 5

Materials: lots of space to run safely

Instructions:

- 1. One player counts to ten and then chases the others.*
- 2. The catcher gently touches someone on the shoulder and shouts "Freeze".*
- 3. If a player is touched, this person needs to stay frozen while the catcher touches the others.*
- 4. The other players can unfreeze the frozen player by touching the frozen player gently.*
- 5. When all players are frozen, the game is over.*

Writing Frame - Instructions

You will need:

Method:

1

2

3

4

5

Writing Frame - Instructions

How to

You will need

1 First you

2 Then you

3 Next

4 Finally

Suggested titles:

Your brother never tidies up his bedroom. Your mum has asked you to write down some instructions on how he can tidy up and keep his room clean. Write down a set of 5 to 6 instructions.



Thematic Areas:

Year 3: The Home

Year 4: Relationships

For Show and Tell you would like to present your favourite recipe called Easter Egg Nests. You have taken pictures of every step of the recipe. Write down the instructions so that your friends can easily follow the recipe.



Thematic Areas:

Year 3: Hobbies and Leisure/
Celebrations

Year 4: Food and Drink

Year 5: Food and Drink

Your teacher wants to know what is your favourite game and how to play it. Write down the instructions so you can share them with your teacher and classmates.



Thematic Areas:

Year 3: Hobbies and Leisure

Year 4: Sports and Free Time

Year 5: Sports and Arts

Writing a non-chronological report

What is a non-chronological report?

Non-chronological reports feature in Year 4 (Level 5) and Year 5 (Level 6). Word length varies according to the year group, 70-100 words in Year 4 and 100-140 words in Year 5. A non-chronological report is a non-fiction report which is not written in time order. It is of an informative nature. It focuses on a single topic and includes various facts about this topic. Learners may be asked to write non-chronological reports about a country, animal, religion, planet or sport. Ideally, learners should start by analysing a range of reports and identifying the different features.

Reference to LOs

When writing non-chronological reports, learners should be working to achieve the following Learning Outcomes:

Year 4	
W5.2	I can at elementary level, use appropriate format and features of presentation to convey the purpose of a text.
W5.7	I can express my opinions in writing on a range of topics.
W5.8C	I can participate in writing for a range of purposes and write in some genres.
W5.11	I can add detail and interest to basic sentence structures in a variety of ways.
W5.15	I can organise my ideas into a clear, cohesive and coherent paragraph.
Year 5	
WR6.2	I can use appropriate format and features of presentation to convey the purpose of a text.
WR6.4	I can use resources to help me plan my written work and present it accurately.
WR6.5	I can revise and edit work with minimal support.
WR 6.7	I can use words to achieve effects in my writing and use a range of vocabulary and expressions that set specific moods and depict scenes.
WR6.9	I can participate in writing for a wide range of genre, audience and purposes (GAP).

WR6.16	I can organise my ideas into clear, cohesive and coherent paragraphs sustained over an extended piece of writing.
--------	---

Success Criteria for teachers

The following success criteria, which are in line with the Marking Criteria for Writing on p. 24 (LOF Year 4) and p. 34 (LOF Year 5), can be used by teachers when assessing a non-chronological report:

Success Criteria	Marking Criteria
Learners included a title.	Organisation and Structure
Learners wrote a clear introduction that explains the topic of the report.	Content and Relevance
Learners organised the information into paragraphs with sub-headings.	Organisation and Structure
Learners wrote a brief conclusion to summarise the report.	Content and Relevance.
Learners included labelled diagrams, glossary, images with captions, fact boxes and/or bullet point lists.	Organisation and Structure
The report was neat and well presented.	Organisation and Structure
Learners used technical vocabulary.	Vocabulary
Learners used the third person or formal tone.	Vocabulary
Learners used present tenses (unless the report was historical).	Vocabulary
Learners used words to explain further points (e.g. so, because, also, when, which...).	Language Use
Learners used good spelling and punctuation.	Spelling and Punctuation

The following success criteria can be used by learners to self-assess their work.

Writing a non-chronological report



- ☐ My report has a title.
- ☐ My report starts with an introduction which introduces the topic.
- ☐ I organised the information into paragraphs.
- ☐ My paragraphs have sub-titles.
- ☐ The conclusion summarises the topic.
- ☐ My report has pictures with captions.
- ☐ My report has a fact box and a glossary.
- ☐ I used the correct tenses.
- ☐ I used the third person.
- ☐ My sentences begin with capital letters.
- ☐ My sentences end with the correct punctuation marks.
- ☐ I checked for spelling errors.
- ☐ My report is neat and legible.



Writing Model 1

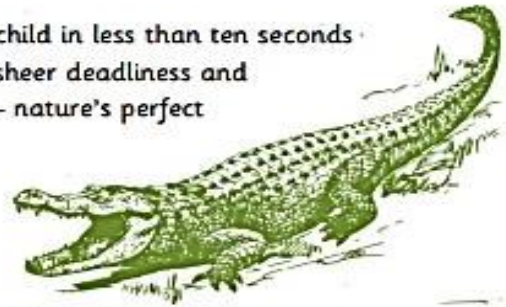
You have read the poem *The Crocodile* by Roald Dahl. Write a report about this crocodile to tell your classmates about it.

Thematic Area: Year 4 – Environment

Year 5 – The Natural World and Wildlife

Crocky-Wock Factfile

Imagine a revolting, horrifying beast that can eat a whole child in less than ten seconds flat. This beastie is an unusual type of crocodile due to its sheer deadliness and sneakiness. This creature is none other than Crocky-Wock – nature's perfect snapping machine.



Appearance:

Crocky-Wock is the ugliest of all crocodiles. He has scales as thick as steel and he is green, slimy, greasy and slippery. His teeth are as sharp as daggers and they can slice through juicy children very easily. Unbelievably, Crocky-Wock measures in at a staggering six metres!

Habitat:

Crocky-Wock lives in sewers because he prefers dark, smelly climates. Interestingly, he can also be found in rivers and swamps. These hideaways provide a perfect place for him to attack unsuspecting children. However – beware! Crocky-Wock also likes hiding under beds, under blankets and even in the bin!

Diet:

It will come as no surprise to you to learn that the Crocky-Wock is a carnivore who loves to eat children owing to their tender, juicy meat.

Behaviour:

Crocky-Wock can often be found running around the park, weightlifting cars, swimming in swamps and even chasing children. He needs to have a high level of fitness so that he can catch his prey swiftly and easily. Children are especially fast and energetic, this means Crocky-Wock needs to be one step ahead.

Fun fact!

Did you know that Crocky-Wock can cover the length of a football pitch in under 30 seconds due to his muscular, speedy legs?

So if you're looking for a fine hunter, who is both unusual looking and ferocious, then look no further than Crocky-Wock. He is truly nature's most terrifying predator.

Writing Model 2

You have been investigating Endangered Animals in Science. Last week you had a visitor in class who spoke to you about Barn Owls. The teacher has asked you to write a **report about this endangered animal**. The report will **be published in the school magazine**.

Thematic Area: Year 4 - Environment

Year 5 – The Natural World and Wildlife

The Barn Owl

Introduction:

The barn owl is a bird of prey. It is a nocturnal animal.



Description:

The barn owl has brown speckles, white wings and a white belly. Its face is like a plate which is used as a satellite dish. The sound bounces off. It has tiny feet and sharp claws because it has to pick up its prey.

Habitat:

The barn owl lives in barns, trees and chimneys. It does not make nests.

Interesting Facts:

Did you know that the barn owl can fly very fast and low? Its prey does not hear it coming. This bird is endangered because trees are being destroyed, farms have decreased and winters are harsher. Barn owls eat rats. People poison the rats and thus kill the barn owls.

Conclusion:

This countryside bird with a heart-shaped face is much loved and admired. It's a pity that barn owls are becoming rare to find and see.

Writing Model 3

You have been researching about ways to stay healthy. Write a **report** about **all the facts that you have learned**. The report will be **published on the school website**.

Thematic Area: Year 4 - Hobbies and Leisure

Year 5 - Health and Fitness

Let's Keep Healthy

Introduction: Have you ever wondered about different ways how you can live a healthy life? Read on to find out more.

Exercise: Exercise such as jogging, running and playing outdoors helps to keep our body healthy. It helps us keep the right body weight.



Sleep: Children need around ten to eleven hours of sleep every day. Did you know that teachers can tell if pupils had a good rest or not?

Healthy Food and Hygiene: Before we eat healthy food, we need to wash our hands to wash away any germs. We need to eat more fruit and vegetables as these help us grow.

Great Tip: Choose water for a drink! Drink plenty of water when the weather is warm.



Writing Frame

Title/Subject	
General Introduction	Introduce the subject. Who? What? When? Where?
Paragraph 1	Write about different aspects in each paragraph. · Information · Interesting facts · Technical vocabulary · Descriptions If needed include pictures or diagrams.
Paragraph 2	
Paragraph 3	
Conclusion	Summarise. Recap key facts. Ask a question. Give an opinion



Animal

Fact File

Name:

Introduction:

Picture:

Appearance:

Behaviour:

Habitat:

Did you know?

Diet:

Other Interesting Fact:

Conclusion:

Writing Frame – Non-Chronological Report

Title	
General Introduction (What will the report be about?)	
Subheading Paragraph 1	Picture
Subheading Paragraph 2	Facts <ul style="list-style-type: none">• _____• _____• _____
Subheading Paragraph 3	
Conclusion	Glossary

Suggested titles:

Think of ONE television programme you have watched lately and that you really liked. Write about it so that other children your age can decide whether they would like to watch it next time.

You can use the following to help you: name of programme, what it was about, if it was exciting, scary, interesting, funny, what you liked best about it and why, why other people should watch it next time...



Thematic Areas:

Year 4: Hobbies and
Leisure/Entertainment/
Communication and
Technology

Year 5: Media

Which country would you like to visit? Write a report about it and share it with your classmates.

The below keywords can help you:

population, landscape, currency,
capital city, major cities, popular
landmarks, customs and traditions,
typical food

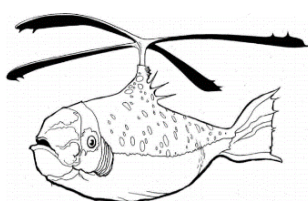


Thematic Areas:

Year 4: Town and Country/Travel

Year 5: Places

Here is a picture of a newly discovered fish called a Helifish. Write an information report for a website which explains the following:



how the Helifish was discovered, what the creature looks like, where it is found, what it eats, how it moves and whether it is dangerous to humans.

Thematic Areas:

Year 4: Environment

Year 5: The Natural World and
Wildlife

Writing an advert

What are adverts?

The writing of an advert features across Level 5 in Year 3 and Year 4. Word length varies per year, 20–30 words in Year 3 and 30–40 words in Year 4. Adverts can be of a descriptive or informative nature or used to persuade someone to buy a product or a service. Adverts use short, catchy sentences to make people want to buy something. Persuasive language and exaggerated adjectives are used as well as literary devices such as alliteration, rhyme and word play. Adverts can focus on a sense such as taste and use humour to make you like the product or service. Adverts may include a rhetorical question, a catchy slogan and carefully chosen positive words to appeal to the reader. Adverts can include positive comments made by customers or popular persons.

Reference to LOs

When writing adverts, learners should be working to achieve the following Learning Outcomes:

Year 3	Year 4
W5.9 I can write a paragraph appropriately for an audience and with a purpose.	W5.2 I can, at an elementary level, use appropriate format and features of presentation to convey the purpose of a text.
	W5.4 I can, with support, edit and revise my written work.
W5.12 I can make a text more interesting or more relevant to me by changing the vocabulary.	W5.6 I can use words to achieve effects in my writing.
	W5.8D I can participate in writing for a range of purposes and write in some genres.
	W5.11 I can add detail and interest to basic sentence structures in a variety of ways.

W5.14 I can use resources to help me plan my written work and present it accurately.	W5.15 I can organise my ideas into a clear, cohesive and coherent paragraph.
--	--

Success criteria for teachers

The following success criteria, which are in line with the Marking Criteria for Writing on p. 26 (LOF Year 3) and p. 24 (LOF Year 4), can be used by teachers when assessing an advert:

Success Criteria	Marking Criteria
Learners addressed the title (e.g. described, informed or persuaded).	Content and Relevance
Learners included the name of the product/service/place in their title.	Content and Relevance.
Learners skipped a line between the title and the paragraph.	Organisation and Structure
Learners described the benefits of the product/service/place.	Content and Relevance
Learners included a catchy slogan to make the product/service/place sound interesting and exciting.	Language Use
Learners used adjectives and adverbs to make the advert more interesting.	Vocabulary
Learners used the imperative mood.	Language Use
Learners used positive language, exaggeration and rhetorical questions to appeal to the senses and make the product/service/place sound appealing.	Language Use
Learners used good spelling and punctuation.	Spelling and Punctuation

The following success criteria can be used by learners to self-assess their work.

Writing an advert



- ☐ My advert has a title.
- ☐ My advert has a catchy slogan.
- ☐ My advert has a great opening sentence which grabs the reader's attention.
- ☐ My closing sentence includes a strong recommendation and a reason to convince the reader.
- ☐ I used bossy verbs, convincing words and effective adjectives in the superlative.
- ☐ I included rhetorical questions.
- ☐ My advert includes all the important information about the service, place or product.
- ☐ My sentences begin with capital letters.
- ☐ My sentences end with the correct punctuation marks.
- ☐ I checked for spelling errors.
- ☐ My advert is neat and legible.



Writing Model 1: Advert to persuade

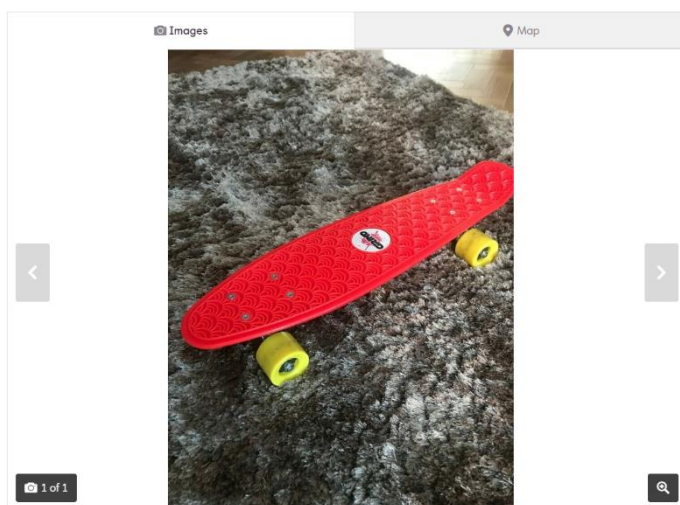
You have a skateboard which you do not use anymore. You decide to sell it online. Write an online advert to persuade other skateboarders or parents to buy it.

Thematic Areas: Year 3 – Sports and Free Time

Year 4 – Shopping and Services

Skate-o-Matic Red Skateboard in excellent condition, hardly used. €25

Mosta, Malta



Contact Kerry

79356890/27489076

✉ Email

Posted

1 day ago

📌 Sell one like this

Description:

Skate-o-Matic red skateboard in excellent condition, hardly used.

Features:

- It has 4 different speeds!
- An amazing anti-slip foot board!
- 4 remarkable rumble wheels!
- Comes with a lifetime guarantee!
- Bargain price of €25

Collection only!

Ad ID: 1360963027

Writing Model 2: Advert to describe

An estate agent needs to write a description of the Twits' house to sell it to a new buyer.
Help him write an advert by describing the house and its surrounding garden.

Thematic Areas: Year 3 - The Home/Places and Directions

Year 4 - Town and Country/Shopping and Services

House for Sale



This unique house is situated in a quite location yet within minutes of the town centre. It boasts beautiful country views. It has a lovely garden, perfect for nature lovers and ideal for a large family who owns a pet. The garden comes complete with a good-sized shed. It is being sold fully furnished. The reduced price makes this property a real bargain. Will sell fast!

Bargain Price: ~~€75,000~~ €65,000

Call Now: 79933201

Writing Model 3: Advert to describe

An ice cream shop is asking children to come up with their very own ice cream flavours. You have come up with a special ice cream. Write an advert of the ice cream so the shop might start selling it.

Thematic Areas: Year 3 - Food and Drink

Year 4 - Shopping and Services

FRUITY FIZZ POP



Writing Frame – Advertisement

Name of product/service/place:

Description of product/service/place:

Use humour, alliteration, rhyme, exaggeration, and/or play with words.

Appeal to the target audience's senses.

Write a slogan.

Include a rhetorical question.

Choose positive adjectives.

Start sentences with the imperative.

Use adverbs.

Picture:

(e.g. picture of product, picture of services received, map indicating location of the shop...)

[illegible]

Suggested titles:

Write and perform a 30 second radio advert to try to encourage children to visit the National Public Library in Floriana. Some information you can include in your advert:

- name of library
- location
- opening days and times
- what you can find



Thematic Areas:

Year 3: Places and directions

Year 4: Hobbies and Leisure/
Shopping and Services

Imagine you live in a castle and you need to recruit some people to work for you. Write a job advert for one of the following positions:

- cook
- gardener
- maid
- carpenter



Thematic Areas:

Year 3: Work

Year 4: Shopping and Services

You have a set of tennis rackets that you don't use anymore. Write an online advert to sell these rackets. Include details about:

- their colour
- who can use them (beginner, juniors or more advanced players)
- how long you've had them
- their condition
- your contact number or email



Thematic Areas:

Year 3: Sports and Free Time

Year 4: Hobbies and Leisure/
Shopping and Services

Writing a recount

What is a recount?

This genre features only in Year 3 and should be around 50 – 70 words long. A recount is a writing that retells or recounts an event or an experience in the past. Its purpose is either to inform or to entertain the audience. Events need to be written in chronological order and therefore the use of time conjunctions such as ‘first’, ‘next’, ‘then’ and ‘later’ is necessary.

Reference to LOs

When writing narrative recounts, learners are mainly working to achieve the following Learning Outcomes:

Year 3	
W5.9	I can write a paragraph appropriately for an audience and with a purpose.
W5.12	I can make a text more interesting or more relevant to me by changing the vocabulary.
W5.14	I can use resources to help me plan my written work and present it accurately.

Success criteria for teachers

The following success criteria, which are in line with the Marking Criteria for Writing on p. 26 (LOF Year 3), can be used by teachers when assessing a recount:

Success Criteria	Marking Criteria
Learners included details to add interest to the reader.	Content and Relevance
Learners included <i>When? Who? What? Where?</i> in the opening paragraph.	Organisation and Structure
Learners wrote events in chronological order.	Organisation and Structure
Learners used powerful verbs.	Vocabulary
Learners used time connecting words.	Language Use
Learners wrote in the past tense.	Language Use
Learners used good spelling and punctuation.	Spelling and Punctuation

The following success criteria can be used by learners to self-assess their work.

Writing a recount



- ☐ My opening paragraph includes When? Who? What? Where?
- ☐ The events are in order.
- ☐ I included details to add interest.
- ☐ I used powerful verbs.
- ☐ I used connecting words (e.g. First, Next, Then, After...).
- ☐ I used the 5 senses to add adjectives and strong descriptions.
- ☐ My sentences are in the past tense.
- ☐ My sentences begin with capital letters.
- ☐ My sentences end with the correct punctuation marks.
- ☐ I checked for spelling errors.
- ☐ My recount is neat and legible.



Writing Model 1:

You witnessed a road accident while in the car with your family. Write a recount of the incident for the classroom newspaper.

Thematic Area: Year 3 - Transport

A Road Accident

Introduction

Last Saturday morning, I was in the car with my family. We were driving towards the supermarket, when my dad had to stop at the roundabout.

What happened first?

I was looking out of the window when I saw a motorcycle ram into the rear of a car. I was shocked to witness this accident and I gave a loud scream. My parents turned around to look at me and I pointed to the accident.

What happened next?

The motorcyclist was injured and he was lying on the ground. The driver of the car got out of the car and rushed over to help the motorcyclist. Some pedestrians stopped to help too, and someone called an ambulance and the local police.

Conclusion

Luckily, no one was seriously hurt. Accidents like the one that happened today, can be easily avoided if we are more careful on the roads.

Writing Frame – Recount

Title:

Introduction: This paragraph needs to sum up what happened, where, when and who was involved.

What happened first:

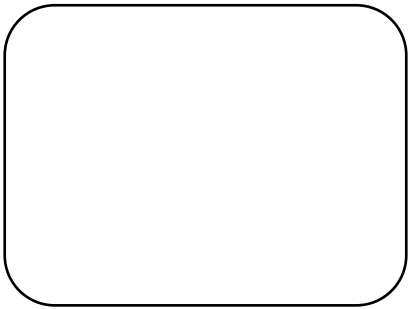
What happened next:

What happened after:

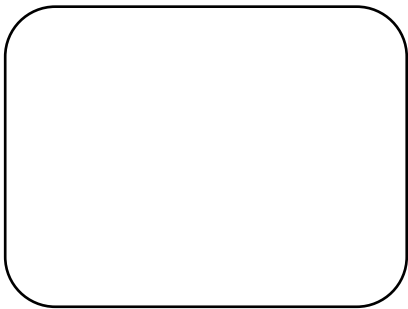
What is the present situation?

Title: _____

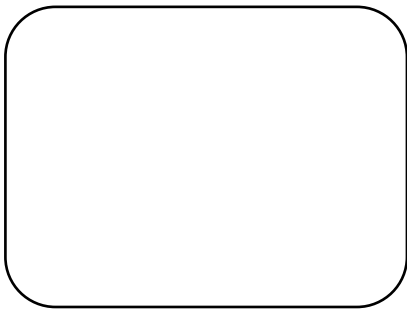
First, _____



Then, _____



Next, _____



Last, _____



A School Outing Recount

Introduction: Where, How did I
get there, who went?



What did I see or do first?



Then what did I see or do?




Lastly what did I do or see?



How did I get back? What did I think about the outing?



 <https://www.worksheetplace.com> Image: <https://scrappindoodles>

Suggested titles:

One wintry night a severe storm caused a lot of damage to your parents' house. Describe what happened exactly and what damage was done. How did your family solve the situation?

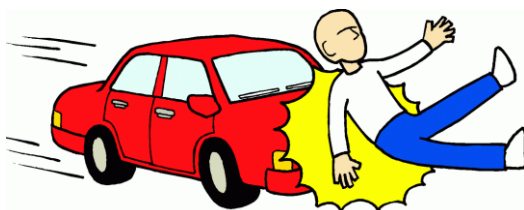


Thematic Area:

Year 3: The Home

You have witnessed a car accident. The police have asked you to give them the details of what happened. Write a description of the accident. You can use some of the following words in your writing:

boy, park, chasing a ball, loud screeching noise, driver, shocked, hurt, ambulance, broken leg



Thematic Area:

Year 3: Health/Transport

At school you have celebrated Healthy School Week. Write a magazine article reporting on the events that took place at your school during this week.

Thematic Area:

Year 3: Health/School Life

Some of the activities and events that took place were:

- Keep Fit sessions for parents
- Fun Run
- Brain Gym for pupils
- morning exercise for pupils
- healthy eating snacks
- guest speakers: dentist/doctor



Writing directions

What are directions?

This genre features across Level 5 in both Year 3 and Year 4 and in Level 6 in Year 5. When writing directions, it is important that learners show that they can inform or instruct by using the imperative mood and follow the correct sequence. Each sentence should be brief, specific and include one direction. Directions can be numbered or in point form as in the writing frames provided or written in the form of a paragraph in letters, emails or messages as in the following example:

You want to invite your **friend Sarah** for a play date at your house next Saturday. She has never been to your house. Write a **message** to **invite her** and **to give her directions to your house**.

Word length varies per year and genre.

Reference to LOs

When writing directions, learners are mainly working to achieve the following Learning Outcomes:

Year 3	
W5.9	I can write a paragraph appropriately for an audience and with a purpose.
W5.14	I can use resources to help me plan my written work and present it accurately.
W5.16	I can write instructions to explain the steps of a process.
Year 4	
W5.2	I can, at an elementary level, use appropriate format and features of presentation to convey the purpose of a text.
W5.4	I can, with support, edit and revise my written work.
W5.6	I can use words to achieve effects in my writing.
W5.8C	I can participate in writing for a range of purposes and write in some genres.

W5.11	I can add detail and interest to basic sentence structures in a variety of ways.
Year 5	
WR6.2	I can use appropriate format and features of presentation to convey the purpose of a text.
WR6.4	I can use resources to help me plan my written work and present it accurately.
WR6.5	I can revise and edit work with minimal support.
WR6.9	I can participate in writing for a wide range of genre, audience and purposes (GAP).

Success Criteria for teachers

The following success criteria, which are in line with the Marking Criteria for Writing on p. 26 (LOF Year 3), p. 24 (LOF Year 4) and p. 34 (LOF Year 5), can be used by teachers when assessing the writing of directions:

Success Criteria	Marking Criteria
Learners wrote short, clear directions.	Content and Relevance
Learners wrote bulleted or numbered directions (unless they were included in a letter, email or message).	Organisation and Structure
Learners wrote directions that follow a logical sequence.	Organisation and Structure
Learners used appropriate vocabulary including adverbs (e.g. carefully, slowly...) and connectives (e.g. first, then...).	Vocabulary
Learners used verbs in the imperative mood (e.g. go, turn, etc...).	Language Use
Learners used good spelling and punctuation.	Spelling and Punctuation

The following success criteria can be used by learners to self-assess their work.

Writing directions



- ☐ My directions are easy to follow.
- ☐ My directions follow a logical sequence.
- ☐ I used connecting words (e.g. first...).
- ☐ I used bullets or numbers.
- ☐ I used drawings or diagrams.
- ☐ I used verbs in the imperative mood.
- ☐ My directions begin with a capital letter.
- ☐ My directions end with the correct punctuation marks.
- ☐ I have checked for spelling errors.
- ☐ My directions are neat and legible.



Writing Model 1:

You are at Funland Fun Park and you have the following map. You are waiting in line at the Roller Coaster Ride (3). Your friend Kurt, just arrived, and he is at The Gate (1). Write a **message** to **your friend** to **give him/her directions** to reach you.

Thematic Areas: Year 3 – Sports and Free Time/Places and Directions

Year 4 – Entertainment

Year 5 – Places



Hi! I'm at the Entrance. Where are you?

Hey! I was wondering if you were coming! Turn left onto Main Avenue. Then, walk past the Water Slide and the Petting Farm on your right. Keep going straight along Fun Street and you'll see The Roller Coaster on your left. I am waiting in line. Hurry!

Writing Model 2:

A tourist stops you in the street. He needs to go to the bus station and asks you for directions. Write down the directions for him.

Thematic Areas: Year 3 - Places and Directions

Year 4 - Town and Country

Year 5 - Places



1. Walk straight on along Bond Street and past Green Street.
2. Then, turn right into King's Road.
3. Keep walking straight on.
4. The bus station is on the left-hand side and past the bookshop.

Writing Frame 1

- 1)
- 2)
- 3)
- 4)

Map

Writing Frame 2

- _____
- _____
- _____
- _____

Diagram

Suggested titles:

You are at the bookstore. You suddenly remember that you have run out of food for your hamster. The sales assistant at the bookstore explains to you where the nearest pet shop is. Write down these directions so you do not forget them.



Thematic Areas:

Year 3: Places and
Directions/
Family and Friends

Year 4: Relationships

Year 5: Places

Your class is going to the Museum. Your friend John is going to come late to school because he has a hospital appointment. Write down the directions from the hospital to the Museum so he will join you at the outing.



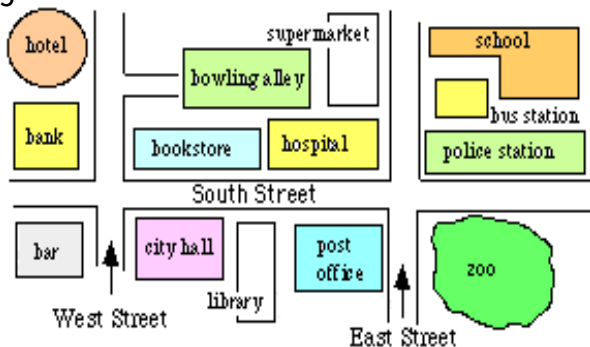
Thematic Areas:

Year 3: Hobbies and Leisure/
Celebrations

Year 4: Food and Drink

Year 5: Places

You are abroad and would like to visit the zoo. Ask a passer-by for directions. Write down the directions so you do not forget them.



Thematic Areas:

Year 3: Hobbies and Leisure

Year 4: Sports and Free Time

Year 5: Places

Designing a poster

What is a poster?

The designing of a poster features in Level 6 in Year 5. A poster includes pictures and text. A poster can serve many functions such as to inform, to explain, to describe and to persuade.

Reference to LOs

When designing a poster, learners should be working to achieve the following Learning Outcomes:

Year 5	
WR6.2	I can use appropriate format and features of presentation to convey the purpose of a text.
WR 6.5	I can revise and edit work with minimal support.
WR6.4	I can use resources to help me plan my written work and present it accurately.
WR6.5	I can revise and edit work with minimal support.
WR 6.7	I can use words to achieve effects in my writing and use a range of vocabulary and expressions that set specific moods and depict scenes.
WR6.9	I can participate in writing for a wide range of genre, audience and purposes (GAP).

Success criteria for teachers

The following success criteria, which are in line with the Marking Criteria for Writing on p. 34 (LOF Year 5), can be used by teachers when assessing a poster:

Success Criteria	Marking Criteria
Learners addressed the title (e.g. described, persuaded, explained or informed).	Content and Relevance
Learners included a suitable, attention-grabbing heading.	Content and Relevance

Learners included the name of the product/service/place.	Content and Relevance
Learners described the benefits of the product/service/place.	Content and Relevance
Learners used suitable colours and noticeable pictures.	Organisation and Structure
Learners included a catchy slogan to make the product/service/place sound interesting and exciting.	Language Use
Learners used short to-the-point phrases and sentences.	Language Use
Learners used adjectives and adverbs to make the product/service/place appealing.	Vocabulary
Learners used the imperative mood.	Language Use
Learners used positive language, exaggeration and rhetorical questions to appeal to the senses and make the product/service/place sound appealing.	Language Use
Learners used good spelling and punctuation.	Spelling and Punctuation

The following success criteria can be used by learners to self-assess their work.



Designing a poster

- ☐ My poster is eye-catching.
- ☐ I designed my poster carefully.
- ☐ My poster has relevant and catchy pictures and/or drawings.
- ☐ My poster has suitable colours.
- ☐ My poster has a short, relevant title.
- ☐ My poster has short, to-the-point phrases and sentences.
- ☐ My poster has bullets and numberings.
- ☐ My poster has a catchy slogan.
- ☐ I used bossy verbs.
- ☐ My sentences begin with capital letters.
- ☐ My sentences and phrases end with the correct punctuation marks.
- ☐ I checked for spelling errors.
- ☐ My poster is neat and legible.

Writing Model

Your family has opened a new candy shop in your village. Design and produce a **poster** to **persuade customers to visit your new shop**.

Thematic Areas: Year 5 – Shopping/Food and Drink/Places

Candylicious

*The place where you reward
your sweet tooth. 😊*

*This family-run business,
offers a range of locally produced candy,
using some of Malta's finest ingredients.*

*Featuring the Junior Song for Europe winner,
Kimmy's favourite ice-cream!*



The best
candy shop on
the island!

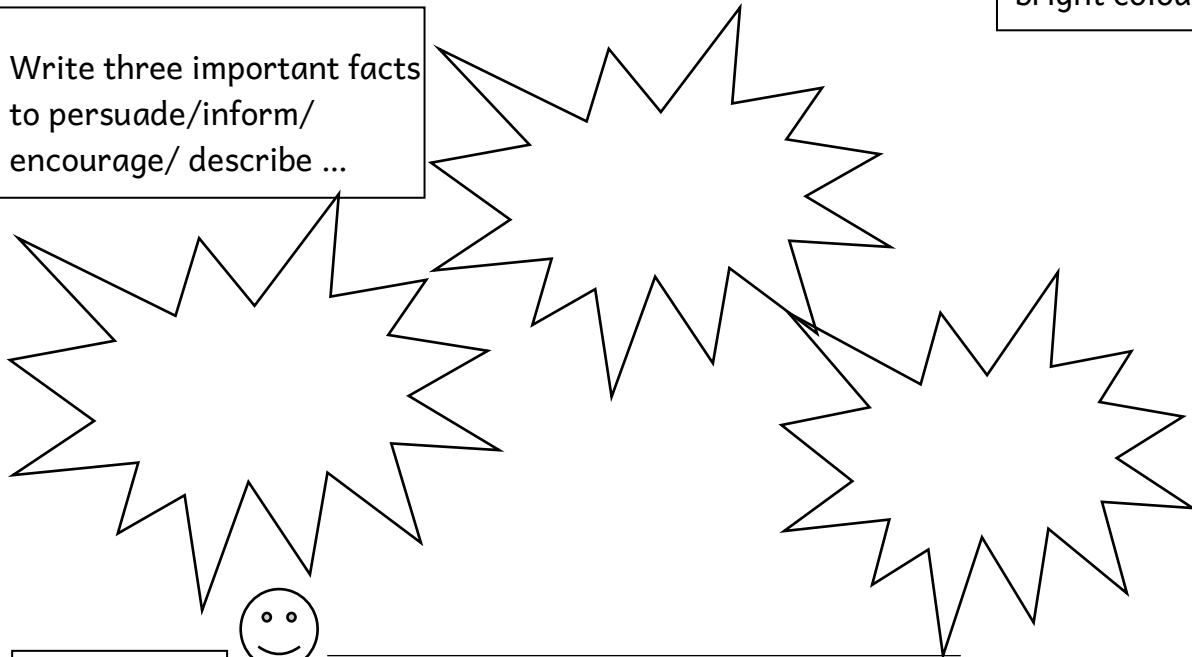
*Visit the shop during the month of May to receive
a free tote bag signed by Kimmy, herself!*

 Trafalgar Square, Sliema, Malta, +35623789087,
 www.candylicioushop.com
 Monday-Sunday 9:00-19:00

Writing Frame - Poster

Choose a catchy heading and colour it in bright colours.

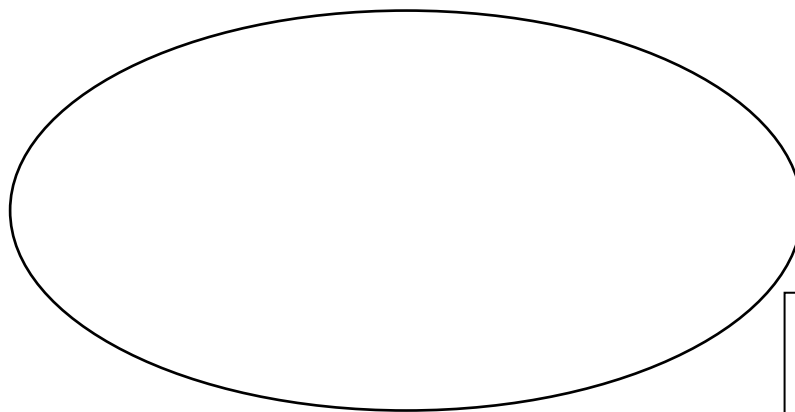
Write three important facts to persuade/inform/encourage/ describe ...



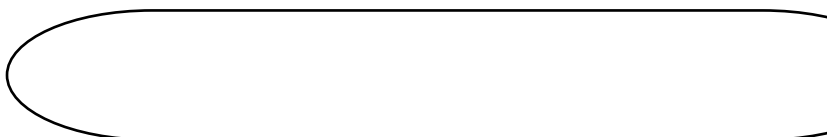
Share more useful information.



Think of a good picture to make your poster attractive.



Think of a rhyme/slogan or catchy phrase to end your poster.



Suggested titles:

Your school is organising Healthy Lifestyle Week. Design a poster to inform pupils and parents about this event.

Thematic Areas:

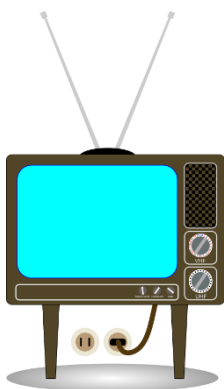
Year 5: Health and Fitness/ Sports and Arts



At school you are learning about the history of TV. Create a poster to inform your classmates about this invention.

Thematic Area:

Year 5: Media



The 19th of July, 2019, marks the 50th anniversary since man's first walk on the moon. Design a poster to celebrate this anniversary. Share it with your classmates.

Thematic Area:

Year 5: Space Travel



Writing an opinion article

What is an opinion article?

The writing of an opinion article is featured in Level 6 in Year 5. Learners should write around 100-140 words. An opinion article should consist of an introduction, a main body consisting of three paragraphs and a conclusion. In the introduction learners should introduce the topic and express their point of view. In the body, learners should back up their point of view with valid reasons and explanations, acknowledge reasons that go against their opinion and counter back with more reasons to support their opinion. The conclusion should strengthen the learners' point of view.

Reference to LOs

When producing and designing a poster, learners should be working to achieve the following Learning Outcomes:

Year 5	
WR6.2	I can use appropriate format and features of presentation to convey the purpose of a text.
WR6.4	I can use resources to help me plan my written work and present it accurately.
WR 6.5	I can revise and edit work with minimal support.
WR6.9	I can participate in writing for a wide range of genre, audience and purposes (GAP).
WR6.16	I can organise my ideas into clear, cohesive and coherent paragraphs sustained over an extended piece of writing.

Success criteria for teachers

The following success criteria, which are in line with the Marking Criteria for Writing on p. 34 (LOF Year 5), can be used by teachers when assessing an opinion article:

Success Criteria	Marking Criteria
Learners gave a general overview of the topic and stated their opinion in the introduction.	Content and Relevance
Learners supported their opinion with at least three valid reasons in the first body paragraph.	Content and Relevance Vocabulary
Learners provided at least three reasons which go against their opinion in the second body paragraph.	Content and Relevance Vocabulary
Learners provided further reasons to support their point of view in the third body paragraph.	Content and Relevance Vocabulary
Learners gave a general overview of the topic and one last strong reason supporting their point of view in the conclusion.	Content and Relevance Vocabulary
Learners used the first person and the present tense.	Language Use
Learners used suitable sentence starters to introduce, develop, admit counter arguments and conclude.	Language Use Vocabulary
Learners indented every paragraph and skipped a line between each paragraph.	Organisation and Structure
Learners used good spelling and punctuation.	Spelling and Punctuation

Success criteria for learners

The following success criteria can be used by learners to self-assess their work.

Writing an opinion article

- ☐ My opinion article starts with an introduction which is focused on the topic.
- ☐ My opinion is written in the introduction.
- ☐ My first body paragraph has (at least) three reasons that support my opinion.
- ☐ My second body paragraph has (at least) three reasons that go against my opinion.
- ☐ My third body paragraph has more reasons that support my opinion.
- ☐ My conclusion summarises the topic.
- ☐ My conclusion includes a strong reason that supports my opinion.
- ☐ My opinion article has sentence starters that develop and support my opinion.
- ☐ I used the present tense.
- ☐ I used the first person 'I'.
- ☐ My sentences begin with capital letters.
- ☐ My sentences end with the correct punctuation marks.
- ☐ I checked for spelling errors.
- ☐ I skipped a line between each paragraph.
- ☐ I indented every paragraph.
- ☐ My opinion article is neat and legible.



Writing Model

In your opinion, **is homework necessary for pupils?** Write an **opinion article** to share with your **classmates**. Support your opinion with valid reasons.

Thematic Area: Year 5 – School and Education

Many hold different opinions regarding homework. Not everyone sees homework as helpful. On the other hand, I think that homework is very important and necessary for my development.

Firstly, when I am doing my homework, I am revising at my own pace what I learned at school. Therefore, homework allows me to review what I covered. Another reason why I believe homework is important is that it helps me develop good study habits. Without doubt, homework, helps me to become more responsible because I have to work out tasks and meet deadlines. This will prepare me for when I grow older and start working.

On the other hand, many argue that pupils spend a lot of time, seated at school. They believe that when they go home, pupils should rest and spend their free time exercising and pursuing their interests. Furthermore, some argue that homework is very time-consuming. Although it is true, that homework is a form of revision, sometimes it is merely a repetition of the same or similar exercises done in class. Thus, homework can become a boring task.

Nonetheless, I still believe that homework is a must. Homework allows my parents to know what was covered in class. My parents can go through my work and support me where necessary. In addition to that, homework extends my knowledge and sparks my enthusiasm for learning. For example, sometimes the teacher asks us to carry out research on a topic at home and to share the findings with the rest of the class.

For these reasons, I believe that homework is necessary. Whenever I complete my homework I feel a sense of achievement. I like homework!



Writing Frame – Opinion Article

I think _____ is _____. I have several reasons to support my point of view.

Introduction

State your point of view in the introduction.

Firstly, _____
_____ I strongly believe _____
_____ The most compelling reason is _____

Body 1

Give several reasons to support your point of view.

Although it is true that _____
_____ Unfortunately, it may be the case that _____
Admittedly, _____

Body 2

Give a few reasons which support the opposite point of view.

Nevertheless, _____
Despite _____
_____ In fact, _____

Body 3

State a few more reasons that support your point of view.

Overall, I think _____ is _____

Conclusion

Strengthen your point of view by giving a final reason.

Suggested titles:

In your opinion, which is the most useful means of transport? Write an opinion article for your school blog. Give various reasons.

Thematic Area:

Year 5: Transport



In your opinion, which is the most popular means of communication with older children, the tablet or the mobile phone? Write an opinion article to share it with your classmates. Support your opinion using valid reasons.

Thematic Area:

Year 5: Media



In your opinion, is online shopping better than shopping in shops? Write an opinion article to express your point of view. Include several reasons to support your point of view.

Thematic Area:

Year 5: Shopping



Graphic Organisers

Opinion Article

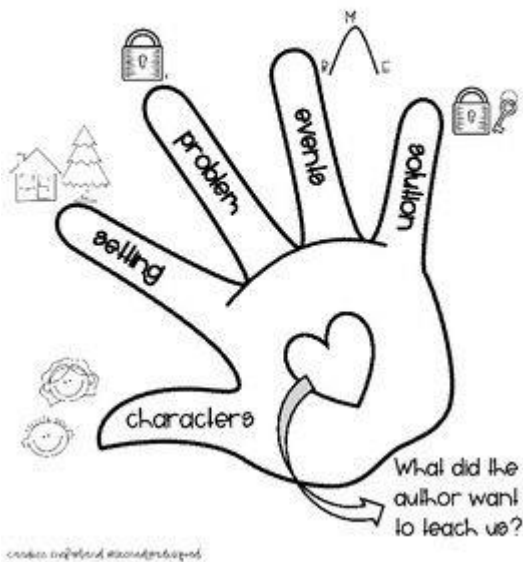
Title:	
What is your opinion?	
For:	Against:
1 _____ _____	1 _____ _____
2 _____ _____	2 _____ _____
3 _____ _____	3 _____ _____
4 _____ _____	4 _____ _____
5 _____ _____	5 _____ _____
6 _____ _____	6 _____ _____
Conclusion:	

Story Writing

Character/s

Setting

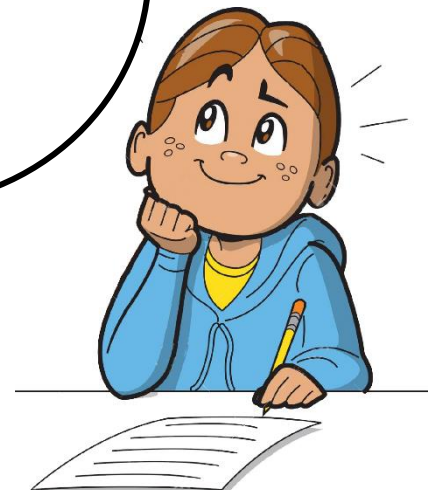
How to RETELL



Problem

Events

Solution



WH questions

<u>What?</u>	
<u>Where?</u>	
<u>When?</u>	
<u>Why?</u>	
<u>Who?</u>	
<u>How?</u>	



Story Writing

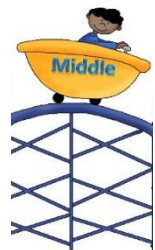
Beginning

Who is in the story? Where and when is it happening?



Middle

What happens to the characters? What is the problem?



Ending

What happened at the end? How do they solve the problem? What lesson do the characters learn?



Story Writing

CHARACTERS

Who are they? What will they be like?

SETTINGS

Which words will you use to describe the setting and the surroundings?

OPENING

How will you set some scenes and introduce the characters?

BUILD UP

How will you change the atmosphere?

MAIN EVENT

What will happen? How will the characters feel?

ENDING

How will the story end? How will everyone feel?

Story Writing

The diagram is a large hexagon composed of seven smaller hexagons. The central hexagon is pink and labeled 'Who?'. It is surrounded by six other hexagons, each with a different color and a question or label. Starting from the top and moving clockwise, the sections are: 'Title' (yellow), 'When?' (green), 'Resolution' (red), 'Message' (black), 'What?' (purple), and 'Where?' (blue). Each section contains several horizontal lines for writing.

Title

Where?

When?

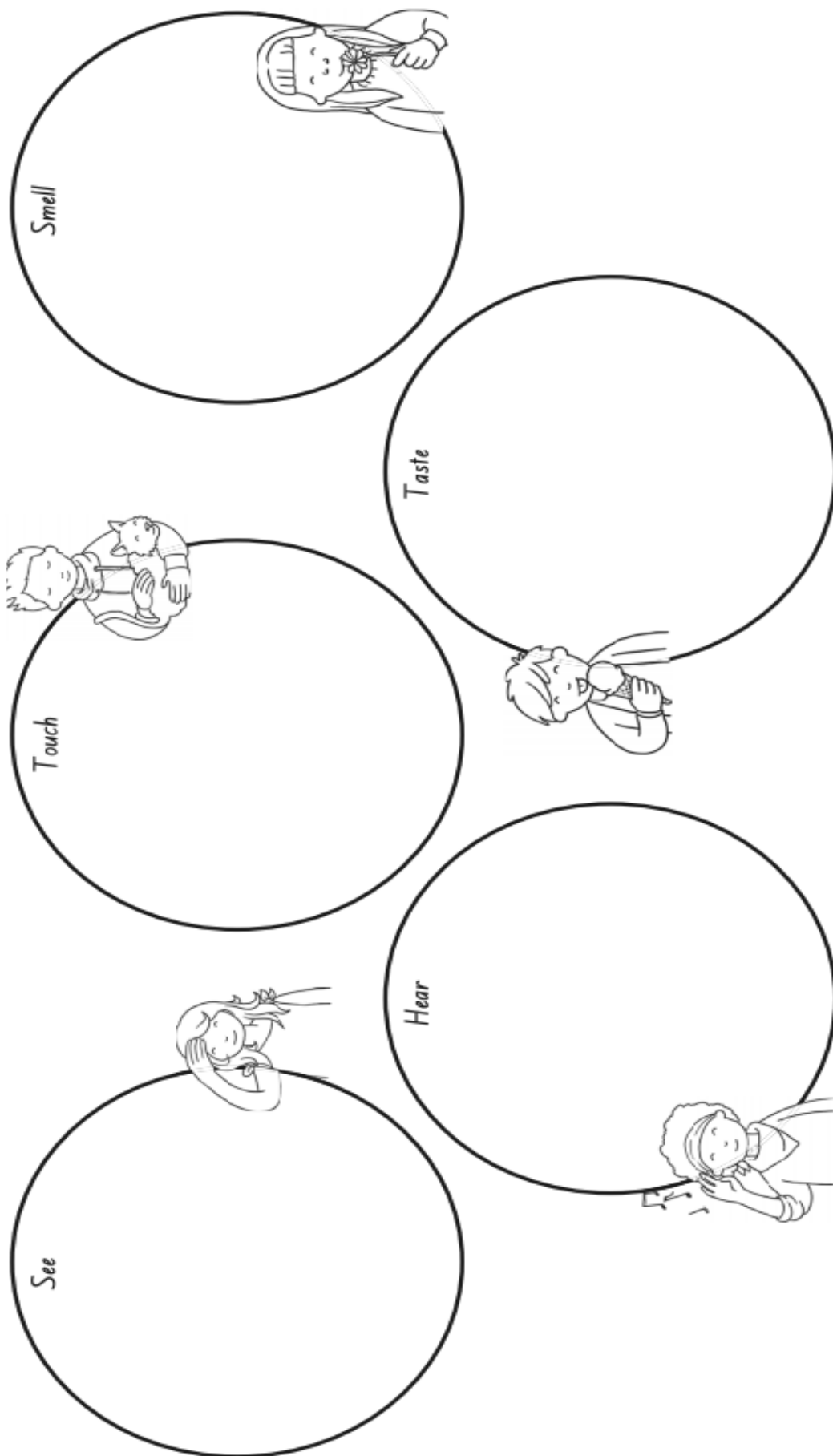
Who?

What?

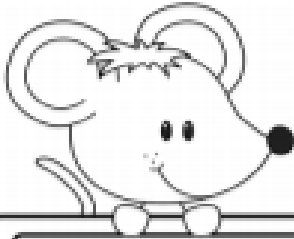
Resolution

Message

5 Senses



My Narrative Writing Plan



**NARRATIVE
WRITING**



Who are the characters?

What will happen to the characters?

Setting: Describe when and where the story takes place:

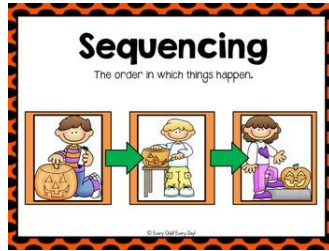
The Plot: What happens and in what order?

Beginning and how you catch the reader's attention:

Middle a build up to a problem and how it's resolved:

Ending that satisfies the reader:

Sequence Writing



Event 1

First

Next

Then

Last

Event 2

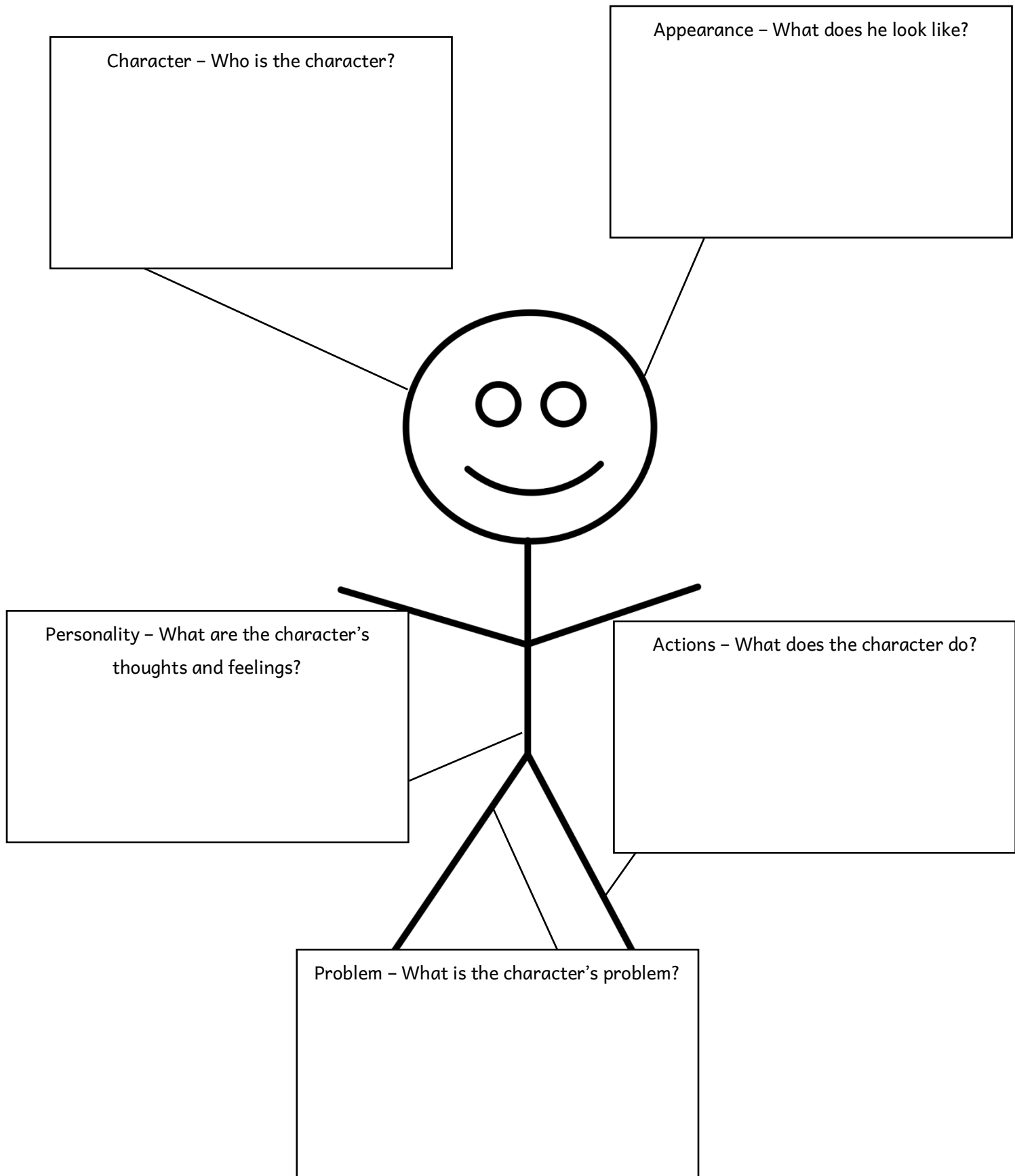
First

Next

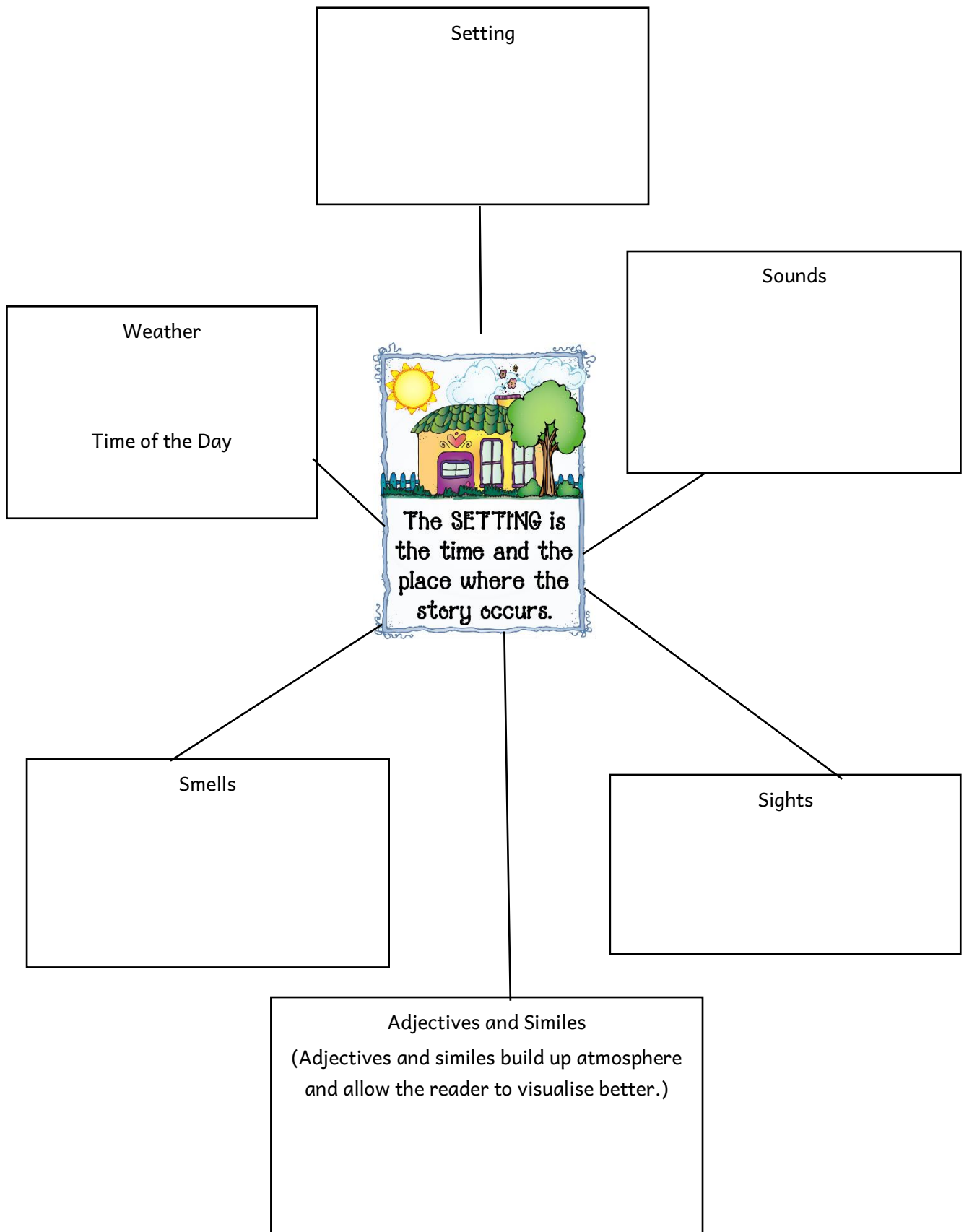
Then

Last

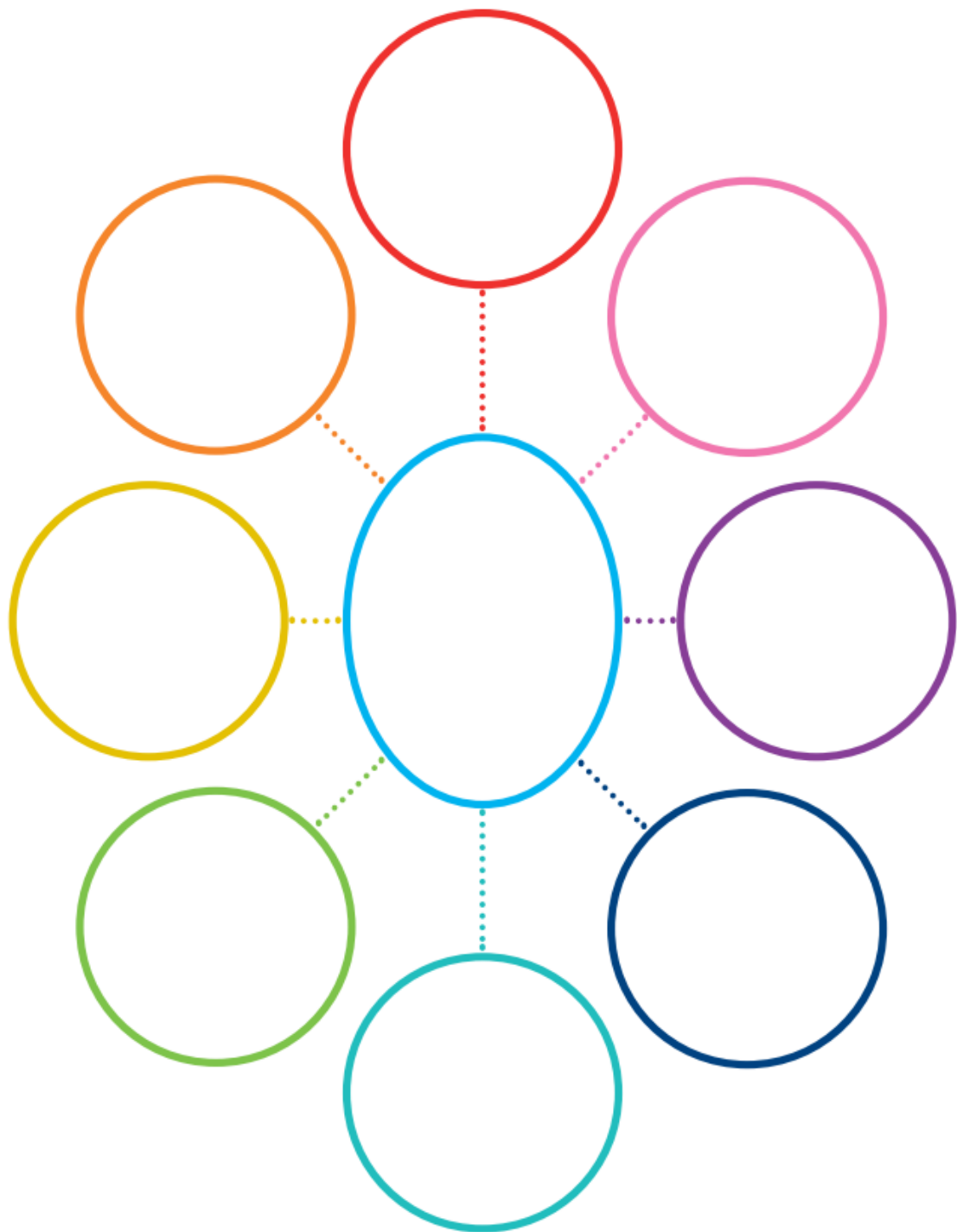
Creating a Character



Creating the Setting



Concept Map



Name: _____

My Recount Planner

Introduction:

What is the recount about?
Who, What, When and Where



Body

First event:



Body

Second event:



Body

Third event:



Conclusion:

Connects back to the
introduction.

Ends with a personal reflection
about the event.

Paragraph Writing

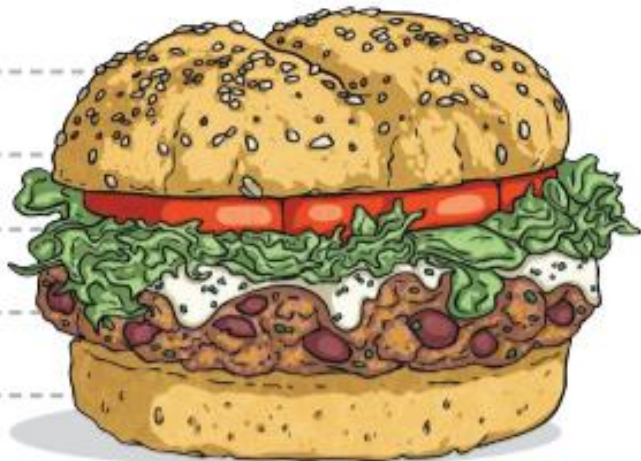
Main Idea Sentence

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



visit [twinkl.com](https://www.twinkl.com)



Advert Writing

Name of Product:

Slogan ideas: alliteration? Simile/ metaphor? Rhyme?

-
-
-
-
-
-

Hook or promise:

Superlative/ exaggeration:

Rhetorical questions:

Bossy verbs and strong adverbs.

Appealing adjectives/ positive feelings:

Product information/ special offers:

Advert Writing

Persuasive Writing Planning Page

What are you selling?

Who is your target audience?

Which phrases will you use to appeal to your target audience?

Special offer

The best

Cool

Cheaper

Free!

Genuine

Latest fashion

Bargain

Exclusive

Fun

Will your product make your customer.....

Happier

Healthier

Slimmer

More comfortable

More beautiful

More intelligent

More fashionable

The envy of their friends

How will your advert attract their attention and stick in their memory?

use humour

ask questions

appeal to their senses

use alliteration, rhyme or a play on words to create a memorable slogan;

persuade them to imagine themselves using your product

make them feel special.

Which of these will you use in your advert?

a mix of facts and persuasive comment.....

focus on the positive and ignore the negative.....

use exaggerated language, full of adjectives and adverbs to paint an appealing picture.....

start sentences with the imperative.....

ask a rhetorical question.....

use memorable image or slogan.....

.....

Word Mats

Sentence Openers

Time	Order	Where	To add information	Comparisons
One day	At first	In the middle of the...	Again	However
One morning	First	Under the bridge....	Also	Yet
One evening	Second	Over the bridge....	Another	Despite
After that	Third	In the distance....	Along with....	Still
After a while	Then	Far away.....	For example....	Unlike
Before long	Last	In a far off land.....	As well as	Even though
Afterwards	Finally	Inside of....		Although
As soon as	Next	At the end of.....		Rather than
At last	Then	On top of the.....		
A moment later		Next to the.....		
In the meantime		Nearby....		
Later on		Opposite the.....		
Meanwhile				
Soon				
During				
Now				
Next week				
All of a sudden				



Adjectives

People	Objects	Comfortable Feelings	Uncomfortable Feelings	Size	Time
adorable	bright	brave	angry	big	ancient
adventurous	clear	calm	annoyed	colossal	brief
aggressive	distinct	cheerful	anxious	enormous	early
annoying	drab	comfortable	ashamed	gigantic	fast
beautiful	elegant	courageous	awful	great	late
caring	filthy	determined	bewildered	huge	modern
clumsy	gleaming	eager	bored	immense	old
confident	grotesque	elated	confused	large	quick
considerate	long	encouraged	defeated	little	rapid
excitable	magnificent	energetic	defiant	long	short
glamorous	precious	enthusiastic	depressed	mammoth	slow
grumpy	sparkling	excited	disgusted	massive	swift
happy	spotless	exuberant	disturbed	meagre	young
helpful	strange	fantastic	dizzy	mighty	
important	unsightly	fine	embarrassed	mini	
intimidating	unusual	healthy	envious	minuscule	
obnoxious	valuable	joyful	frightened	petite	
odd		pleasant	hungry	puny	
talented		relieved	lonely	short	

Character Description Word Mat

Face	Hair	Body	Voice	Clothes	Movement
adorable	afro	angular	booming	clean	blundering
attractive	braided	athletic	brittle	damaged	edging
beautiful	coarse	broad	clear	fashionable	hobbling
black	corkscrews	bulky	confident	flowing	limping
blotchy	crimped	burly	croaking	ill-fitting	looming
blushing	curly	frail	echoing	modern	pacing
brown	dark	lithe	flat	neat	plodding
cheerful	fine	muscular	gruff	old-fashioned	racing
cruel	floppy	narrow	hushed	pristine	scrambling
cute	frizzy	plump	inaudible	spotless	skulking
freckled	ginger	slender	loud	stylish	stalking
gloomy	golden	slight	quiet	tidy	stooping
gorgeous	greasy	slim	quivering	torn	striding
jaunty	luscious	stout	raspy	untidy	strutting
kind	messy	wide	shrill	unkempt	stumbling
long	neat	willowly	wheezy	vintage	sweeping
loving	ringlets	wiry	whispering	worn	trudging
miserable	shiny				
wrinkled					



visit [twinkl.com](https://www.twinkl.com)



Adverbs

How?	When?	How often?	Where?	How much?
angrily anxiously cautiously cheerfully courageously crossly cruelly defiantly doubtfully elegantly enthusiastically foolishly frantically gently gladly gracefully happily hungrily loudly	afterwards again beforehand early late never now often punctually recently soon then today tomorrow yesterday	always annually constantly daily hourly monthly never occasionally often once regularly repeatedly sometimes usually yearly	above around away below down downstairs everywhere here inside outside there up upstairs wherever	almost completely entirely little much rather totally very
<div> How certain? certainly definitely probably undoubtedly surely </div>				
<div> More Useful Adverbs: additionally insufficiently hence consequently fittingly appropriately suitably however </div>				

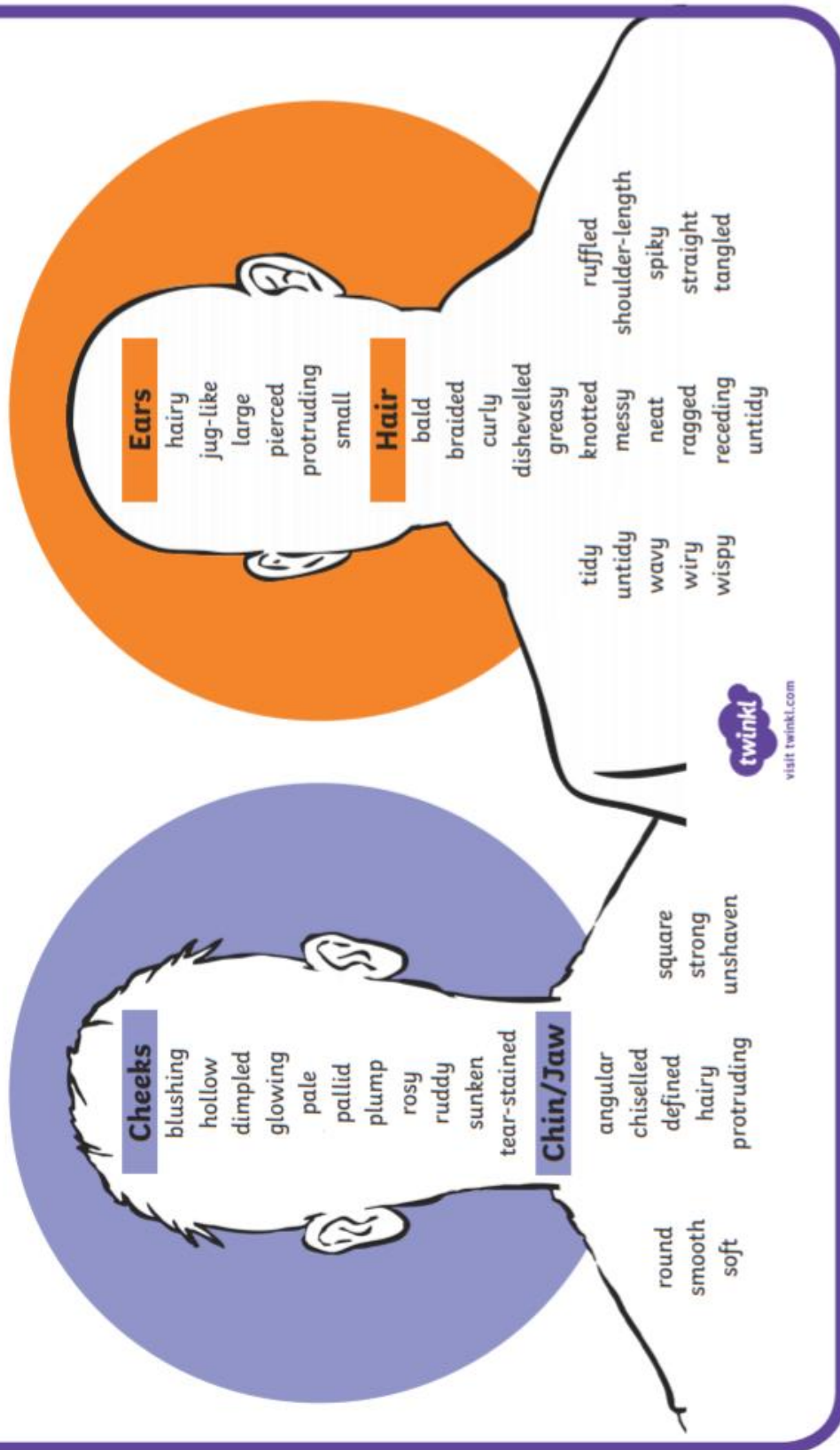
Verbs

Movement	Voice	Objects	Emotion	Sense	Thought
bounce		bend	admire	caress	comprehend
carry	giggle	break	bawl	eat	conceive
collapse	hum	burn	blubber	feel	contemplate
crawl	laugh	control	cry	hear	daydream
dance	rap	fold	despair	lick	dream
dash	scream	melt	frown	listen	evaluate
drive	shout	mend	grin	observe	lament
hit	sigh	mould	laugh	smell	meditate
hop	sing	open	love	sniff	ponder
hurry	sob	repair	sigh	taste	reflect
jump	talk	smash	smile	touch	speculate
leap	whisper	snap	smirk		think
live	yawn	stretch	tremble		visualise
pull		throw	weep		wonder
push		twist	wince		
roll					
rotate					
run					
shake					

More Useful Verbs:

change	suggest	locate	design	select
identify	collect	search	plan	focus

Physical Appearance Adjectives



Physical Appearance Adjectives



Eyes

beady
bloodshot
blue
bright
brown
bulging
clear
dark
dead
frightened
gentle
green
grey
little
luminous
shining
stony
sunken
thin
wide

Nose

neat
oversized
piggy
pointed
prominent
regal
bent
crooked
elegant
freckled
frostbitten
hooked
impish
runny
sharp
squashed
twisted
upturned
wrinkled

Mouth

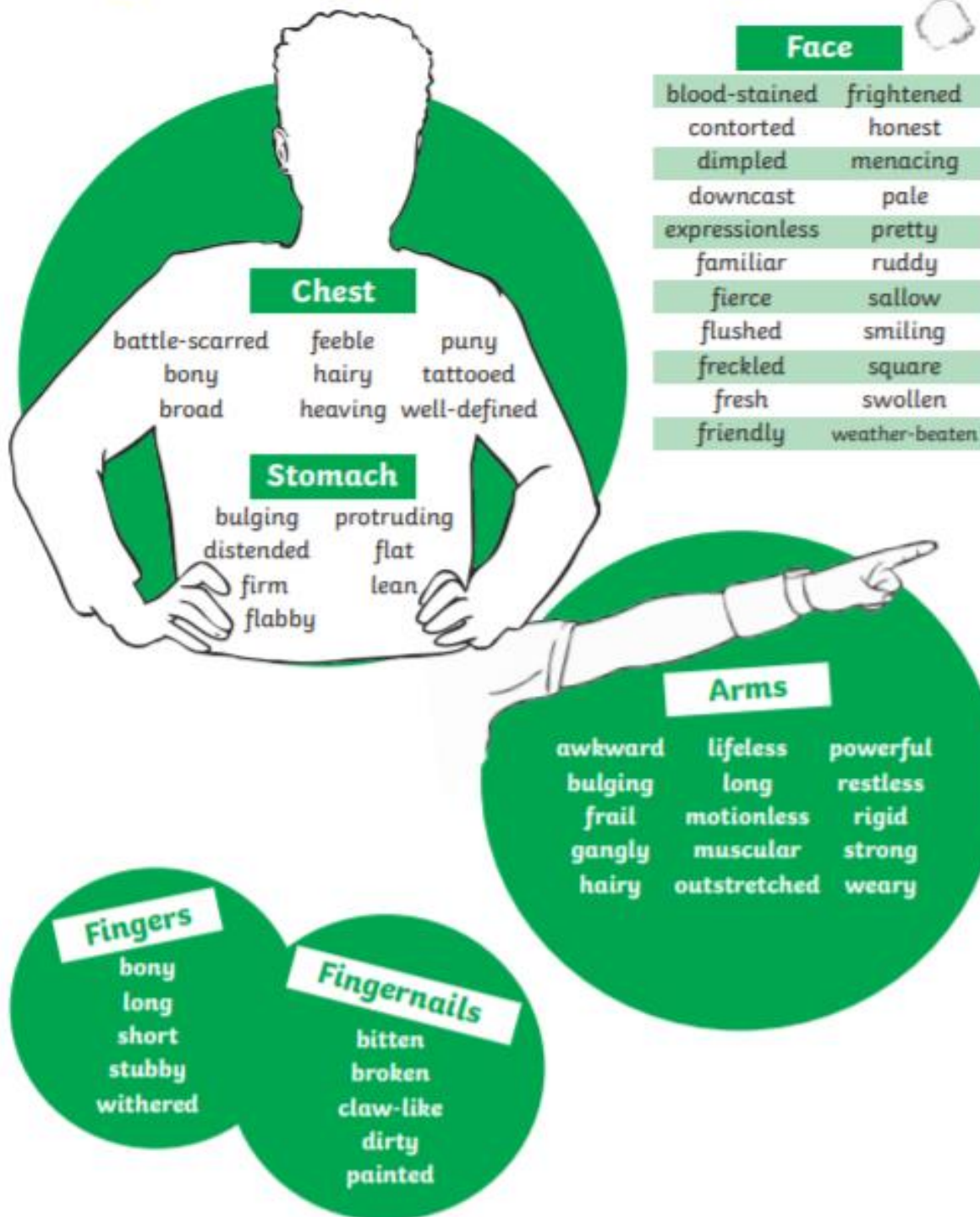
cavernous
delicate
downturned
frothing
gaping
puckered
slobbering
smiling
sulking
thin
toothless
wide
wrinkled
yawning

Teeth

black
buck
chattering
clenched
crooked
dagger-like
dazzling
ferocious
gleaming
gnashing
goofy
grinding
jagged
large
perfect
protruding
razor-like
sharp
shining
ugly

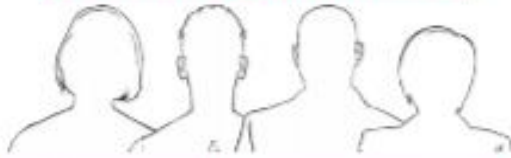


Physical Appearance Adjectives



Physical Appearance Adjectives

Overall Appearance

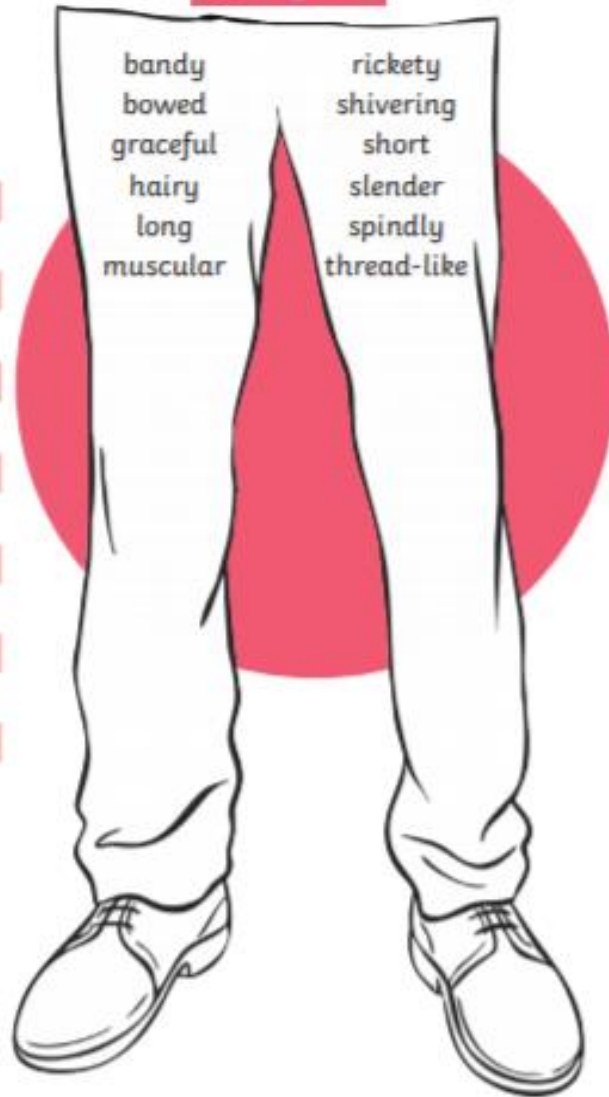


athletic	hideous	skeletal
beautiful	lanky	slender
blotchy	lifeless	slight
brawny	lithe	statuesque
bronzed	muscular	stocky
burly	overweight	strapping
frail	pallid	trim
fragile	pasty	voluptuous
gangly	plump	weak
gaunt	puny	willowy
gawky	rangy	wiry
haggard	scarred	wrinkled
herculean	scrawny	

Feet

bare	grubby	stinky
big	sandaled	stubby
cold	slipperd	swollen
dainty	small	unsightly
flat	sore	weary

Legs



bandy
bowed
graceful
hairy
long
muscular
rickety
shivering
short
slender
spindly
thread-like

Build/Figure

athletic	gangly	lithe	skinny	statuesque
burly	gaunt	muscular	slender	stocky
chubby	heavyset	petite	slight	strapping
compact	lanky	scrawny	solid	thin
				willowy

Setting Description Senses Word Mat

Sights

ancient
angular
bright
bustling
cluttered
crowded
dazzling
disappointing
dusty
empty
enormous
fashionable
glistening
gloomy
grim
hectic
impressive
luxurious
miniscule
misshapen
rounded
spotless
unkempt
wonderful

Sounds

banging
buzzing
discordant
gurgling
grating
howling
loud
low-level
melodic
muttering
noisy
quiet
raucous
ringing
rustling
scratching
screeching
scuffling
silent
tapping
thumping
tuneful
wailing
whispering

Smells

clean
clinical
damp
delicious
disgusting
dusty
earthy
exotic
familiar
floral
fresh
fruity
homely
mouth-watering
perfumed
pleasant
pungent
refreshing
sickening
smoky
tangy
tempting
unfamiliar
unusual

Sensations

bumpy
cool
damp
forceful
freezing
gentle
hard
itchy
jagged
loose
pleasant
rough
slippery
smooth
soaking
soft
sticky
stifling
sweating
tickly
tight
uncomfortable
unpleasant
wobbly

Feelings

amazed
anxious
ashamed
calm
confident
curious
disappointed
eager
excited
exhilarated
furious
impressed
lazy
lonely
miserable
nauseated
nervous
overawed
overjoyed
proud
reluctant
serene
terrified
underwhelmed



Transitional Words: Beginning, Middle and Concluding

The transitional words have been organized into three categories: Beginning sentences or paragraphs, within a paragraph or to conclude a paragraph or writing. Some are interchangeable.

Beginning

first of all
to begin with
in the first place
generally speaking
accordingly
first
to illustrate my point
for example
for instance
as a rule
for the most part
generally
thereupon
also
as well as
besides
likewise
moreover
similarly
on one hand
on the other hand
rather
similarly
yet
but
however
here
there
over there
beyond
nearly
opposite
under
above
to the left
to the right
in the distance
by the way
Incidentally
let me explain

Middle

aside from
other than
barring
except
therefore
coupled with
furthermore
in addition
the meantime
ordinarily
usually
hence
otherwise
so then
as an example
in this case
comparatively
coupled with
correspondingly
identically
likewise
similar
moreover
together with
in essence
in other words
namely
that is
that is to say
in short
in brief
to put it differently
at first
on the contrary
at the same time
above all
particularly
including
especially
for instance
specifically
especially
particularly

Concluding

for now
for this reason
as a result
consequently
meanwhile
later
while
earlier
simultaneously
afterward
in conclusion
with this in mind
after all
all in all
all things considered
briefly by and large
in any case
in any event
in conclusion
on the whole
in short
in summary
in the final analysis
in the long run
to sum up
to summarize
finally
singularly
exclusive of
as you can see
for these reasons
to wrap up
to conclude
for this reason
simply stated
once again
to sum up my thoughts



Giving Your Opinion

Introducing Your Argument

I think that...
I strongly believe that...
It is obvious that...
It is clear that...
My position is that...
It is undeniable that...
The fact is that...
I ask you to consider
In my opinion, ...

Developing Your Argument

Furthermore, ...
In addition to...
Moreover, ...
Likewise, ...
Firstly, ...
Again, ...
Next, ...
The most compelling reason is that...
Without doubt, ...

Admitting Counter Arguments

Although it is true that...
Admittedly, ...
While some people may think that...
Unfortunately, it may be the case that...
I acknowledge that...
I can understand that...
I appreciate that...
It is unfortunately true that...
I concede that...

Countering

However, ...
Nevertheless, ...
Even so, ...
Whereas...
Nonetheless, ...
Despite...
But...
In fact, ...
Conversely, ...

Conclusion

In summary, ...
To conclude, ...
Finally, ...
All this taken into account, ...
In conclusion, ...
For these reasons, ...
All in all, ...
In short, ...
Ultimately, ...

Persuasive Writing

Introductions

I think...
 For this reason...
 I feel that...
 I am sure that...
 It is certain...
 I am writing to...
 Of course...
 In the same way...
 On the other hand...
 In this situation...

Making your point

Firstly, secondly, thirdly...
 Furthermore...
 In addition...
 Also...
 Finally...
 Likewise...
 Besides...
 Again...
 Moreover...
 Similarly...
 Surely...
 Certainly...
 Specifically...
 If...then...
 because...

Details

For example...
 In fact...
 For instance...
 As evidence...
 In support of this...

Endings

For these reasons...
 As you can see...
 In other words...
 On the whole...
 In short...
 Without a doubt...
 In brief...
 Undoubtedly...

Other Words

reasons
 arguments
 for
 against
 unfair
 pros
 cons



Walking Directions



east
west
north
south
north-east
south-east
south-west
north-west

left
right
turn left
turn right
turn
half turn
quarter turn
turn around
turn the corner
cross the road

then
next
between
arrive
destination
forwards
walk forwards
walk backwards
after
past
before

TRANSITIONAL WORDS & PHRASES NARRATIVES

To Show Relationship:

as for, by the same token, comparatively,
correspondingly, coupled with, equally, identically,
in comparison, in the same way, moreover, likewise,
similarly, still, together with, with regard to,
with reference to

To Convey a Sequence & Shift in Time/Setting:

afterward, at first, at the same time, earlier, finally,
first of all, for the time being, in the first place, in time,
in turn, in conclusion, later, later on, meanwhile, next,
simultaneously, soon, then, to begin, to conclude, while,
with this in mind, above, beyond, by the way, here,
in the distance, nearly, over there, opposite, there,
to the left, to the right, under

To Build Suspense:

all of a sudden, abruptly, at once, before I knew it,
just then, in a flash, instantly, little by little,
out of the blue, shockingly, suddenly, unexpectedly,
quickly, slowly, without warning

www.traceeorman.com

Transitional Words for Procedural Writing

GO Transitions to Begin

To begin, ----
 First, ----
 To start, ----
 To commence, ----


KEEP GOING Transitions in the Middle

Then
 Next
 Secondly
 Continue
 After that
 After -----, you must-----

STOP Transitions at the End


Finally, ----
 Lastly, ----
 To conclude, ----

HOW-TO WRITING




TRANSITION WORDS

First	In the beginning
Before	To start with
As soon as	Immediately after
Next	When that is done
During	Meanwhile
Then	After that
Soon	After awhile
Later on	In the meantime
The final	To finish
Last	In the end
Finally	Last but not least




HOW-TO WRITING



ACTION WORDS

gather	mix	stir	roll
spread	stack	cut	glue
staple	fold	move	dig
cover	cook	bake	
brush	add	lift	
turn	twist	scoop	
pull	push	scrub	
brush	draw	carve	



END OF DOCUMENT