

# Year 5 - Independent Writing Activities

## Introduction

This book of 'Independent Writing Activities' covers the genres for the 9 to 10 year old age group. It has been written to the UK National Strategy Primary Framework for Literacy.

It contains at least two independent writing activities for each genre type and is an ideal vehicle for assessing pupil progress in writing when used with the different Levels found in the Writing Assessment Guidelines, which accompany the Primary Framework for Literacy. (The appropriate levels for this age group have been reproduced under licence at the beginning of this book.)

The author has also used this approach successfully with children to embed the features of each genre. This was achieved by re-visiting a previously studied genre later in the term, so that the children practised it once again. This ensured that the features of that particular type of writing remained firmly embedded in the children's memory. Thus when the children were tested or came to write in that particular genre at a later date it was not just a distant memory.

There are six similar books in this series covering the work of pupils from Year 1 through to Year 6 (ages 5 to 11). PDF or Download versions are also available of these books for use on Interactive Whiteboards.

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Writing assessment guidelines: levels 2 and 3

Pupil name .....

Class/Group .....

Date .....

	AF5 – vary sentences for clarity, purpose and effect	AF6 – write with technical accuracy of syntax and punctuation in phrases, clauses and sentences	AF3 – organise and present whole texts effectively, sequencing and structuring information, ideas and events	AF4 – construct paragraphs and use cohesion within and between paragraphs	AF1 – write imaginative, interesting and thoughtful texts	AF2 – produce texts which are appropriate to task, reader and purpose	AF7 – select appropriate and effective vocabulary	AF8 – use correct spelling	Handwriting and presentation
Level 3	<p><b>In most writing</b></p> <ul style="list-style-type: none"> <li>reliance mainly on simply structured sentences, variation with support, e.g. <i>some complex sentences</i></li> <li><i>and, but, so</i> are the most common connectives, subordination occasionally</li> <li>some limited variation in use of tense and verb forms, not always secure</li> </ul>	<p><b>In most writing</b></p> <ul style="list-style-type: none"> <li>straightforward sentences usually demarcated accurately with full stops, capital letters, question and exclamation marks</li> <li>some, limited, use of speech punctuation</li> <li>comma splicing evident, particularly in narrative</li> </ul>	<p><b>In most writing</b></p> <ul style="list-style-type: none"> <li>some attempt to organise ideas with related points placed next to each other</li> <li>openings and closings usually signalled</li> <li>some attempt to sequence ideas or material logically</li> </ul>	<p><b>In most writing</b></p> <ul style="list-style-type: none"> <li>some internal structure within sections of text e.g. <i>one-sentence paragraphs or ideas loosely organised</i></li> <li>within paragraphs/sections, some links between <i>pronouns or of adverbials</i></li> <li>movement between paragraphs/sections sometimes abrupt or disjointed</li> </ul>	<p><b>In most writing</b></p> <ul style="list-style-type: none"> <li>some appropriate ideas and content included</li> <li>some attempt to elaborate on basic information or events, e.g. <i>nouns expanded by simple adjectives</i></li> <li>attempt to adopt viewpoint, though often not maintained or inconsistent, e.g. <i>attitude expressed, but with little elaboration</i></li> </ul>	<p><b>In most writing</b></p> <ul style="list-style-type: none"> <li>purpose established at a general level</li> <li>main features of selected form signalled to the reader</li> <li>some attempts at appropriate style, with attention to reader</li> </ul>	<p><b>In most writing</b></p> <ul style="list-style-type: none"> <li>simple, generally appropriate vocabulary used, limited in range</li> <li>some words selected for effect or occasion</li> </ul>	<p><b>In most writing</b></p> <ul style="list-style-type: none"> <li>correct spelling of some common grammatical function words</li> <li>common content/lexical words with more than one morpheme, including compound words</li> <li>likely errors <i>some inflected endings, e.g. past tense, comparatives, adverbs some phonetically plausible attempts at content/lexical words</i></li> </ul>	<p><b>In most writing</b></p> <ul style="list-style-type: none"> <li>legible style, shows accurate and consistent letter formation, sometimes joined</li> </ul>
Level 2	<p><b>In some forms of writing</b></p> <ul style="list-style-type: none"> <li>some variation in sentence openings, e.g. <i>not always starting with name or pronoun</i></li> <li>mainly simple sentences with <i>and</i> used to connect clauses</li> <li>past and present tense generally consistent</li> </ul>	<p><b>In some forms of writing</b></p> <ul style="list-style-type: none"> <li>clause structure mostly grammatically correct</li> <li>sentence demarcation with capital letters and full stops usually accurate</li> <li>some accurate use of question and exclamation marks, and commas in lists</li> </ul>	<p><b>In some forms of writing</b></p> <ul style="list-style-type: none"> <li>some basic sequencing of ideas or material, e.g. <i>time-related words or phrases, line breaks, headings, numbers</i></li> <li>openings and/or closings signalled</li> </ul>	<p><b>In some forms of writing</b></p> <ul style="list-style-type: none"> <li>ideas in sections grouped by content, some linking by simple pronouns</li> </ul>	<p><b>In some forms of writing</b></p> <ul style="list-style-type: none"> <li>mostly relevant ideas and content, sometimes repetitive or sparse</li> <li>some apt word choices create interest</li> <li>brief comments, questions about events or actions suggest viewpoint</li> </ul>	<p><b>In some forms of writing</b></p> <ul style="list-style-type: none"> <li>some basic purpose established, e.g. <i>main features of story, report</i></li> <li>some appropriate features of the given form used</li> <li>some attempts to adopt appropriate style</li> </ul>	<p><b>In some forms of writing</b></p> <ul style="list-style-type: none"> <li>simple, often speech-like vocabulary conveys relevant meanings</li> <li>some adventurous word choices, e.g. <i>opportunity use of new vocabulary</i></li> </ul>	<p><b>In some forms of writing</b></p> <ul style="list-style-type: none"> <li>usually correct spelling of high frequency grammatical function words</li> <li>common single morpheme content/lexical words</li> <li>likely errors <i>inflected endings, e.g. past tense, plurals, phonetic attempts at vowel digraphs</i></li> </ul>	<p><b>In some forms of writing</b></p> <ul style="list-style-type: none"> <li>letters generally correctly shaped but inconsistencies in orientation, size and case letters</li> <li>clear letter formation, with ascenders and descenders distinguished, generally upper and lower case letters not mixed within words</li> </ul>
BL									
IE									

Key: BL Below level IE Insufficient evidence

Overall assessment (tick one box only)

Low 2

Secure 2

High 2

Low 3

Secure 3

High 3

Writing assessment guidelines: levels 3 and 4

Pupil name

Class/Group

Date

	AF5 – vary sentences for clarity, purpose and effect	AF6 – write with technical accuracy of syntax and punctuation in phrases, clauses and sentences	AF3 – organise and present whole texts effectively, sequencing and structuring information, ideas and events	AF4 – construct paragraphs and use cohesion within and between paragraphs	AF1 – write imaginative, interesting and thoughtful texts	AF2 – produce texts which are appropriate to task, reader and purpose	AF7 – select appropriate and effective vocabulary	AF8 – use correct spelling	Handwriting and presentation
Level 4	<p><b>Across a range of writing</b></p> <ul style="list-style-type: none"> <li>some variety in length, structure or subject of sentences</li> <li>use of some subordinating connectives, e.g. <i>if, when, because</i> throughout the text</li> <li>some variation, generally accurate, in tense and verb forms</li> </ul>	<p><b>Across a range of writing</b></p> <ul style="list-style-type: none"> <li>sentences demarcated accurately throughout the text, including question marks</li> <li>speech marks to denote speech generally accurate, with some other speech punctuation</li> <li>commas used in lists and occasionally to mark clauses, although not always accurately</li> </ul>	<p><b>Across a range of writing</b></p> <ul style="list-style-type: none"> <li>ideas organised by clustering related points or by time sequence</li> <li>ideas are organised simply with a fitting opening and closing, sometimes linked</li> <li>ideas or material generally in logical sequence but overall direction of writing not always clearly signalled</li> </ul>	<p><b>Across a range of writing</b></p> <ul style="list-style-type: none"> <li>paragraphs/sections help to organise content, e.g. <i>main idea usually supported or elaborated by following sentences</i></li> <li>within paragraphs/sections, limited range of connections between sentences, e.g. <i>over-use of 'also' or pronouns</i></li> <li>some attempts to establish simple links between paragraphs/sections not always maintained, e.g. <i>firstly, next</i></li> </ul>	<p><b>Across a range of writing</b></p> <ul style="list-style-type: none"> <li>relevant ideas and content chosen</li> <li>some ideas and material developed in detail, e.g. <i>descriptions elaborated by adverbial and expanded noun phrases</i></li> <li>straightforward viewpoint generally established and maintained, e.g. <i>writing in role or maintaining a consistent stance</i></li> </ul>	<p><b>Across a range of writing</b></p> <ul style="list-style-type: none"> <li>main purpose of writing is clear but not always consistently maintained</li> <li>main features of clear and appropriate to purpose</li> <li>style generally appropriate to task, though awareness of reader not always sustained</li> </ul>	<p><b>Across a range of writing</b></p> <ul style="list-style-type: none"> <li>some evidence of deliberate vocabulary choices</li> <li>some expansion of general vocabulary to match topic</li> </ul>	<p><b>Across a range of writing</b></p> <ul style="list-style-type: none"> <li>correct spelling of most common grammatical function words, including adverbs with -ly formation regularly formed</li> <li>content/lexical words, including those with multiple morphemes</li> <li>most past and present tense inflections, plurals</li> <li>likely errors</li> <li><i>homophones of some common grammatical function words</i></li> <li><i>occasional phonetically plausible spelling in content/lexical words</i></li> </ul>	
Level 3	<p><b>In most writing</b></p> <ul style="list-style-type: none"> <li>reliance mainly on simply structured sentences, variation with support, e.g. <i>some complex sentences</i></li> <li><i>and, but</i>, so are the most common connectives, subordination occasionally</li> <li>some limited variation in use of tense and verb forms, not always secure</li> </ul>	<p><b>In most writing</b></p> <ul style="list-style-type: none"> <li>straightforward sentences usually demarcated accurately with full stops, capital letters, question and exclamation marks</li> <li>some, limited, use of speech punctuation</li> <li>comma splicing evident, particularly in narrative</li> </ul>	<p><b>In most writing</b></p> <ul style="list-style-type: none"> <li>some attempt to organise ideas with related points placed next to each other</li> <li>openings and closings usually signalled</li> <li>some attempt to sequence ideas or material logically</li> </ul>	<p><b>In most writing</b></p> <ul style="list-style-type: none"> <li>some internal structure within sections of text e.g. <i>one-sentence paragraphs or ideas loosely organised</i></li> <li>within paragraphs/sections, some links between sentences, e.g. <i>use of pronouns or of adverbials</i></li> <li>movement between paragraphs/sections sometimes abrupt or disjointed</li> </ul>	<p><b>In most writing</b></p> <ul style="list-style-type: none"> <li>some appropriate ideas and content included</li> <li>some attempt to elaborate on basic information or events, e.g. <i>nouns expanded by simple adjectives</i></li> <li>attempt to adopt viewpoint, though often not maintained or inconsistent, e.g. <i>attitude expressed, but with little elaboration</i></li> </ul>	<p><b>In most writing</b></p> <ul style="list-style-type: none"> <li>purpose established at a general level</li> <li>main features of selected form sometimes signalled to the reader</li> <li>some attempts at appropriate style, with attention to reader</li> </ul>	<p><b>In most writing</b></p> <ul style="list-style-type: none"> <li>simple, generally appropriate vocabulary used</li> <li>some words selected for effect or occasion</li> </ul>	<p><b>In most writing</b></p> <ul style="list-style-type: none"> <li>correct spelling of some common grammatical function words</li> <li>common content/lexical words with more than one morpheme, including compound words</li> <li>likely errors</li> <li><i>some inflected endings, e.g. past tense, comparatives, adverbs</i></li> <li><i>some phonetically plausible attempts at content/lexical words</i></li> </ul>	<p><b>In most writing</b></p> <ul style="list-style-type: none"> <li>legible style, shows accurate and consistent letter formation, sometimes joined</li> </ul>
BL									
IE									

Key: BL Below level IE Insufficient evidence

Overall assessment (tick one box only)

Low 3

Secure 3

High 3

Low 4

Secure 4

High 4

QCA

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Writing assessment guidelines: levels 4 and 5

Pupil name

Class/Group

Date

Level	AF5 – vary sentences for clarity, purpose and effect	AF6 – write with technical accuracy of syntax and punctuation in phrases, clauses and sentences	AF3 – organise and present whole texts effectively, sequencing and structuring information, ideas and events	AF4 – construct paragraphs and use cohesion within and between paragraphs	AF1 – write imaginative, interesting and thoughtful texts	AF2 – produce texts which are appropriate to task, reader and purpose	AF7 – select appropriate and effective vocabulary	AF8 – use correct spelling
5	<p><b>Across a range of writing</b></p> <ul style="list-style-type: none"> <li>a variety of sentence lengths, structures and subjects provides clarity and emphasis</li> <li>wider range of connectives used to clarify relationship between ideas, e.g. <i>although, on the other hand, meanwhile</i></li> <li>some features of sentence structure used to build up detail or convey shades of meaning, e.g. <i>variation in word order, expansions in verb phrases</i></li> </ul>	<p><b>Across a range of writing</b></p> <ul style="list-style-type: none"> <li>full range of punctuation used accurately to demarcate sentences, including speech punctuation</li> <li>syntax and punctuation within the sentence generally accurate including commas to mark clauses, though some errors occur where ambitious structures are attempted</li> </ul>	<p><b>Across a range of writing</b></p> <ul style="list-style-type: none"> <li>material is structured clearly, with sentences organised into appropriate paragraphs</li> <li>development of material is effectively managed across text, e.g. <i>closings refer back to openings</i></li> <li>overall direction of the text supported by clear links between paragraphs</li> </ul>	<p><b>Across a range of writing</b></p> <ul style="list-style-type: none"> <li>paragraphs clearly structure main ideas across text to support purpose, e.g. <i>clear chronological or logical links between paragraphs</i></li> <li>within paragraphs/sections, a range of devices support cohesion, e.g. <i>secure use of pronouns, connectives, references back to text</i></li> <li>links between paragraphs/sections generally maintained across whole text</li> </ul>	<p><b>Across a range of writing</b></p> <ul style="list-style-type: none"> <li>relevant ideas and material developed with some imaginative detail</li> <li>development of ideas and material appropriately shaped for selected form, e.g. <i>nominalisation for succinctness</i></li> <li>clear viewpoint established, generally consistent, with some elaboration, e.g. <i>some, uneven, development of individual voice or characterisation in role</i></li> </ul>	<p><b>Across a range of writing</b></p> <ul style="list-style-type: none"> <li>main purpose of writing is clear and consistently maintained</li> <li>features of selected form clearly established with some adaptation to purpose</li> <li>appropriate style clearly established to maintain reader's interest throughout</li> </ul>	<p><b>Across a range of writing</b></p> <ul style="list-style-type: none"> <li>correct spelling of grammatical function words almost all inflected words most derivational suffixes and prefixes</li> <li>most content/lexical words likely errors</li> <li><i>occasional phonetically plausible spelling of unstressed syllables in content words</i></li> <li><i>double consonants in prefixes</i></li> </ul>	<p><b>Across a range of writing</b></p> <ul style="list-style-type: none"> <li>correct spelling of most common grammatical function words, including adverbs with -ly formation regularly formed content/lexical words, including those with multiple morphemes</li> <li>most past and present tense inflections, plurals</li> <li>likely errors</li> <li><i>homophones of some common grammatical function words</i></li> <li><i>occasional phonetically plausible spelling in content/lexical words</i></li> </ul>
4	<p><b>Across a range of writing</b></p> <ul style="list-style-type: none"> <li>some variety in length, structure or subject of sentences</li> <li>use of some subordinating connectives, e.g. <i>if, when, because</i> throughout the text</li> <li>some variation, generally accurate, in tense and verb forms</li> </ul>	<p><b>Across a range of writing</b></p> <ul style="list-style-type: none"> <li>sentences demarcated accurately throughout the text, including question marks</li> <li>speech marks to denote speech generally accurate, with some other speech punctuation</li> <li>commas used in lists and occasionally to mark clauses, although not always accurately</li> </ul>	<p><b>Across a range of writing</b></p> <ul style="list-style-type: none"> <li>ideas organised by clustering related points or by time sequence</li> <li>ideas are organised simply with a fitting opening and closing, sometimes linked</li> <li>ideas or material generally in logical sequence but overall direction of writing not always clearly signalled</li> </ul>	<p><b>Across a range of writing</b></p> <ul style="list-style-type: none"> <li>paragraphs/sections help to organise content, e.g. <i>main idea usually supported or elaborated by following sentences</i></li> <li>within paragraphs/sections, limited range of connections between sentences, e.g. <i>over-use of 'also' or pronouns</i></li> <li>some attempts to establish simple links between paragraphs/sections not always maintained, e.g. <i>firstly, next</i></li> </ul>	<p><b>Across a range of writing</b></p> <ul style="list-style-type: none"> <li>relevant ideas and content chosen</li> <li>some ideas and material developed in detail, e.g. <i>descriptions elaborated by adverbial and expanded noun phrases</i></li> <li>straightforward viewpoint generally established and maintained, e.g. <i>writing in role or maintaining a consistent stance</i></li> </ul>	<p><b>Across a range of writing</b></p> <ul style="list-style-type: none"> <li>main purpose of writing is clear but not always consistently maintained</li> <li>main features of selected form are clear and appropriate to purpose</li> <li>style generally appropriate to task, though awareness of reader not always sustained</li> </ul>	<p><b>Across a range of writing</b></p> <ul style="list-style-type: none"> <li>some evidence of deliberate vocabulary choices</li> <li>some expansion of general vocabulary to match topic</li> </ul>	<p><b>Across a range of writing</b></p> <ul style="list-style-type: none"> <li>correct spelling of most common grammatical function words, including adverbs with -ly formation regularly formed content/lexical words, including those with multiple morphemes</li> <li>most past and present tense inflections, plurals</li> <li>likely errors</li> <li><i>homophones of some common grammatical function words</i></li> <li><i>occasional phonetically plausible spelling in content/lexical words</i></li> </ul>
BL								
IE								

Key: BL Below level IE Insufficient evidence

Overall assessment (tick one box only)

Low 4

Secure 4

High 4

Low 5

Secure 5

High 5

QCA

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# Time Travel

One evening you go to your computer and accidentally press one of the keys you have never pressed before. Suddenly you are transported into a different time!



## Task

Your task is to write about where you travel to, what the place is like, who you meet and how you manage to get home again.



Name \_\_\_\_\_ Date \_\_\_\_\_

## Time Travel

Where did you travel to and what form did your transport/journey take? (Remember: You can travel back or forwards in time.)



What is the place you visit like?



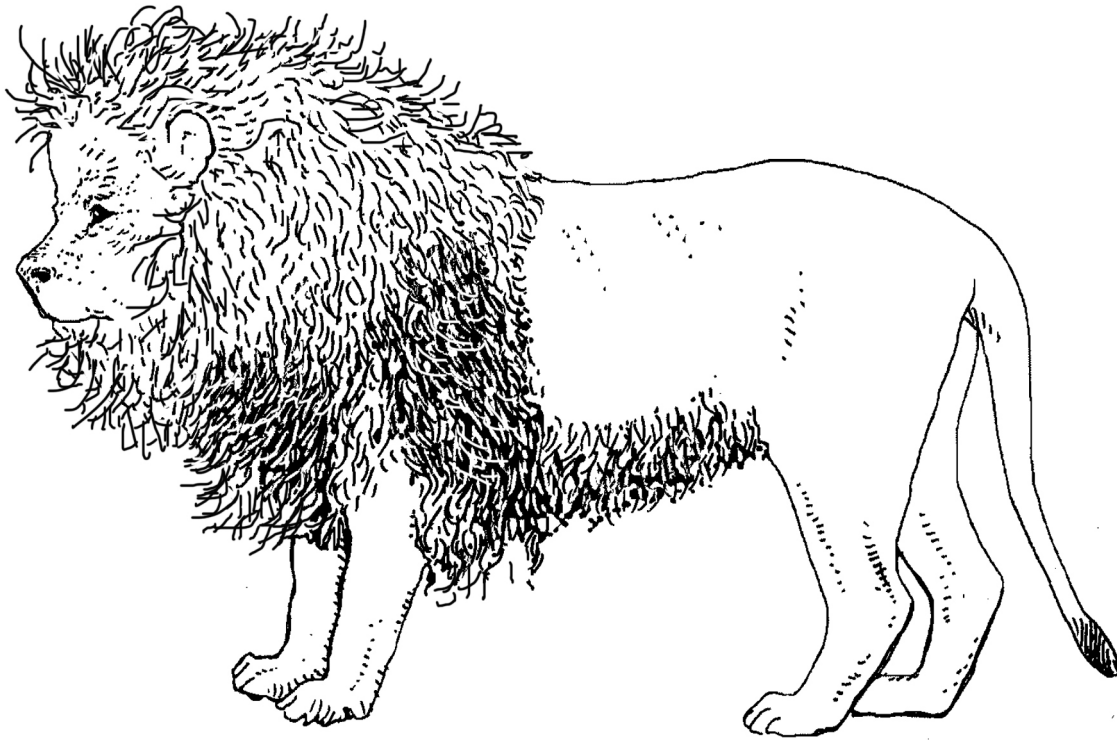
Who do you meet? What are they like?



How do you manage to get back home?



# How a CREATURE Came to Be



## How the Lion Got His Mane

There were once two lion cubs, Tika (a girl) and Bruno (a boy). Their mother warned them not to go near the fuzzy wuzzy bush. If you did, the sticky fuzzy wuzzies would stick all over you and never come off.

Tika obeyed her mother. Bruno was more adventurous. He didn't believe his mother's story, and went to see for himself. Well you can guess what happened - the fuzzy wuzzies stuck to his head! No matter how much he rolled around they would not come off. That is how the lion got his mane!

## Task

Your task is to think of an animal that you are familiar with e.g. a pet, a zoo animal, an animal you have seen in the wild etc. Make up a story to explain how your chosen animal obtained a particular feature that helps to identify them.



Name \_\_\_\_\_ Date \_\_\_\_\_

## How a Creature Came to Be

Where is the story set?



Which creature is involved and what is its main distinguishing feature?



In the opening paragraph you will introduce the creature - think about what it looks like and how it feels about itself.



What happens to the creature so that it gains its own distinguishing feature?



How is the story resolved? Does he/she live happily now?  
Do other creatures accept or reject the changes?

Name \_\_\_\_\_ Date \_\_\_\_\_

## How a Creature Came to Be

# THE FAIRGROUND



This story is set in Victorian times. John and Mary have wealthy but very strict parents who believe children should spend their time reading and learning and certainly not playing! A fairground visits their town and John and Mary are longing to go along. Their parents are strongly set against it. Here is the conversation that takes place between the children and their parents:

John and Mary run excitedly into the parlour.

"Mother, Father, the fairground has arrived!" exclaimed John.

"Might we be permitted to attend?" Mary pleaded. "All the other children in the town will be going."

"Silence!" commanded their father, his stern face showing his great displeasure.

"You will not attend and that is final! My children do not have time to waste on such frivolities. You have your books and so much to learn!"

## Task

Your task is to write the story of how John and Mary manage to sneak out and visit the fairground without their parents knowing.

Name \_\_\_\_\_ Date \_\_\_\_\_

## The Fairground

Story Setting: Think about what a wealthy Victorian house would look like. Think about the different rides, sounds and smells of the fairground.

**Characters:**

Mother:

---

Father:

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John:

---

Mary:

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How do the children manage to leave the house secretly? How does the story begin?

What happens at the fairground? What do they see? Who do they meet?

On their return, do their parents catch them? How is the story resolved?

Name \_\_\_\_\_ Date \_\_\_\_\_

# The Fairground

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# The Argument

A group of friends, who are slightly older than you, have asked if you can come to town on Saturday. Your parents are not keen for you to go. Continue the play script following on from the box below.



**(Emma and Mum are in the kitchen.)**

**Emma:** Mum! Anna and Henna are going to town on Saturday. They asked if I could go too. Is that O.K.?

**(Mum has a concerned look on her face.)**

**Mum:** I don't think so dear, you're much too young.

**(Emma pleads.)**

**Emma:** But Mum, I'll be fine.

**(Dad enters the room.)**

**Dad:** What are you two talking about?

## Task

Your task is to continue the argument between Emma and her parents.



Name \_\_\_\_\_ Date \_\_\_\_\_

## The Argument

Think about the characters in the play. What are they like?

Mum: \_\_\_\_\_

Dad: \_\_\_\_\_

Emma: \_\_\_\_\_

Arguments for Emma going to town:

Arguments against Emma going to town:

Name \_\_\_\_\_ Date \_\_\_\_\_

## The Argument

(Emma and Mum are in the kitchen.)

**Emma:** Mum! Anna and Henna are going to town on Saturday. They asked if I could go too. Is that O.K.?

(Mum has a concerned look on her face.)

**Mum:** I don't think so dear, you're much too young.

(Emma pleads.)

**Emma:** But Mum, I'll be fine.

(Dad enters the room.)

**Dad:** What are you two talking about?

# The Birthday Party

Three friends are planning a party to celebrate one of their birthdays. The beginning of the conversation is in the box below:



(Sophie, Sam and Sejal are having a conversation in the playground at school.)

**Sophie:** (Excitedly) It's only two weeks until my birthday! I can't wait!

**Sam:** What are you going to do to celebrate?

**Sophie:** Mum says I can have a party.

**Sejal:** Fantastic. Who is coming?

**Sam:** What will we do at the party?

## Task

Your task is to write a play script continuing the conversation between the friends, explaining what will take place at the birthday party.

Name \_\_\_\_\_ Date \_\_\_\_\_

## The Birthday Party

Think about the characters in the play. What are they like?

Sophie: \_\_\_\_\_

Sam: \_\_\_\_\_

Sejal: \_\_\_\_\_

Who else will be there? What will they wear? Will they bring presents?

What will the children do at the party?



# Directions From the School Gate to Your Table

As part of your *Geography* mapping topic your teacher has asked you to write a set of detailed instructions telling exactly how to get from the school gate to your table.



## Task

Your task is to write a set of exact instructions that a stranger could follow to end up at your seat at your classroom table. Remember, the stranger does not know anything about your school.



Name \_\_\_\_\_ Date \_\_\_\_\_

## Directions From the School Gate to Your Table

Clear title for your instructions:



Aim of your instructions:



Step by step details:



Details you would include on a simple map to go with these instructions.



# How to Play a Favourite Game

Your school has been asked to make a book of instructions for children's favourite games. These might be games you play at home or school. It could be a game you enjoy playing with your friends. It must not be a game you play on the computer.



## Task

Your task is to write a set of exact instructions to explain how to play your favourite game. Remember, the person who will be reading your instructions will never have played this game before.

Name \_\_\_\_\_ Date \_\_\_\_\_

## How to Play a Favourite Game

Title/Heading of a game that is very familiar to you:



Equipment needed:



What is the aim of the game?



Step by step details:



# *The Inter-School Sports Competition*

Your school has taken part in an Inter-Schools Sports Competition. Your teacher has asked you to write a report about the day for the school magazine.



## Task

Your task is to write a report to include information about the different schools taking part, what happened at each event and the outcome of the competition.



Name \_\_\_\_\_ Date \_\_\_\_\_

## The Inter-School Sports Competition

Title:

Which schools took part?

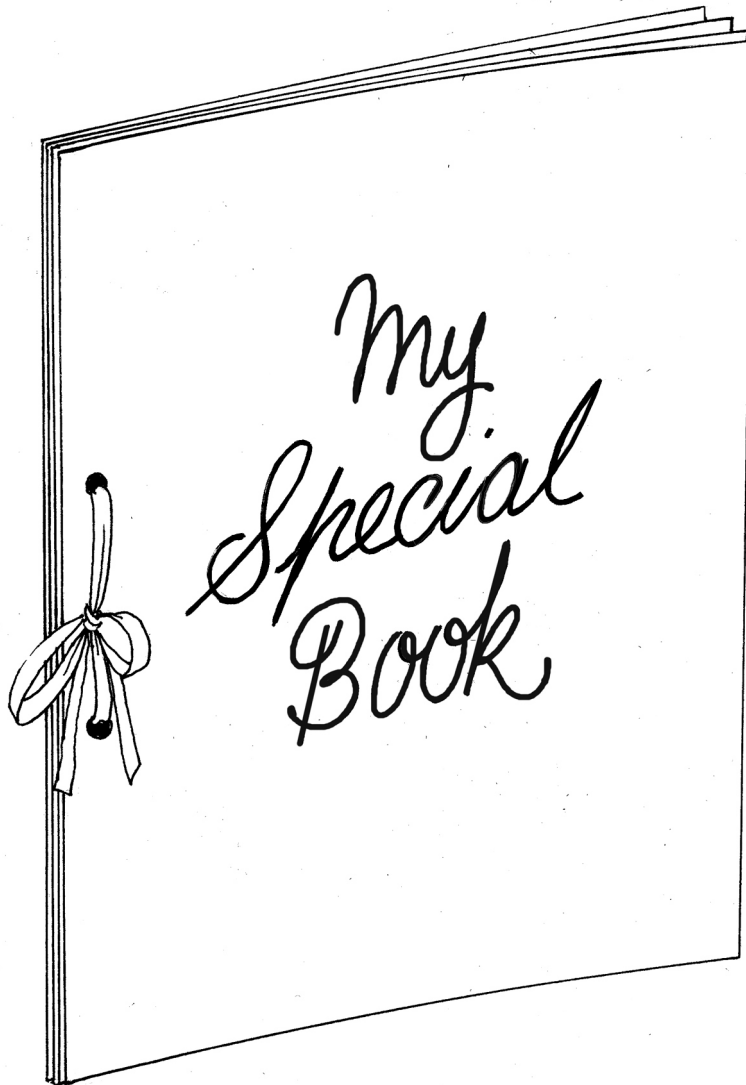
Description of each event:

Event winners and the outcome of the competition.



# School Book Day

Your school recently took part in a school book day in which the pupils dressed up as characters from fiction, had a visit from an author and made some special books of their own.



## Task

Your task is to write a report for the school governors explaining what had taken place during the day and how the children reacted to the event.

Name \_\_\_\_\_ Date \_\_\_\_\_

## School Book Day

Title:

The different characters the children dressed as:

Visit from the author:

Making special books:

Reactions to the day:



# School Rules

A new child has joined your class and you have been given the job of helping them settle in. It would be useful for them to know the school rules and the reasons for them.



## Task

Your task is to write an explanation of the school rules and the reasons for them.

When you are writing think about:

- classroom rules
- playground rules
- lunchtime rules

Remember to give clear reasons for these rules.



Name \_\_\_\_\_ Date \_\_\_\_\_

## School Rules

Introduction welcoming the new pupil to school:



Classroom rules and reasons for them:



Playground rules and reasons for them:



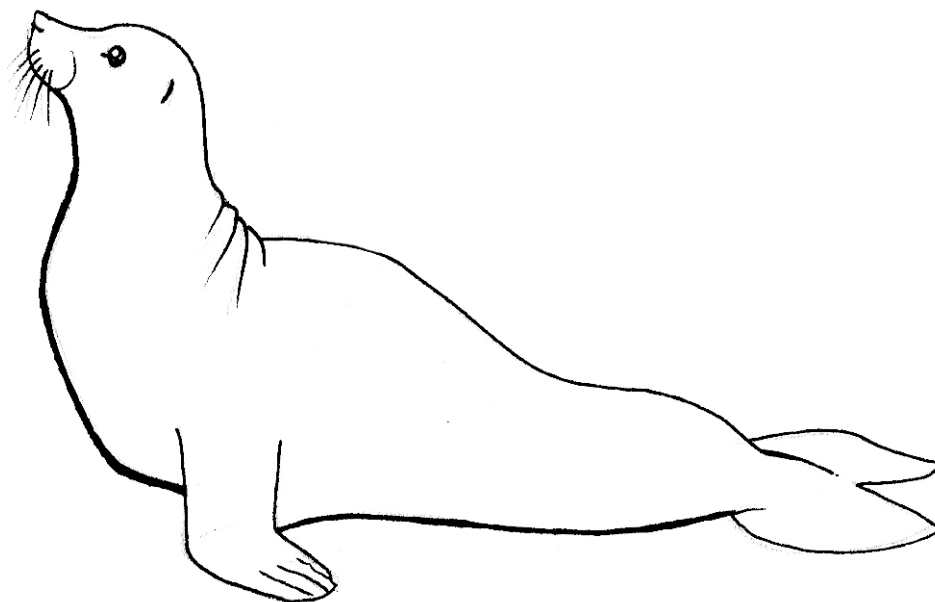
Lunchtime rules and reasons for them:



Concluding paragraph:



# A Day in the Life of a Zoo Keeper



Here is the timetable for a Zoo Keeper in charge of the seals:

7.00 - 8.00	Food preparation in the Zoo kitchen.
8.00 - 9.00	Feeding the seals and checking they are healthy.
9.00 - 10.00	Cleaning the area surrounding the pool.
10.00 - 10.30	Break
10.30 - 12.00	Accompanying the vet on his rounds.
12.00 - 1.00	Lunch
1.00 - 2.00	Preparation of food and equipment for display to visitors.
2.00 - 3.00	Display for visitors
3.00 - 4.00	Clearing up after visitors and making final checks on the animals.

## Task

Your task is to use the information above to write a clear explanation of a zookeeper's day looking after an animal of your choice.

Name \_\_\_\_\_ Date \_\_\_\_\_

## A Day in the Life of a Zoo Keeper

Title:

Introduction:

Food preparation, feeding and cleaning:

Helping the vet to check the animals:

Preparation for display and meeting visitors:

Conclusion:



# Join Our Club

You have decided to set up a new Youth Club for children aged 7 to 11. Activities could include sport, craft, competitions and visits.



## Task

Your task is to write a leaflet to parents to persuade them to allow their children to join your club. Remember, parents will want to make sure their children are safe and the activities are of educational value as well as being fun. Make your leaflet as persuasive as possible.

Name \_\_\_\_\_ Date \_\_\_\_\_

## Join Our Club

Club  
- when and where?

Safety measures:

Activities for the children to do:

Cost and how it is  
organised:

What makes it fun?

Collect words and phrases to help you persuade parents that this is a good idea.

**Name** \_\_\_\_\_ **Date** \_\_\_\_\_

## **Join Our Club**

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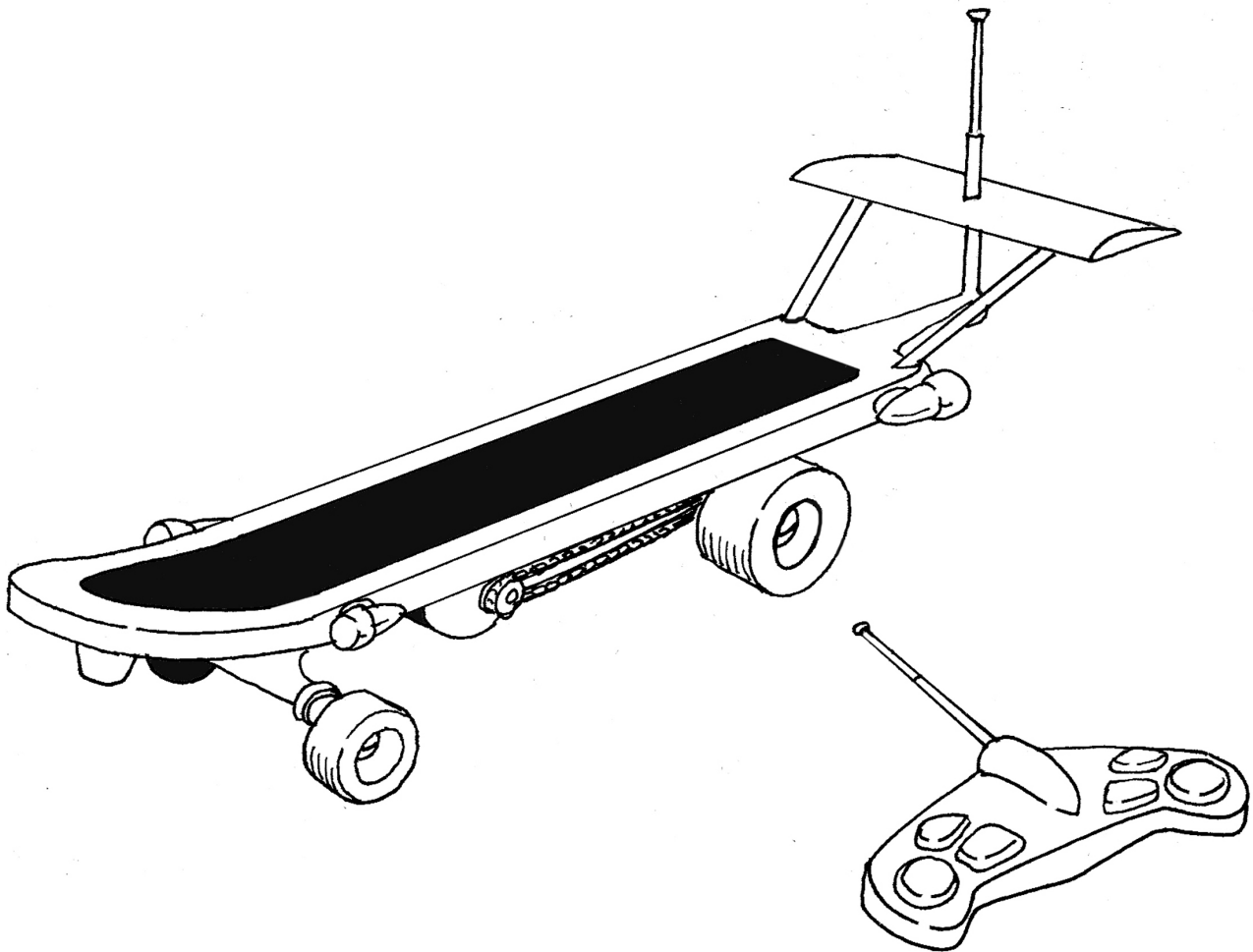
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# The Electric Skateboard

You have been asked to promote a new type of skateboard. It is powered by an electric motor and has rechargeable batteries. It is operated from a wireless hand controller.



## Task

Your task is to write a persuasive article for a parent's magazine explaining the functions and advantages of the electric skateboard. You need to make it sound like the best Christmas present any child could ever want!

Name \_\_\_\_\_ Date \_\_\_\_\_

# The Electric Skateboard

What are its uses?

How is it unique?

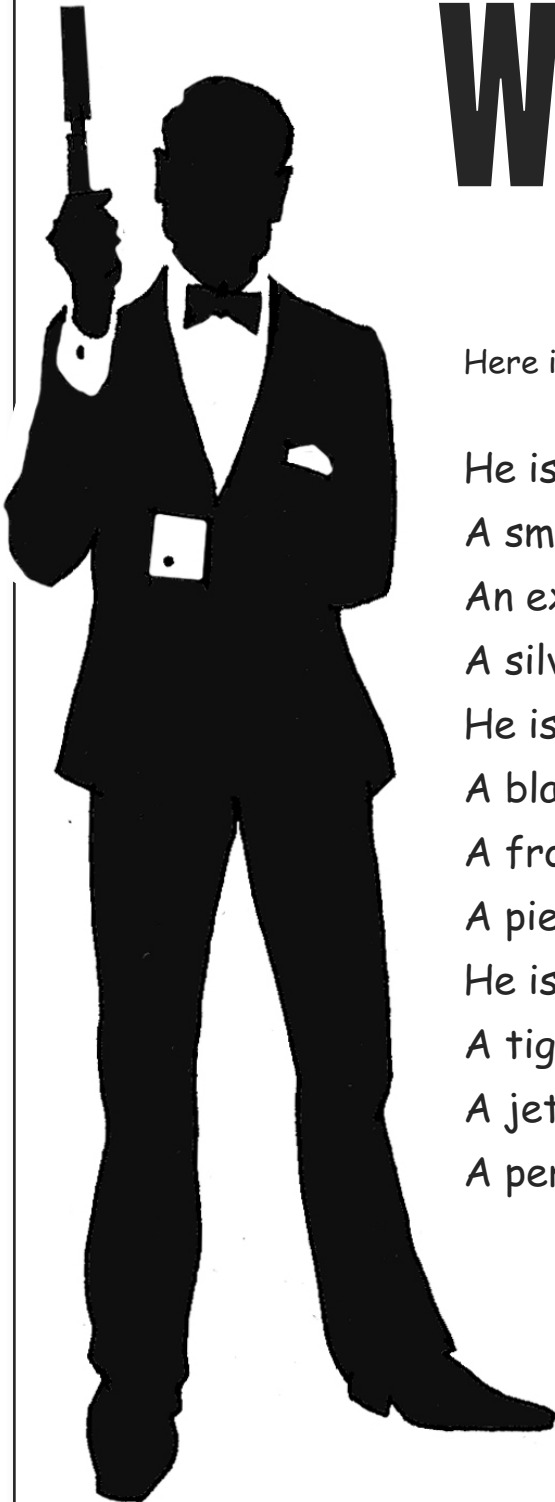
Main features of the electric skateboard:

Why is it fun?

Cost  
and maintenance?

Collect words and phrases to help you persuade parents to buy this skateboard.





# Who Am I?

Here is a poem using metaphors about James Bond.

He is a bar of dark chocolate,  
A smooth black cat's coat,  
An exotic fruit cocktail,  
A silver Porsche disappearing into the distance.  
He is a plate of caviar,  
A blade on a knife,  
A frothy cappuccino,  
A piece of black silk.  
He is a midnight alarm,  
A tiger disguised as a pussycat,  
A jet plane,  
A perfect day.

## Task

Your task is to write a poem in the same style about either a fictional character or a celebrity. It could be about a character from a book or film. It could be a celebrity from sport, the music industry, the film industry or even the Royal family.

Name \_\_\_\_\_ Date \_\_\_\_\_

## Who Am I?

What do they do?

What are they famous for?

Choice of character:

What do they look like?

What is their character like?

Think about the above and collect interesting metaphors.

Name \_\_\_\_\_ Date \_\_\_\_\_

### Who Am I?

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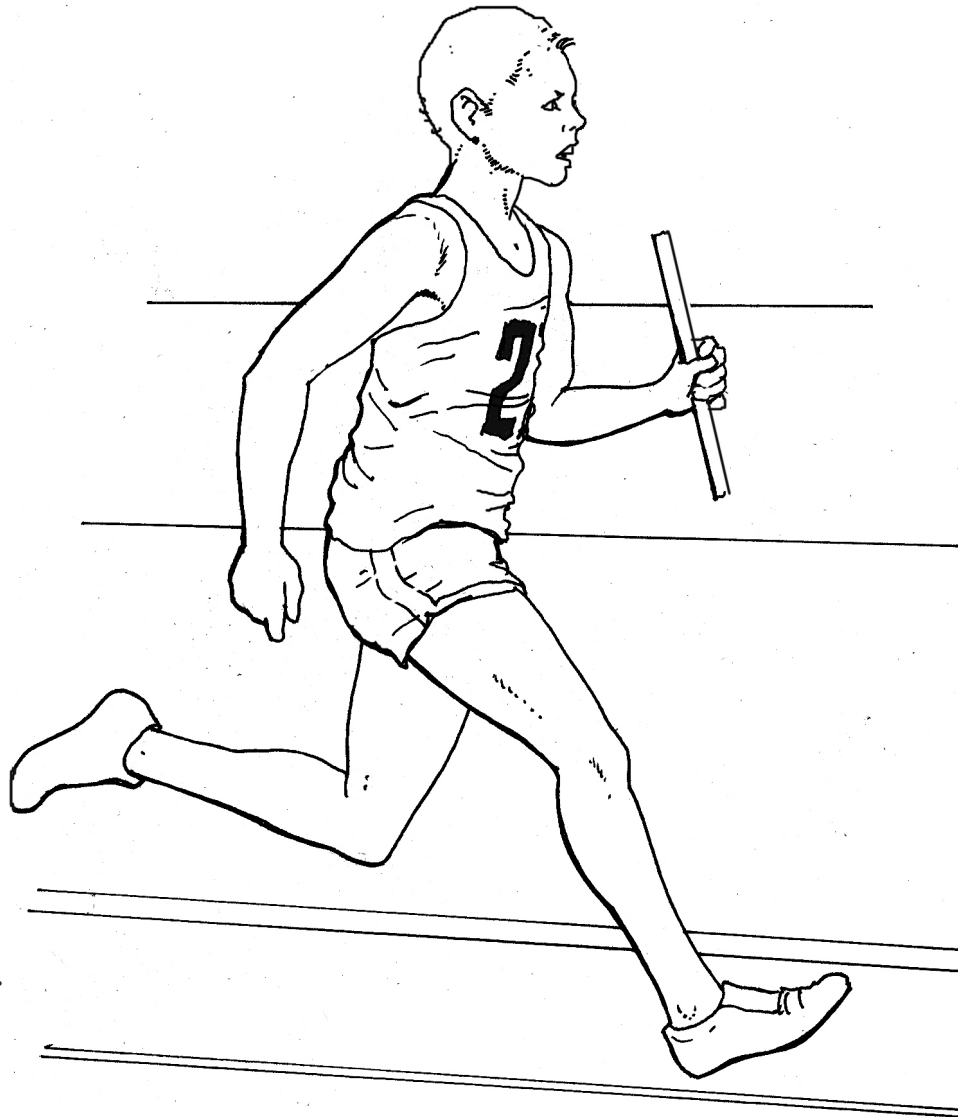
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# *Sports Day*

Here is a poem about running a race on sports day.

Heart beats,  
Body still,  
Legs stretched,  
Muscles tense.  
Gun fires,  
Race begins,  
Heart races,  
Body pounds.  
Someone passes,  
Throat is dry,  
Legs are moving,  
Onward on!  
Out in front,  
Must keep going,  
Finish in sight,  
Chest aches.  
Throat dry,  
One more push,  
Almost there,  
Opposition closer.  
End looms,  
Final burst,  
Without warning,  
It is over!



By Sam (aged 10)

## Task

Your task is to write a poem in the same style about a sporting activity  
e.g. a swimming race, a cross-country run, a relay race or another sport of your choice.

Name \_\_\_\_\_ Date \_\_\_\_\_

# Sports Day

What takes place during the event?

How does the activity begin?

Poem title:

How do you feel at different stages of the event?

Make a collection of interesting words or phrases to use in your poem.



