

# **Primary Writing Course Student Handbook**

Please have this handbook with you for every lesson. It contains information on the course, pre-reading activities and homework.



# **Lesson One**

# **Introduction to Primary**

# **Writing Course**

## **Lesson Objectives**

- 1) Review of Grammar and Sentence Structure
- 2) Writing a Story

Pre-Reading

# **The Secret to Happiness**

# Homework

I would like you to read the story 'Secret of Happiness' again and highlight examples of;

- Punctuation marks
- Speech marks
- Verbs
- Nouns
- Adjectives
- Adverbs



# Lesson Two

# Primary Writing Course

## Lesson Objectives

- 1) Onomatopoeia
- 2) Story Writing – characters, starting your story

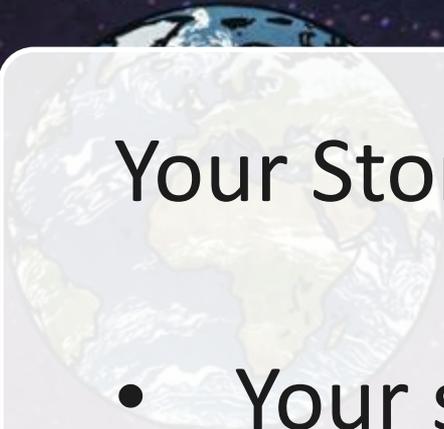
# Homework

I would like you to read the story 'Secret of Happiness' again and highlight examples of;

- Punctuation marks
- Speech marks
- Verbs
- Nouns
- Adjectives
- Adverbs

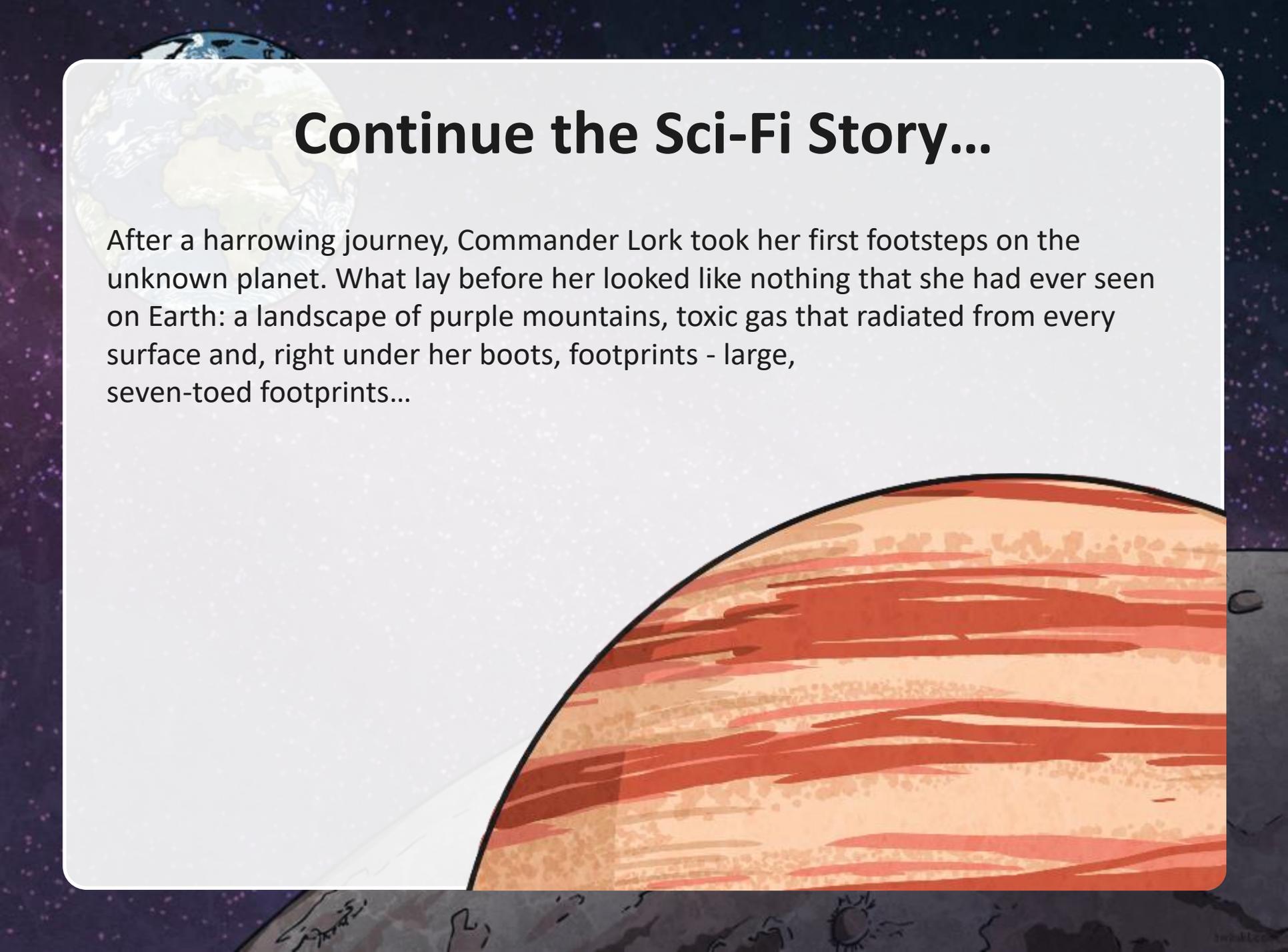
# Today's Lesson

- We are going to look at some onomatopoeic words – these words are great in stories for describing
- We are going to think about our story plan – and how to start our story
- We are going to think about characters



## Your Story....

- Your story is going to be a Sci-fi story
- You can choose one of the following starters to start your story – or write your own...

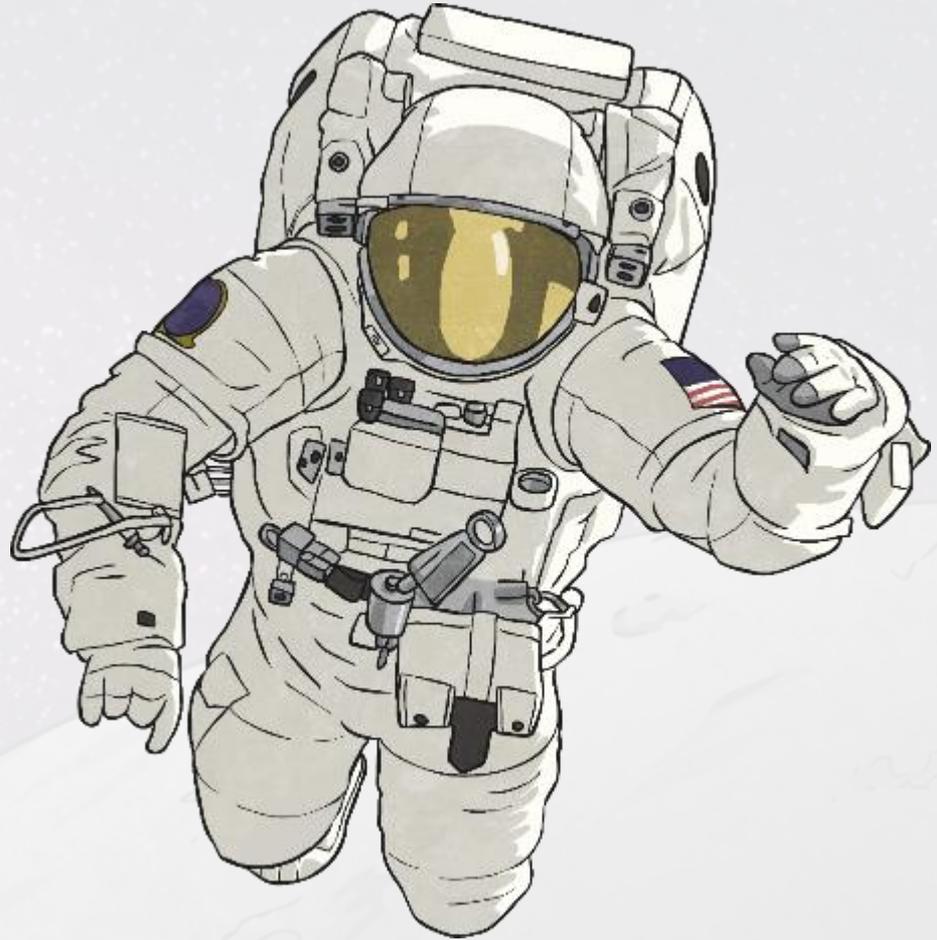


# Continue the Sci-Fi Story...

After a harrowing journey, Commander Lork took her first footsteps on the unknown planet. What lay before her looked like nothing that she had ever seen on Earth: a landscape of purple mountains, toxic gas that radiated from every surface and, right under her boots, footprints - large, seven-toed footprints...

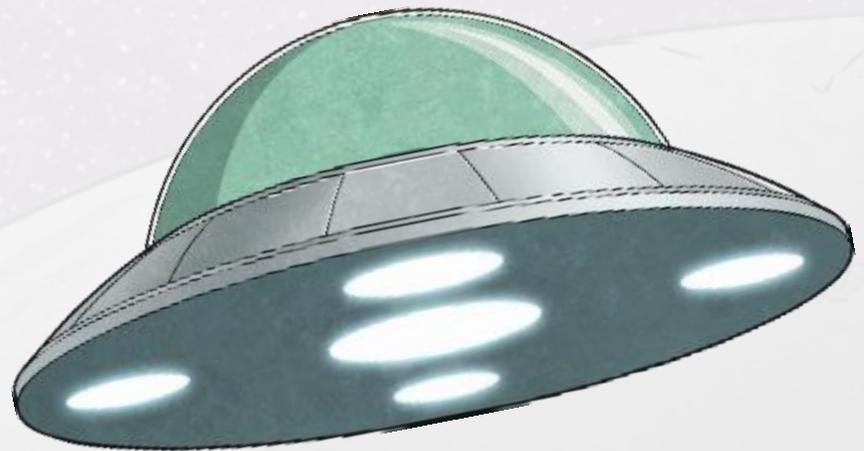
## Continue the Sci-Fi Story...

The horrified astronaut could hear his quickened breathing echoing loudly in his helmet. He could scarcely believe that he was face to face with an extra-terrestrial being. The horror of the Martian's appearance had shaken him to the core; he stood stock-still, incapable of movement.



# Continue the Sci-Fi Story...

After endless months of searching and excavation, Doctor Xenon made an amazing discovery. He held up the mysterious object – would his find finally prove the existence of life elsewhere in the Solar System?



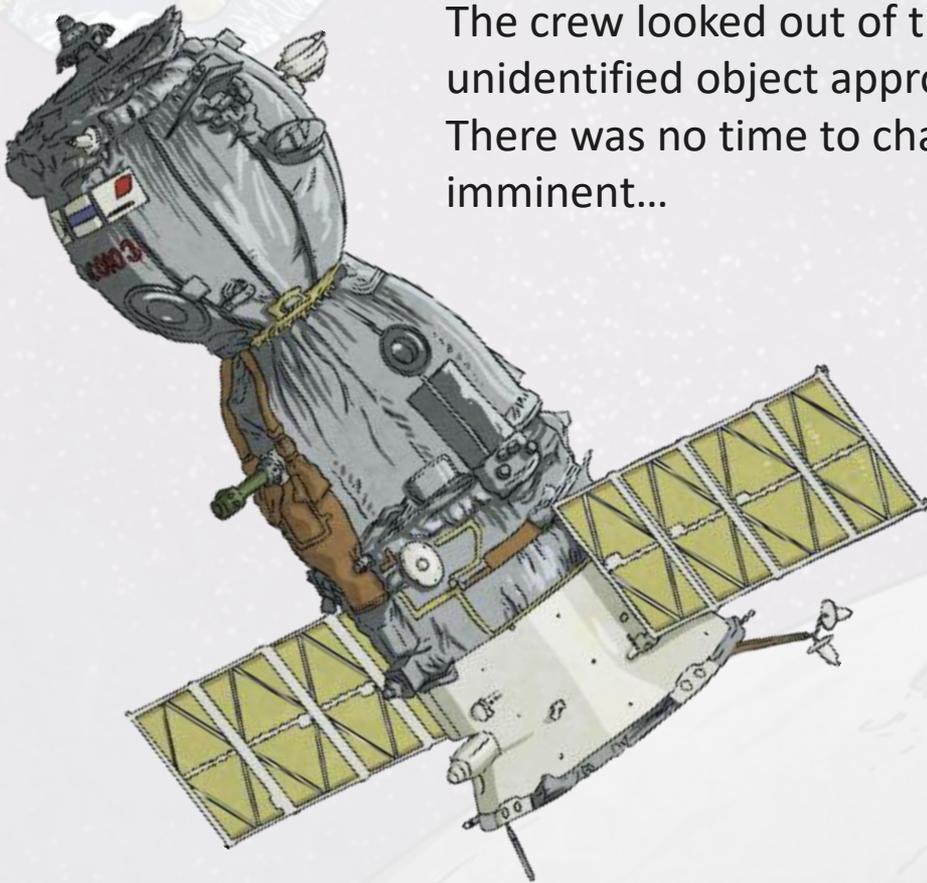
# Continue the Sci-Fi Story...

With a blinding flash of light, Professor Scriffle found himself being transported through time to a futuristic land that defied all belief. He felt a bizarre mixture of panic and pride. His Transferotron 4000 had finally proved all his doubters wrong: time travel was indeed possible.



# Continue the Sci-Fi Story...

The emergency alarms rang loudly around the spacecraft. The crew looked out of the shuttle window to see an unidentified object approaching them at warp speed. There was no time to change direction and impact was imminent...



# Story Planner

## Introduction

- Introduce the main characters
- Introduce the story setting

## Build-Up

- Develop the characters and the setting
- The points that lead up to the conflict or climax (high point) in the story

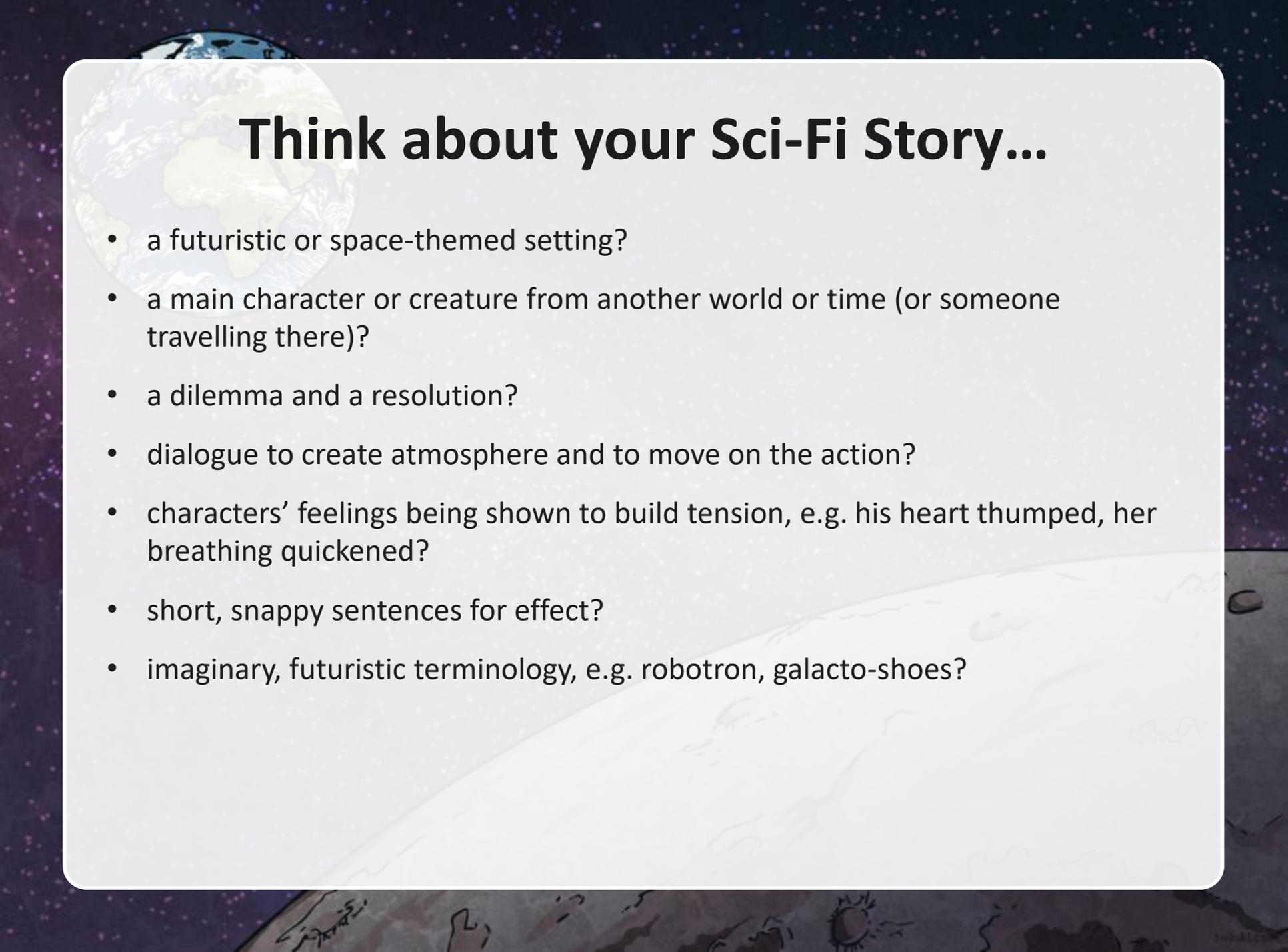
## Conflict/Climax

- The conflict or climax in the story
- How do the characters react?

## Resolution

- How the conflict is resolved and the ending to the story

Plan your story



# Think about your Sci-Fi Story...

- a futuristic or space-themed setting?
- a main character or creature from another world or time (or someone travelling there)?
- a dilemma and a resolution?
- dialogue to create atmosphere and to move on the action?
- characters' feelings being shown to build tension, e.g. his heart thumped, her breathing quickened?
- short, snappy sentences for effect?
- imaginary, futuristic terminology, e.g. robotron, galacto-shoes?



# Homework

- Think about your story and using the story planner start to plan the story
- Create some characters – draw a picture of them and describe them in words
- Decide how to begin your story – it must be a sci-fi story, you can write your own start or use one of the starters



# **Lesson Three**

## **Primary Writing Course**

### **Lesson Objectives**

- 1) Similes and Metaphors
- 2) Story Setting – characters, setting your story

# Homework

- Think about your story and using the story planner start to plan the story
- Create some characters – draw a picture of them and describe them in words
- Decide how to begin your story – it must be a sci-fi story, you can write your own start or use one of the starters

## **Pre Lesson Activity and Homework Review**

- How is your story going to start? – lets read them out loud
- Who are the characters?
- What is your story plan?

# Use this checklist when you think about setting your story

## Story Setting Checklist

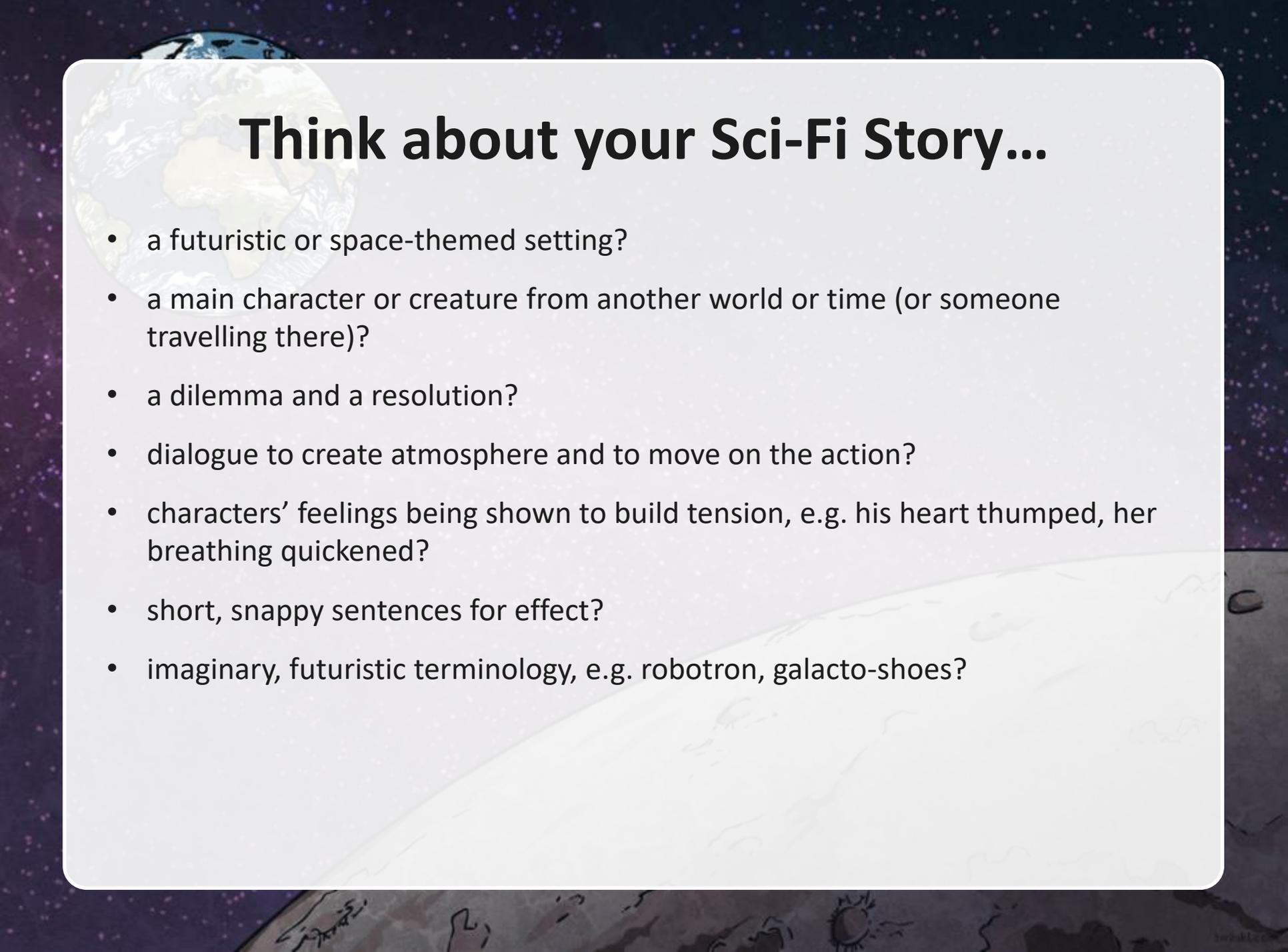
Things to include about your story setting...



a name for the place	
details to make the place believable	

descriptions of:

• the weather	
• the time of day	
• what can be seen	
• what can be heard	
• what can be felt	
adjectives build up an atmosphere and allow the reader to picture the setting in their head	



# Think about your Sci-Fi Story...

- a futuristic or space-themed setting?
- a main character or creature from another world or time (or someone travelling there)?
- a dilemma and a resolution?
- dialogue to create atmosphere and to move on the action?
- characters' feelings being shown to build tension, e.g. his heart thumped, her breathing quickened?
- short, snappy sentences for effect?
- imaginary, futuristic terminology, e.g. robotron, galacto-shoes?

# Homework

- I want you to write the first draft of your story and submit it to [info@jinstargroup.co.uk](mailto:info@jinstargroup.co.uk) (students get 3 days to submit) for marking by the teacher.
- Think about the setting and the characters
- Use similes and metaphors in the writing
- Use imagery, use your imagination
- Your story will need to be 1000 words long



# **Lesson Four**

# **Primary Writing Course**

## **Lesson Objectives**

- 1) Word Association
- 2) Writing Suspense and Mystery Texts

# Homework

- I want you to write the first draft of your story and submit it to [info@jinstargroup.co.uk](mailto:info@jinstargroup.co.uk) (students get 3 days to submit) for marking by the teacher.
- Think about the setting and the characters
- Use similes and metaphors in the writing
- Use imagery, use your imagination
- Your story will need to be 1000 words long

# Tense

The word **tense** has two meanings:

1. The time in which an event takes place – past, present or future.
  2. The sensation of feeling tense, which is related to tension.
- Correct use of tense is one of the most important elements of a story.
  - Incorrect use of tense, or switching between the two, is one of the most common errors made by students when writing stories.
  - Most stories are set in the past tense. However, there is nothing wrong with writing your story in the present tense. It can make a ghost story or thriller very immediate, exciting and real.
  - The rules are simple... If you start in the present tense, stay in the present tense. If you start in the past, stay in the past.

# Thinking about your own story

- How can you introduce suspense and tension into the story?

# Homework

- Using the first draft of your story, rewrite it using the comments from the teacher.
- Include suspense, tension and mystery into the story – you may need a new character to do this?
- Submit your re-drafted story (student gets 3 days to submit) to [info@jinstargroup.co.uk](mailto:info@jinstargroup.co.uk)



# **Lesson Five**

# **Primary Writing Course**

## **Lesson Objectives**

- 1) Inverted Commas for Direct Speech
- 2) Punctuation

# Homework

- I want you to write the first draft of your story and submit it to [info@jinstargroup.co.uk](mailto:info@jinstargroup.co.uk) (students get 3 days to submit) for marking by the teacher.
- Think about the setting and the characters
- Use similes and metaphors in the writing
- Use imagery, use your imagination
- Your story will need to be 1000 words long

# Punctuation exercise.

15:00

Use these punctuation marks:

?	!	,	“ ”	.
Question mark	Exclamation mark	Comma	Inverted commas	Full stop

**Don't forget** to start a new line for each new speaker! **You will need to rewrite the extract.**

You In tights In front of all of those people Unbelievable  
Hassan can you stop blathering and actually help I was  
starting to not be able to breathe very well even though  
I'm not asthmatic and there were no cats nearby What  
if I went on stage and I couldn't breathe and then I  
passed out in front of everyone What if I fell over and  
knocked into the dancers and they went down in  
a long line like dominoes Now that I'd started  
I couldn't stop thinking of all thing things  
that might go wrong Ooh nice tights Ash  
said Janelle sticking her head round the  
door They're leggings I repeated trying  
to untwist the left leg Hey no judgement  
from me I'm wearing tights too



# Features of Writing Dialogue

## Features of a Dialogue Checklist

Have I... ✓

used dialogue to develop my characters?	<input type="checkbox"/>
used dialogue to show my reader what is happening in my story?	<input type="checkbox"/>
made my dialogue realistic?	<input type="checkbox"/>

used informal speech patterns such as:

• contractions?	<input type="checkbox"/>
• interjections?	<input type="checkbox"/>
used informal local speech patterns?	<input type="checkbox"/>

punctuated my dialogue correctly using:

• new speaker, new line?	<input type="checkbox"/>
• inverted commas around direct speech?	<input type="checkbox"/>
• punctuation inside inverted commas?	<input type="checkbox"/>
• capital letters to introduce speech?	<input type="checkbox"/>
• lowercase letters when speech restarts after being split by a verb?	<input type="checkbox"/>

Thinking about your story, you can use this checklist when adding dialogue to your story.

# Homework

- So this is the last chance you have to work on your stories and make them the best you can
- Re-work your story to include dialogue
- Correct any mistakes the teacher has pointed out
- Submit your final story to [info@jinstargroup.co.uk](mailto:info@jinstargroup.co.uk) (student have 4 days to submit final version).



# **Lesson Six**

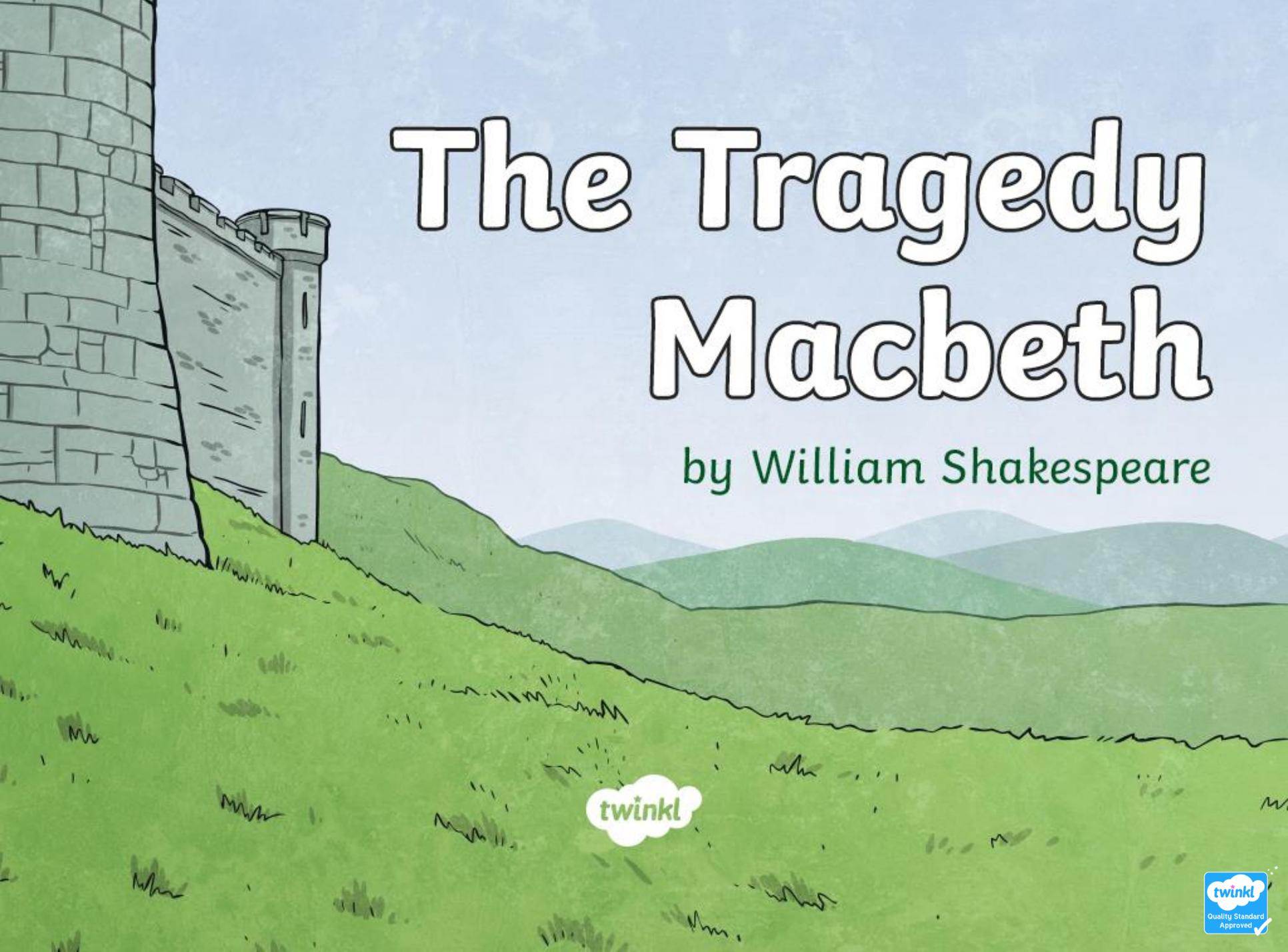
## **Primary Writing Course**

### **Lesson Objectives**

- 1) The Reading of our completed stories
- 2) Features of a Play Script

# Homework

- So this is the last chance you have to work on your stories and make them the best you can
- Re-work your story to include dialogue
- Correct any mistakes the teacher has pointed out
- Submit your final story to [info@jinstargroup.co.uk](mailto:info@jinstargroup.co.uk) (3 days)



# The Tragedy Macbeth

by William Shakespeare

twinkl

#agesago

You have arrived at your destination:

Scotland  
in Medieval Times (c. 11<sup>th</sup> Century)

# Who are the Characters we Meet?



Macbeth



Lady Macbeth



King Duncan



Malcolm



Fleance



Banquo



Macduff



Witches

#witchespredict



Macbeth - Thane of Glamis (pronounced: glarms) and his mate Banquo have just finished at a battle and are on the way home when they meet three witches. The witches tell Macbeth that he will become the Thane of Cawdor and also King of Scotland. Macbeth is surprised (as you would be). They tell Banquo that his descendants will become kings.

#ismelltrouble



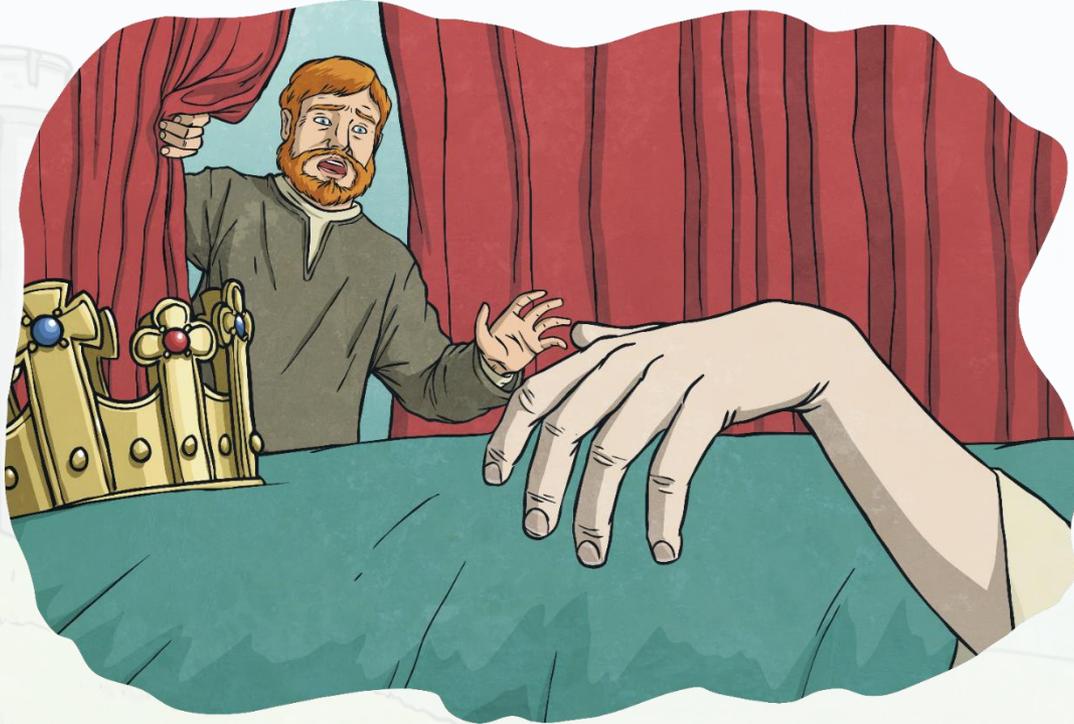
Soon, the King makes Macbeth the Thane of Cawdor because he was so brave in the battle. Macbeth is getting a bit excited that the predictions are coming true. Banquo is not so sure. Macbeth writes to tell his wife, Lady Macbeth, she also gets very excited. So much so, that when she hears that King Duncan is coming to their house she plots to kill him so that Macbeth can be king, just like the witches said.

#deadking



Lady Macbeth gets evil spirits to help her kill the king, but she talks Macbeth into doing the actual deed. Macbeth stabs King Duncan to death, and Lady Macbeth frames the servants for the crime by putting the dagger next to them.

#whenyoureinaholestopdigging



The next morning, Macduff arrives and he is the one who discovers King Duncan's body. Macbeth now kills the King's servants so that they do not say they are innocent. Macbeth tells everyone that he killed them as he was angry they had killed the King.

#dunnarunna



King Duncan's sons – Malcolm and Donalbain – run away far from the area in case someone wants to kill them too (even though they do not know who), but no one (apart from the Macbeths) is actually sure *who* killed the King. However, Macbeth *is* crowned King because Donalbain and Malcolm made themselves suspects by running away.

#bitharsh



Macbeth now knows that two predictions have come true. He also remembers that the other prediction was about Banquo's sons becoming kings. Macbeth feels threatened and decides that Banquo and his son, Fleance, must die too. However the plan goes a bit wrong, Banquo dies but Fleance escapes...

#losttheplot



Whilst at a royal feast, Banquo's ghost comes back and scares the living daylights out of Macbeth. People think he's lost the plot as they can't see the ghost. Lady Macbeth tells everyone to go home. Macbeth is in such a mess that he visits the witches again to see what they predict for him now.

#witchespredictagain



This time the witches say three things:

1. You will be safe until the trees move towards you.
2. No one 'born of woman' will kill you.
3. Beware Macduff.

#itsallgonnakickoff



Macbeth thinks about the witches predictions and he feels quite secure as trees can't move and everyone must be 'born of woman'. However, the 'Beware Macduff' bit is playing on his mind. Macduff is away in England, but Macbeth has his family killed anyway, just to be sure.

#movingtreesareal



Macduff hears about the killings and is so angry he gets together with Malcolm (King Duncan's son). They gather an army together to seize back the throne from Macbeth...  
...When they are ready to take Macbeth's castle they hide under trees as camouflage and move forward.  
(Note: witches' prediction of moving trees.)

#ladymlosttheplot



Meanwhile, Lady Macbeth also loses the plot. As a result of all the killings, she feels guilty and has started sleep walking, talking to herself and washing imaginary blood from her hands. She says one of the play's famous lines:  
"Out damned spot!" (meaning "get clean")  
She eventually kills herself.

#propheciesfulfilled



Finally, Macbeth and Macduff have it out in a fight on the battlefield. During the fight, Macduff reveals that he was born by Caesarean section and therefore not 'born of woman' just like the witches said.

Macbeth realises he is doomed and Macduff kills him.

#newkingpew



Malcolm becomes king and makes a big speech to everyone saying everything will be alright. In this speech he calls the Macbeths: “the dead butcher and his fiend-like queen,” then invites everyone to come and see him crowned at Scone Castle.

10:00

# Script Writing

Your task is going to be to write your own extension of the play script, based on what Macbeth and Banquo do and say next. You have 10 minutes now and you can finish for homework.

**Who can remember the play script conventions.**

- cast list
- acts/scenes introduced with short description
- narrator to briefly set the scene
- conventional layout (speaker's name on the left)
- character names before each speaking part, followed by a colon
- dialogue but no need for inverted commas
- stage directions (in brackets)



# Homework

- **Finish your play scripts on what Macbeth and Banquo say next, bring to the lesson next week.**



# **Lesson Seven**

## **Discussion and Informative Texts**

### **Lesson Objectives**

- 1) Connectives
- 2) What is an informative text?
- 3) To read, record, present information from a non-fiction text

# Key Points



New concept

2:00

Task timer



I want you to think about the question



I want you to write down an answer



Tell me how you feel about the learning objective

# Homework Review

- Play Scripts

**Read the text carefully, then use it to answer the questions below.**

Many schools have a rule that children wear a school uniform. Some children and parents are quite happy to follow these rules, but others disagree.

On one side, wearing school uniforms means that nobody looks smarter or trendier than anybody else. Secondly, having to wear a school uniform prevents children from asking for expensive fashionable clothes.

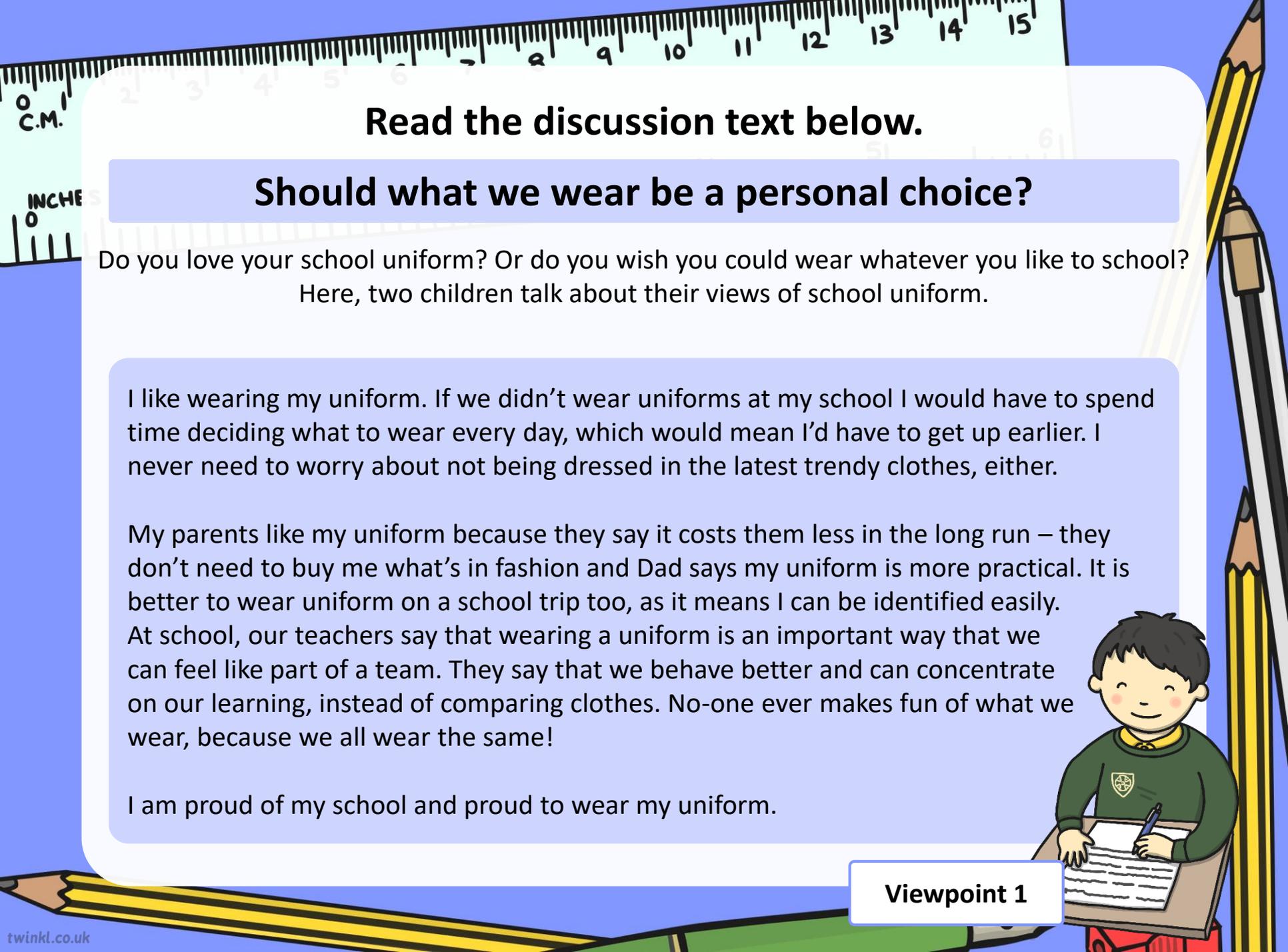
However, children cannot show that they are individuals if they are all dressed alike. Furthermore, children grow quickly, so wearing a uniform means that they don't get the wear out of their ordinary clothes.

In conclusion, there are many reasons both for and against wearing school uniform. Whatever is decided, it is important that every child feels comfortable with what they are wearing.

### Questions

1. What rule is this text about?
2. Why do parents prefer school uniforms instead of fashion clothes?
3. Which phrase describes how children look in school uniform?
4. Why wouldn't uniforms be a problem for adults?



A decorative background featuring a ruler at the top with markings in centimeters (0-15) and inches (0-5). Two yellow pencils are positioned vertically on the right side. The text is contained within a white rounded rectangle on a blue background.

**Read the discussion text below.**

## **Should what we wear be a personal choice?**

Do you love your school uniform? Or do you wish you could wear whatever you like to school?  
Here, two children talk about their views of school uniform.

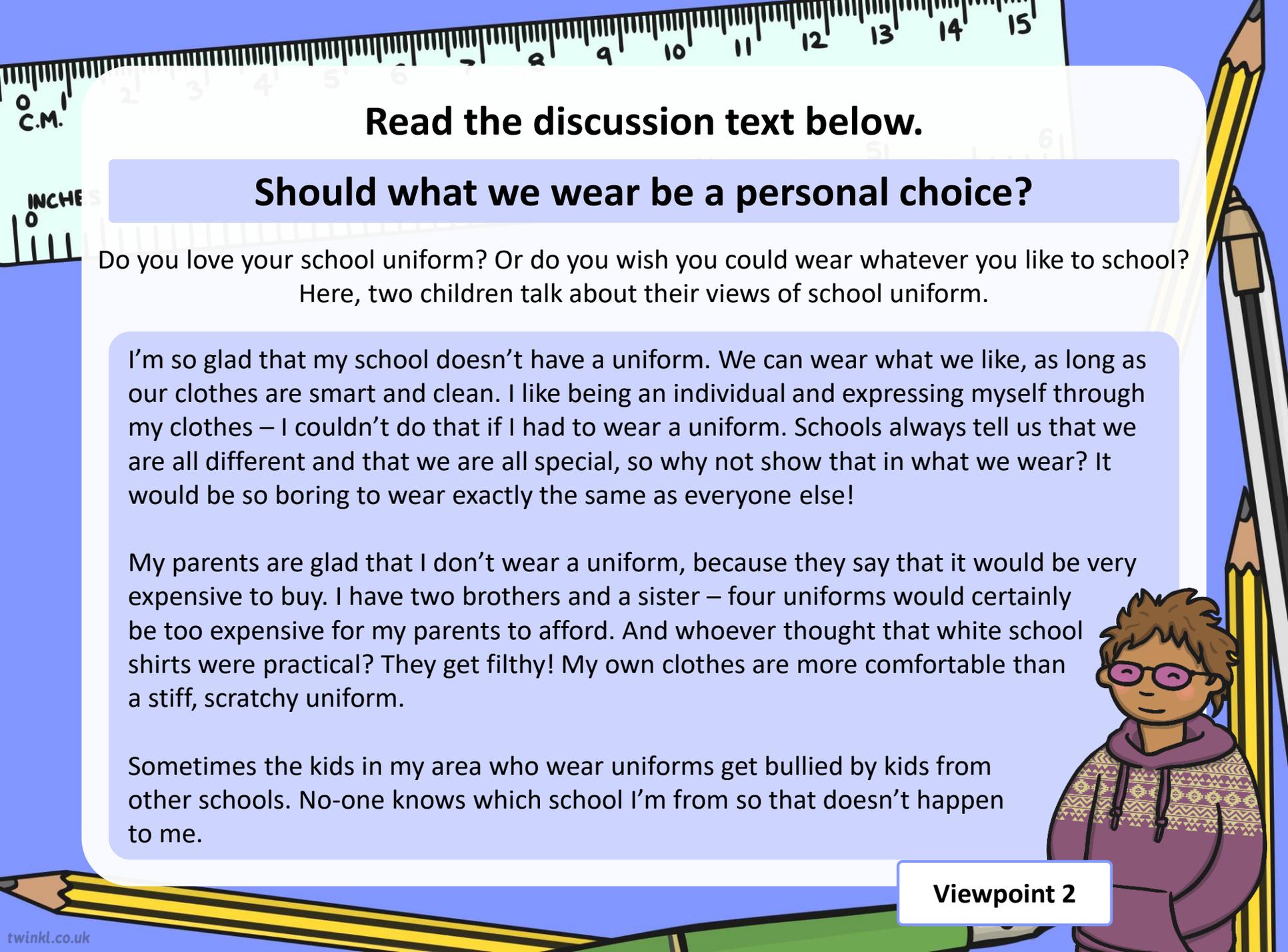
I like wearing my uniform. If we didn't wear uniforms at my school I would have to spend time deciding what to wear every day, which would mean I'd have to get up earlier. I never need to worry about not being dressed in the latest trendy clothes, either.

My parents like my uniform because they say it costs them less in the long run – they don't need to buy me what's in fashion and Dad says my uniform is more practical. It is better to wear uniform on a school trip too, as it means I can be identified easily. At school, our teachers say that wearing a uniform is an important way that we can feel like part of a team. They say that we behave better and can concentrate on our learning, instead of comparing clothes. No-one ever makes fun of what we wear, because we all wear the same!

I am proud of my school and proud to wear my uniform.

A cartoon illustration of a young boy with black hair, wearing a green school sweater with a crest, sitting at a desk and writing on a piece of paper with a blue pen. The desk has a ruler and another piece of paper.

**Viewpoint 1**

A decorative background featuring a ruler at the top with markings in centimeters (0-15) and inches (0-5). Two yellow pencils are positioned vertically on the right side. The text is contained within a white rounded rectangle on a blue background.

**Read the discussion text below.**

## **Should what we wear be a personal choice?**

Do you love your school uniform? Or do you wish you could wear whatever you like to school? Here, two children talk about their views of school uniform.

I'm so glad that my school doesn't have a uniform. We can wear what we like, as long as our clothes are smart and clean. I like being an individual and expressing myself through my clothes – I couldn't do that if I had to wear a uniform. Schools always tell us that we are all different and that we are all special, so why not show that in what we wear? It would be so boring to wear exactly the same as everyone else!

My parents are glad that I don't wear a uniform, because they say that it would be very expensive to buy. I have two brothers and a sister – four uniforms would certainly be too expensive for my parents to afford. And whoever thought that white school shirts were practical? They get filthy! My own clothes are more comfortable than a stiff, scratchy uniform.

Sometimes the kids in my area who wear uniforms get bullied by kids from other schools. No-one knows which school I'm from so that doesn't happen to me.

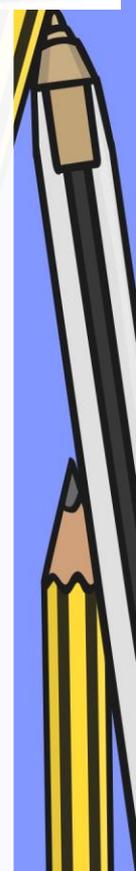
**Viewpoint 2**



## Read and record the information from the text.



What is the text about?				
The two viewpoints in this text are:	1.		2.	
Write four pieces of key information from the text in support of Viewpoint 1.				
Write four pieces of key information from the text in support of Viewpoint 2.				
Which viewpoint do you support?				



# Homework

This homework needs to be submitted to [info@jinstargroup.co.uk](mailto:info@jinstargroup.co.uk) by (give student 5 days).

We want at least 300 words

I want you to write a discussion text on

- ‘Should students have homework every day?’

Think about both view points.



# Lesson Eight

## Poetry Writing

### Lesson Objectives

- 1) Adjectives, synonyms and antonyms
- 2) Acrostic Poems

# Homework

This homework needs to be submitted to [info@jinstargroup.co.uk](mailto:info@jinstargroup.co.uk) by (give student 5 days).

We want at least 300 words

I want you to write a discussion text on

- ‘Should students have homework every day?’

Think about both view points.

## **Homework – please put a picture in Wechat**

I would like you to write an acrostic poem. CHINA

C

H

I

N

A



# Lesson Nine

# Biography and

# Autobiography

## Our Learning Objectives

1. To understand the terms biography and autobiography
2. To understand the structure and purpose of an autobiography
3. To be able to use organisational features to structure the text
4. Develop self-awareness and listening skills

## **Homework – please put a picture in Wechat**

I would like you to write an acrostic poem. CHINA

C

H

I

N

A

# David Beckham - pre reading activity

## Lesson 4 pre-reading and activity

Read the following extract and complete the activities:

### David Beckham Biography

David Beckham is one of Britain's most famous footballer players. He was captain of the English national team from 2000 to 2006, scored in three different FIFA World Cups, and played midfield for clubs in Manchester, England and Madrid, Spain, before agreeing to move to Los Angeles, to play for Los Angeles Galaxy team on a five-year contract beginning on July 1, 2007.

He was born David Robert Joseph Beckham on May 2, 1975

In 1996 he was a Manchester United's mascot for a match against West Ham United.

In the 1998 FIFA World Cup he played all of England's qualifying matches and scored in several important victories. He received a red card for violent conduct in England's match against Argentina. After losing the game England was eliminated, Beckham was made a scapegoat and became the target of criticism and abuse in media.

He had a good season in 1999 - 2000 and helped Manchester United to win the Premier League. At that time, he married singer Victoria Beckham (nee' Adams) from the popular musical group The Spice Girls, and the couple had their first son, Brooklyn, born in 1999.

In February 2003, following the defeat to Arsenal, the Manchester United's manager Alex Ferguson entered the changing room and kicked a football boot that struck Beckham over the eye, causing a cut that required stitches.

He signed a four-year contract with Real Madrid, beginning on July 1, 2003, and worth a potential 40 million dollars. |

In 2005 Beckham became a UNICEF Goodwill Ambassador. He was also involved in promoting London's successful bid for the 2012 Olympic Games. In 2005, he established football academies in Los Angeles and East London.

During the FIFA World Cup 2006, he played for England, and became the first ever English player to score in three World Cups. In the quarter final game against Portugal, Beckham was replaced because of his injury in the middle of the game. Without him the English team lost and was knocked out of the World Cup.

In June 2007 Beckham played his final game for Real Madrid, winning a medal and celebrating with his friends Tom and Katie Cruse, who attended the game.

⊕

In 2009, David played on loan at AC Milan to maintain his fitness after ending the season with the Galaxy. He ended up staying with Milan for five months, from January to May 2009. In 2010, he also arranged to embark on a second loan spell at AC Milan from the Galaxy, to play for Milan for another five months.

The Beckhams, who have become known as "Posh and Becks", have three sons: Brooklyn Joseph Beckham (born 1999), Romeo James Beckham (born 2002), and Cruz David Beckham (born 2005) who was named "Cruz" in honor of their friend Tom Cruise. Their daughter Harper Seven Beckham was born on 10<sup>th</sup> July 2011.

Now answer the questions

1. Highlight any vocabulary you don't understand. Look up the definition and write a sentence using the word in your 'vocabulary bank'.

2. How many clubs did David Beckham play for? How many countries were these clubs in?

## Who is your favourite sportsman or woman?

# Homework Activity

Write your autobiography. (500 words)  
Focus on an important and interesting event in your life making sure you write in chronological order.  
Submit to [info@jinstargroup.co.uk](mailto:info@jinstargroup.co.uk) by (5 days)

## Ideas:

- When and where you were born
- Your family
- Starting school
- Making new friends
- New experiences and feelings related to these experiences
- People who have influenced you.

**Remember:** write in chronological order.





# Lesson Ten

# Newspaper Writing

## Our Learning Objectives

1. How to write a Great Newspaper Report
2. Write your newspaper report

# Pre Lesson Activity

- I would like you to read the newspaper – it can be a paper copy or using the internet.
- You need to read some articles and become familiar with how newspaper articles are written.
- Take some notes – on what style the reporters use.
- Bring your notes to class.

# Homework Activity

Write your autobiography. (500 words)  
Focus on an important and interesting event in your life making sure you write in chronological order.  
Submit to [info@jinstargroup.co.uk](mailto:info@jinstargroup.co.uk) by (5 days)

## Ideas:

- When and where you were born
- Your family
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- New experiences and feelings related to these experiences
- People who have influenced you.

**Remember:** write in chronological order.

