



Writing

Resource Pack

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Foreword

The *Supporting Documents for English at Level 5 (2019-2020)* implemented in 2018 in Year 3 and 2019 in Year 4 recognise the impact of effective pedagogy and systematic instruction on language learning. The changing profile of our learners and the globalisation of language in an increasingly complex world were some of the key influences in the revision process. It was, therefore, timely to re-examine English teaching and learning as well as ways to enrich practices to better meet the communication needs of our learners.

This resource is a tool based on the above considerations as well as the needs of our learners and teachers identified in the course of consultations with teachers, SLT members and schools. This document is intended to guide teachers when planning and teaching writing skills at level 5. It is also meant to help teachers develop learners as writers who need to be increasingly reflective, purposeful and aware of the effect of their writing on their audience. This aim can be achieved by impressing on learners the importance of purpose, audience, context and culture in determining the language and text features of the kind of text to be written, as well as when planning, drafting and revising the texts.

With this in mind, each genre mentioned in the *Supporting Documents for Level 5* has a brief introduction identifying its main text features and structures. The different genres in the *Supporting Documents* have been identified and selected to serve as the context and vehicle for teaching the skills spelt out in the Learning Outcomes which are presented after the introduction. The Assessment Criteria which follow establish what the teacher will be assessing the learners on prior to setting the task. This should allow students the opportunity to self-assess as well as identify learning gaps, monitor student learning and provide timely and useful good-quality feedback to improve learning and self-assessment. Indeed, teachers can make reference to the Marking Schemes available in the *Supporting Document for Year 3 and Year 4* on page 26 and page 24 respectively when marking writing. Since both process and product writing should be given due importance, models and writing frames are provided for further support. The document also presents different titles in line with the themes identified in the *Supporting Document*. These titles keep GAP in mind: Genre (What form will my writing take?),

Audience (Who will be reading my writing?) and Purpose (Why am I writing?). The models and titles presented in this document are meant to help teachers identify and select texts learners can create and are not meant to be prescriptive or limiting and need not be taught in a particular order. When selecting a type of text to teach, teachers should also consider their learners' age, abilities, current interests, and out-of-school experiences. When deciding the specific skills and types of texts to teach, teachers will bear in mind that text types (e.g., narrative, informative, descriptive) do not always have a one-to-one correspondence with their function and form. For example, a letter to your pen pal could involve description, narration, and persuasion simultaneously. It is, thus, important that teachers draw learners' attention to the elements of the situation and the context that can influence the selection and organisation of meaning and language in different types of texts.

It is important to note that although the writing skill is being presented separately here, it is not meant to be regarded as separate from the other equally important skills. The areas of language learning – the receptive skills, the productive skills, and grammar and vocabulary are to be taught in an integrated way. Before learners are taught to write these types of texts, they should first have the opportunity to listen, read and/ or view them so as to learn how language is used appropriately and effectively in different types of texts.

Indeed, teaching learners to write accurately, neatly, legibly and fluently is critical. Emphasis should be placed on engaging learners in a variety of writing tasks in authentic and meaningful contexts of use so that they can explore and assume diverse roles as writers, experiment with language, express their feelings, thoughts, creativity and individuality and develop their voice in writing. We invite teachers to make effective use of this document. Any feedback and suggestions would be greatly appreciated.

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The Ministry for Education and Employment (MALTA)

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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. Students 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. This writing activity can be done individually or in groups.

Reference to LOs

When writing a caption, students 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.
W5.6	I can use words to achieve particular 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 the teacher when assessing captions:

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


Success criteria for students

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

Writing a caption

 **Success
Criteria**

- 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.



Exemplar 1

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

Lexical Area: Personal Identification



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



The Year 5 students 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 different pages on your school magazine. Write a caption for each one.



Lexical Area:

Year 4: Environment



Lexical Area:

Year 4: Hobbies and Leisure



Lexical 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.

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, students 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.
	W5.6 I can use words to achieve particular 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 the teacher when assessing a postcard:

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

Success criteria for students

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

Writing a postcard



- My postcard starts with “Dear” followed by a comma.
- My postcard closes with “Best wishes” or “Love” followed by a comma.
- I signed my postcard.
- I included a stamp and the recipient’s address.
- I used the first person ‘I’.
- I wrote about my holiday (how long I am staying, where I am, what I am doing...)
- 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 data-bbox="188 439 687 555" style="border: 1px solid black; padding: 5px; margin-bottom: 10px;">Opening Name of person receiving postcard</div> <p data-bbox="209 600 459 633">Dear _____,</p> <div data-bbox="92 1178 276 1279" style="border: 1px solid black; padding: 5px; display: inline-block; margin-right: 10px;">Closing</div> ➔ <b data-bbox="392 1211 560 1245">Best wishes, <hr data-bbox="292 1379 624 1384"/> <div data-bbox="339 1453 632 1552" style="border: 1px solid black; padding: 5px; margin: 10px auto; width: fit-content;">Signature</div>	<div data-bbox="1169 439 1366 651" style="border: 1px dashed black; padding: 5px; margin-bottom: 20px; text-align: center;">Place Postage stamp Here</div> <hr data-bbox="887 813 1313 817"/> <hr data-bbox="887 909 1313 913"/> <hr data-bbox="887 1005 1313 1010"/> <hr data-bbox="887 1102 1313 1106"/> <div data-bbox="898 1193 1331 1319" style="border: 1px solid black; padding: 5px; margin: 10px auto; width: fit-content;">Address of person receiving postcard</div>
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Exemplar 1

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.

Lexical Area: Travel and Country

<p>Dear Tammy,</p> <p>We have arrived in London, the city that never sleeps like NYC. 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>Love,</p> <p>Leah</p>	 <p><u>Ms Tammy Grech</u></p> <p><u>118, Old Mill Street</u></p> <p><u>Rabat, RBT1234</u></p> <p><u>Malta</u></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. Write the postcard.



Lexical Area

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. Write the postcard.



Lexical Area

Year 3: The World Around us/Transport/Family and friends

Year 4: Travel/Relationships

You have travelled to London for the very first time. When you are in London, you 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.



Lexical Area

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.

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 two paragraphs in which you present the problem, culminating in a climax leading to the resolution and ending which can include the moral of the story.

Reference to LOs

When writing a short story, students 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.
	W5.6 I can use words to achieve particular effects in my writing.
W5.12 I can make a text more interesting or more relevant to me by changing the vocabulary.	W5.8B 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 the teacher when writing a story:

Success Criteria	Marking Criteria
The students included a brief introduction, one, two or three paragraphs for the body and a satisfying conclusion that links to the opening.	Organisation and Structure
The students have created a setting by writing about who, what, where and when.	Content and Relevance Vocabulary
The students have built up the events logically.	Organisation and Structure
The students have included details, descriptions using the 5 senses, adjectives, verbs and adverbs.	Vocabulary Language use
The students have used correct spelling and punctuation.	Spelling and Punctuation

Success criteria for students

The following success criteria can be used by students 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 paragraph presents me with the problem.
- My third 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.
- My story is neat and legible.



Writing Frame – Short Story

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 character feel?

ENDING

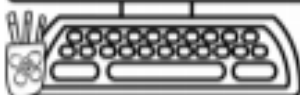
How will the story end? How will everyone feel?

Name:

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:

<http://www.worksheetplace.com> © © Image: <https://scrappindoodles.ca>

Name: _____

The Setting

The setting is where the event or story takes place. Complete the following using the haunted house as the setting:

What season and time of day is it?

What sounds do you hear?

What is inside, describe what's inside.

Where is the house located? What is it near?



What feelings do you have about it?

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

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

Exemplar 1

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**.

Lexical Area: Personal Stories and Adventures

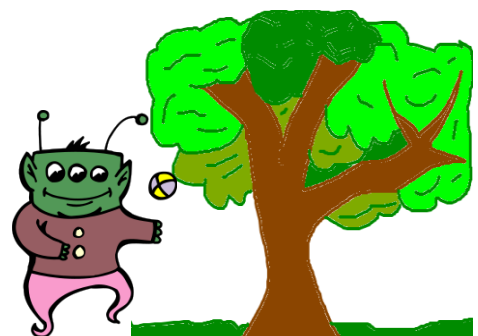
When I met an Alien

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 threw the ball behind the bush and I dashed to get it.

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. It was extremely intriguing finding out all about Wizny's life. We are so different and yet so alike!

Soon it was time for the alien to go back to his planet Mars. We bid him farewell and promised each other to meet again. WHAT AN UNFORGETTABLE DAY!



Suggested titles:

The Head of School asked you to write a scary story and publish it on the school magazine. You are going to write the story of when you and your friends got caught in a storm during a hike. Write the short story.

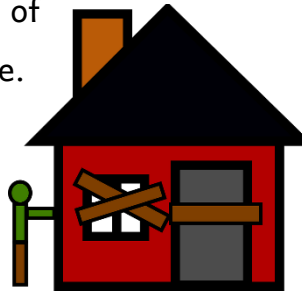


Lexical Area

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.



Lexical Area

Year 3: Family and Friends

Year 4: The Home/Personal Stories and Adventures

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.



Lexical Area

Year 3: Animals

Year 4: Personal Stories and Adventures

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 students 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, students 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.	W5.8C I can participate in writing for a range of purposes and write in some genre.

Success Criteria for teachers

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

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

Success criteria for students

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

Filling in a form



- I included correct 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.



Exemplar 1

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

Lexical Area: Personal Stories and Adventures



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 e-mail: kidsclub@gmail.com

Exemplar 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.

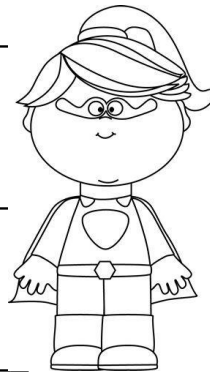
Lexical Area: Personal Stories and Adventures

Superhero File

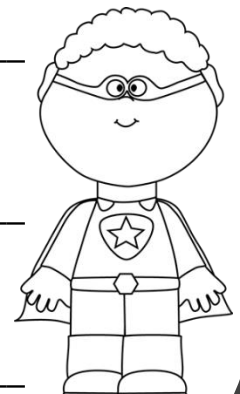
Name of superhero:

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 exclusive offers and find out about events, competitions, new ranges and special activities.** Fill in this **application form** to become a member.

Lexical Area: Year 3 – Sports and Free time Year 4 – Hobbies and Leisure



First Name: _____ Surname: _____

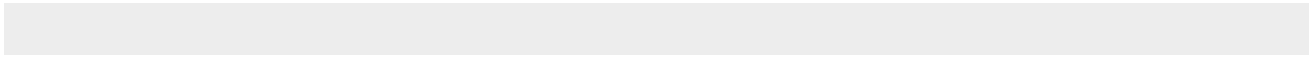
Address: _____

Town: _____ Postcode: _____ Country: _____

Phone: _____ Email: _____

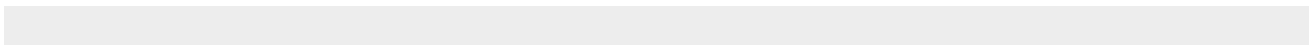
Date of birth: _____ Nationality: _____

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.

Lexical Area: Year 3 – Sports and Freetime 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
friends/family |
| <input type="checkbox"/> Recommendations
by school | <input type="checkbox"/> Shop display | 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.

Lexical Area: 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.

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

Emails, unlike letters, are exchanged using electronic devices. Letters or emails are written for a specific reason such as:

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

Reference to LOs

When writing an informal letter, students 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.
	W5.7 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.

Success Criteria

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 the teacher when assessing an informal letter:

Success Criteria	Marking Criteria
The students have written their address in the upper right corner.	Organisation and Structure
The students skipped a line under their address and wrote today's date in full.	Organisation and Structure
The students skipped a line and on the left wrote the salutation "Dear" and the recipient's name, followed by a comma.	Organisation and Structure
The students 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 students skipped a line, wrote a closing statement like "Best regards", "Best wishes", "Love" in the centre, followed by a comma.	Organisation and Structure
The students have included details, descriptions, adjectives, verbs and adverbs.	Vocabulary Language use Content and Relevance
The students have used correct spelling and punctuation.	Spelling and Punctuation
The students have signed off the letter.	Organisation and Structure

Success criteria for students

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

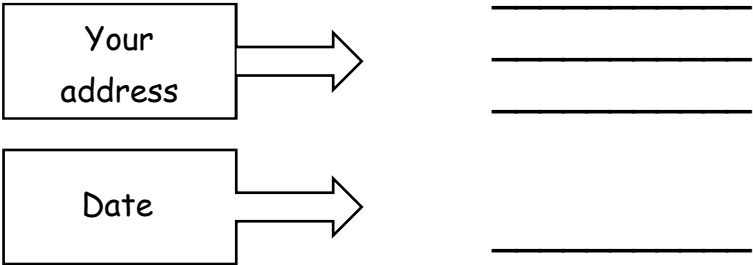
Writing an informal letter

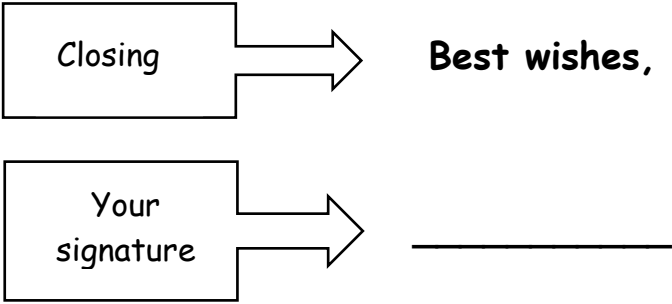
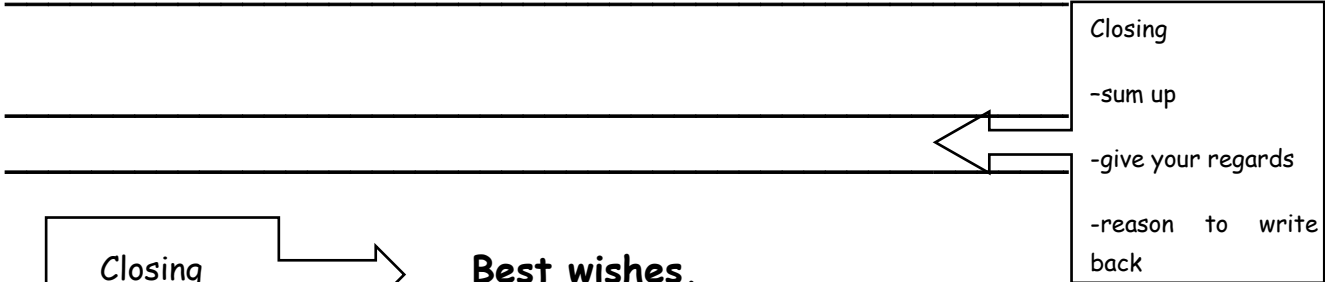


- I included an address and date in the upper right corner.
- My letter has a salutation “Dear” followed by a comma and the name of the person receiving the letter.
- My letter has a closing “Best regards”, “Best wishes” or “Love” followed by a comma.
- I signed my letter.
- I included a beginning, a middle and an ending.
- 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 conclusion has 2/3 sentences and sums up my letter, sends my regards and asks the receiver to write back.
- I used the first person ‘I’.
- I used a friendly, chatty style of writing.
- I asked questions throughout the letter.
- My sentences begin with capital letters.
- My sentences end with the correct punctuation marks.
- I checked for spelling errors.
- My letter is neat and legible.



Writing Frame – An Informal Letter





Exemplar 1

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.

Lexical Area: Celebrations

FL1, Beach Court
Tower Street
Mosta, MST 1234
Malta

2nd March 2019

Dear Martina,

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 a whale of a time celebrating Carnival. For the first time, I dressed up as a clown. I wore big, white shoes, a colourful shirt with red and blue pompom as buttons and a white spotted bow around my neck. I wore a pair of striped 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. Luckily, I saw my friend Ella dancing with her classmates. Do you remember Ella? She used to attend the swimming lessons with us. On Monday, I paid Gozo a visit to see the famous Carnival in Nadur. Unfortunately, it was raining in bucketfuls so we changed our plans, stayed indoors and did not see much. 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,

Amelia



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 how you are and what you enjoy doing in your free time so she can decide on a gift for your birthday. Send her a letter.

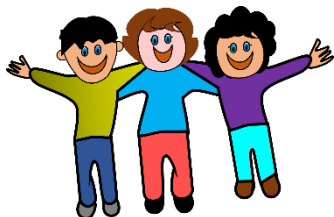


Lexical Area

Year 3: Family and friends/Sports and Freetime

Year 4: Relationships/Hobbies and Leisure

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.



Lexical Area

Year 3: The World Around us/Family and friends

Year 4: Relationships/Town and Country

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.



Lexical Area

Year 3: School Life/Family and friends

Year 4: Relationships

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.

An informal electronic mail or email is a message exchanged between people who know each other well using electronic devices.

Reference to LOs

When writing an informal email, students 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 particular 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 the teacher when writing an informal email:

Success Criteria	Marking Criteria
The students have written the recipient's email and filled in the 'Subject' section.	Organisation and Structure
The students have started the email with a greeting by addressing the person who is receiving the email followed by a comma.	Organisation and Structure
The students have addressed the title (e.g. described, narrated, explained, informed).	Content and Relevance
The students have skipped a line, wrote a closing statement like "Best regards", "Best wishes", "Love" in the centre, followed by a comma.	Organisation and Structure
The students have signed off the email.	Organisation and Structure
The students have used correct spelling and punctuation.	Spelling and Punctuation

Success criteria for students

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

Writing an email



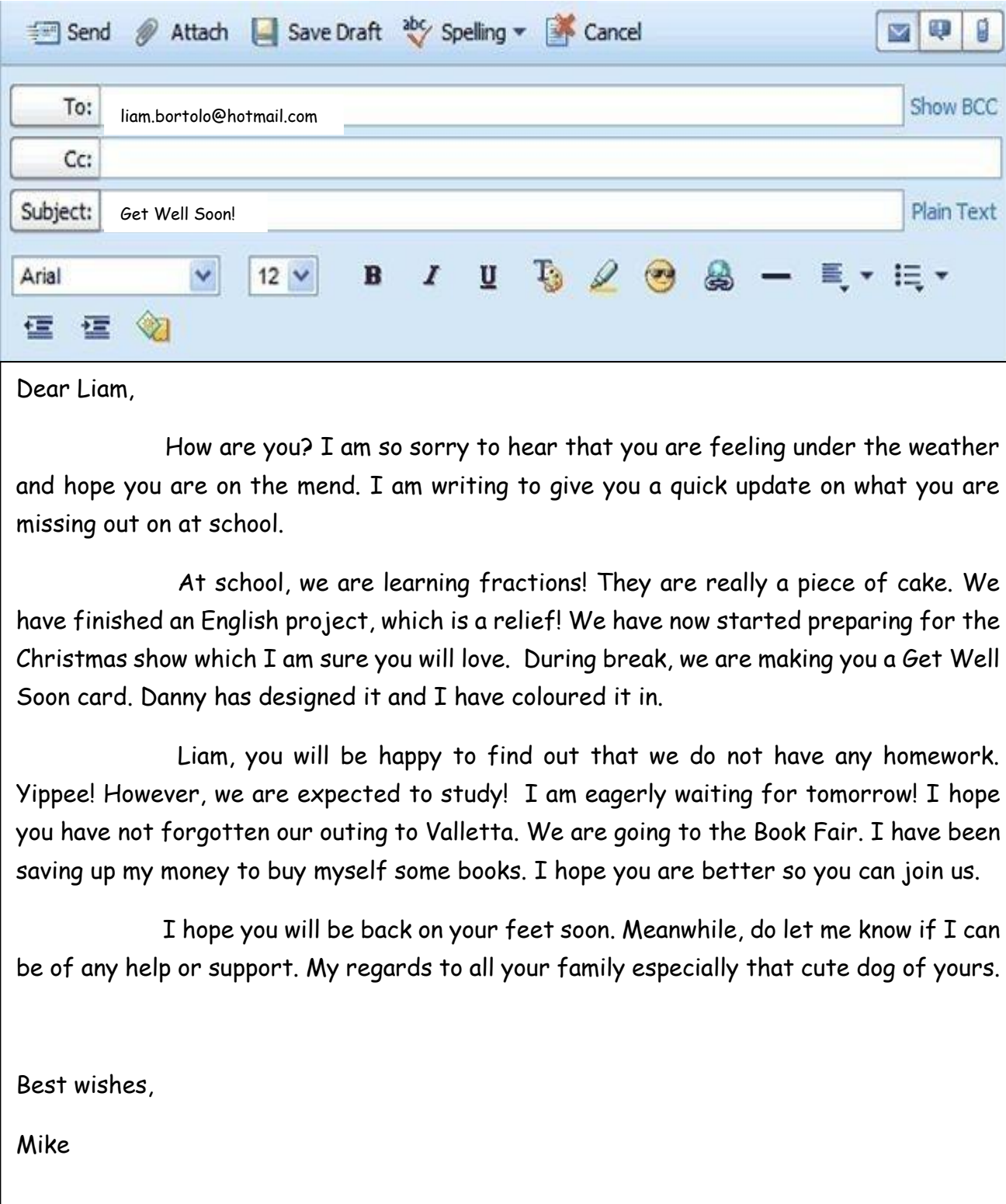
- I wrote the email address and email subject in the right spaces.
- My email has a salutation “Dear” followed by a comma and the receiver’s name.
- My email has a closing “Best regards”, “Best wishes” or “Love” followed by a comma.
- I signed off my email.
- I included a beginning, a middle and an ending.
- 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 conclusion has 2/3 sentences and sums up my letter, sends my regards and asks the receiver to write back.
- I used the first person ‘I’.
- I used a friendly, chatty style of writing.
- I asked questions throughout the email.
- 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.



Exemplar 1

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 wish him a speedy recovery.

Lexical Area: Relationships



Send Attach Save Draft Spelling Cancel

To: liam.bortolo@hotmail.com Show BCC

Cc:

Subject: Get Well Soon! Plain Text

Arial 12 B I U T [emojis]

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. 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.



Lexical Area

Year 3: Family and Friends/Food and Drink

Year 4:

Relationships/Personal Stories and Adventures/Celebrations

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.



Lexical Area

Year 3: Family and Friends

Year 4: The Home/Personal Stories and Adventures

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



Lexical Area

Year 3: Family and Friends

Year 4: The Home/Personal Stories and Adventures

Writing a list

What is a list?

The writing of a list features in Level 5 in Year 3. A list is a number of 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, students 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 the teacher when assessing a list:

Success Criteria	Marking Criteria
Students have included information and title that are related to topic.	Content and Relevance
Students have included suitable vocabulary.	Vocabulary
Students have used correct spelling and punctuation.	Spelling and Punctuation

Success Criteria for students

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

Writing a list



**Success
Criteria**

My list is neat and legible.

My list has a title.

My list includes a number of items related to the title.

I checked for spelling errors.



Writing Frame: Grocery List

GROCERY LIST		
Important ☆ _____ ☆ _____ ☆ _____ ☆ _____	Produce <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____	Bread / Bakery <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____
Breakfast <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____	Meat <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____	Dairy / Fro <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____
Pasta / Rice <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____	Canned <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____	Dry / Baking <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____
Sauces / Condiments / Spices <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____	Drinks <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____	Snacks <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____
Personal <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____	Paper / Plastice <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____	Household <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____

Title

Bulleted or numbered list

Exemplar 1

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.

Lexical Area: Sports and Free Time

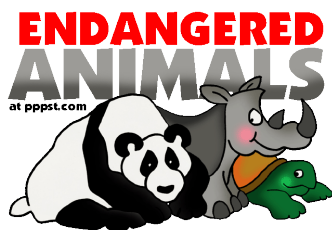
P.E. Equipment to buy

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. You are going to publish this list on the school magazine so other students can look them up.



Lexical 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.



Lexical Area

Year 3: Clothes

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



Lexical 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.

Messages can be written for different reasons and purposes. You might want children to write a short message of thanks or apology, or to give instructions or give information.

Reference to LOs

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

Year 3	Year 4
W 5.9 I can write a paragraph appropriately for an audience and with a purpose.	W 5.8 I can participate in writing for a range of purposes and write in some genres.

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 the teacher when assessing a message:

Success Criteria	Marking Criteria
The message is clear and to the point.	Content and Relevance
Students used the right greeting and closing.	Organisation and Structure
The message is neat and well presented.	Organisation and Structure
Students used suitable vocabulary.	Vocabulary
Students used appropriate language and used correct grammar.	Language Use
Students used good spelling and punctuation.	Spelling and Punctuation

Success criteria for students

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

Writing a message



- My message starts with a salutation 'Hi' or 'Dear' followed by a comma and the name of the recipient or just with the name of the recipient.
- My message has a closing 'From', 'Yours' or 'Love' followed by a comma and your name or just your name.
- My message is clear, focused and easy to understand.
- I used the first person 'I'.
- I used a friendly, chatty style of writing.
- My sentences begin with capital letters.
- My sentences end with correct punctuation marks.
- I checked for spelling errors.
- My message is neat and legible.



Exemplar 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**.

Lexical Area: Various (Relationships, Celebrations, School Life, Animals)



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

Exemplar 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**.



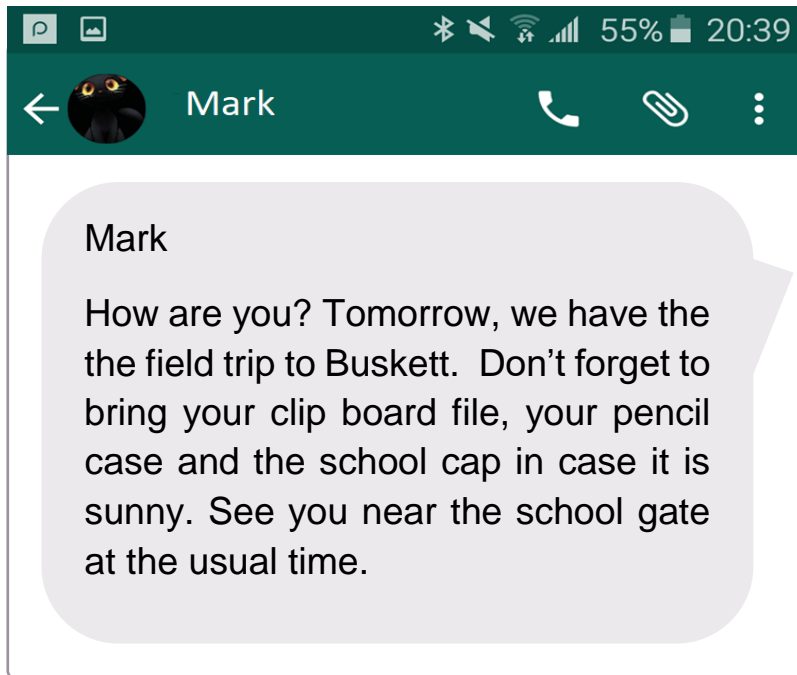
Luke,

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!

Jake

Exemplar 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.



Exemplar 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.



Martha

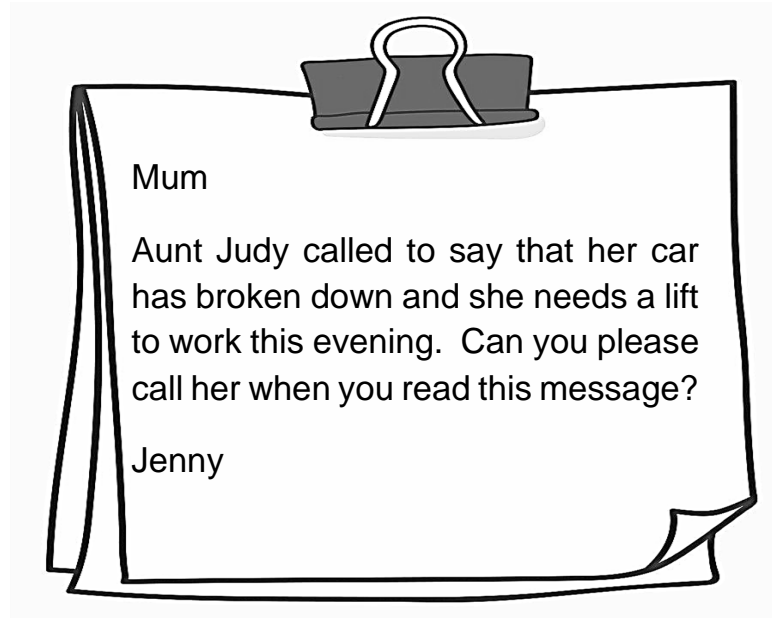
Thank you for agreeing to take care of my cat Rio while I'm away. Please do not feed him more than 3 times a day. You should feed him in the morning, in the afternoon and in the evening. Don't forget to refill his bowl with fresh water, too.

Love,

Mia

Exemplar 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**.



Exemplar 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.**

New Message

To chris.muscat@ilearn.edu.mt

Cc

From maria.vella@ilearn.edu.mt 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,

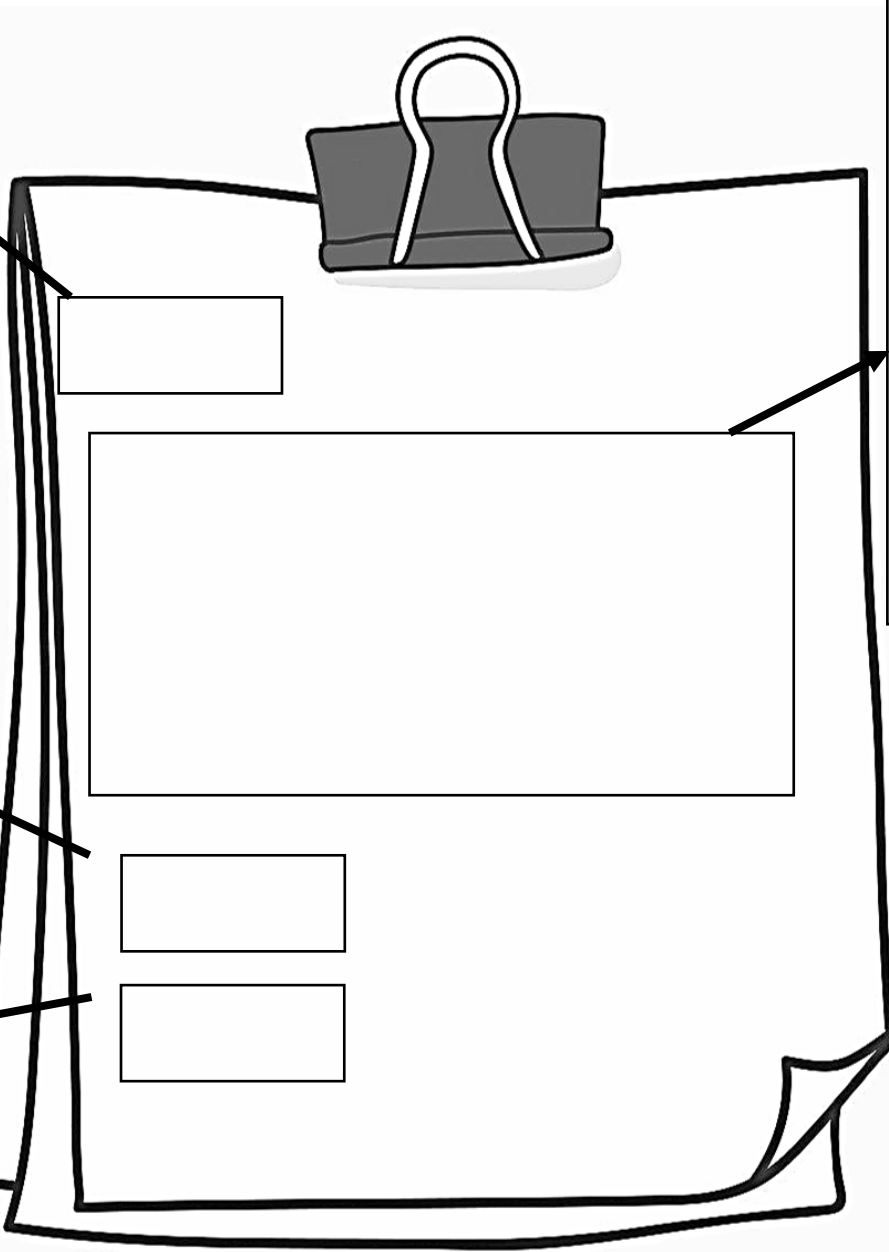
Maria

Send

Download Star Link Trash

Writing Frame – Messages

Greeting: Write the name of the person who will read this message.



Message Content

Write your message here.

What is the purpose for writing this message?

Keep it short and straight to the point.

Closing:

Write a closing word eg. Love, Sorry, Thank You, etc.

Write the name of the person writing the message.

Suggested titles:

1. You're at 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.



Lexical Area:

Year 3: Family and Friends/Places and Directions

Year 4: Hobbies and Leisure

2. 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.



Lexical Area:

Year 3: Family and Friends

Year 4: Celebrations

3. 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.



Lexical Area:

Year 3: Family and Friends

Year 4: Celebrations

Writing an invitation

What is an invitation?

The writing of an invitation is also 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 particular format as in the exemplars provided.

However, you might want the student to write an invitation in an email, such as in the following 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.

G = Email

A = Lisa

P = to invite her to your birthday party

Reference to LOs

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

Year 3	Year 4
W 5.9 I can write a paragraph appropriately for an audience and with a purpose.	W 5.2 I can, at an elementary level, use appropriate format and features of presentation to convey the purpose of a text.
W 5.12 I can make a text more interesting or more relevant to me by changing the vocabulary.	W 5.8 I can participate in writing for a range of purposes and write in some genres. W 5.11 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 the teacher when assessing an invitation:

Success Criteria	Marking Criteria
Students included all the information that the recipient needs to know.	Content and Relevance
Students used the proper greeting and ending, including an RSVP.	Organisation and Structure
The invitation is neatly designed and presented.	Organisation and Structure
Students used suitable vocabulary.	Vocabulary
Students used appropriate language and used correct grammar.	Language Use
Students used good spelling and punctuation.	Spelling and Punctuation

Success criteria for students

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

Writing an invitation



- My invitation starts with a greeting (e.g. Dear...) followed by a comma and the name of the receiver.
- My invitation ends with a closing (e.g. Yours...) followed by a comma.
- I signed my invitation.
- I included the name of the person receiving the invitation, what the party is about, the date, the time, any special instructions (e.g. wear a costume...) and an RSVP.
- My sentences are clear, focused and easy to understand.
- 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.



Exemplar 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 she can make it.

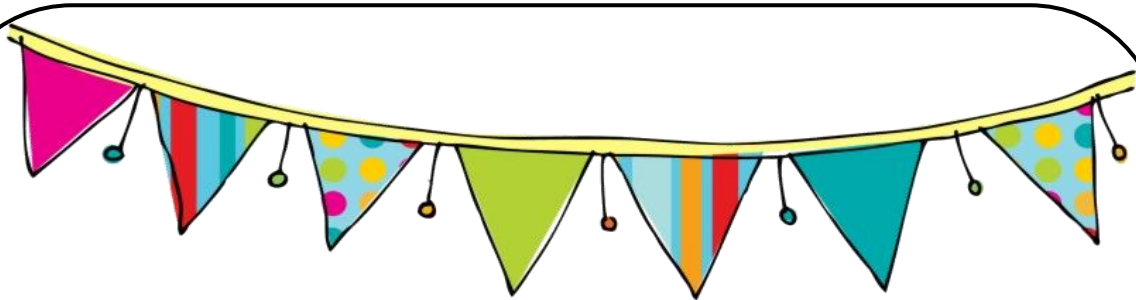
Lexical Area: Family and Friends/Relationships/Celebrations



Exemplar 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 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.

Lexical Area: Celebrations/Entertainment/Environment/The World around Us



Invitation

Dear Family

We have been working very hard in the Save our World Project, 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 - Invitations

Dear _____

You are invited to celebrate

Date: _____

Time: _____

About the celebration: _____

RSVP: _____

From: _____

Suggested titles:

1. Design an invitation for your 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.



Lexical Area

Year 3: Family and Friends

Year 4: Relationships

2. Your class is organising a fund-raising activity. Your teacher wants you to design an invitation for the event. The best invitation will be printed and sent out to parents. In your invitation you are to include date, time and place, what kind of activities there will be, and say what the class will do with the money raised.



Lexical Area

Year 3: School life

Year 4: Celebrations

3. Write an invitation to your classmates announcing a Sports Day which is being organised at school. In your invitation:
 - include date and place
 - include a list of the sporting events
 - ask for children to help



Lexical Area

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.

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.

Reference to LOs

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

Year 3	Year 4
W 5.9 I can write a paragraph appropriately for an audience and with a purpose.	W 5.2 I can, at an elementary level, use appropriate format and features of presentation to convey the purpose of a text.
	W 5.6 I can use words to achieve particular effects in my writing.
W 5.16 I can write instructions to explain the steps of a process.	W 5.8 C I can participate in writing for a range of purposes and write in some genres.
	W 5.11 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 the teacher when assessing a set of instructions:

Success Criteria	Marking Criteria
Students wrote short, clear instructions.	Content and Relevance
Students included the title.	Organisation and Structure
Students wrote a list of ingredients and/or equipment.	Organisation and Structure
Students have written numbered instructions.	Organisation and Structure
Students used diagrams/drawings to support the text.	Organisation and Structure
Students used appropriate vocabulary.	Vocabulary
Students used verbs in the imperative mood. (eg. mix, stir...)	Language Use
Students used good spelling and punctuation.	Spelling and Punctuation

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

Writing a set of instructions



Success Criteria

My instructions are easy to follow.

I included a clear title.

I wrote a list of ingredients/materials.

I used bullets or numbers for the instructions.

My instructions follow a sequence.

I used interesting words.

I used the imperative mood.

I used drawings or diagrams.

My sentences begin with capital letters.

My sentences end with the correct punctuation marks.

I have checked for spelling mistakes.

My instructions are neat and legible.



Exemplar 1: Instruction (Recipe)

At school, you have been talking about favourite recipes. Your class teacher has asked you to share a special recipe with your classmates to make a class Recipe Book. Fill in the ingredients and write a recipe for fruit kebabs that you enjoy doing. Do not forget to include a special ingredient.

Lexical Area: Hobbies and Leisure/Food and Drink

Rainbow Fruit Kebabs

Ingredients:

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



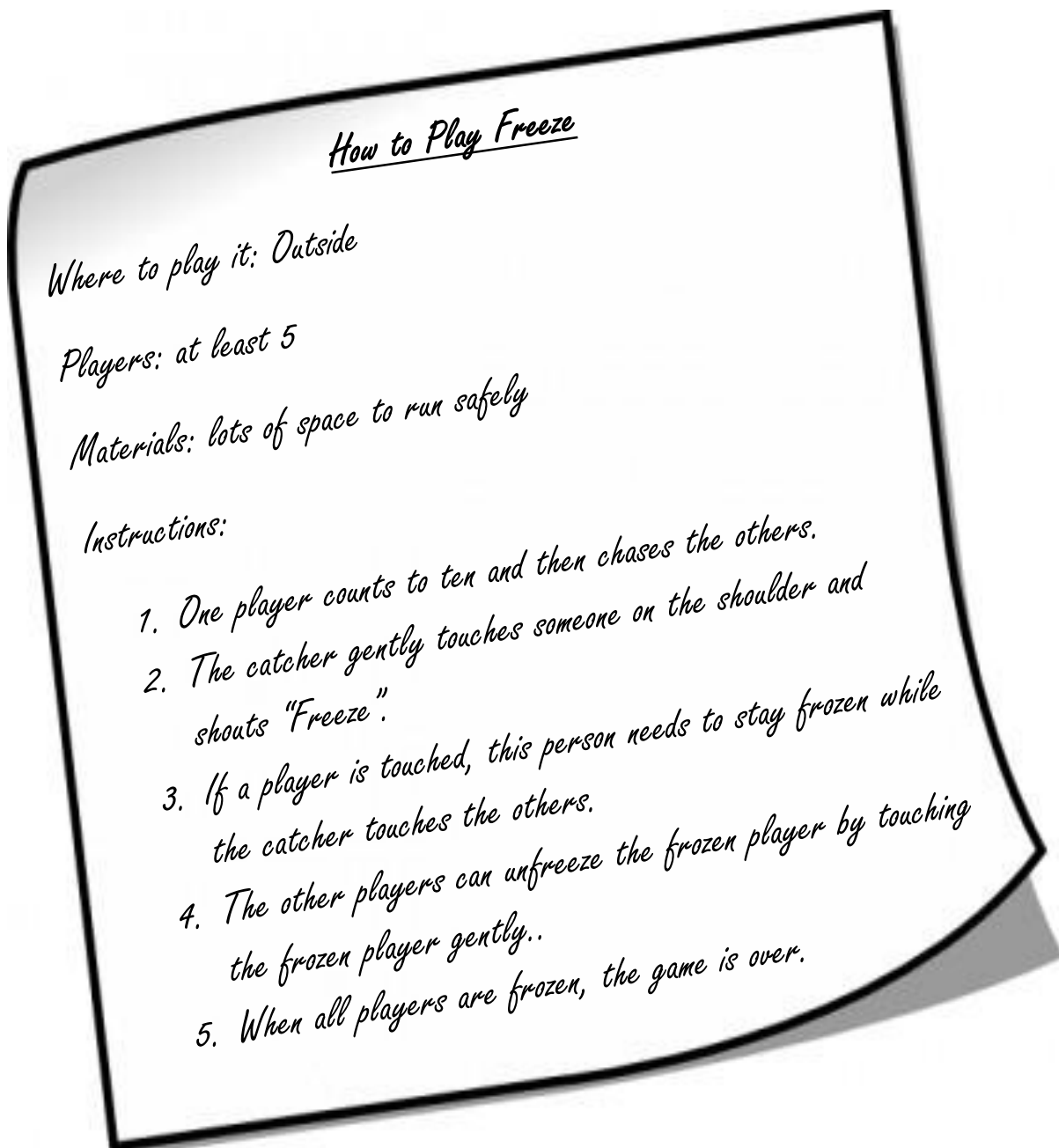
Method:

1. **First**, wash the strawberries, grapes and blueberries in cold water and pat dry.
2. **Next**, cut the tops off the strawberries and throw away.
3. If the strawberries are big, cut them in half or into large chunks. Cut the grapes in half if wanted. Put all the fruit into bowls.
4. **Then**, thread the fruit onto each skewer in this order: 1 kiwi, 1 mango, 1 strawberry, 1 red grape and 2 blueberries.
5. **Finally**, arrange in a rainbow shape and let everyone help themselves.

Exemplar 2: Instructions – How to...

A new boy/girl joined your classroom. At breaktime, you want to ask this 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.

Lexical Area: Relationships/School Life/Hobbies and Leisure



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

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	



Suggested titles:

1. 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.



Lexical Area

Year 3: The home

Year 4: Relationships

2. For Show and Tell you would like to present your favourite recipe called Easter Egg Nests. With the help of your mum, you have taken pictures of every step of the recipe. Now you need to write the instructions so that your friends can easily follow the recipe if they want to.



Lexical Area

Year 3: Hobbies and Leisure/Celebrations

Year 4: Food and Drink

3. At school you are celebrating Games Day. 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.



Lexical Area

Year 3: Hobbies and Leisure

Year 4: Sports and Freetime

Writing a non-chronological report

What is a non-chronological report?

Non-chronological reports feature only in Year 4.

A non-chronological report is a non-fiction report which is not written in time order. It focuses on a single topic and includes various facts about this topic. Students may be asked to write non-chronological reports about a country, animal, religion, planet or sport. Ideally, students should start by analysing a range of reports and identifying the different features.

Reference to LOs

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

Year 4	
W 5.2	I can at elementary level, use appropriate format and features of presentation to convey the purpose of a text.
W 5.7	I can express my opinions in writing on a range of topics.
W 5.8C	I can participate in writing for a range of purposes and write in some genres.
W 5.11	I can add detail and interest to basic sentence structures in a variety of ways.
W 5.15	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 the teacher when assessing a non-chronological report:

Success Criteria	Marking Criteria
Students wrote a clear introduction that explains the topic of the report.	Content and Relevance
Students wrote paragraphs containing information related to topic.	Organisation and Structure
Students organised the report well (e.g. heading, subheading, fact boxes and pictures).	Organisation and Structure
The information in each paragraph matches its heading.	Organisation and Structure
The report is neat and well presented.	Organisation and Structure
Students used technical vocabulary.	Vocabulary
Students used words to explain points further (e.g. so, because, also, when, which).	Language Use
Students used good spelling and punctuation.	Spelling and Punctuation

Success criteria for students

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

Writing a non-chronological report



- My report includes an introduction, sub-headings, a conclusion and a picture.
- My report starts with an introduction which is focused on the topic.
- The information in each paragraph refers to its subtitle.
- The conclusion summarises the topic.
- My sentences begin with capital letters.
- My sentences end with the correct punctuation marks.
- I have checked for spelling errors.
- My non-chronological report is neat and legible.



Exemplar 1: Non-Chronological Information Report about an animal

You have read the poem The Crocodile by Roald Dahl. The teacher has asked you to write a report about this crocodile to tell your classmates about this crocodile.

Lexical Area: Environment

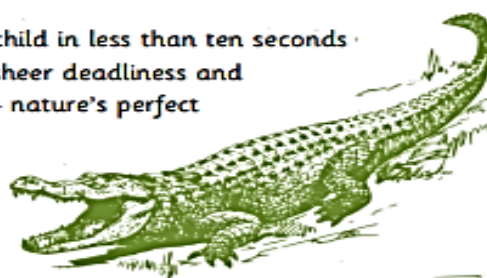
Writing a non-chronological report

Name: Date:

Read the following non-chronological report inspired by the Roald Dahl character Crocky-Wock.

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.

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.

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?

Writing a non-chronological report

Name:

Date:

Non-chronological report – success criteria

Use the success criteria to help you to write your own non-chronological report. Tick each box if you think you have included this feature. Some sentence starters are provided to help you.

Have you included:	I think...	An adult thinks...
An introduction <i>Imagine...</i>		
Appearance <i>This beast looks ..., ... and ...</i> Use a simile e.g. <i>This creature has ... as ... as ...</i>		
Habitat <i>The vast majority of...can be found in...</i> <i>Interestingly, it prefers...</i>		
Diet What does your creature like to eat? <i>This omnivore/herbivore/carnivore devours ...</i>		
Behaviour What does your creature do each day? <i>The ... can often be found... because...</i>		
Did you know...? Can you think of a fun fact about your creature? <i>Did you know...?</i>		
Conclusion 'Wrap' up your writing. <i>If you're looking for...</i>		



Exemplar 2: Non-Chronological Information Report about an animal

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

Lexical Area: Environment

The Barn Owl

Introduction:

The Barn Owl is a bird of prey. It is an endangered species, it lives in barns and trees. They are nocturnal.



Description:

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. It has brown speckles, white wings and a white belly.

Habitat:

The Barn Owl lives in barns and chimneys. It does not make nests.

Conclusion:

Did you know that the barn owl can fly very fast and low? Its prey does not hear it coming. The Owl is endangered because people are moving to barns and because mice eat chemicals and the owls eat the mice and they die.

Exemplar 3: Non-Chronological Information Report: Keeping Healthy

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**.

Lexical Area: Hobbies and Leisure

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 10 to 11 hours of sleep every day. Did you know that teachers can tell if students 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:

Suggested titles:

1. 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.

Lexical Area:
Year 4: Hobbies and Leisure/Entertainment

2. Write a description of a Sunday outing to be published in the class magazine. You may write about where you went, with whom, how long your outing lasted, whether you enjoyed it and why.

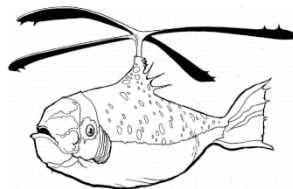
Lexical Area:
Year 4: Hobbies and Leisure

3. In Science, you have been looking at the different ways seeds are scattered. Your task is to write a short report to explain the different ways seeds are scattered. You may refer to the notes you drew up during Science lessons.



Lexical Area
Year 4: Environment

4 Here is a picture of a newly discovered fish called a Helifish. Your task is to 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.



Lexical Area
Year 4: Environment

Writing an advert

What are adverts?

The writing of adverts is done in both Year 3 and Year 4. In Year 3, we focus on the descriptive nature of adverts and in Year 4 the focus is on the use of adverts to persuade and convince 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. Adverts may include a rhetorical question, a catchy slogan and carefully chosen positive words to appeal to the reader.

Reference to LOs

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

Year 3	Year 4
W 5.9 I can write a paragraph appropriately for an audience and with a purpose.	W 5.2 I can, at an elementary level, use appropriate format and features of presentation to convey the purpose of a text.
W 5.12 I can make a text more interesting or more relevant to me by changing the vocabulary.	W 5.6 I can use words to achieve particular effects in my writing.
	W 5.8 D I can participate in writing for a range of purposes and write in some genres.
W 5.14 I can use resources to help me plan my written work and present it accurately.	W 5.11 I can add detail and interest to basic sentence structures in a variety of ways.
	W 5.15 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 the teacher when assessing an advert:

Success Criteria	Marking Criteria
Students have described the benefits of the product fully.	Content and Relevance
The advert has a catchy slogan to make product or service sound interesting and exciting.	Organisation and Structure
Students have used adjectives to make the advert more interesting.	Vocabulary
Students have included exaggeration to make the product sound appealing.	Language Use
Students used good spelling and punctuation.	Spelling and Punctuation

They **focus on a sense** e.g. taste or yours and cater to it.



They ask **questions** to hook you in.

They use **humour** to make you like them.

They use **alliteration, rhyme and word play** to come up with catchy slogans.

Use **positive comments** made by other customers.

Success criteria for students

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

Writing an advert



- My advert has a catchy slogan.
- I used 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 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.



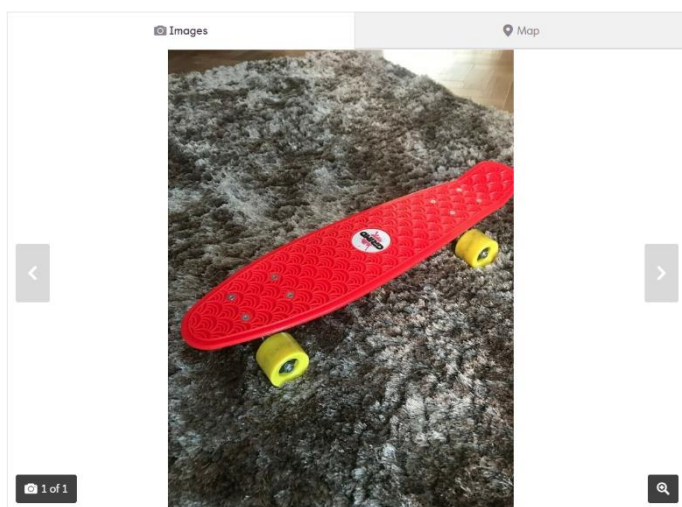
Exemplar 1: Advert to persuade

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.

Lexical Area: Shopping Services/Sports and Free Time

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

Exemplar 2: Advert to describe a house

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.

Lexical Area: The Home/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

Exemplar 3: Advert to describe ice cream (food)

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

Lexical Area: Food and Drink/Shopping and Services

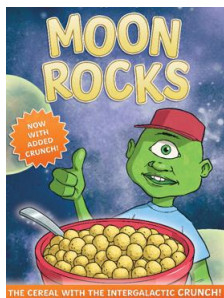


BURSTING WITH FIZZ POPS

£3.99

- BEST ICE-CREAM ON THE COAST.
- MIXED FRUIT FLAVOURS.
- FILL THE 'POP' IN YOUR MOUTH.
- EVERY CHILD DREAM 'ICE CREAM'.

YOU'LL BE ON TOP WHEN YOU FEEL THE POP



Adverts use words that make us want to eat that food like **delicious, fresh** or **tasty**.

Adverts use colours that attract our attention, like red or yellow.



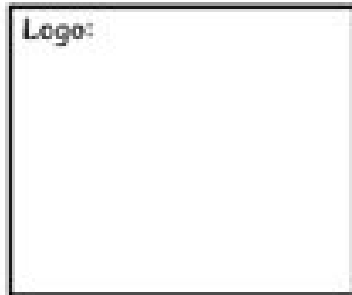
Adverts show people that we want to be like, eating a particular food. We'll want to eat that food to be as healthy or stylish or strong as they are.



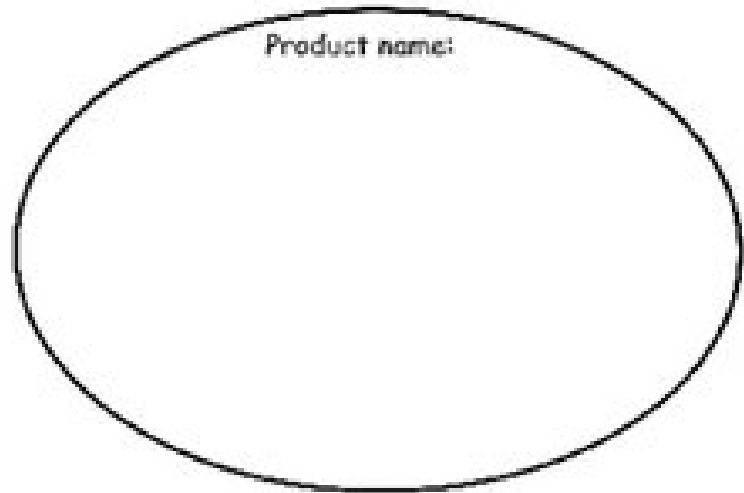
Adverts use images of foods we want to eat because it looks so good.

Writing Frame – Advert

Logo:



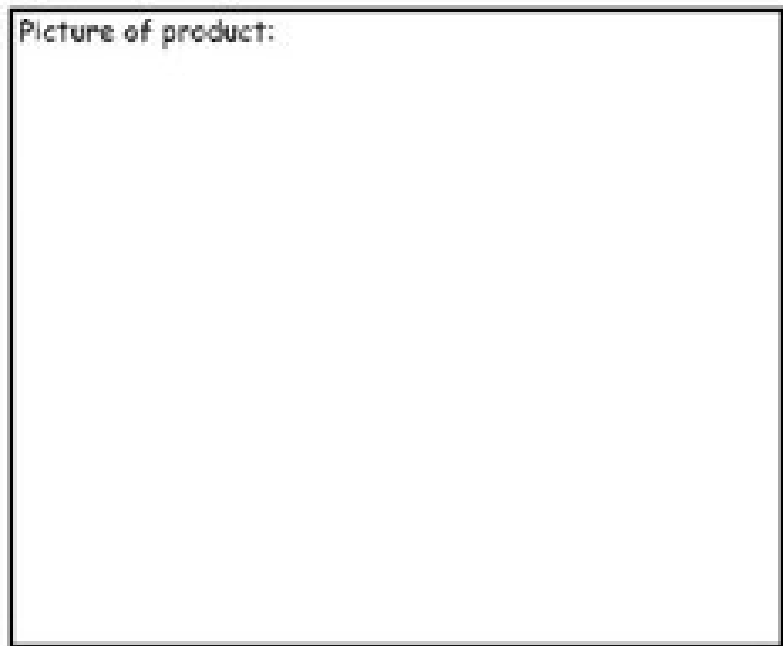
Product name:



Price:



Picture of product:



Slogan:



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.....

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:

Suggested titles:

1. Write and perform a 30 second radio advert to try to encourage children to visit a library. Some information you can include in your advert:

National Public Library
Belt is-Sebħ, Floriana
Closed on Sundays
Books for all ages and interests.



Lexical Area:
Year 3: Places and directions

Year 4: Hobbies and Leisure/ Shopping and Services

2. You have been studying the topic Castles and looked at the different jobs involved in living in a castle. Imagine you live in a castle and you need to recruit people some people to work for you. Write a job advert for the following positions:
Cook, Gardener, Maid and Carpenter



Lexical Area:
Year 3: Work

Year 4: Shopping and Services

3. 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



Lexical Area:
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.

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, students are mainly working to achieve the following Learning Outcomes:

Year 3	
W 5.9	I can write a paragraph appropriately for an audience and with a purpose.
W 5.12	I can make a text more interesting or more relevant to me by changing the vocabulary
W 5.14	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 the teacher when assessing a recount:

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

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

Writing a recount



- I included details to add interest.
- My opening paragraph includes When? Who? What? Where?
- I wrote the events in order.
- I used powerful verbs.
- I used connecting words (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 have checked for spelling errors.
- My recount is neat and legible.



Exemplar 1: Recount Writing

You witnessed a road accident while in the car with your family. Write a **recount** of the incident for the classroom newspaper. Lexical Area: 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: Include a comment from someone involved.

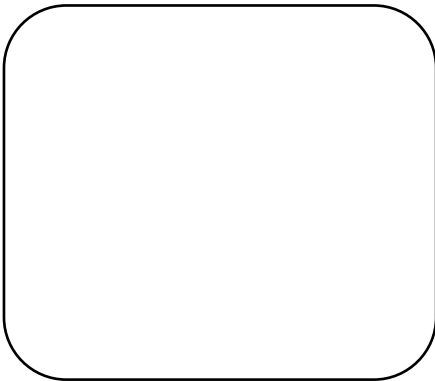
What happened next: Include a comment from someone involved.

What happened after the incident: Include a comment from someone involved. _____

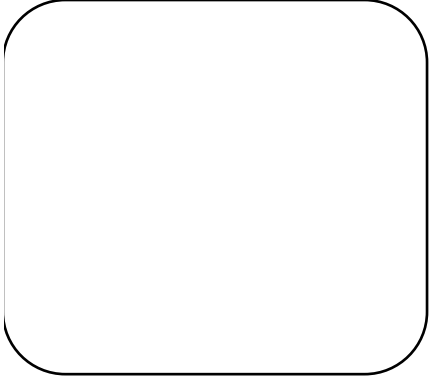
What is the present situation since the incident?

Title: _____

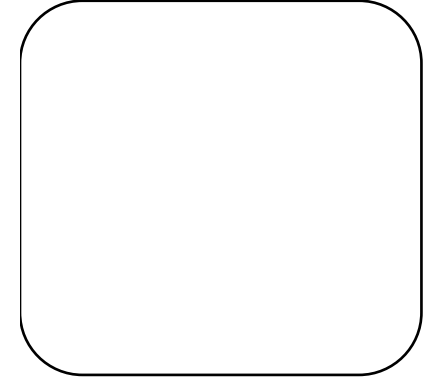
First, _____



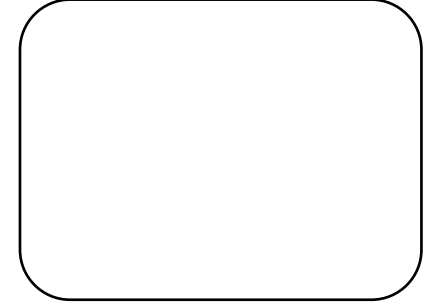
Then, _____



Next, _____



Last, _____



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.

Name: _____

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>

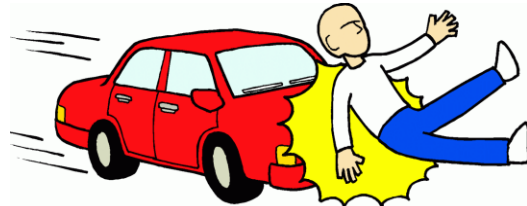
Suggested titles:

1. 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?



Lexical Area:
Year 3:
The Home

2. 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.



Lexical Area:
Year 3:
Health/Sports and Free Time

3. At school you have just celebrated Healthy Schools Week. Your task is to write a magazine article reporting on the events that took place at your school during this week. Some of the activities and events that took place were:

- Keep fit sessions for parents
- Fun run
- Brain gym for students
- Healthy Eating activities
- Guest speakers – Dentist/Doctor



Lexical Area:
Year 3:
Health/School Life

Writing directions

What are directions?

This genre features across Level 5 in both Year 3 and Year 4.

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 in point form or in a paragraph.

Reference to LOs

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

Year 3	Year 4
W 5.9 I can write a paragraph appropriately for an audience and with a purpose.	W 5.2 I can, at an elementary level, use appropriate format and features of presentation to convey the purpose of a text.
W 5.14 I can use resources to help me plan my written work and present it accurately.	W 5.6 I can use words to achieve particular effects in my writing.
	W 5.8 C I can participate in writing for a range of purposes and write in some genres.
W 5.16 I can write instructions to explain the steps of a process.	W 5.11 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 the teacher when assessing the writing of directions:


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


Success criteria for students

The following success criteria can be used by students 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.





Exemplar 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.

Lexical Area: Entertainment/Sports and Free Time



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

Hey! I was wondering if you were coming! Turn left onto Main Avenue. 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!

Exemplar 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.

Lexical Area: Places and Directions/Town and Country



- 1) Walk straight on along Bond Street and past Green Street.
- 2) 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 – Directions

<p>1) First.....</p> <p>2) Then.....</p> <p>3) Next.....</p> <p>4) Finally</p>	<div style="border: 1px solid black; height: 150px; width: 100%;"></div> <p style="text-align: center; margin-top: 5px;">Diagram</p>
--	--

<ul style="list-style-type: none"> ● _____ ● _____ ● _____ ● _____ 	<div style="border: 1px solid black; height: 80px; width: 100%;"></div> <p style="text-align: center; margin-top: 5px;">Diagram</p>
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GO STRAIGHT AHEAD.

- Turn back/Go back.
- Turn left/right.
- Go along ...
- Cross ...
- Take the first/second road on the left/right.
- It is on the left/right.
- Go past.
- The easiest way is to ...
- The best way is to ...
- It is on the corner
- It is in the middle of the block

DIRECTIONS

 TRAFFIC LIGHTS	 ZEBRA CROSSING	 GO STRAIGHT ON	 TURN RIGHT
 ROUNDABOUT	 SIDEWALK	 TURN LEFT	 TAKE THE THIRD ON THE LEFT
ASKING FOR DIRECTIONS Excuse me, how do I get to ...? Excuse me, is there a ... near here? Excuse me, where is the ...? Excuse me, can you tell me the way to...?			
PREPOSITIONS AND EXPRESSIONS OF PLACE OPPOSITE BEHIND NEXT TO IN FRONT OF ON THE CORNER OF			
MORE EXPRESSIONS: - GO PAST - CROSS THE STREET - GO AS FAR AS... - GO ACROSS... - GO THROUGH...			

On	Across from	Cross over	Go past
Beside	Turn Right	Between	Next to
Opposite	Turn left	Far from	
On the left	In Front of	On the Corner of	
On the right	Near	Go straight	ISLCollective.com

Suggested titles:

1. 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.



Lexical Area

Year 3: Places and directions/Family and friends

Year 4: Relationships

2. 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.

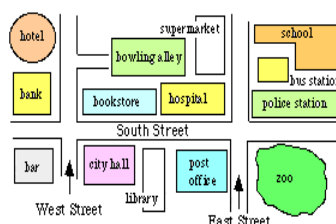


Lexical Area

Year 3: Hobbies and Leisure/Celebrations

Year 4: Food and Drink

3. 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.



Lexical Area

Year 3: Hobbies and Leisure

Year 4: Sports and Freetime

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Should you have any suggestions or comments please contact the above.

For updates and resources, kindly refer to our website via this link:

w: <http://talinmalta.wixsite.com/elrc>

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