

Striving To Improve



Writing Book 1

**For students aged 12 - 15 years who are
underachieving at their year level.**



Edited by Lindsay Marsh

Teachers' Notes

Writing Book 1 is part of the *Striving To Improve* series which is targeted at children aged between 11 and 15 years who are struggling to meet the expected requirements specified by the curriculum for their age group.

The children who you teach may be struggling with their school work because they have been diagnosed with learning difficulties such as ADHD or dyslexia. They may be struggling because of social factors which have resulted in them missing a lot of school. Whatever the reason, this book will help students begin to write more clearly, accurately and confidently.

Activities in this book are linked to the curriculum for Years 5 and 6, so children feel that what is being asked of them is actually achievable. To make the tasks more manageable, they have been broken down into small parts which gives each student the opportunity to process one idea at a time. Time limits have been either abandoned or made flexible for students.

With this book you can prevent those students who have been left behind from regressing any further, and help them to feel that they too can be successful at school.

Sample

*** TASK A** The word *uni* means one, so a *unicycle* is a cycle with one wheel. Work out which number each prefix below represents, then write down one word for each prefix.



uni	<i>one</i>	<i>unicycle</i>
bi		
tri		
quad		
oct		
cent		
milli		

*** TASK B** Create the opposite of each word below by adding a prefix.



_____ possible

_____responsible

_____adequate

_____ appear



 fortunate

_____ probable

_____respectful

_____ expensive

*** TASK C** Write a little story or poem using as many prefixed words as you can.
Give your story or poem a title.

* Suffixes 5

*** TASK** Add suffixes to the words below.

A ☆Add *ing*

stop	→	stopping
drip	→	
end	→	
brew	→	
mow	→	

B ☆Add *ing*

skip	→	skipping
stew	→	
cram	→	
hop	→	
jar	→	

C ☆Add *er*

win	→	winner
fit	→	
shop	→	
dream	→	
swim	→	

D ☆Add *er*

jog	→	jogger
pour	→	
paint	→	
run	→	
stir	→	

E ☆Add *ed*

drop	→	dropped
shrug	→	
buzz	→	
star	→	
spot	→	

F ☆Add *ed*

scare	→	scared
ease	→	
bomb	→	
fill	→	
kill	→	

* Plurals 3



Words ending in o don't obey any rules. Some words ending in o need an s added to make them plural and others need an es to make them plural.

* TASK A Make the words below plural.

tomato:	_____	casino:	_____
potato:	_____	cargo:	_____
piano:	_____	cuckoo:	_____
tornado:	_____	go:	_____
hippo:	_____	echo:	_____
avocado:	_____	hero:	_____
biro:	_____	kangaroo:	_____

* TASK B Think of five more words ending in o, then make them plural.

1. _____
2. _____
3. _____
4. _____
5. _____

* TASK C Write a little poem using as many words ending in o as you can.

* Nouns



Nouns are the names of things that we can touch, taste, see, hear or smell.

Examples: car window tree river book cat wind

* TASK A

Complete each column with nouns (naming words).

Nouns we can ...				
touch	taste	see	hear	smell
bag	sweets	clouds	music	smoke

* TASK B

Use four of the nouns below in questions. Underline any other nouns that you use.

anchor

bacon

circus

coast

hammer

mirror

Question: _____

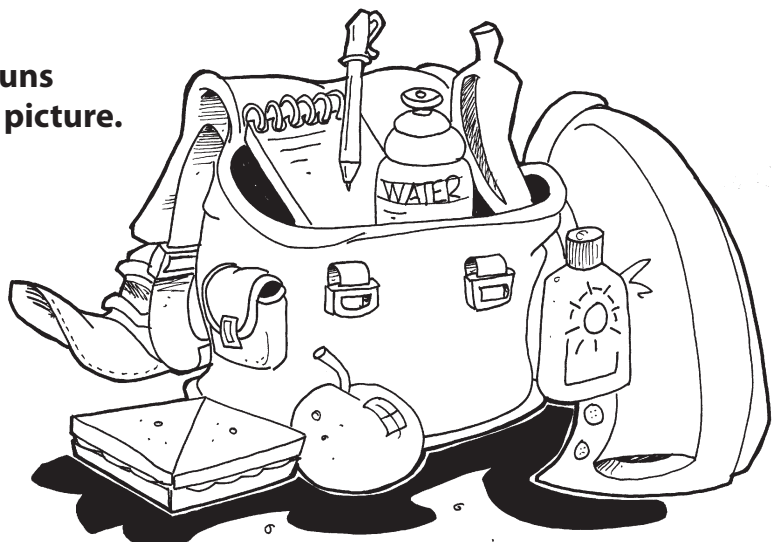
Question: _____

Question: _____

Question: _____

* TASK C

Label and circle the nouns that you can see in the picture.



* Collective Nouns



A collective noun is the name given to a group of people, animals or objects.
For example, a group of fish is known as a school.

* TASK A

Write the collective nouns for the groups below.

A group of birds: _____

The workers on a boat or plane: _____

A group of bees: _____

The members of a sporting group: _____

A group of kittens: _____

A group of singers: _____

* TASK B

Write what you would find in the groups below.

A fleet of: _____

A pack of: _____

A gaggle of: _____

A herd of: _____

A band of: _____

A pride of: _____

A pod of: _____

* TASK C

Write each collective noun below in a sentence.

mob: _____

collection: _____

gathering: _____

party: _____

* More Adverbs

* TASK

Underline the adverbs in each sentence. Beside each sentence suggest an alternative adverb.

1. "Carefully place the plate of biscuits on the table," she said.

2. He waited patiently at the school gates.

3. "Quickly put on your shoes and socks," the teacher shouted.

4. He spoke loudly on the telephone.

5. Sam held his mother's hand tightly.

6. New York was full of people eagerly waiting for the shops to open.

7. David danced awkwardly.

8. The policeman slammed his hand on the table angrily.

9. Henry answered the questions correctly.

10. Jarvis broke the wood in half easily.

11. The musician played the flute beautifully.

12. The dog cleverly caught the stick in his mouth.

13. William sat nervously at the table.

14. The lawyer crept quietly out the door.

15. He carelessly completed the puzzle.

16. He waved cheerfully.