



PSLE 4 DAY WRITING BOOTCAMP

The Write Tribe

CONTINUOUS WRITING
MASTERY
DAY 1



Topic: A memorable person

Write a composition of least 150 words using one or more of the pictures below.



Consider the following points when you plan your composition.

- Who was this memorable person?
- How did they impact you?
- Narrow down the impact to a single incident
- What happened?
- What was the lesson learnt?

Model essay: A memorable person
Student: Swetha Krishnan, P5

Introduction

Place description, Weather description, Character Intro, Who, why, what where and how. Foreshadow.

We meet plenty of people in our day to day lives. Many hardly leave an impression on us. However, a handful leave an indelible mark in our psyches, stimulating our spirits to reach higher horizons. Like a comet, bolting out of the blue, they come into our lives, changing us forever for the good. I keep a very special pen in my pencil case. It may look ordinary. It is, after all, a simple ball-point pen. However, for me, it is special. It was given to me by my English teacher, Mrs. Grace, one friday morning. A friday morning that will change my life forever. The day is still fresh in my memories. The dew glistened on the freshly cut grass as I headed to school. It was Sports Day and I was anticipating it with excitement. I am not the sharpest tool in the shed, I barely pass my examinations. For a simpleton like me, Sports Day is the day I can shine. I worked day and night for the running race. My teachers particularly despised me. Who can blame them? I was known to be disruptive, often making my teachers blow their tops. Mrs. Grace was no exception. I was certain, she disliked me as well. Little did I know, my impression on her would change forever.

Conflict

Introduce a problem, anticipation, insert reactions

The sports day commenced with much pomp and fanfare. Students dressed in flaming colours packed the stadium amongst a plethora of colourful displays of banners and decorations. I was feeling hyped and ready for the race. As the cue to start running announced itself with an air pistol, I took to action, running as fast as the wind. My eyes were on the prize, quite literally too! I wanted to win first place so I can qualify for the National race. I was close to the finishing line, when I felt an agonizing pain, shooting up my leg. Oh no! Not a cramp. Before I knew it, my face met the floor. I saw my chances of winning the race dwindle to non-existence.



Climax

Make the problem worse. Use anticipation + reactions

However, I did not give up. I got up and took to my heels. Unfortunately, I didn't make it to first place. In fact, I was last. I could sense my classmates snickering at me. All my hard work went down the drain. I stood there at the prize giving ceremony with dismay etched across my face. The teacher who was giving away prizes was Mrs. Grace. "I bet she's happy!" I muttered. However, nothing could prepare me for the next moment. "Andrei! Please come to the stage!" I heard her call my name. I felt disconcerted, thinking she was calling me up to publicly embarrass me. With shaky legs, I went up to stage. "Everyone wants to crown the winners. But, I'd like to crown a special person for effort. Andrei did not give up despite knowing he barely had a chance. I don't have a trophy but I'd like to offer him a special pen for special effort!" she boomed on the microphone for all to hear. It was a heart-warming moment.

Conclusion

Provide a solution, Lesson Learnt, Show Feelings & Proverb. Insert Compo title for extra marks

That is the reason why I still hold on to the pen to remind me of this very special person. Call me sentimental, but today I am a successful person thanks to Mrs. Grace. She is truly a memorable person! Thanks to her inspiration, I not only went to to pass my examinations with flying colours, I also became a successful sportsman in my community. I learnt that it is better to try and fail than never try at all!



What are PSLE markers looking for?

Content (P5, P6)

Mark range	1 – 5	6 – 10	11 – 14	15 – 17	18 – 20
	Ideas are confusing, illogical and totally not relevant to the topic	Ideas are somewhat unclear, at times confusing and only slightly relevant to the topic	Ideas are generally clear, logical and appropriate to the topic; story is generally developed	Ideas are interesting, clear, logical and relevant to the topic; story is well developed	Ideas are highly <u>interesting</u> , <u>clear</u> , <u>logical</u> and <u>totally relevant to the topic</u> ; story is <u>thoroughly developed</u>

How to score for content?	
Criteria	Breakdown
Interesting	Try to stand out from the crowd by picking a unique subject or style of telling the story. However, be careful not to go out of point.
Clear	Ensure not to write too many characters. Keep to one or two main characters. Establish them in the introduction with clear character traits. No unnecessary scenes. Every scene has a purpose and pushes the story forward. <i>TIP: Write in FIRST PERSON'S PERSPECTIVE in order to avoid careless mistakes of switching around pronouns or perspectives.</i>
Logical	The composition has a clear and sequential story path. There is a clear beginning, middle and end. There are no logic gaps or plot holes. The story is consistent among its parts and coherent as a whole.
Relevant	The story is coherent with the theme and clearly uses ONE, TWO or all THREE pictures.
Developed	The story stays true to the theme as it progresses. The characters undergo emotional development from consequences they face as a result of their actions. The writer expands on key scenes to build tension.



Language (P5, P6)

Mark range	1 – 5	6 – 10	11 – 14	15 – 17	18 – 20
	Numerous errors in grammar, punctuation and spelling; Limited and wrongly-used vocabulary; Very poor organisation and sequencing of events	Many errors in grammar, punctuation and spelling; Limited vocabulary, many wrongly-used words; Poor organisation and sequencing of events	A number of errors in grammar, punctuation and spelling; Average range of vocabulary, a few words are wrongly used; Average organisation and sequencing of events	A few errors in grammar, punctuation and spelling; Good range of vocabulary; Clear organisation and sequencing of events	A few minor errors in <u>grammar</u> , <u>punctuation</u> and <u>spelling</u> ; Excellent range of <u>vocabulary</u> ; Excellent <u>organisation</u> and <u>sequencing</u> of events

How to score for language?

Criteria	Breakdown
Grammar	Common Grammar Mistakes: Tenses, using Capitals wrongly, (Your/ You're), Wrong pronouns, Singular and plural, Misplacing apostrophes or not using them, (There, Their, They're), Confusing similar spellings and words - Too, To, Two, Here, Hear
Punctuation	Misplaced apostrophes, Misusing it's, Not adding speech marks to separate dialogues, Not starting your dialogues in capitals, Not punctuating your dialogues, putting fullstops in the wrong places, putting commas in the wrong places, using too many exclamation points
Spelling	Common spelling errors - Missing silent letters (<i>Psoriasis, Gnome, Honesty</i>), Homophones (<i>bear vs bare</i>), Similar sounding words (<i>affect vs effect</i>), double lettered words (<i>embarrassed vs embarased</i>), Positioning of I and E. In most cases I will come before E except for exceptions like <i>receive</i> . Use mnemonic like I before E, except after C.
Vocabulary	Using vocabulary words related to the theme. Using figurative language such as idioms, similes, proverbs etc. Using descriptive language .
Organising and sequencing	Logical order of events. Paragraphed appropriately and neatly.



STORY PLANNING TOOL

Key Paragraphs

Title: _____

Pic 1: _____

Pic 2: _____

Pic 3: _____

