



**PSLE 4 DAY WRITING**  
**BOOTCAMP**

**The Write Tribe**

**CONTINUOUS WRITING  
MASTERY  
DAY 3**



## Topic: An act of courage

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



Consider the following points when you plan your composition.

- What was the act of courage?
- Why was it needed?
- Who was in trouble?
- How was it resolved?
- What was the lesson learnt?



## 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 <u>highly interesting</u> , <u>clear</u> , <u>logical</u> and <u>totally relevant</u> to the topic; 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 grammar, punctuation and spelling; Excellent range of vocabulary; Excellent organisation and sequencing 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

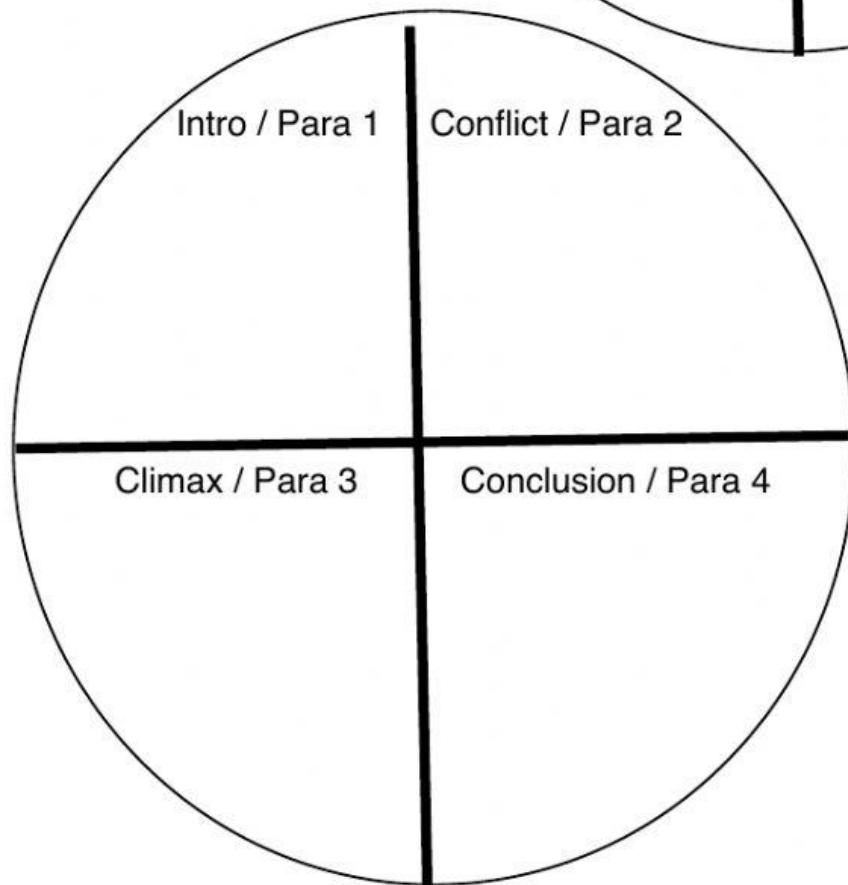
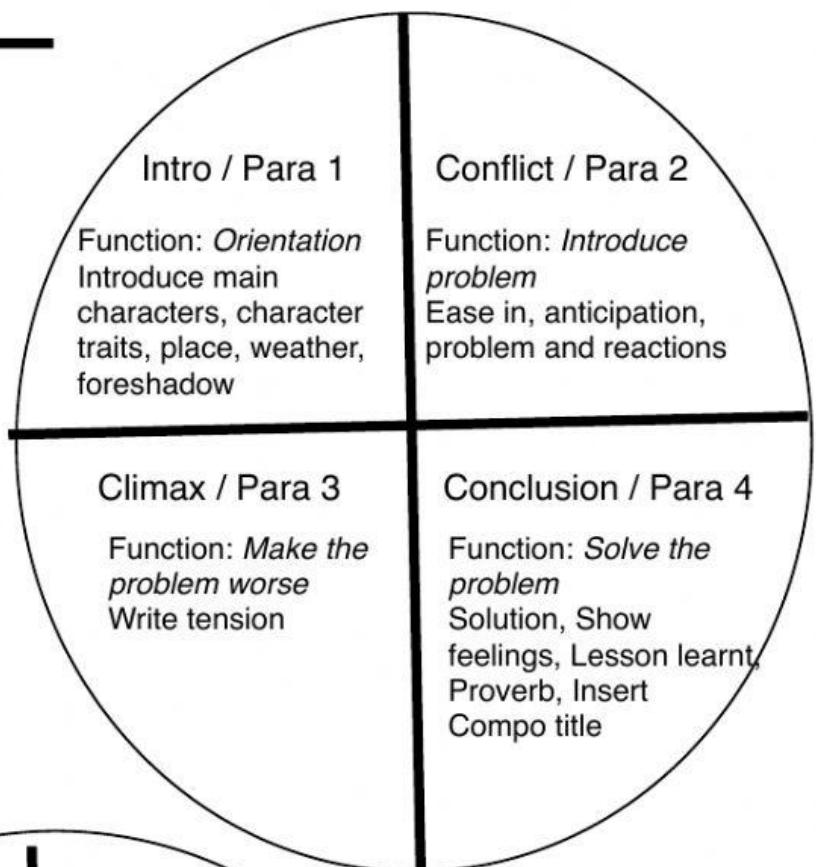
## Key Paragraphs

Title: \_\_\_\_\_

Pic 1: \_\_\_\_\_

Pic 2: \_\_\_\_\_

Pic 3: \_\_\_\_\_



## Model essay: An act of courage

### The Write Tribe Essays

#### Introduction

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

“Ring!” the alarm bell screamed signaling everyone to head for the canteen. My tummy was rumbling like a hungry lion. I was craving to have my favourite noodle soup for lunch. My best friend Sam and I were heading to the canteen. Sam is not like other children. He is special. He has wheels for legs. Yes, he is on a wheelchair. Everyone liked Sam because he is big hearted. Sam is always eager to help people in need. Sometimes, he can be generous to a fault.

Once, when I forgot to bring my pocket money, he emptied his entire wallet and ensured I got a hot meal. From then on, I always made sure to accompany him for recess. I was expecting today to be like any other day. Little did I know that the events that will follow would leave me speechless.

#### Conflict

*Introduce a problem, anticipation, insert reactions*

The canteen was packed like sardines. Despite that, everyone was on their best behaviour as we heard from the grapevine that the local MP was visiting our school today. I wanted to make a good impression as I wanted to be selected as a prefect this year. As Sam and I queued at our favourite stall, I couldn't help notice Biff creating a ruckus as he approached with his stooges. Biff is a bully and a very mean one at that! He treats everyone poorly like dirt. As he stomped towards us, my heart was in my mouth. What is he going to do? However, his target wasn't me but Sam. “Hey! Get out of the way!” sneered Biff, narrowing his eyes to slits at Sam. I was expecting Sam to give in and avoid any trouble with Sam. However, how Sam behaved next was completely out of character. “No! Biff, queue up like the rest of us!” replied Sam curtly to my horror. Biff's face reddened. It became redder than a tomato. I could sense trouble was brewing.



## Climax

*Make the problem worse. Use anticipation + reactions*

What happened next turned my legs to lead. Biff pushed Sam's wheelchair against the wall. Biff's action was below the belt. Everyone gasped in horror! They could feel for Sam as he started crying piteously in pain. Who would hurt a handicapped person? However, Biff wasn't finished. He raised his plump arm and clenched his fist. I could anticipate what would happen next. Biff was going to punch Sam and Sam would not stand a chance!

I had to quickly think on my feet. I could not possibly let Sam down. He was my best friend after all and I had to stand up for him even though it sent shivers down my spine. Without a moment's hesitation, I grabbed a chair and hurled it at Biff. It hit him squarely on the chest and the giant fell on the ground with a thud. To make matters worse, the MP and my principal was watching this ruckus!

## Conclusion

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

At that moment, I lost hope of being selected as a prefect. However, I was wrong. To my surprise, the MP and principal were impressed with my act of courage.

"It was self defense and you were trying to protect your friend. Sam could have gotten badly hurt if you did not interfere in time!" the principal praised me to the skies. "However, violence is never the answer!" he continued. I nodded my head in agreement and swore to seek help of an adult in the future.

As for Biff, he was suspended. I did get selected as a prefect and the MP praised me during a speech at school. I learnt it is important to stand up for what is right no matter how much it scares you. Fortune favours the bold.

