

TEACHER'S MANUAL

My Writing Journey

Guided Journal for Young Writers

Book 1

Grades 4–5

Book 2

Grades 6–7

Personal

Narrative

Descriptive

Imaginative

Opinion

Sample edition · the full manual, with notes for every topic, comes free with school orders

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This manual covers both books. Book 1 (Grades 4–5) has 80 topics and Book 2 (Grades 6–7) has 78. Each page of the journal works the same way, so one routine serves Grades 4 to 7.

SECTION 1

About the journal

My Writing Journey turns one 20-minute period a week into steady, enjoyable writing practice. Each page gives the child a topic, guiding questions, a word bank and a simple self-check, so children always know how to begin and teachers always know what to look for.

Why journal writing matters

- **Fluency first.** Children who write a little every week write more, and more freely, than those who write only in exams.
- **Ideas before rules.** The journal lets children think and express before they are corrected. Accuracy improves once they enjoy writing.
- **Vocabulary in use.** Words from the word bank are used in the child's own sentences, which is how new words stay.
- **Feelings and reflection.** Pages such as *I get worried when...* and *A special person* build self-awareness and empathy, supporting the social-emotional learning and creative expression that NEP 2020 encourages.
- **Ready for the syllabus.** Diary entries, story writing, descriptive paragraphs and opinion writing are all part of the English syllabus in these grades. The journal gives practice in each.

Two books, one programme

Book 1 (Grades 4–5) is about the child's own world: family, friends, school and everyday adventures. **Book 2 (Grades 6–7)** adds imagination, debate and opinion, with richer vocabulary.

SECTION 2

How the journal is organised

Every topic belongs to one of five kinds of writing. Each kind has its own colour band, so children and teachers find it quickly.

Kind	What children practise	Examples (Book 1 · Book 2)
PERSONAL	Writing about themselves, feelings and people they care about	<i>My best friend · I get worried when...</i>
NARRATIVE	Telling a real event in order: beginning, middle, end	<i>When I stood first · Lost in a shopping centre</i>
DESCRIPTIVE	Painting a picture with the senses and describing words	<i>Down came the rain · My summer trip</i>
IMAGINATIVE	Inventing stories and “what if” ideas	<i>I wish I could fly · The dog that lost its bark</i>
OPINION	Taking a stand and giving reasons	<i>An absurd TV ad · Zoos are good/bad</i>

What is on every page

- **Topic title and picture** to spark interest.
- **Guiding questions** printed lightly behind the lines. They are prompts; children need not answer every one.
- **Word bank** of six topic words, with the instruction *Use at least 3*, and one ★ **Star Word** as a stretch.
- **Linking words** suited to the kind of writing.
- **Date line**, so the journal becomes a record of progress.
- **My check**: tick-boxes for spelling, full stops and describing words (paragraphs in opinion pages).
- **Teacher's box**: four stars, a bonus ♦ for the Star Word, and a one-line remark.

SECTION 3

Running a 20-minute journal period

One period a week is enough. Keep the same routine every time, so children settle into writing quickly.

3 min

Warm-up talk. Read the title aloud and ask the warm-up question from the topic notes. Take three or four quick answers. Write nothing on the board yet.

2 min

Words. Read the word bank together. Ask one child to use the Star Word in a spoken sentence.

2 min

Plan. Children jot three or four key words in the margin: think, note words, group them.

10 min

Write. Silent writing. Walk around, but avoid correcting now; pointing to the word bank is enough.

2 min

Check. Children read their own work and tick the My check boxes.

1 min

Share. One or two volunteers read their opening line aloud.

Tips

- Finishing is not compulsory. A child who writes five honest lines has done well.
- Book 1: for the first few weeks, write the first sentence together on the board.
- Book 2: ask for at least two paragraphs.

SECTION 4

Word bank, Star Word and linking words

The word bank helps children express ideas they already have. It should never make the writing stiff.

- **Use at least 3.** Children choose which words fit. Forcing all six produces unnatural sentences.
- **★ Star Word.** Using it earns the bonus ♦ in the Teacher's box. Explain its meaning during the warm-up; never leave it as a guessing game.
- **Underline the words used.** It makes checking quick and gives children a sense of achievement.
- **Class word wall.** Add each week's Star Word to a chart. By the end of the year the class has 30 or more new words on display.

Linking words change with the kind of writing

Kind	Book 1 (Grades 4–5)	Book 2 (Grades 6–7)
Personal	because · also · so	whenever · because · so
Narrative	first · then · at last	one evening · suddenly · then · at last
Descriptive	suddenly · outside · soon	as soon as · nearby · in the distance
Imaginative	one day · then · finally	one morning · suddenly · at last
Opinion	I think · because · but · so	in my opinion · firstly · however · therefore · to conclude

Point to the linking words when a child's sentences all start with "I" or "Then".

SECTION 5

Term plan: Book 1

Grades 4–5 · one topic a week, moving from writing about myself to giving my opinion. Swap topics to suit festivals and school events.

When	Focus	Topics, one a week
April – May	Personal	About myself · My best friend · My pet animal · The festival I like most · My mother
Summer break	Holiday homework	I would like to go on vacation · Down came the rain · A picnic
July – September	Narrative	When I stood first · A funny monkey show · The match I played · When I fell ill · My most memorable moments · The teacher I like the most (near Teachers' Day)
October – December	Descriptive and imaginative	A sparrow in my window · My home · On a morning walk · A ghost story · I wish I could fly · If I get one crore rupees...
January – March	Opinion and reflection	I feel sad when... · What annoys me · An absurd TV ad · When people smoke... · I need to improve... · Important things of life

Page numbers will be added once the final page order of the journal is fixed.

SECTION 5

Term plan: Book 2

Grades 6–7 · one topic a week, building towards imaginative and opinion writing.

When	Focus	Topics, one a week
April – May	Personal	All about me · I feel happy when... · A special person · My favourite game · A pet I would like to have
Summer break	Holiday homework	My summer trip · Morning walk makes me... · The worst thing I ever ate
July – September	Narrative	A fun-filled day · Lost in a shopping centre · A brave act · The most embarrassing moment · An unforgettable moment in the traffic · Teacher of the year (near Teachers' Day)
October – December	Descriptive and imaginative	Whose house it is · An enjoyable day at the beach · The dog that lost its bark · My grandma is a magician · That ghost was funny... · I need a time machine so I could...
January – March	Opinion and reflection	I get worried when... · Why is family important? · If there were no schools · Zoos are good/bad for animals · The harmful effects of plastic bags · If I am given a chance to rebuild this world...

Page numbers will be added once the final page order of the journal is fixed.

SECTION 6

Topic notes: Book 1 samples

Notes like these are given for every topic in the full manual.

PERSONAL My best friend

Warm-up: “What makes someone a good friend?”

Word bank: kind funny share helpful together trust ★ loyal

Linkers: because · also · so

Model opening: *My best friend is Aarav, and he always makes me laugh.*

Extension: Make a small friendship card for your best friend.

Care note: A child without a close friend can write about a friend they would like to have, or a cousin or sibling.

NARRATIVE When I stood first...

Warm-up: “Have you ever won a race, a quiz or a prize?”

Word bank: race cheer proud nervous prize clap ★ triumphant

Linkers: first · then · at last

Model opening: *The whistle blew, and I ran as fast as my legs could carry me.*

Extension: Draw your medal or certificate and write one line about it.

Care note: A child who has not stood first can write about a time they did their best, or imagine winning.

DESCRIPTIVE Down came the rain

Warm-up: Children close their eyes: “What sounds does rain make?”

Word bank: puddle splash thunder cool drizzle umbrella ★ downpour

Linkers: suddenly · outside · soon

Model opening: *Suddenly, big drops began to tap on our window like tiny drums.*

Extension: List five rain sounds and five rain smells.

IMAGINATIVE**I wish I could fly...**

Warm-up: "If you had wings, where would you go first?"

Word bank: wings float clouds soar above brave ★ weightless

Linkers: one day · then · finally

Model opening: *One day, I woke up and found two shiny wings on my back!*

Extension: Draw a map of your flight and mark three places you visited.

OPINION**An absurd TV ad**

Warm-up: Pairs act out the silliest ad they remember in 30 seconds.

Word bank: silly funny product believe real honest ★ exaggerate

Linkers: I think · because · but · so

Model opening: *I think the silliest ad on TV is the one where a boy drinks juice and turns into a superhero.*

Extension: Make an honest ad for a pencil in three lines.

Book 1 tip: let children say their first sentence aloud before they write it. Spoken sentences come out more natural on paper.

Topic notes: Book 2 samples

PERSONAL I get worried when...

Warm-up: “What does your body do when you are worried? Hands, tummy, heartbeat?”

Word bank: nervous restless scared calm comfort brave ★ reassure

Linkers: whenever · because · so

Model opening: *Whenever I have a test the next day, my tummy feels like it is full of butterflies.*

Extension: Write three things that help you feel calm, and share one with a friend.

Care note: Keep this page private if a child prefers. Do not read it aloud without permission.

NARRATIVE Lost in a shopping centre

Warm-up: “Have you ever lost sight of your family in a crowd? What did you do first?”

Word bank: crowded panic escalator announcement relieved search

★ frantic

Linkers: one evening · suddenly · then · at last

Model opening: *One evening, I turned around near the toy shop and my mother was gone.*

Extension: Make a list of three safety rules for crowded places.

Book 2 tip: for opinion pages, ask children to write their reasons as a numbered list first, then turn the list into paragraphs.

DESCRIPTIVE **My summer trip**

Warm-up: “Close your eyes. What could you see, hear and smell on your trip?”

Word bank: scenic breeze chilly bustling delicious peaceful

★ breathtaking

Linkers: as soon as · nearby · in the distance

Model opening: *As soon as our train crossed the hills, a cool breeze rushed in through the window.*

Extension: Draw a postcard of the place and write three lines on the back to a friend.

IMAGINATIVE **The dog that lost its bark**

Warm-up: “If a dog can't bark, how would it tell you it is hungry or happy?”

Word bank: silent puzzled whimper embarrassed determined overjoyed

★ bewildered

Linkers: one morning · suddenly · at last

Model opening: *One morning, Bruno opened his mouth to bark at the milkman, but not a sound came out.*

Extension: Act out the story in pairs without speaking, just like the dog.

OPINION **Zoos are good/bad for the preservation of animals**

Warm-up: Quick class vote: hands up for “good”, then “bad”. One reason from each side.

Word bank: captivity conservation endangered enclosure habitat cruel

★ ethical

Linkers: in my opinion · firstly · however · therefore · to conclude

Model opening: *In my opinion, zoos can protect animals, but only if they are run with care.*

Extension: Class debate: three speakers for, three against, five minutes each side.

SECTION 7

Assessment: rubric and remarks

Mark each page out of four stars, one star per area. It takes about a minute a page and gives a clear record across the year.

Area	★ earned when the child...
Ideas	stays on the topic and answers at least two guiding questions in their own way
Organisation	writes with a clear beginning and end, using linking words (paragraphs in Book 2)
Words	uses at least three word-bank words correctly; bonus ♦ for the Star Word
Accuracy	has mostly correct spelling, capitals and full stops, and has ticked My check

Writing remarks

- Praise one specific thing, then suggest one next step. Keep it to one line.
- Mark at most three errors and let the child correct them.

“Lovely opening line! Next time, add how you felt at the end.”

“Great use of ‘frantic’. Try splitting this into two paragraphs.”

“Strong reasons. Use ‘however’ to show the other side too.”

“You described the sounds so well. Check your full stops.”

Tracking progress: note the star total of one page a month in the class register. The rising total can be shared with parents and recorded in the Holistic Progress Card under creative expression.

SECTION 8

Sharing and celebrating writing

Children write more when someone reads what they write. Pick two or three of these through the year.

- **Reading circle.** Once a month, children read a favourite page to a small group of four.
- **Writing wall.** Display one page per child each term, photocopied so the journal stays with the child.
- **Author's chair.** The best page of the week is read aloud by its writer from a special chair.
- **Parents' corner.** Send the journal home before the PTM with a note asking parents to write one encouraging line.
- **Young Writers' Corner.** Selected pages can be sent to Deepshikha Books for publication on deepshikhabooks.com, with a certificate for each published writer.
- **End-of-year anthology.** Collect the best page from each child into a class booklet.

Pages that need care

Topics such as *I get worried when...*, *I feel sad when...*, *When I fell ill* and *An accident* can touch on difficult experiences. Let children write about an imagined situation instead, and never ask them to read these pages aloud. If a child's writing shows real distress, speak to them privately and inform the school counsellor.

Common questions

What if a child writes only two lines?

Ask one guiding question aloud and let them answer in speech first, then write what they said.

Can children write in Hindi or another language?

For the first few weeks of Grade 4, a few words from the home language are fine. Help them find the English word afterwards.

Should I correct every mistake?

No. Mark up to three, focusing on the area the class is working on that month.

What if a topic doesn't suit my class?

Swap it with another page of the same kind. The guiding questions work for any similar topic.

How do I find time?

One library or language period a week is enough. The journal can also be set as holiday homework.

Can our school have its own edition?

Yes. A customised school edition carries your school's name and logo on the cover.

Two books. One writing journey.

This is a sample edition of the Teacher's Manual. The full manual, with notes for all 158 topics, comes free with every school order.

- ✓ Book 1 · Grades 4–5 · 80 guided topics
- ✓ Book 2 · Grades 6–7 · 78 guided topics
- ✓ Five kinds of writing, word bank and Star Word on every page
- ✓ Customised school edition with your school's name and logo



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