كتيب تطوير مهارات الكتابة

تم تحميل هذا الملف من موقع المناهج الإماراتية

موقع المناهج ⇦ المناهج الإماراتية ⇦ الصف السابع ⇦ لغة انجليزية ⇦ الفصل الأول ⇦ ملفات متنوعة ⇦ الملف

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المزيد من مادة لغة انجليزية: ملفات ا كتب للمعلم ا كتب للطالب ا اختبارات الكترونية ا اختبارات ا حلول ا عروض بوربوينت ا أوراق عمل منهج انجليزي ا ملخصات وتقارير ا مذكرات وبنوك ا الامتحان النهائي ا للمدرس

إعداد: ALHANTOOBI AMNAH

التواصل الاجتماعي بحسب الصف السابع

صفحة المناهج الإماراتية على فيسبوك					
المواد على تلغرام	التربية الاسلامية	اللغة العربية	اللغة الانجليزية	الرياضيات	

المزيد من الملفات بحسب الصف السابع والمادة لغة انجليزية في الفصل الأول

1	تدريبات اختبار المفردات لنهاية الفصل
2	تدريبات قواعد لنهاية الفصل
3	اختبار قراءة تدريبي حول الفنون الإسلامية والأنماط الهندسية
4	اختبار تدريبي في مهارات القراءة حول السلاسل والشبكات الغذائية
5	كتيب متابعة مهارات القراءة والتقدم الدراسي

تحميل تطبيق المناهج للهواتف الذكية	
تطبيق المناهج على Store App (آبل)	تطبيق المناهج على Play Google (أندرويد)

My Writing Progress Booklet

Grade 7 General

Term 1 | Academic Year 2026–2027

Food for Life
It’s a Small World



Prepared by T. AMNAH ALHANTOOBI

Student name _____

Grade 7 (_____)

Start date _____ Review date _____

From words to sentences to a complete paragraph

STUDENT GUIDE

Your writing journey

You will learn to write clearly, one step at a time. Your final task is to describe four pictures in order and write at least 100 words.

ابدئي بالكلمة، ثم الجملة، ثم فقرة مترابطة. الأخطاء تساعدك على معرفة ما تحتاجين إلى مراجعته.

My writing routine

LOOK Name the people, objects, and actions.
SAY Tell a partner what happened.
PLAN Put one action and one detail beside each picture.
WRITE Use complete sentences and sequence words.
CHECK Read again and improve one thing.

My word targets

At first, practise 10–20 words accurately. Then build to 30–40, 50–60, and 70–80 words. Your independent final task needs at least 100 words. Short practice tasks are stepping stones.

My support can change

I begin with a model and a word bank.
Next, I use a plan and sentence starters.
Finally, I write from four pictures and short labels only.

Before an assessment

Do not practise the assessment pictures or read a model answer first. Use your usual agreed access arrangements. Your teacher will keep these conditions consistent.

almanahj.com/ae

FOURTEEN ACTIVITIES

My learning route

Activity	Focus	My step
1	Useful words	Name and copy words
2	Spelling patterns	Complete and check words
3	Complete sentences	Add who and action
4	Sentence order	Put words in order
5	Capitals and full stops	Edit sentences
6	Describing objects	Add clear details
7	Actions in the past	Choose past forms
8	Four stages	Use sequence words
9	Joining ideas	Use and and because
10	Adding details and length	Build through 30, 50 and 70 words
11	Guided food paragraph	Study a model then write
12	Guided UAE visit	Study a model then write
13	Food writing with less help	Plan then write 100 words
14	Visit writing with less help	Plan then write 100 words

Assessment route Before learning → after learning → follow up after 7–10 days

Topic links: Food for Life, healthy choices and simple food preparation; It’s a Small World, what visitors can see and do in the UAE.

The final pictures, labels, and 100 word target follow the supplied writing task format. Early activities gradually build the skills needed for that task.

BEFORE LEARNING

A fruit breakfast

Look at the four pictures. Describe what happened at each stage. Use sequencing words and phrases. Write at least 100 words in complete sentences.

Picture order top left → top right → bottom left → bottom right



1	2	3	4
Wash fruit	Cut fruit	Add yogurt	Eat breakfast

Use the pictures and labels only. Write on the next page. Your teacher will record the time and your usual access arrangements.

Date _____ Start _____ Finish _____

BEFORE LEARNING

My first writing sample

Write at least 100 words. Keep the picture page open. Use complete sentences, describe all four stages, and add relevant details.

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My word count _____ My goal for the next attempt _____

ACTIVITY 1 | REMEMBER

Useful words

Say each word. Read it. Cover it. Write it from memory. Check it.

Food words	Look and say	Cover and write
fruit	fruit	
vegetables	vegetables	
water	water	
bowl	bowl	
bread	bread	
healthy	healthy	

Words for a visit

Word	Copy once	Write again
visit		
museum		
fort		
bus		
family		
beautiful		

Choose two words. Say one sentence with each word.

_____

_____

I checked capital letters / full stops / spelling / word spaces

Teacher feedback _____

My next step _____

ACTIVITY 2 | REMEMBER

Build the spelling

Word bank fruit • water • bowl • visit • family • museum

Complete each word. Then write the whole word on the line.

1. fr__t _____
2. wa_er _____
3. b_wl _____
4. vis_t _____
5. fam_ly _____
6. mus_um _____

Look cover write check

vegetables _____

beautiful _____

because _____

Use the word

Choose one word. Write a complete sentence.

_____

_____

_____

I checked capital letters / full stops / spelling / word spaces

Teacher feedback _____

My next step _____

ACTIVITY 3 | UNDERSTAND

Make a complete sentence

A sentence tells a complete idea. It needs a subject and an action. Start with a capital letter and end with a full stop.

Model I washed the fruit.

Who? I Action? washed What? the fruit

Complete each sentence

Word bank washed • visited • water • bus

1. I _____ the vegetables.
2. We travelled by _____.
3. I drank some _____.
4. We _____ an old fort.

Write your own

5. I _____

_____

6. We _____

_____

Read one sentence aloud. Does it tell a complete idea?

I checked capital letters / full stops / spelling / word spaces

Teacher feedback _____

My next step _____

ACTIVITY 4 | UNDERSTAND

Put the words in order

Model fruit / I / washed / the → I washed the fruit.

1. cut / I / cucumber / the

_____

_____

2. by bus / We / travelled

_____

_____

3. the salad / mixed / I

_____

_____

4. visited / museum / We / a

_____

_____

Check the first letter and the full stop in every answer.

I checked capital letters / full stops / spelling / word spaces

Teacher feedback _____

My next step _____

ACTIVITY 5 | APPLY

Capital letters and full stops

Use a capital for the first word, I, days, and place names. End a statement with a full stop.

Model i visited dubai → I visited Dubai.

1. i washed the fruit

_____

_____

2. we visited abu dhabi

_____

_____

3. on friday i packed my bag

_____

_____

4. my family visited a museum in sharjah

_____

_____

I checked capital letters / full stops / spelling / word spaces

Teacher feedback _____

My next step _____

ACTIVITY 6 | APPLY

Describe the object

Add details that help the reader imagine the object.

Model a bowl → a large white bowl

Object	Useful details
salad	fresh • colourful • in a small bowl
fort	old • sandy coloured • a large courtyard
bag	small • blue • full of useful things
bus	large • comfortable • clean

Write complete sentences

1. The salad was _____.

_____

2. The fort had _____.

_____

3. My bag was _____.

_____

4. We travelled on _____.

_____

I checked capital letters / full stops / spelling / word spaces

Teacher feedback _____

My next step _____

ACTIVITY 7 | APPLY

Write actions in the past

To describe what happened, use past actions consistently.

Now	Past
wash	washed
pack	packed
visit	visited
mix	mixed
travel	travelled
cut	cut
eat	ate
go	went

Choose and write

1. Yesterday, I _____ the fruit. (wash / washed)
2. Last Friday, we _____ to a fort. (go / went)
3. I _____ the cucumber into small pieces. (cut / cuts)
4. We _____ our lunch together. (eat / ate)

Write two past actions

_____

_____

_____

I checked capital letters / full stops / spelling / word spaces

Teacher feedback _____

My next step _____

ACTIVITY 8 | UNDERSTAND AND APPLY

Write the four stages

First → Next → Then → Finally

These words tell the reader the order. Put the salad actions in a sensible order.

serve the salad • wash the vegetables • mix the pieces • cut the vegetables

1. First, I _____.

_____

2. Next, I _____.

_____

3. Then, I _____.

_____

4. Finally, I _____.

_____

A visit sequence

Say a sensible order: travel to the fort • pack a bag • rest in the shade • explore the fort.

Write one sentence about the first stage.

_____

_____

I checked capital letters / full stops / spelling / word spaces

Teacher feedback _____

My next step _____

ACTIVITY 9 | APPLY

Join your ideas

Use and to add an idea. Use because to give a reason.

Model I packed water. I packed a hat.
I packed water and a hat.

Model I enjoyed the visit. I learned about the past.
I enjoyed the visit because I learned about the past.

1. I washed the apple. I washed the grapes. Use and.

_____

_____

2. We saw old pots. We saw photographs. Use and.

_____

_____

3. I liked the salad. It was fresh. Use because.

_____

_____

4. We rested in the shade. The day was warm. Use because.

_____

_____

I checked capital letters / full stops / spelling / word spaces

Teacher feedback _____

My next step _____

ACTIVITY 10 | ANALYSE

Add the important details

Short ideas need relevant details. Ask who, where, what, and why.

Short idea I cut the vegetables.

Better detail I cut the vegetables into small pieces on a clean chopping board.

Word bank with my mother • at home • into small pieces • in the shade • because I learned about the past

1. I made a salad. Add where and who helped.

_____

_____

2. We visited a fort. Add who went with you.

_____

_____

3. We rested. Add where.

_____

_____

4. I enjoyed the visit. Add why.

_____

_____

I checked capital letters / full stops / spelling / word spaces

Teacher feedback _____

My next step _____

ACTIVITY 10A | BRIDGE TO 30–40 WORDS

A short connected paragraph

Use the bank to complete the paragraph. Then read the whole paragraph aloud.

Word bank washed • cut • mixed • served • home

Yesterday, I made a salad at _____. First, I _____ the vegetables. Next, I _____ them. Then, I _____ the pieces. Finally, I _____ the salad. I enjoyed my lunch.

Now write your own short version

Use the same four actions. Change one suitable detail. Aim for 30–40 words.

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My word count _____

I checked capital letters / full stops / spelling / word spaces

Teacher feedback _____

My next step _____

ACTIVITY 10B | BRIDGE TO 50–60 WORDS

Build a fuller paragraph

Write about making a salad. Keep the four actions and add two useful details. Aim for 50 –60 words.

Useful details at home • with my mother • into small pieces • in a large bowl • for my family

Say your plan

Opening When and where?
First and Next What did you wash and cut?
Then and Finally What did you mix and serve?
Ending How did you feel?

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My word count _____

I checked capital letters / full stops / spelling / word spaces

Teacher feedback _____

My next step _____

ACTIVITY 10C | BRIDGE TO 70–80 WORDS

Add a reason and check the order

Write the salad account again with less help. Aim for 70–80 words. Add a clear opening, details for each stage, and a feeling with a reason.

Say the stages in order before writing. Use because once if it fits your meaning. Add useful information rather than repeating the same idea.

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My word count _____

I checked capital letters / full stops / spelling / word spaces

Teacher feedback _____

My next step _____

ACTIVITY 11 | GUIDED WRITING

Making a vegetable salad

Look at the four pictures. Describe what happened at each stage. Use sequencing words and phrases. Write at least 100 words in complete sentences.

Picture order top left → top right → bottom left → bottom right






1	2	3	4
Wash vegetables	Cut vegetables	Mix ingredients	Serve salad

Say the four steps to a partner. Add a place, an object detail, and a reason. Ask for help with a tool such as a knife when needed.

My useful words _____

ACTIVITY 11 | UNDERSTAND AND ANALYSE

Read a model paragraph

Read the model. Notice how the writer describes all four pictures.

Last Saturday, I made a fresh vegetable salad for my family at home. First, I washed my hands and the tomatoes, cucumber, and lettuce with clean water. I put the vegetables on a clean plate. Next, I cut the vegetables into small pieces on a chopping board. My mother helped me use the knife carefully. Then, I put the pieces in a large bowl and mixed them with a spoon. The salad looked colourful and fresh. Finally, I served it in small bowls for lunch. We enjoyed eating together. I liked this meal because it included different vegetables and was easy to prepare.

Model length 103 words. The heading is not counted.

Find the features

1. Underline First, Next, Then, and Finally.
2. Circle four past action verbs.
3. Find a detail about size or colour.
4. Find the reason beginning with because.

Plan your own version

Stage	My action	One useful detail
First		
Next		
Then		
Finally		

My opening When and where? _____

My ending Feeling and reason? _____

ACTIVITY 11 | SUPPORTED WRITING

Write about the salad

Write at least 100 words. Keep the picture page open. Use complete sentences, describe all four stages, and add relevant details.

First, … Next, … Then, … Finally, …
Add detail: with … / at … / because …

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My word count _____ My goal for the next attempt _____

ACTIVITY 12 | GUIDED WRITING

A visit to a UAE fort

Look at the four pictures. Describe what happened at each stage. Use sequencing words and phrases. Write at least 100 words in complete sentences.

Picture order top left → top right → bottom left → bottom right



1	2	3	4
Pack bag	Travel by bus	Explore old fort	Rest in shade

Say the four steps to a partner. Add a place, an object detail, and a reason. Ask for help with a tool such as a knife when needed.

My useful words _____

ACTIVITY 12 | UNDERSTAND AND ANALYSE

Read a visit model

Last weekend, I visited an old fort in the UAE with my mother. First, we packed a small bag with water, hats, and a snack. We wanted to be ready for a warm day. Next, we travelled by bus to the fort. I looked through the window and enjoyed the journey. Then, we walked around the courtyard and looked at the old pots. My mother helped me read the information about them. Finally, we rested in the shade and drank some water. My favourite part was exploring the fort because I learned about life in the past. It was a memorable family visit.

Model length 103 words. The heading is not counted.

Find the features

1. Circle the people and the place.
2. Underline the four sequence words.
3. Find two details about the visit.
4. Explain why the writer enjoyed the fort.

Plan your own version

Stage	My action	One useful detail
First		
Next		
Then		
Finally		

My opening _____

My feeling and reason _____

ACTIVITY 12 | SUPPORTED WRITING

Write about the fort

Write at least 100 words. Keep the picture page open. Use complete sentences, describe all four stages, and add relevant details.

First, … Next, … Then, … Finally, …
Add detail: with … / at … / because …

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My word count _____ My goal for the next attempt _____

ACTIVITY 13 | LESS SUPPORT

A clearer food paragraph

Look at the four pictures. Describe what happened at each stage. Use sequencing words and phrases. Write at least 100 words in complete sentences.

Picture order top left → top right → bottom left → bottom right



1	2	3	4
Wash vegetables	Cut vegetables	Mix ingredients	Serve salad

Say the four steps to a partner. Add a place, an object detail, and a reason. Ask for help with a tool such as a knife when needed.

My useful words _____

ACTIVITY 13 | INDEPENDENT PRACTICE

My food paragraph

Write at least 100 words. Keep the picture page open. Use complete sentences, describe all four stages, and add relevant details.

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My word count _____ My goal for the next attempt _____

ACTIVITY 14 | LESS SUPPORT

A clearer visit paragraph

Look at the four pictures. Describe what happened at each stage. Use sequencing words and phrases. Write at least 100 words in complete sentences.

Picture order top left → top right → bottom left → bottom right



1	2	3	4
Pack bag	Travel by bus	Explore old fort	Rest in shade

Say the four steps to a partner. Add a place, an object detail, and a reason. Ask for help with a tool such as a knife when needed.

My useful words _____

ACTIVITY 14 | INDEPENDENT PRACTICE

My visit paragraph

Write at least 100 words. Keep the picture page open. Use complete sentences, describe all four stages, and add relevant details.

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My word count _____ My goal for the next attempt _____

EVALUATE AND CREATE

Improve before you submit

Read your Activity 13 or 14 paragraph. Choose two sentences to improve.

Check your meaning

Did I describe all four pictures in the correct order?
Did I add relevant details?
Did I write a reason for a feeling or choice?

Check your language

Did I write complete sentences?
Did I use past actions consistently?
Did I check capitals, full stops, and spelling?

My first sentence

_____

_____

My improved sentence

_____

_____

Create one new ending

Write a new ending with a feeling and a reason.

_____

_____

_____

Teacher feedback _____

AFTER LEARNING

Making a vegetable wrap

Look at the four pictures. Describe what happened at each stage. Use sequencing words and phrases. Write at least 100 words in complete sentences.

Picture order top left → top right → bottom left → bottom right



1	2	3	4
Wash vegetables	Cut vegetables	Fill wrap	Serve lunch

Use the pictures and labels only. Write on the next page. Your teacher will record the time and your usual access arrangements.

Date _____ Start _____ Finish _____

AFTER LEARNING

My final writing sample

Write at least 100 words. Keep the picture page open. Use complete sentences, describe all four stages, and add relevant details.

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My word count _____ My goal for the next attempt _____

FOLLOW UP AFTER 7–10 DAYS

Preparing a packed lunch

Look at the four pictures. Describe what happened at each stage. Use sequencing words and phrases. Write at least 100 words in complete sentences.

Picture order top left → top right → bottom left → bottom right



1	2	3	4
Wash food	Cut cucumber	Pack lunchbox	Eat lunch

Use the pictures and labels only. Write on the next page. Your teacher will record the time and your usual access arrangements.

Date _____ Start _____ Finish _____

FOLLOW UP

My follow up writing sample

Write at least 100 words. Keep the picture page open. Use complete sentences, describe all four stages, and add relevant details.

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My word count _____ My goal for the next attempt _____

STUDENT RECORD

My activity progress

Record what you can do and how much help you needed.

Activity	Date	Words	Support T P I	My next step
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				
11				
12				
13				
14				

T = teacher P = partner I = independent

My current goal _____

_____

_____

BEFORE AFTER AND FOLLOW UP

My writing progress

Measure	Before	After	Follow up
Date			
Word count			
Stages described /4			
Sequence words used /4			
Spelling /10			
Punctuation /10			
Fluency /10			
Ideas and organisation /10			
Total /40			
Time and access arrangements			

My reflection

I can now _____

_____

_____

The support that helped me _____

_____

_____

My next goal _____

_____

_____

The /40 scoring grid is a local practice tool, not the official examination rubric.

CELEBRATE PROGRESS

Writing achievement certificate

Presented to

_____

____

Grade 7 (_____) Date _____

For measurable progress in writing

Before ____ /40 After ____ /40

A writing skill you improved _____

You planned, wrote, checked, and improved your ideas.



T. AMNAH ALHANTOOBI

Teacher signature _____

CELEBRATE PERSISTENCE

Writing effort certificate

Presented to

_____

_____

Grade 7 (_____) Date _____

For persistence and careful practice

You completed ____ activities and used feedback to try again.

One success I noticed _____

_____

_____



T. AMNAH ALHANTOOBI

Teacher signature _____