

APOLOGY LETTER TEMPLATES

Three writing levels, a speaking script, a class letter, and a plan to make it right. Fillable PDF with a filled example, a log, a note home, and a phrase bank.

LETTER • My Apology Letter

MY NAME _____ DATE _____

Circle the words you want. Then write your letter.

Dear _____

I want to say sorry for... (circle one, or write your own)

- ☐ I said something unkind.
- ☐ I was too rough with someone or something.
- ☐ I took something that was not mine.
- ☐ I did not listen when it mattered.
- ☐ Something else: _____

I am sorry that I... _____

It made _____ feel _____

LETTER • My Apology Letter

MY NAME _____ DATE _____

Write your letter below. Use the three parts.

Dear _____

1. What happened _____
I... _____

2. How it affected _____
This made them feel... _____

3. What I will do differently _____

LETTER • SPEAKING • Saying It Out Loud

MY NAME _____

Read this with your teacher. Then say it out loud.

Practice first, then say it when you are ready

- 1 I want to talk to you about _____
- 2 What I did was _____
- 3 I am sorry. Next time I will _____
- 4 Is there anything you want to tell me? _____

Remember
It is okay to feel nervous. Saying sorry out loud is brave.

If you are not ready yet
☐ I can write it instead (page 6).
☐ I can wait one day and try again.

One thing I want to remember to say _____

LETTER • TO THE CLASS • Letter to My Class

MY NAME _____ DATE _____

Write your letter to the whole class.

Dear _____

1. What happened _____
I... _____

2. How it affected our class _____
It made us feel... _____

3. What I will do differently _____

EXAMPLE • A Letter and a Plan, Filled In

Jordan is invented, and so is every word and number. The letter on page 6 and the plan on page 10 are the same two parts a real student would fill in.

Level Building letter (page 6) — Jordan, third grade (invented)

PART OF THE LETTER (PAGE 6)	WHAT JORDAN WROTE
Dear _____	Mia,
1. What happened	I knocked over Mia's blocks because I was running inside on Wednesday.
2. How it affected Mia	This made Mia feel frustrated and sad, because she had been building it for ten minutes and had to start over.
3. What I will do differently	Next time I will walk inside and ask before I go near someone's project.
From	Jordan

Making It Right plan (page 10) — written the same day

1	MAKING IT RIGHT (PAGE 10)
1	Help rebuild the block tower.
2	Say sorry to Mia in person today.
3	Ask before I touch someone else's project next time.

3 things on the plan, written on Wednesday, due by Friday — two school days later. Who can help: Ms. Alvarez. Nothing on this page says why Jordan was running. It says what Jordan wrote and will do.

Why Level Building fit Jordan
Jordan writes a full sentence with some help getting started, so the three-part frame with a hint on each step.

What the log (page 12) would show for this one entry
Jordan, Wednesday, Level Building, letter done, plan done, afternoon checked in with Ms. Alvarez.

PHRASES • Starter Phrases for Writing

Observable language sentence starters for the three parts of a letter and for the plan. A student finishes the sentence; nothing here is a finished conclusion.

Copy a starter, finish the sentence in your own words. These are starting points, not finished answers.

What happened

- I _____
- When I _____, it was not okay because _____
- The thing I did was _____
- I was trying to _____, and instead I _____

How it affected others

- Because of what I did, _____ felt _____
- It made things harder because _____
- I think _____ felt _____ when it happened.
- What I did took away _____

What I will do differently

- Next time, I will _____ instead.
- I can ask for help by _____
- If I feel _____ again, I will _____
- Before I _____, I will _____ first.

Which Page for This Student

Start from the student and the moment, not from the page. Pick a level or format below, then hand the student the page.

IF THE STUDENT OR THE MOMENT IS	USE	WHERE
A young writer, or one who needs heavy support, is ready to write	Level Starting ●: word choices and a short frame	Page 5
A student can write with some structure but not a full paragraph on their own	Level Building ■: a three-part letter frame	Page 6
A student writes well and is ready for less scaffolding	Level Ready for More ▲: an open three-part frame	Page 7
A student is not ready to write, or writing is not their best way to say it	Saying It Out Loud: a short script to practice and say	Page 8
The moment involved the whole class or a group, not one person	Letter to My Class: a group letter frame	Page 9
The student is ready to plan what happens next	Making It Right: an action plan, not a letter	Page 10
Any time, to keep a record for your own files	Apology Letter Log	Page 12
Before or after, to let the family know	A Note Home	Page 13

Pages 5–7 show only the shape in the corner (● / ■ / ▲), not the level name — match it to this table before handing the page over.

Three steps

- ☐ Pick the right level or format from the table above.
- ☐ Give the student the page. Read the one instruction together if that helps.
- ☐ File the completed page, and log it on page 12 if your school keeps a record.

What this file is

A set of blank writing frames that help a student put into words what happened, who it affected, and what they will do differently. Three levels, a speaking script, a class letter, and a plan for making it right.

What this file is not

Not a behavior plan, a disciplinary form, or a statement of consequences. Nothing here says why an incident happened or what should happen next; that is your school's own practice.

A few things that help

- ☐ Let the student choose the level; moving down a level is never a step back.
- ☐ Read the page together the first time; after that, most students can do it alone.
- ☐ There is no rush. A letter written calmly in ten minutes works better than one written in one.
- ☐ If the student would rather talk than write, page 8 is built for exactly that.
- ☐ A letter is not the end of the conversation; the plan on page 10 is what happens after it.

ANY NEXT STEP AT SCHOOL FOLLOWS (YOUR SCHOOL'S OWN PRACTICE)

MY NAME _____

DATE _____

**Write your letter below. Use the three parts.**

Dear _____,

1. What happened*I...*

2. How it affected _____*This made them feel...*

3. What I will do differently*Next time I will...*

From, _____

MY NAME

DATE



Write your letter in your own words.

Dear _____,

What happened

How it affected them

What I will do differently

From, _____

MY NAME

DATE



Circle what you will do. Write your plan.

What I can do (circle one or more)

- ☐ Help clean up or fix something.
- ☐ Say sorry in person.
- ☐ Write a note or draw a picture.
- ☐ Replace or repair something.
- ☐ Do something kind for them.
- ☐ Something else:
.....

My plan (write 1 to 3 things)

1

2

3

WHO CAN HELP ME

I WILL DO THIS BY (DATE)

How I will know it worked

Someone will tell me, or I will see...

I TOLD MY PLAN TO

CHECK-IN DATE

A Letter and a Plan, Filled In

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Making It Right plan (page 10) — written the same day

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3 things on the plan, written on Wednesday, due by Friday — two school days later. Who can help: Ms. Alvarez. Nothing on this page says why Jordan was running; it says what Jordan wrote and will do.

Why Level Building fit Jordan

Jordan writes a full sentence with some help getting started, so the three-part frame with a hint on each line (page 6) was the right amount of support — not the word bank on page 5, and not the open paragraph on page 7.

What the log (page 12) would show for this one entry

Jordan, Wednesday, Level Building, letter done, plan done, follow-up: checked in with Ms. Alvarez on Friday.

What the note home (page 13) would say

Dear family of Jordan, today Jordan wrote an apology letter at school about knocking over a classmate's blocks. Jordan chose to: help rebuild the tower and say sorry in person.

Starter Phrases for Writing

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What happened

- I
- When I, it was not okay because
- The thing I did was
- I was trying to, and instead I

How it affected others

- Because of what I did, ... felt
- It made things harder because
- I think felt when it happened.
- What I did took away

What I will do differently

- Next time, I will instead.
- I can ask for help by
- If I feel again, I will
- Before I, I will first.

Making it right

- One thing I can do to help fix this is
- I will say sorry in person by
- I can help by
- I will check back in with on

Print, cut, and tape into a three-ring binder: one cover and three tabs, Letters, Plans, and Records.

Apology Letter Templates

Classroom / room: _____

School year: _____

Letters

Pages 5 to 9: the three writing levels, the speaking script, and the class letter.

Plans

Page 10: Making It Right, the action plan a student fills out after writing or talking.

Records

Pages 12 and 13: the log for your own files and the note home for the family.

How to use this cover and these tabs

1. Print this page on cardstock.
2. Cut out the three tabs.
3. Tape or glue each tab to a binder divider.
4. Keep this binder where the student (or you) can reach it.

Completed pages are confidential

A finished letter or plan is written in a student's own words about a real moment. Store this binder the way you would any other student record.

One binder per classroom or caseload

A shared binder in a counselor's office or a behavior team's room works the same way; print extra copies of pages 5 through 10 rather than a second binder, so the log on page 12 stays the one place everything is recorded.

When a page runs out

Reprint pages 5 through 10 as many times as the binder needs; they are the working pages of this file, meant to be used again and again, not a one-time form.