

Class 11 Writing

Spelling Rule:

Year 3- homophones and near homophones	Year 4- 'gue' and 'que' ending
accept	league
except	tongue
ball	antique
bawl	unique
berry	plague
bury	dialogue
brake	rogue
break	vague
fair	catalogue
fare	monologue

Make sure that you know what each of the words mean. You might need to ask other members of your family or do some research online. Once you know what each of the words mean, practise writing these in sentences.

Don't forget that you can use the website to practise your spellings by playing games. Just click the link below or copy it directly into your browser.

Year 3:

<https://spellingframe.co.uk/spelling-rule/24/21-Homophones-and-near-homophones-1-of-4>

Year 4:

[https://spellingframe.co.uk/spelling-rule/20/17-Words-ending-with-the-g-sound-spelt%E2%80%93gue-and-the-k-sound-spelt-%E2%80%93que-\(French-in-origin\)](https://spellingframe.co.uk/spelling-rule/20/17-Words-ending-with-the-g-sound-spelt%E2%80%93gue-and-the-k-sound-spelt-%E2%80%93que-(French-in-origin))

At the end of the week, you might want to ask someone to help you to carry out a spelling test to see what you have learnt.

You are welcome to do this and send me your score through to me on the class email.

Writing

Our new topic in history will be about the ancient Egyptians. I have found and attached a text to your reading homework which you can use to help you with your writing activity- 'Jimmy and the Pharaoh'.

Read this text again and produce a diary entry as Jimmy to explain what happened during your time on the school trip and later at night before going to bed. Use everything we have learnt about diaries in school (including our checklist which I have attached below) to help you to create an excellent diary which I know you are all capable of!

In your diary, you might want to think about:

- An introduction including the 5 w's (who, what, where, when, why), explain what you are writing about and how you are feeling.
- A paragraph about what your day was like on your trip to the museum. Remember to include feelings throughout and to write in chronological order. You might start with how you felt when you woke up and started getting ready.

- Your next paragraph may include your journey to the museum and what happened or your arrival at the museum.
- Another possible paragraph may be about the mischievous things that you did when you were in the museum (read the text again to remind you of these details- fake poo, frog, stink bomb, souvenir)
- You may also want to create another paragraph about what happened when you got home and the pharaoh in your room.
- A conclusion to sum up your day and your overall feelings. You may also want to talk about the future and what you hope will happen next.

Don't forget your greeting, closing statement and sign-off!

Class 11's Diary Writing Checklist:

Does your writing...

- ...have a greeting and a sign-off?
- ...include an introduction to set the scene?
- ...describe the place where the event happens using adjectives?
- ...mostly occur in the past tense?
- ...tell the story of the writer's life?
- ...use an informal tone (as if someone is talking)?
- ...use personal pronouns (I, we, my, me)?
- ...occur in chronological order using time conjunctions?
- ...include detail to interest the reader (adjectives, 5 senses- touch, taste etc.)?
- ...have paragraphs around a theme?
- ...include conjunctions in each paragraph?
- ...talk about feelings (and explain why)?
- ...make sense?
- ...use punctuation correctly?
- ...include a closing statement?

Jimmy and the Pharaoh

Jimmy lay in his bed and closed his eyes. He was thinking about all the good things that happened on the school trip earlier that day. Mrs Richards had forced the class to wander around a boring old museum just because they were learning about the Ancient Egyptians. Everyone knew that visiting a museum was the worst kind of school trip teachers had ever invented, but luckily Jimmy had come prepared. He smiled as he thought about it. It wasn't the frog he'd let loose in the ladies' toilets that made him smile or when he'd let off a stink bomb during lunch - it wasn't even when he'd sneaked a fake poo into Alice Thornley's sandwich - no, it was what he'd 'borrowed' from the museum as a souvenir that Jimmy was so happy about.

Jimmy was too excited to sleep. He opened one eye and uncurled his fingers. Wow, he thought to himself, twiddling what looked like a model of a shiny beetle in his hand, Tutankhamun's lost heart scarab! He'd borrowed it when the boring old museum guide was droning on about the pharaoh's curse or something. It just kind of called out to him so he grabbed it when she wasn't looking. He kissed the scarab for good luck then tried to drift off to sleep. POOOO!

Suddenly, out of thin air, a rather thin looking, half-naked man appeared, draped in expensive-looking jewellery. "Waaaagh!" the man squealed as he jumped in fright.

"Arrghh!" Jimmy squealed back.

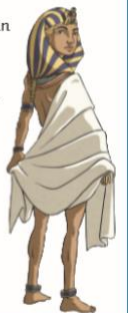
The strange man seemed confused and peered around Jimmy's bedroom. "Okaaaay," he said, shrugging. "Wasn't expecting that."

Jimmy stared at the scarab then back at the man.

"Anyhoo, let's get on with this shall we?" the man said cheerfully before clearing his throat. "Ahem. Right then. Osiris! Great God of the Underworld!" he boomed. "I am Tutankhamun, King of Egypt, living image of Amun! Will you let me pass?"

Jimmy pulled the covers high over his nose. The man waited, arms stretched in the air. Then he smiled. That's when Jimmy lost it.

"Mummy!" he shrieked.



Remember to read through your work and check for:

- Full stops and capital letters (and any other punctuation)
- Subordinating conjunctions (if, so, because, when, which, however etc.) and time conjunctions (next, later, before)
- A variety of sentence openers (fronted adverbials followed by a comma)
- Prepositions (before, after, during, in, because of) and expanded noun phrases (noun, adjective, prepositional phrase)
- Plus, anything else you usually include in your writing.

Don't forget to check your writing for missing words, spelling and punctuation.

You might want to read your work aloud to someone at home to check that your writing makes sense.

Have fun and I can't wait to read what you have produced!

Send your work to:

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