

Class 11 Writing

Spelling:

Spelling Rule:

Year 3- Homophones and near homophones

not
knot
mail
male
main
mane
meet
meat
medal
meddle
missed
mist

Year 4- Common Exception Words 'o' to 'p'

opposite
ordinary
particular
peculiar
perhaps
popular
position
possess
possession
possibly
potatoes
pressure

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:

These words might be a recap of some of the rules that we have already done, however it is important to go back through our previous learning to see what we can remember.

<https://spellingframe.co.uk/spelling-rule/51/22-Homophones-and-near-homophones-2-of-4>

Year 4:

Have a go at practising these common exception words. These words don't have a set rule but are words which lots of children typically spell incorrectly. Identify the 'tricky' part of the word like we do in school and think about how you are going to remember the correct spelling. These may be spellings that you have learnt before, but it is always good to go back through to see what you can remember.

<https://spellingframe.co.uk/spelling-rule/50/32-Word-list-years-3-and-4---or--to-pre->

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:

Use the text from your reading homework (*The Little Mermaid*) and produce a retell of this short extract in your own words like we did with Robin Hood at the beginning of the year. You might want to focus on the mermaid and produce a description of her and write about how she is feeling or you might focus more on the mermaid coming to the surface to see the world for the first time. Remember to include lots of description (adjectives, adverbs, similes).

After you have done a retell of the story, you might want to continue to write it, predicting what might happen next. Remember to use clues from the text and make it interesting. If you have seen *The Little Mermaid* before, this might give you clues or you could make it up- that is your choice.

*This is what the text looks like, but you will find a bigger version you can use in the reading section on the class page or on *Marvellous Me*.*

Remember that you are retelling the story, so you should include the key events from the little. Do not copy the text as this would not be a retell- it would be a rewrite.



The Little Mermaid - Extract by Gabbie Chant

Far, far away from here, there once was an ocean that was deeper than man can measure. Above the surface, the water looked as dark as ink and as cold as glass, and it seemed a lonely and dangerous place. But deep beneath the ocean - ah, that was a different story. Right down in the depths of the water, a thousand times deeper than any living human had ever dived, there lay a castle.

The castle was hidden behind forests of tangled seaweed, and guarded by fish of such curious and startling colours that you and I would gasp to see them. Its walls and turrets were fashioned from shells and crab claws and coral, and within its halls there stood a throne carved from an enormous giant - and on that throne there sat a sea king. He was a good and wise ruler, but a great sadness lay heavy on his heart: his queen had died, many years before. All that he had left to remember her was their six lovely daughters - his sea-princesses, who, just like their father, had no legs. Each of their bodies ended in a fish's tail.

Now, it was a custom of the kingdom that when each of the sea-princesses had their fifteenth birthday, they were permitted to swim to the surface of the ocean, to look upon the world above the water for a single day. The five eldest sea-princesses had each already had this privilege. They had returned to the castle with stories of feathered fish that swam through the air, and of strange wooden whales that floated on the surface of the water, and of a huge round shell that burned in the sky as brightly as lava that bursts from underwater volcanoes.

The littlest sea-princess listened to her older sisters' stories, and she longed for the day that she too would turn fifteen and be able to rise to the ocean's surface. She spent her days using stones and seaweed to make pictures on the seabed of all her sisters had told her, and at night she dreamed of feeling the warmth of that bright round shell on her skin.

At long last, the little mermaid's fifteenth birthday arrived. Up, up she swam through the water, as light as a bubble. The higher she rose, the brighter the blue of the ocean became, and the water grew less and less cold - until, at last, the top of her fingers broke the surface of the water and she emerged, glittering with salt water, into the mild sea air.

And - oh! - what was this gigantic dark shape before her? A huge floating creature made of wood. Just as her sisters had described, with red velvet fins! And what a great noise it was making! The creak of its bones as it moved towards her! And its voice - like a hundred different voices, all shouting at once!

Would it eat her?
The little sea-princess shrieked back into the sea until just her eyes and the top of her head were out above the surface of the water. She looked as sleek as a seal, bobbing there in the waves, with her hair wet against her skull. She held her breath and watched with a fast-beating heart as the creature drew ever closer.



A retell involves you telling the story again and recounting an experience which has happened in the text.

Here is an example of what you could include in your retell:

- An introduction to set the scene including description (you could include your 5 w's- who, what, where, when, why)
- Introducing the main characters (describing what they look like, their personality, feelings)
- Main events- you need to identify what these are and should describe each of these in detail
- A suitable cliff hanger in your conclusion to make the reader want to continue to read
- Possibly another section of writing which is your prediction about what might happen next

You may want to remember to include the following features:

- Brief to set the scene including description
- Chronological order of events (writing them in the order that the original text said they happened)
- Paragraphs
- Third person pronouns (he, she, they)
- Past tense
- Feelings
- Conjunctions (subordinating and co-ordinating to link ideas together)
- Variety of sentence openers (fronted adverbials, time conjunctions ***then, after that, next, firstly***)
- Full stops and capital letters
- Time conjunctions (in the morning, later, meanwhile)
- Details to add interest for the reader

You might want to plan your writing first to help you to organise your ideas.

- Firstly, you need to think about what the text is mostly about- identify the main idea.
- Once you have done this, you might want to consider what the main events are from the text and you could draw a picture to help you remember this or write a short sentence to remind yourself.
- Next, you can think about the setting and the characters in the text and may start to think of some adjectives and similes you could include in your writing to help you include that detail.
- After that, you can start to think about what you will include in each of your paragraphs and the order you are going to put them in. You must start with your introduction and end with a suitable conclusion. It might be a cliff hanger. But remember, you are only retelling the extract of the story you have read.
- Then, you could create a draft of your retell. You might choose to write a paragraph each day.
- Finally, you should make improvements through editing and checking that your work makes sense, all of your words are spelt correctly and that the ideas link together nicely. If you do this quickly, you might want to add in more detail or continue the story with what you think might happen next.

This process would take a couple of days, so make sure that you don't rush through it and aim to produce the best piece of work possible.

Extension: Rewrite it. How would the story of The Little Mermaid go if they were not allowed to go to the surface of the water? How might this change the story? What if they were all too scared to come out of the water? What if one of the mermaids broke the rules? Have a go at writing your own story about mermaids.

I would love to see some of your work so don't forget about me! Send me a picture of your work, I love reading stories and I miss reading all of your fabulous pieces of writing with all of those wonderful ideas you have.

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