

Class 11 Writing

Spelling:

Spelling Rule:

Year 3- Homophones and near homophones

peace
piece
plain
plane
rain
reign
rein
weather
whether
who's
whose

Year 4- Words that sound like 'shun' spelt -tion, -sion, -ssion, -cian

hesitation
injection
invention
magician
mathematician
musician
permission
politician
tension

*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:

This week will be your final week on homophones. 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. It might be useful for you to create a rhyme or statement to help you remember the meanings of these homophones.

<https://spellingframe.co.uk/spelling-rule/63/24-Homophones-and-near-homophones-4-of-4>

Year 4:

This week you have different words but with a similar rule to those from a few weeks ago. See if you can use the rule to help you to get all of these correct.

[https://spellingframe.co.uk/spelling-rule/61/14-Endings-which-sound-like--spelt%E2%80%93tion%E2%80%93sion%E2%80%93ssion%E2%80%93cian-\(2-of-2\)](https://spellingframe.co.uk/spelling-rule/61/14-Endings-which-sound-like--spelt%E2%80%93tion%E2%80%93sion%E2%80%93ssion%E2%80%93cian-(2-of-2))

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 instructions (Four Square) text from your reading homework this week to help you with your writing activity.

On the next page, there is a table which you will need to complete which will help you to do your writing homework. You are going to look through some texts on the following pages to help you to identify the key features of instructions.

Once you have done this and found some examples of these types of words or particular features, this will help you to create your own instructions.

Your task: You need to write a set of instructions about a task that you have carried out this week. You may have helped with the cooking, so you might want to write the instructions for this. You may have made your bed. It could be something as simple as brushing your teeth or washing your hair. Choose your subject and then you might want to plan your writing in a similar way to the table on the following page.

Can you search through some everyday instruction texts to find examples of the features below?



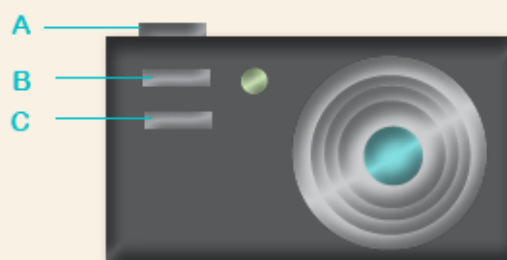
Imperative ('bossy') verbs <i>(e.g. 'mix the ingredients', 'continue to play', 'put it inside')</i>	
Time connectives <i>(e.g. 'first')</i>	
Adverbs <i>(e.g. 'gently')</i>	
Sub-headings	
Diagrams <i>(This might also be helpful photographs or illustrations.)</i>	
Materials list <i>(e.g. parts required for assembly; ingredients for a recipe)</i>	
Extras <i>(e.g. helpful tips; warnings)</i>	





Have a look at texts A-D below which are different types of instructions. See if you can identify any of the features above e.g. adverbs, subheadings, warnings, time conjunctions, imperative (bossy) verbs and write down examples of these.

Text A - Manual for a digital Camera

Manual - digital camera



1. Press the power button (A)
2. Select a mode ( for a movie and  for a photo)
3. Point the camera at the object you want to take a picture of or film.
4. Press the zoom button (B) if you want to get closer to the object.
5. Press the shutter button (C).

TIP: To prevent blur, hold your arms at your side. You could also use a tripod.

WARNING: Do not use the flash in dark places or red-eye will occur.

Table Football








This should take about **30 minutes**

You will need:

- Large piece of card
- Green felt (same size as your piece of card)
- Glue or sticky tape
- 2 white margarine tubs
- White tape
- Piece of newspaper
- White paint
- Straw



Method:

	1. Get a large piece of card.
	2. Cut some green felt so that it is the same size as the card and stick it on top. This is your football pitch.
	3. Cut out one side of each margarine tub.
	4. Stick them on each side of your football pitch using glue or sticky tape. These will be the goals.
	5. Stick white tape to the felt for the markings of the football pitch.
	6. Scrunch up a piece of newspaper and paint it white. This will be your football.
	7. Blow through a straw to move the ball around and see how many goals you can score!

How to catch a dragon

When a dragon is on the loose in your kingdom, you can be left in a bit of a sticky wicket. Follow these set of instructions and you will never have to fear a dragon again!

You will need

- Fire-proof armour, sword and shield
- 100 kg sack of pepper
- A rope
- Bottle of dreamy, sleepy, nighty snooze
- iPod with speakers and remote
- 'Puff the Magic Dragon' song installed

Instructions

1. First, put on your fire-proof armour. This will be rather heavy and arm yourself with a sword and shield.
2. Next, approach the dragon's lair cautiously, armed with your sword and shield and place the iPod and speakers at the entrance.
3. Tip-toe to a position above the entrance of the cave.
4. Now, build up your courage, and press play on your iPod remote to play 'Puff the Magic Dragon'. (Dragons hate this tune!!!)
5. The dragon should run out roaring! As soon as it reaches the entrance, throw the sack of pepper onto the ground in front of it. This will cause the dragon to sneeze uncontrollably.
6. Now, jump on its back and pour the entire contents of dreamy, sleepy, nighty snooze down its throat, just as the dragon is about to sneeze. AHHHHHHH C.....
7. In 5 seconds, the dragon will be fast asleep...snoring. Tie the dragon up. (Use a double knot because dragons are escape masters!)
8. Finally, pack up your iPod and speaker. Sit back and relax. You've caught your first dragon.

Fresh Fruit Lollies

You will need:

- Apron
- Mixing bowl and wooden spoon
- Potato masher
- 2 lolly sticks
- 2 egg cups
- Bowl of strawberries
- Bowl of blueberries
- Orange juice



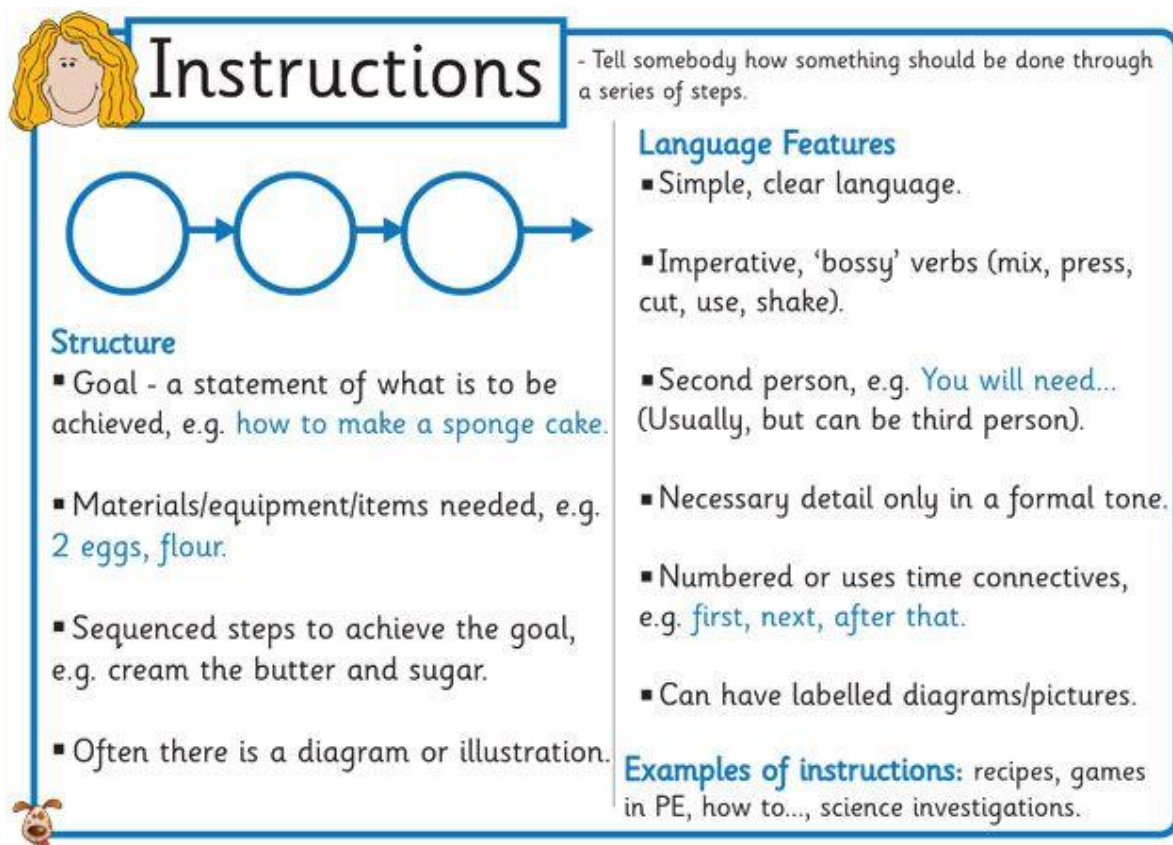
	<p>1. First, finely mash up the strawberries using a potato masher.</p>
	<p>2. Next, pour in the orange juice and mix with a wooden spoon.</p>
	<p>3. Spoon the mixture into the egg cups. Drop a couple of blueberries into each one and finish by delicately placing a lolly stick on the side.</p>
	<p>4. Afterwards, generously place a couple more blueberries into each one.</p>
	<p>5. Then, place a lolly stick neatly on the side.</p>
	<p>6. Put the egg cups into the freezer and leave for two to three hours.</p>
	<p>7. Finally, once set, carefully lift the fruit lolly out of the egg cup by the lolly stick. Be sure to eat them quickly before they melt!</p>

Use the information found in the example texts A-D to help you to create your own instructions. It could be how to build a house on Minecraft or how to make a sandwich. It is completely up to you, but it needs to be something that you could explain to someone else.

Here is some advice about how to structure your instructions and the features that you should be including:

You should include:

- A suitable title that tells the reader what the instructions are about.
- Ingredients/equipment/'you will need' section at the top which informs people what they need to gather before carrying out the activity (this will vary depending on the type of instructions you are creating). For example, if you are telling someone how to tie their shoelaces, they won't need butter or sugar, but they will need a pair of shoes with laces.
- Sequence of steps in chronological order (possibly with numbers) telling the reader clearly how to carry out the task. Remember to keep these sentences short and simple, including bossy verbs like 'cut', 'mix', 'put', 'build' as well as time conjunctions such as first, next, then, after.
- Once you finish, you may want to include a diagram or an image of that step so that the reader has a clear idea what that stage should look like.



Instructions - Tell somebody how something should be done through a series of steps.

Language Features

- Simple, clear language.
- Imperative, 'bossy' verbs (mix, press, cut, use, shake).
- Second person, e.g. *You will need...* (Usually, but can be third person).
- Necessary detail only in a formal tone.
- Numbered or uses time connectives, e.g. *first, next, after that.*
- Can have labelled diagrams/pictures.

Structure

- Goal - a statement of what is to be achieved, e.g. *how to make a sponge cake.*
- Materials/equipment/items needed, e.g. *2 eggs, flour.*
- Sequenced steps to achieve the goal, e.g. *cream the butter and sugar.*
- Often there is a diagram or illustration.

Examples of instructions: recipes, games in PE, how to..., science investigations.

Wouldn't it be fun to create a set of instructions for something that you have done for the first time or something that you could give to someone else to do? The activities I set you are meant to inspire you to do something different whilst also learning.

Extension: Challenge yourself by inventing your own fantasy sport and writing a set of instructions on how to play it.

J.K. Rowling famously invented a new sport for her wizarding pupils to play in Harry Potter - Quidditch. It had its own special equipment (a golden snitch, bludgers, broomsticks, etc.), terminology (a chaser, a beater), and rules (the game ends when the snitch is caught).

Have a go and see what you come up with.