

## Class 11 Writing

### **Spelling:**

Spelling Rule:

#### **Year 3- Adding suffix beginning with vowels**

beginner  
beginning  
forgetting  
forgotten  
gardener  
gardening  
limitation  
limited  
limiting  
preferred  
prefer

#### **Year 4- Sound spelt 'y' not at end of words**

myth  
gym  
Egypt  
pyramid  
mystery  
dynasty  
symbol  
synagogue  
mysterious  
mystical

*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.***

Please don't forget that an important part of learning your spellings is to understand what each of these words mean as well as spelling them correctly. By learning to spell these words you are expanding your vocabulary and you can begin to use some of these words in your writing.

#### **Year 3:**

We have already had a go at these words in school and I tested you on them, however, not all of you got them all correct. It is important that you keep going over your spellings until they come naturally and you do not have to think about how they are spelt. This will mean that you can use more of your brain to think of ideas when you are writing.

<https://spellingframe.co.uk/spelling-rule/8/1-Adding-suffixes-beginning-with-vowel-letters-to-words-of-more-than-one-syllable>

#### **Year 4:**

We have done these words in school more recently however, these are tricky words and lots of you had difficulties. Make sure you are practising these daily and thinking about how when you read the word, it sounds like an 'l' but it is spelt with a 'y'. You can then focus on the other 'tricky' parts in the word.

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. This will allow you to practise your spellings whilst having fun at the same time.

<https://spellingframe.co.uk/spelling-rule/9/2-The-l-sound-spelt-y-elsewhere-than-at-the-end-of-words>

At the end of the week, you might want to ask someone to help you to carry out a spelling test. You are welcome to do this and send me your score through to me on the class email.

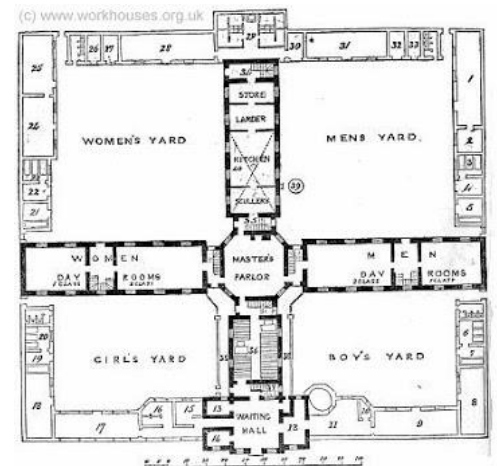
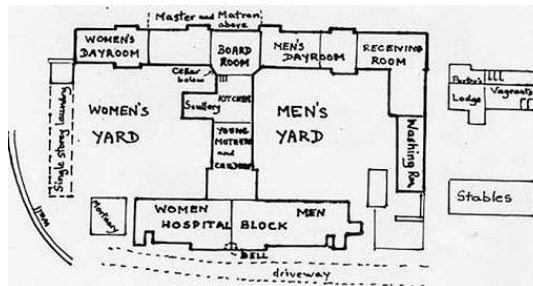
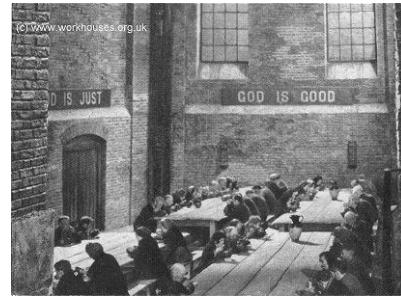
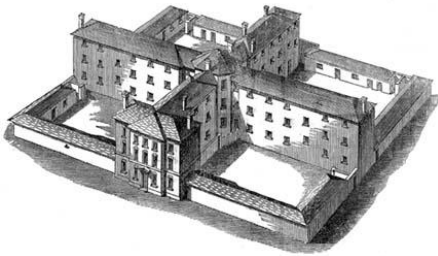
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## Writing

As your reading activity is linked to something that we have already discussed and learnt about through our reading in school, some of these writing activities might be easier and similar to those which we have already done in school. Try to cast your mind back to reading the story about Jim Jarvis to help you.

## Monday

As a start to the week, it might be useful to start to think about what a workhouse was like. Use the information from your reading text, what you can remember from the story and any other research which you can carry out to help you to design a workhouse. Think about the rooms that you might find there and what they would look like.



Here are some examples of what the workhouses could look like and an idea of what the rooms would be like. The plans are examples which you could use to help you to design your own. You then need to write a description. **For example:** *To get to the workhouse you need to walk through the tall, iron gates which stand tall next to the sharp, red brick wall. Once you walk through the gates, you pass two small yards where you would find lots of sad people with well-worn clothes and short hair.*

## Tuesday

Using evidence from the reading text, you need to write a letter to persuade people to close all workhouses. Think about what the conditions for working, sleeping and eating were like and how Jim Jarvis was treated in the story. Remember to include an introduction (which tells the audience why you are writing), paragraphs (as many as you feel necessary) which give a different reason in each paragraph as to why the workhouses should close, a conclusion (telling the audience what you want them to do and stressing why).

## Wednesday

Write a story Wednesday. Today, I would like you to write a short story like *The Street Child* or *Oliver Twist* about life in a workhouse. You can invent your own character. Make sure you describe them so that I know what they look like, what they are like as a person and what happens to them in the workhouse. Why are they there? What is the workhouse like? Do they escape?

Remember to include an introduction, build up, problem, resolution and ending.

- |                           |              |                     |
|---------------------------|--------------|---------------------|
| 1 Work Room.              | 15 Store.    | 29 Piggery.         |
| 2 Store.                  | 16 Potatoes. | 30 Slaughter House. |
| 3 Receiving Ward, 3 beds. | 17 Coals.    | 31 Work Room.       |

## **Thursday**

Use all of the information that you have and from all of your previous pieces of work this week to write a diary entry as though you are a child in a workhouse. You could include what is it like there, what they make you do, what you eat, where you sleep, what you have done today. Remember to include lots of feelings as you are writing a diary and remember that each paragraph may be about a different time, topic, place or person.

## **Friday**

Fun Friday! Use your knowledge of The Street Child and the images from the text to design an outfit which would be worn during Victorian times. Think about what the clothes might look like, what colour they would be, are they clean/dirty? You should include labels or sentences below your writing to explain why you chose to design your clothing in this way. Remember to include lots of description (adjectives).

I would love to see all of your ideas so don't forget to email me.

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