

10-4-10

'10 minutes a day for ten days'

Name _____

Developing yourself as a writer takes time and experience. The following tasks have been designed to help you have experience of different types of writing and should give you the chance to show off your writing skills to your teacher over the coming weeks.

Unlike the 10-4-10 booklets for GPS, Reading and Maths, these tasks are designed to be completed over the next 10 weeks, one task per week. If you do a little bit of Writing every week it will keep things fresh in your mind and help you to embed the skills you have been learning at school. Every week there is an image or picture, a description of what needs to be done, and then a page for your writing work.

Try to present your teacher with your best work, considering presentation and thinking carefully about the task before you begin to write. If you struggle with anything, make sure you ask your teacher when you return to school.

Good luck!



Writing 10-4-10 revision resource 2017

This resource is designed to give you weekly opportunities (beginning end of March) to consolidate all that you have learnt so far. You are not expected to write full texts, or to write for long periods of time. However, you should use this as an opportunity to show off to your teachers.

The table below explains what type of writing you will be thinking about each week and what the focus of this writing is. Make sure you consider this before you start writing.

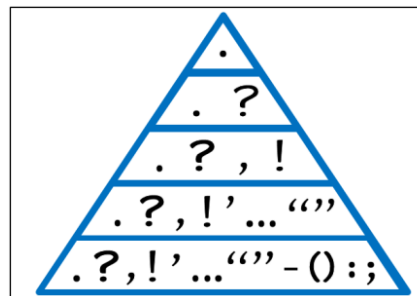
Day	Stimulus	Type of writing	Focus
1	Mystery character	Character description	Adding detail through precise use of language
2	Award winning school	Newspaper extract	Advanced punctuation
3	The deepest jungle	Setting description	Range of clause structures
4	Mastermind subject	Fact file	Use of pronouns to support cohesion
5	The door	Suspense story	Using dialogue to explain what is happening
6	Pizza Delizza	Letter of complaint	Formal language
7	Noughts and crosses	Instructions	Presenting a text for an audience
8	Activity from the holiday	Recount	Broad and rich vocabulary choices
9	Intruders	Prediction of a story	Passive and modal verbs
10	Back to school	Diary entry	Consistent use of tense

The next page gives you some useful resources that you may or may not choose to use to support your writing. Make sure you think about the presentation and accuracy of your revision work. Teachers always recognise and reward effort.

Year 5/6 Spelling list

accommodate	criticise (critic + ise)	identity	recognise
accompany	curiosity definite	immediate(ly)	recommend
according	desperate	individual	relevant
achieve	determined	interfere	restaurant
aggressive	develop	interrupt	rhyme
amateur	dictionary	language	rhythm sacrifice
ancient	disastrous	leisure	secretary
apparent	embarrass	lightning	shoulder
appreciate	environment	marvellous	signature
attached	equip (-ped, -ment)	mischievous	sincere(ly)
available	especially	muscle	soldier
average	exaggerate	necessary	stomach
awkward	excellent	neighbour	sufficient
bargain	existence	nuisance	suggest
bruise	explanation	occupy	symbol
category	familiar	occur	system
cemetery	foreign	opportunity	temperature
committee	forty	parliament	thorough
communicate	frequently	persuade	twelfth
community	government	physical	variety
competition	guarantee	prejudice	vegetable
conscience*	harass	privilege	vehicle
conscious*	hindrance	profession	yacht
controversy		programme	
convenience		pronunciation	
correspond		queue	

Punctuation Pyramid



Handwriting reminder

A shining light landed at the bottom of the garden. I ran towards it. That was where I went wrong. It was beautiful golden music box, embellished with silver and bronze. My breath caught in my throat; it was the most stunning thing I had ever seen. I opened the lid slowly; a golden light blazed out almost blinding me. Inside was a beautiful clear crystal. The sun filtered through it creating a rainbow on the grass.

Writing Week 1

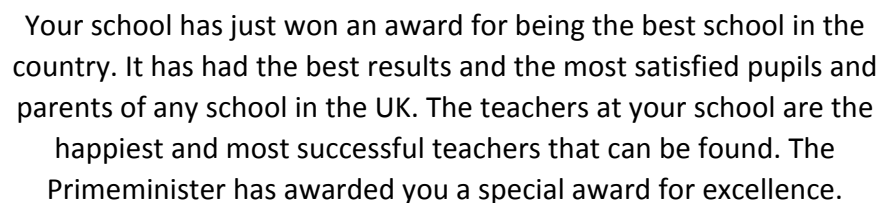


Look at the silhouette above. Imagine what this person looks like in fine detail – their hair, eyes, mouth, clothes. How do they sound?

How do they move? What is their personality like? Give this character a persona. Make a list of language you would like to use to help you describe this person.

Focus: Adding detail through precise use of language

Task: Write a brief description of this character.



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Focus: Advanced punctuation

Task: Write the introduction to a newspaper report.

[illegible]

Writing Week 3



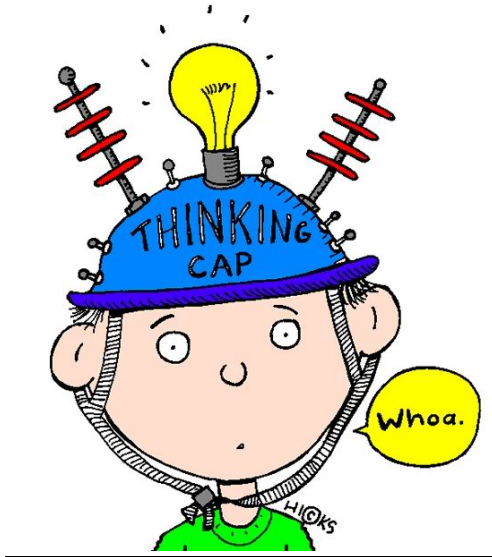
It is early in the morning; just after daybreak. You are dropped by helicopter into this jungle. What does it look like? What sounds can you hear? Are there any smells you recognise?

Write a brief description of this setting, in the first person. Use a range of clause structures to engage the reader. Brainstorm key ideas in the box below to get you started.

Focus: Range of clause structures

Task: Write a description of this setting.

Writing Week 4



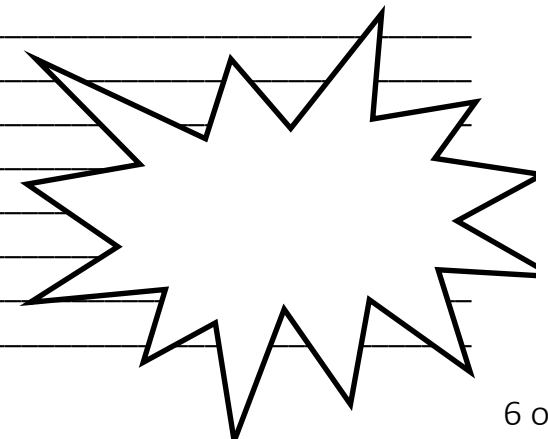
What is your specialist subject? Someone famous? A type of animal or food? An interesting sport?

Choose your subject and create a short fact file, including an introduction to the subject and key facts. Avoid using the proper noun repeatedly by using a range of pronouns instead.

Jot down your main ideas below to get you started.

Focus: Use of pronouns to support cohesion

Task: Write a short fact file about your specialist subject



Writing Week 5

As she looked up from her desk she noticed a door she had never seen before. She looked thoughtfully at Marinda, wondering if she had noticed this before and, if she had, what she knew about it.



How could you build suspense from the starter above? What might the main character say to Marinda to find out about this mysterious door? What do you think could happen next?

Carry on writing this extract, including the conversation that would happen between these two characters. Focus on building suspense for the reader, without telling them what is behind the door. Make sure your dialogue is accurately punctuated and balanced with description. Brainstorm in the box below.

Focus: Using dialogue to explain what is happening

Task: Explain what happens next, including dialogue.

Writing Week 6



Last week, you went to Pizza Delizza for a delicious pizza with your family. The waiter was rude and sat you right next to the toilet. You ordered a ham and pineapple stuffed crust and it took ages to come. When it eventually came it was cold and they had actually bought a ham and mushroom pizza. You went home hungry.

You want to write to the manager – Mr Prittle – and complain. Write your first 2 paragraphs, introducing yourself and explaining the reason for writing.

Outline your paragraphs in the boxes below.

Focus: Using formal language.

Task: Write the opening paragraphs of a letter of complaint.

Writing Week 7

Noughts and crosses is a simple game. Or so you'd think! Attempting to describe how to play this game is trickier than you'd think.



Write a set of instructions for playing this game, including what you'd need, things to look out for and top tips for winning. Lay out your instructions in a way that makes them easy to read.

Use the box below to sketch out your ideas.

Focus: Presenting a text for an audience.

Task: Organise and write a set of instructions for how to play noughts and crosses.

Writing Week 8



Teachers are always keen to find out what you have been up to outside of school time. Choose one activity or event from your weekend or holidays (no matter how small!) and write a brief recount of this.

Remember to include language and structures which will excite and engage your teacher. There's nothing we like better than something that has us on the edge of our seats!

Collect key ideas in the box below.

Focus: Broad and rich language choices.

Task: Write a brief recount about an event from your Easter holidays.

Writing Week 9

Intruders

The door swung open and was then pushed back until it was almost closed. Katie lay very still in her low, dusty hiding place. Except for a thin beam of light from the corridor outside, the room was in darkness. From where she was laid, she could only see two pairs of feet shuffling in across the floor. Her stomach churned and her heart was beating so fast she felt sure that the strangers would hear it thumping on the wooden floor. She followed the dark shapes as they moved slowly around the room and could hear the opening and closing of drawers and cupboards as the beam from a flashlight began to dance around in the gloomy darkness. However, she knew they wouldn't find what they were looking for.

Suddenly, she realised that in her rush to hide, she had left the bag containing the precious cargo on the floor at the other side of the bed. Slowly and carefully, she slid out her foot until her toes touched the softness of the velvet bag and then, just as slowly, she drew it in, making sure that she made no sound. Then she laid stone still, hardly daring to breathe, for what seemed like a lifetime. Thankfully, just as she was beginning to think they would never leave, the sound of voices drifted up from outside in the garden. The strangers stopped in their tracks and began to move back towards the door. Opening it, they quickly left the room, snapping the door tightly shut behind them. Katie gave a sigh of relief, knowing that she had been very lucky. If they had walked around to the other side of the bed, who knows what might have happened then!

Read the above extract from 'Intruders'. It ends with '...who knows what might have happened then!'. Can you predict what might have happened if the intruders had walked around to the other side of the bed? Try to include a range of passive and modal verbs to vary the structure and suggest possibility in your writing. List a few examples below to help you.

Focus: Passive and modal verbs

Task: Predict what might have happened if the ending of the story had been different.

Writing Week 10



The holidays are over now and it is nearly time to go back to school. Writing in a diary allows people to explain how they are feeling in a way that is less formal and also feels like someone is listening to them.

We would like to know how your holiday has been and how you are feeling about coming back to school for the last half term. Write an end of holiday diary entry to explain your thoughts.

Make sure that you use the correct and consistent tense according to what you are writing about. Check this by reading it aloud. Use the box below to collect your ideas and thoughts.

Focus: Consistent use of tense.

Task: Write a short diary entry, explaining what you have been up to during the holidays and how you are feeling about coming back to school.