KS2 English Writing





Name

Soon after your Easter holidays you will be sitting your KS2 SATs. After all your hard work this year, we do not want you to forget all that work over the break!

If you do a little bit of Writing every day it will keep things fresh in your mind when you come back to school. By using this pack, you will be using the key skills you have been rehearsing all year. It is called 10-4-10 '10 minutes for 10 days.'

Everyday there is an image or picture, a description of what needs to be done, and then a page for your writing work.

Try to do as much of the booklet as you can, remember it should take around 10 minutes each day. If you struggle with anything, make sure you ask your teacher when you return to school.

Good luck!





Writing 10-4-10 revision resource 2016

This resource is designed to give you daily opportunities 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.

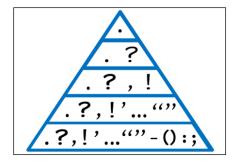
The table below explains what type of writing you will be thinking about each day and what the focus of this writing is. Make sure you consider this before you start writing.

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

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





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 to me.

character a persona. Make a list of language you would like to use to help you describe this person to me.

Focus: Adding detail through precise use of language						
Task: Write a brief description of this character.						





Your school has just won an award for being the best school in the country. It has had the best results and the most satisfied pupils and parents of any school in the UK. The teachers at your school are the happiest and most successful teachers that can be found.

The Prime Minister has awarded you a special award for excellence.

Write the introduction to a newspaper report explaining this. Include all the facts above and at least one quote. Use the box below to brainstorm key ideas or language you might include.

Focus: Advanced punctuation

Task: Write the introduction to a newspaper report.

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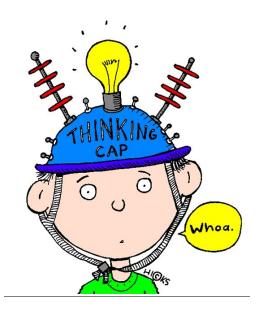


It is early in the morning – just after daybreak. You are dropped by helicopter into this jungle. What does it look like? What sounds can you hear? Are there any smells you recognise?

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.





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.

Task: Write a short fac	ct file about yo	our specialist	subject	
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Focus: Use of pronouns to support cohesion



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.					
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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 brought 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.

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

Focus: Using formal language.



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



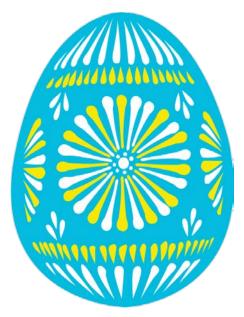
Write a set of instructions for playing this game, including what you'd need, things to look out for and top tips for winning. Lay out your instructions in a way that makes them easy to read.

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.





By now, you will have had over a week of your Easter break from school. Teachers are always keen to find out what you have been up to. Choose one activity or event from your Easter 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.



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.

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

Focus: Passive and modal verbs





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 holidays have been and how you are feeling about coming back to school for the summer 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.				