**Year 5 Writing Task – ‘Everything I saw confused me’**

We know you have all been working hard and trying your best with your home learning. This week we would like you **ALL** to complete a piece of writing which we will mark and give you some feedback.

We would like you to start your English work this week on Hamilton Week 7 day 1 and 2 and read and explore the story ‘Eric’ by Shaun Tan (Australian author). Shaun writes many heavily illustrated books that often focus on a particular theme. When you read ‘Eric’, you might have noticed that it explores the difficulties about being in a new country or environment. Think about a time you went to someone else’s house and were confused about the way some things were different to your own household. Or ask someone in your family if they have felt like Eric when they visited a different country.

For this task, we would like you to pretend you are Eric visiting your own household. Pick one or two rooms in your house that Eric would visit and from his perspective, describe what you see and how it confuses (or sometimes scares) you. Don’t forget, many things will be different to Eric so you will need to describe rather than name (he might not know why that small box answers any question asked as long as the password ‘Alexa’ is used). Try describing a kettle when you don’t know what it is or what it is used for!

‘*There was a round, frightening looking rocket-like device on top of the food preparation area,* ***which appeared to be used every morning****. The dwellers* ***(which is what I have come to call the family)*** *felt no fear of the device. But every time its blinking red eye flashed, I knew the high pitched shrieking would begin and I’d scamper away before the smoke spewed from its mouth like a dragon.’*

This will be a great time to be creative and look at your own house with a different perspective! You could begin your piece with ‘Everything I saw confused me.’ Don’t forget, this is not a list of things you can see from your kitchen table! We would like to see a detailed description of at least 4-5items, you may use the model paragraph to guide your writing. Your writing should be a page to a page and half.

As always, aim to include a variety of writing tools (without too many sentences beginning with ‘I saw…’). Include a variety of noun phrases and extended noun phrases, adverbials, similes, metaphors and interesting vocabulary to *show not tell* Eric’s feelings. We would also like you to include relative clauses and parenthesis in this piece (examples in bold in the example)

You will need to start by following the planning guidance at the bottom and then write your own description. Really try to be creative and let your imaginations flow. Think about using the full range of punctuation you have been taught and be brave with your vocabulary choices.

At the top of your work we want to see your name, a date and title (all underlined). You will also have a marking sheet – just like the stickers we use in class. When you have finished your story, try to self-assess in green against the success criteria, and then ask a member of your family to peer assess in pencil.

You can type (font size 12) or write your work (neat!), whatever is easiest for you. As you know a good piece of writing takes several days so don’t aim to rush and finish in one quick session.

We are looking for your very best work, so make sure you give it the time it deserves. Finally when you have finished, email it with your name and ‘Writing Task’ in the subject to [Y5homelearning@cardinalnewmanschool.co.uk](mailto:Y5homelearning@cardinalnewmanschool.co.uk) by June 1st. If it is handwritten, you could either scan it or take a photo before sending it.

We can’t wait to read your stories, as teachers we love reading children’s writing and it is something we have really missed. We will then return the marking sheet to you so you know which aspects of the work you have done well and what your next steps are.

Happy writing

Mr Joice, Mrs Chaudoir and Mrs Hart

‘Everything I saw confused me’ planning guide

|  |  |  |
| --- | --- | --- |
| Room 1 (kitchen, dining room, bedroom)  \_\_\_\_\_\_\_\_\_\_\_\_\_ | Intro and short overall description of room: | |
| 1st detailed description of object in room  \_\_\_\_\_\_\_\_\_\_\_\_\_ | Physical features: | Eric’s feelings: |
| How it’s used: | Relative Clause (or other writing tools-similes, metaphors etc): |
| 2nd detailed description of object in room  \_\_\_\_\_\_\_\_\_\_\_\_\_ | Physical features: | Eric’s feelings: |
| How it’s used: | Relative Clause (or other writing tools-similes, metaphors etc): |
| Room 2  \_\_\_\_\_\_\_\_\_\_\_\_\_ | (Introduce with a preposition phrase (I.e. ‘On the other side of the passage, At the top of the creaking diagonal ladder) | |
| 1st detailed description of object in room  \_\_\_\_\_\_\_\_\_\_\_\_\_ | Physical features: | Eric’s feelings: |
| How it’s used: | Relative Clause (or other writing tools-similes, metaphors etc): |
| 2nd detailed description of object in room  \_\_\_\_\_\_\_\_\_\_\_\_\_ | Physical features: | Eric’s feelings: |
| How it’s used: | Relative Clause (or other writing tools-similes, metaphors etc): |
| Closing or extra item to describe if you wish |  | |