

## Year 5 and 6 Narrative Writing Task

Your writing task this week is linked to the weekly topic of Victorians. You will be using what you have learnt as well as the weekly skill of similes and metaphors to continue the story based in Victorian York.

### Monday

This week, we will be focusing on similes and metaphors, which at times can be easily confused.

**Simile** - when something is 'like' or 'as' something.

Example: The flower was sweet like honey. The flower was as sweet as honey.

**Metaphor** - when the object becomes what it is being compared to.

Example: He was a roaring lion.

Have a look at <https://www.bbc.co.uk/bitesize/topics/zfkk7ty/articles/z9tkxfr> and find some more examples of **similes** and **metaphors** and record in your book.

**Write these sentences in your book and then label each as a simile or a metaphor.**

Her coat was as smooth as silk.

He was a sneaky snake towards his friends.

She was as cunning as a fox.

It was raining cats and dogs.

His ears were cauliflowers.

His words were like music to my ears.

**Look at the following text and identify the similes and metaphors (by underlining in different colours):**

### The Door

Creaking like a floorboard, the door cautiously opened. Eeeeeek. As it moved, its hinges were shattering glass, emitting a shrill, squeaky sound. Dust tumbled from the door frame as delicately as a floating feather. My heart raced. The air was filled with grime, dancing in the shafts of light. What lay beyond the door had been a mystery for many years. I took a deep breath. I was an archaeologist, no, an adventurer, treading in the footsteps that had been undisturbed for so long. What would I find? My eyes were darts, searching for the target. What would I spot first? My lips became trembling leaves, my fists clenched like a bunch of bananas. Then I saw it...

### Tuesday

Look at the example narratives (page 2-3) to gather information about how narratives are written. Complete the activities on page 4 looking at the example narratives and complete the comprehension called **Victorian Venture (Pages 5-8)**.

**Writing task**

### Steven Riggs

Steven Riggs didn't know who'd named him. It wasn't his father, who had never even clapped eyes on him and it wasn't his mother, who died giving birth to him. It was probably someone in the cold, dank workhouse where he lived with a gaggle of other homeless orphan boys. The workhouse was a cruel, hard place to grow up. Hungry and drained, depressed and downbeat, Steven despised queuing every night for grey, watery gruel. The more he had that grey, watery gruel, the more depressed and downbeat he became. But he was so hungry...

One fateful day, Steven dared to ask, "Please sir, can I have some more?" The master went red, then crimson and then almost purple with rage! "MORE!" he shouted. "Be off with you to Mr Dongle." Terrified, Steven ran away and faced the dark and dangerous streets of Victorian Britain alone.

After the longest seven days of his life, he met a smartly dressed boy called 'The Artful Dodger'. He introduced him to a gang of pickpockets and Steven soon became an expert at slyly picking pockets. Eventually, however, his life caught up with him and he was caught. He was convicted by a jury and only saved by the kindness of the very man whom he'd robbed. He lived in an idyllic countryside cottage and came to be great friends with the elderly gentleman who'd rescued him, Mr Rochdale.

Several weeks later, the gang caught him and menacingly thrust him back into a life of crime. Forced to participate during a robbery, he was injured when hit by a bullet. As his chest exploded, his short, unhappy life flashed before him. The rest of the gang fled and Steven was cared for by the very people who he'd tried to rob. Steven's friend Nancy told Mr Rochdale where Steven was and even found out that he had wealthy relatives.

Finally, the gang were arrested and thrown into the deepest jails in London, Mr Rochdale was forced to work in the very workhouse that he'd created and Steven was given a vast inheritance. Steven's life might have been a terrifying journey, but as he and Mr Rochdale left Fagin in prison, they left the past behind them and looked forward to a peaceful future, filled with opportunities.

## Chapter Four Filthy Lurkers

Charlie had been right. With fresh filth on their clothes, they now blended in with every other person they passed on the street.

Despite this, Tilda still felt uncomfortable. "These people all look so... hungry."

"It's the slums, Tils," said Charlie. "This is where the poorest families live."

"But Professor Howe's journal said that the gate would bring us to the eighteen-forties," Tilda recalled. "This is when the industrial revolution had taken place and people had more jobs and wealth. Why are these people living this way?"

"Well, the good times clearly haven't reached these folks yet," Charlie observed as they sidestepped the street's open sewer.

Tilda nodded sadly as she watched a group of tattily dressed women gather around a huge tap in the middle of the street.

She pulled Charlie's elbow until he stood still. "Look!"

The women each took turns to pump water into buckets. It looked like hard work and then women were red-faced with effort long before their buckets were full.

"No running water in their homes," Charlie said. "I guess that's why they're so dirty. It would take hours to fill a bath like that."

They walked for several minutes before the crowded slums gave way to slightly nicer streets. The houses seemed a little bigger, there was less grime on the cobbles and the people were at least wearing shoes.

Tilda dared to take a gulp of air. "It doesn't smell quite as bad."

"I guess this is where the artisans live," Charlie said.

"Arty-who?"

"Artisans. We read about them in school," Charlie explained. "I think that these houses belong to the men who work in the factories - you know, those who know how to work the machines."

## Gathering Content - Narrative Writing

1. Create a key to underline the following features of the texts on page 2 and 3 in different colours. *Alternatively, you could use different types of line (dotted, zig zag, wavy, thin, thick etc) to underline if you don't have any coloured pencils close by.*



Direct speech (where a character is talking)



Adjectives (words that describe nouns)



Sentence opener words and phrases



Powerful verbs (action words, for example: thrust, dared)

2. Create a bank of 10 interesting words and phrases from the text you could use in your own story. There are some examples in the box to help you get started.

Fresh filth on his clothes

Crowded slums

3. Have a go at labelling anything else in the text you find interesting. For example, adverbs (which describe verbs), use of punctuation, use of short snappy sentences for effect etc.

### Comprehension Challenge Text - Victorian Venture

Charlie pocketed the small bag and quickly began to rummage through the stacks of paper and scrolls that littered the desk. Eventually, he pulled out a piece of thickly folded paper which he opened out across the worktop.

"All we have to do is find the doorway," he explained, searching the sketched streets of York, which stretched across the map like arteries and veins. "The Victorians were much more civilised than the Romans. What's the worst that could happen?"

According to Professor Howe's journal, this map plotted the location of a number of time doors - the Professor called them 'gates' - leading back to different periods in the city's history. The small bags that hung from each pin contained coins and trinkets from those periods and it was these items which could enable the holder to pass through the gate.

The two children had been sceptical at first, neither quite prepared to believe that time travel was possible. Yet, when they had finally dared to put the professor's theories to the test, the results had been astonishing.

"We'd never find the right clothes," Tilda said from her position peering over Charlie's shoulder. "We'd stand out like sore thumbs and that would attract trouble."



"We can go to the fancy dress shop," Charlie said. "They've always got Oliver Twist costumes in stock - is that a Dickens one?"

As exciting possibilities began to bubble in Tilda's mind, her eyes skirted the map's inked streets and roads until she found one marked 'Shambles'. Perhaps York's most historic and famous street, the Shambles was still filled with timber-framed buildings which hung over the ancient cobbles like the hoods of watchful spectres.

Tilda's gaze settled upon the sketch of a key sitting a few backstreets away. A single word, so carefully written beneath the key, grabbed her attention: 'Victorians'.

Perhaps sensing his big sister's brewing enthusiasm, Charlie dragged the little fabric pouch out of his pocket and dropped it onto the map.

"We can both be in Victorian York by tomorrow lunchtime. We'd see for ourselves what life was really like and remember, Tils, time stands still here while we're away, so we've nothing to lose. It'll be a laugh!"



## Comprehension Challenge Questions

1. What was Charlie looking for on the map? Tick the correct choice.

- a scroll
- a desk
- a doorway
- some clothes

2. What was contained in the small bags that were hanging up? Select **two**.

- pins
- coins
- clothes
- trinkets

3. Number these events in the order that they happen in the story. The first one has been done for you.

- 1 Charlie rummages through the stacks of paper on the desk.
- Charlie suggests that they go to the fancy dress shop.
- Charlie opens the map out across the worktop.
- Tilda says that they don't have the right clothes.

4. Draw lines to match the words or names with the correct descriptions.

the Shambles	a time traveller who left his journal
York	a street in York
Professor Howe	Charlie's big sister
Tilda	the city shown on the map

Fill in the missing word(s):

According to Charlie, 'the Victorians were much more civilised than \_\_\_\_\_.'

5. What kind of costume did Charlie suggest was always in the fancy dress shop?

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6. How soon did the children think they could be in Victorian York?

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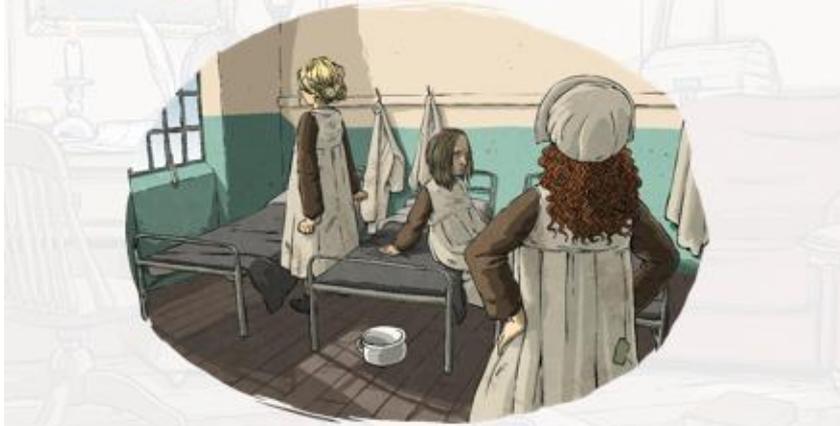
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Wednesday

Now it is your turn to create your own similes and metaphors using these images. Record them neatly in your book.

Use the following pictures and prompts to experiment with similes and metaphors.

Can you think of any of your own to add?



He weaved his way through the collection of swords and muskets that hung from the ceiling like a macabre chandelier, then folded his slim frame into a leather armchair which had seen better days.



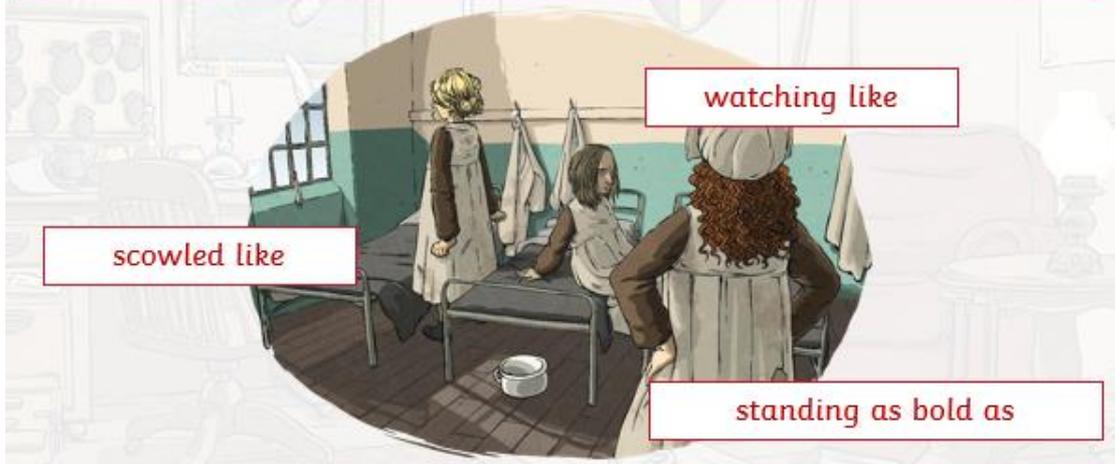
Above their heads, a weak, brown smog coated the otherwise blue morning sky like a threadbare shawl.



The three-storey workhouse on York's Huntington Road loomed up from the ground like a giant demonic cliff face. Pokey windows gazed down onto the street below as if they were eyes searching for new victims.



Agatha's laughter chased them down the dormitory like the rattle of machine-gun fire.



Use what you have learnt and the tasks completed this week to complete your plan. Here is the section of the story where Tilda and Charlie travel back in time to Victorian York. Your task is to write the next section of the story.

Although Tilda and Charlie always found that going back in time was a thrill, the time-travelling process itself was uneventful. It was instantly obvious that they had left the twenty-first century behind, not because of the strange people or the cacophony of unfamiliar sounds that filled the narrow street in front of them, it was the gut-churning stench of human waste that was a dead giveaway...

### Narrative Writing Plan

#### Characters

Think about who the characters are and decide what they are like. (Use the word mat on page 12 to help you)

Charlie \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Tilda \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Think of what other characters they could in Victorian York and describe them too...

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

What does it look like in Victorian York? Record some descriptions. Remember to include similes and metaphors. (Use the word bank on page 13 and the images on page 14 to help you.)

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What is going to happen when they arrive in Victorian York? What challenges could the characters face and how do they overcome them?

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### Thursday

Use your plan to help you draft your story in your book. As you include the parts of the plan, tick them off so that you know you have included them all.

### Friday

Read through your leaflet carefully to check the following and edit if required.

- Spellings
- Punctuation - capital letters, full stops and commas. What other punctuation have you included? Have you included it correctly?
- Does it make sense?
- Can you add anything else to improve it?

## Using Higher Level Vocabulary: Fiction Writing

### To Describe Characters

amiable  
charming  
delightful  
good natured  
likable  
nice  
pleasant

attractive  
beautiful  
exquisite  
gorgeous  
handsome  
stunning  
winsome

audacious  
bold  
brave  
courageous  
fearless  
plucky  
valiant

disagreeable  
horrible  
insufferable  
loathsome  
nasty  
obnoxious  
unpleasant

grotesque  
hideous  
repugnant  
repulsive  
revolting  
ugly  
vile

almighty  
big  
enormous  
gargantuan  
gigantic  
humongous  
massive

## Using Higher Level Vocabulary: Fiction Writing To Describe Settings

attractive	grand	bustling
awe-inspiring	impressive	busy
beautiful	majestic	crowded
breathhtaking	regal	hectic
glorious	splendid	lively
magnificent	stately	swarming
spectacular	lavish	teeming
disgusting	creepy	calm
hideous	eerie	noiseless
horrible	frightening	peaceful
ugly	scary	quiet
unappealing	sinister	silent
unattractive	spine-chilling	still
unsightly	unnerving	tranquil



# The Victorians



Queen Victoria



Prince Albert



Industrial Revolution



chimney sweep



servant or maid



the cane



writing slate and chalk



bonnet



the workhouse



orphan



cotton mill



spinning top



carpet beater



washing dolly



gentleman



gruel



shilling



carriage