Wk. 08.06.20 Year 6 English 2

SHQ: How do we write diary entries based on the experiences of Victorian children?

In the previous worksheet we looked at preparing to write our own diary entry based on the experience of ordinary Victorian children. You could focus on any job that they had to do, but if you wish, you could use the example provided about the workhouse as a basis for yours.

If you can, have a look at the clips on this link:

https://www.bbc.co.uk/programmes/b0078vk7/clips

Focus your attention on:

- Children working in coal mines
- Children working in textile mills
- Children as domestic servants

Create a simple plan to map out the paragraphs you want to include e.g.

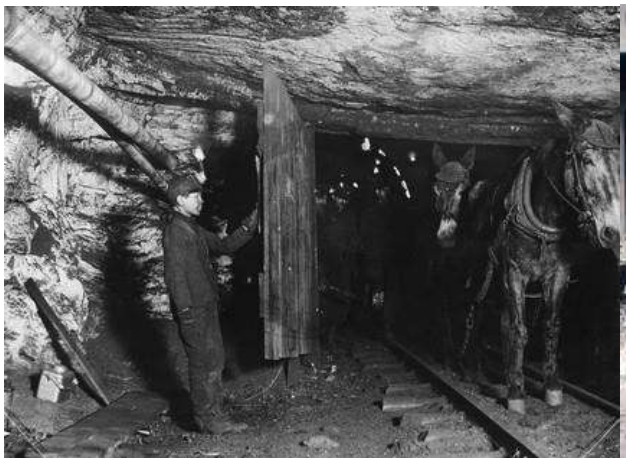
- Introduction: answer some questions about where you are and your circumstances
- In a few paragraphs, describe some incidents related to your job/workhouse situation
- Conclude by describing your feelings

Included below are some images and information about child labour during the Victorian era.

Writing checklist

Working towards the expected standard		
• using paragraphs to organise ideas		
• describing settings and characters		
• using some cohesive devices* within and across sentences and paragraphs		
• using different verb forms mostly accurately		
• using co-ordinating and subordinating conjunctions		
• using mostly correctly:	capital letters	
	full stops	
	question marks	
	exclamation marks	
	commas for lists	
	apostrophes for contraction	
• spelling most words correctly* (year 3 and 4)		
• spelling some words correctly* (year 5 and 6)		
• producing legible joined handwriting		

Working at the expected standard		
• creating atmosphere, and integrating dialogue to convey character and advance the action		
• selecting vocabulary and grammatical structures that reflect the level of formality required mostly correctly		
• using a range of cohesive devices*, including adverbials, within and across sentences and paragraphs sentences and paragraphs		
• using passive and modal verbs mostly appropriately		
• using a wide range of clause structures, sometimes varying their position within the sentence		
• using adverbs, preposition phrases and expanded noun phrases effectively to add detail, qualification and precision		
• using mostly correctly:	inverted commas	
	commas for clarity	
	punctuation for parenthesis	
• making some correct use of:	semi-colons	
	dashes	
	colons	
	hyphens	
• spelling most words correctly* (year 5 and 6)		
• maintaining legibility, fluency and speed in handwriting through choosing whether or not to join specific letters.		



I started work when I was 6 years old. My Mother sold me to sweep for ten shillings. At first my knees and elbows were all bleeding from rubbing against the sides of the chimney. It's very dark in the chimney but I am used to it now. Sometimes I get very tired and stop climbing. If the master finds out he lights a fire. The smoke chokes me and I get done quick.

I work from five in the morning till eight at night. I started work at seven years old. In the first half year a weakness fell into my knees and ankle…it got worse and worse…in the morning I could scarcely walk…my brother died from a spinal affection after working long hours in the mill.

We had eight pence a year given to us…we got up at five in the morning and worked till nine at night…We were always locked up after factory hours, for fear any of us should run away…the master started beating me