



Hampden Gurney Writing Assessment and Moderation Framework

Early Years Foundation Stage

Pupil's Writing

If I were A Wild Thing... I wub splash in the
wwarte with anoover wilbthing

Transcript:

If I were a Wild Thing... I would splash in
the water with another wild thing.

Pupil's Writing

If I were A Wild Thing... I wood swing throo
the tree becos it wos fun

Transcript:

If I were a Wild Thing... I would swing
through the tree because it was fun.

Pupil's Writing

If I were A Wild Thing... I wud lik to dans in
the wuds I wud lik to sing

Transcript:

If I were a Wild Thing... I would like to
dance in the woods. I would like to sing.

Pupil's Writing

If I were A Wild Thing... I wud march and
sing.

Transcript:

If I were a Wild Thing... I would march and
sing.

Pupil's Writing

If I were A Wild Thing... I would luc in the
forist for tine bugs to eet.

Transcript:

If I were a Wild Thing... I would look in the
forest for tiny bugs to eat.

Pupil's Writing

The man was sad he had metl in his godn.
He wot a foit.

Transcript:

The man was sad he had metal in his
garden. He wanted a forest.

Pupil's Writing

One day a sad man had lots ov rubbish in
his garden. He wonted a bootful foist.
Next he bilt a metul forist.

Transcript:

One day a sad man had lots of rubbish in
his garden. He wanted a beautiful forest.
Next he built a metal forest.

Pupil's Writing

One day a man was sad beecos he had lots
of rubbish. He med a tin tree. A berd cem
with a seed.

Transcript:

One day a man was sad because he had lots
of rubbish. He made a tin tree. A bird
came with a seed.

Pupil's Writing**WANTED**

He has got a cigar
Age 30
He has got a top hat
He has got a black mask
He has dungarees
He has got a spike beard

Transcript:**WANTED**

He has got a cigar
Age 30
He has got a top hat
He has got a black mask
He has dungarees
He has got a spike beard

Pupil's Writing

Wons upon a tam thrwr threelittle pigs and they livd with thr mummy they mas threw on haws. Brix and sit and straw teh big bad wuf blo the straw haws dawbhe et the pig the Big bad wuf blo the haws or sit dawn he et the pig the big abd wuf wuf cudt blo the haws or bl the haws or bily dawn he dint see the pig evr agen.

Transcript:

Once upon a time there was three little pigs and they lived with their mummy. They made their own house of bricks and sticks and straws. The Big Bad Wolf blew the straw house down. He ate the pig. The Big Bad Wolf blew the house of sticks down. He ate the pig. The Big bad Wolf couldn't blow the house bricks down. He didn't see the pig ever again.

Pupil's Writing

Won day the old manwas sad beecos his grand was full or rubihs. He was sad evree day he trid to clear all of it. Then a bird dropd a seed and a forist started to grow. Suddenly a byootiful forist groo and the old man was thrild. His wish ceem troo and he was hapy to see aa forist awwt of his window.

Transcript:

One day the old man was sad because his garden was full of rubbish. He was sad, every day he tried to clear all of it. Then a bird dropped a seed and a forest started to grow. Suddenly, a beautiful forest grew and the old man was thrilled. His wish came true and he was happy to see a forest out his window.

Pupil's Writing

One day the was a haws with small windoas and a sad man. He had lots of rubbish n his gardn and wanid a reeyal forist to groaw. Then he bilt a metul tree and a bird caim. After that the berd caim with a seed in his beek and a reeyil tree groaw. Then he bilt a metul tree and a berd caim. After that the berd caim with a seed in his beek and a reeyil tree groaw. Then lots of bugs caim and a biterflay and snaics to his forist. In the end the man was exstreemleey happy.

Transcript:

One day there was a house with small windows and a sad man. He had lots of rubbish in his garden and wanted a real forest to grow. Then he built a metal tree and a bird came. After that the bird came with a seed in his beak and a real tree grew. Then lots of bugs came and a butterfly and snakes, to his forest. In the end, the man was extremely happy.

YEAR 1

Writing Standards

A Year 1 Writer...	
Features of Writing	sequences sentences to form short narratives
	leaves spaces between words
	joins words and joins clauses using and .
Punctuation	begins to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark.
	uses a capital letter for names of people, places, the days of the week and the personal pronoun 'I'.
Spelling	uses words containing each of the 40 th phonemes already taught.
	uses common exception words.
	knows the days of the week.
	uses the spelling rule for adding – s or –es as the plural marker for nouns and the third person singular marker for verbs.
	uses the prefix un-
	uses –ing, -ed, -er and =est where no change is needed in the spelling of root words.
	applies simple spelling rules and guidance as listed in the English Appendix.
Handwriting	sits correctly at a table, and holds a pencil comfortably and correctly.
	begins to form lower-case letters in the correct direction, starting and finishing in the right place.
	forms capital letters.
	forms digits 0-9
	Understands which letters belong to which handwriting 'families' and practises these.

YEAR 1 ANNOTATED WORK SAMPLES

WORK SAMPLES

AUTUMN 1

Genre of Samples:

A. Character Description

B. Poem

C. Narrative/Description

D. Narrative

E. Recount

F. Instructions

Year 1 AUTUMN TERM

A. Character Description

Pupils' Writing He has sharp horns. He has yeoo ls. He has big piotee teep. He has sblice her. Transcript: He has sharp horns. He has yellow eyes. He has big pointy teeth. He has spiky hair.	Composition - Four simple sentences following the same patter; e.g. He has_____ Grammar and Punctuation - Four sentences with a capital letter and a full stop. - Adjectives to form descriptions. - Spaces between words. Transcription - Some spelling is correct, including spelling some common exception words. - Evidence that pupil is using their understanding of phonics to spell.
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B. Poem

Pupils' Writing Spring is like Sumer because its warm! Spring grosmor flowis. Sping is lovlerly! I love spring. Spring is rlacsing! Spring is so gorjis! Spring is hear! Spring is fun with btootiful flowis! Transcript: Spring is like summer because it's warm! Spring grows more flowers! Spring is lovely! I love spring! Spring is relaxing! Spring is so gorgeous! Spring is here! Spring is fun with beautiful flowers!	
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Year 1 AUTUMN TERM

C. Narrative - Description

Pupils' Writing She likes the tree. She likes the bids. She lufs the tree and the bids. She Likes sitin on the tree She sens letters to the bids. The crow dus not likes rayn a rayn claws ceeps foloin him. She has a tree ut all uf the dids. The Rob in has a red tyest. Transcript: She likes the tree. She likes the birds. She loves the tree and the birds. She likes sitting on the tree. She sends letters to the birds. The crow does not like rain. A rain cloud keeps following him. She has a tree and it has all of the birds. The robin has a red chest.	Composition - Sentences sequenced to form a short narrative. Grammar and Punctuation - Spaces between words. - Uses 'and' to join. - Some correctly demarcated sentences, but inconsistently uses capital letters. - Some adjectives. Transcription - Some spelling is correct, including spelling some common exception words. - Evidence that pupil is using their understanding of phonics to spell.
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Year 1 AUTUMN TERM

D. Narrative

Pupils' Writing ons a pon a time theer was a Littil girl cald Lizzie and she lives up a treey with her Litteil bird friends theyy tooock her to the shop an theen it was time for bed. Transcript: Once upon a time there was a little girl called Lizzie and she lived up a tree with her little bird friends. They took her to the zoo, then too her to the shop and then it was time for bed.	Composition - A short narrative has been written but without appropriate sentence punctuation. - Some traditional story language. Grammar and Punctuation - Spaces between words. - Uses 'and' 'Lizzie' and 'Litteil' correctly. - Capital letter used for 'Lizzie' and one example of a full stop. Some inconsistencies of capital letter used; e.g. Litteil. Transcription - Some spelling is correct, including spelling some common exception words. - Evidence that pupil is using their understanding of phonics to spell.
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YEARS 1 AUTUMN TERM

E. Recount

Pupils' Writing over the Easter hallday I went to my nans bekos it was her dirfday. I wen out for a speshol meal then we went dak home to have sum cake. Transcript: Over the Easter holiday I went to my nan's because it was her birthday. I went out for a special meal, then we went back home to have some cake.	Composition - Sentences sequenced to form a short recount. Grammar and Punctuation - Lines spaces between words. - Uses 'because' accurately. - Correctly punctuates same sentences, including capital letter for 'I' and 'Easter'. Transcription - Some spelling is correct, including spelling some common exception words. - Evidence that pupil is using their understanding of phonics to spell.
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YEAR 1 AUTUMN TERM

F. Instructions

Pupils' Writing First I will meaure the ingrediants I need Then I will put the ingredients then I will mix them. Carefully put it in the oven. Then take it out. Then you can decereate the cake. Wen its cold down. Transcript: - First I will measure the ingredients I need. - Then I will put the ingredients in a bowl, then I will mix them. I will carefully put it in the oven. Then I will take it out. Then you can decorate the cake when it's cooled down.	Composition - Use of steps written in style of instructions. - Sentences sequences to form instructions. Grammar and Punctuation - Spaces between words. - Some understanding of full stops and capital letters, including for 'I' and to start sentences. - Some understanding of starting sentences in different ways. Transcription - Some spelling is correct, including spelling some common exception words. - Evidence that pupil is using their understanding of phonics to spell.
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Genre of Samples

A. Narrative

B. Letter

C. Formal Letter

D. Recount

E. Recount

F. Narrative

YEAR 1 SPRING TERM

A. Narrative

Pupils' Writing One suney day Lizzie went upa tree and forct to the berds. And torct about wer They went so the berds sed we went to Spayn. Then The berds sed we floo arouwnd the world. The berd that sed it whas bluebeack. Transcript: One sunny day Lizzie went up a tree and talked to the birds. They talked about where they went, so the birds said, 'We went to Spain'. Then the birds said, 'We flew around the world'. The bird that said it was Bluebeak.	Composition - Sentences sequenced to form a short narrative. Grammar and Punctuation - Spaces between words. - Some coordinating conjunctions; e.g. and, so. - Some understanding of punctuating sentences with capital letters and full stops; e.g. Lizzie, Spayn. Transcription - Some spelling is correct, Many incorrect common exception words spelt incorrectly; e.g. was, sed, torct, around. - Evidence that pupil is using their understanding of phonics to spell.
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YEAR 1 SPRING TERM

B. Letter

Pupils' Writing Dear Beegu we all will be your friend because we know you have bean lonely. I like you because you look cute. Do you want to lirn a about a pupy they barc they be nice to people. I hope you are okay Beegu. do you feel okay? Do you feel sad or happy did you have a fun time with the dog can you teach me some alien wids. Me and Leandro whent to the cafey yes today we sor a bocen chir and Leandro sor it as wel mum said did you thump on the hair. Leandro lices to play piret race. Leandro said bhy and me I will see you soon have a nike day Transcript: Dear Beegu We all will be your friend because we know you have been lonely. I like you because you look cute. Do you want to learn about a puppy. They bark and they are nice to people. I hope you are okay, Beegu. Do you feel OK? Do you feel sad or happy? Did you have a fun time with the dogs? Can you teach me some alien words? Me and Leandro went to the café yesterday. We saw a broken chair and LEANDRO SAW IT AS WELL. Mum said, 'Did you jump on the chair?' Leandro likes to play pirate race. Leandro said bye and I will see you soon. Have a nice day..	Composition - Sentences sequenced to form a short letter. - Some letter language used; e.g. 'Dear'. Grammar and Punctuation - Spaces between words. - Sometimes uses conjunctions; e.g. and, because. - Correct syntax for a question and correct use of a question mark. - Correct use of capital letters for names and the pronoun 'I'. - Range of tenses used. Transcription - Some spelling is correct, including spelling some common exception words. - Evidence that pupil is using their understanding of phonics to spell.
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YEAR 1 SPRING TERM

C. Formal Letter

Pupils' Writing Dear Mary, we are lurning a bowt you. I love your cacse. I sor you on telaviyn. What is you favrit cake? Way bo you not like sogy botims? How menie cake have you daks? My favrit cake chocllet browney? What is the ferst cake Have you mada? Love _____ xxx Transcript: Dear Mary We are learning about you. I love your cakes. I saw you on television. What is your favourite cake? Why do you not like soggy bottoms? How many cakes have you baked? My favourite cake is chocolate brownie. What is the first cake you made? Love _____ xxx	Composition - Sentences sequenced to form a short letter. - Some letter language used; e.g. 'Dear' and 'Love _____ xxx' Grammar and Punctuation - Spaces between words. - Correct syntax for a question and correct use of question mark. - Some adjectives. Transcription - Some spelling is correct, including spelling some common exception words. - Evidence that pupil is using their understanding of phonics to spell.
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YEAR 1 SPRING TERM

D. Recount

Pupils' Writing YEAR ONE NEWS The Strong Funder Sturm When did it happen? One morning ther was a big funder sturm it hapind at ten ackloc. It hapind at the murning it was realy windy. Fer was a try blowing in the scye and the robin said stop. What happened? that day it was stil going and it went round realy fast it never stopt but it stoot in the nite but it went a gayn in the murning. The murning and the robin sais stop wy has it hapind a gayn. Who was there? the crow was there and the robin was there but there was a funder storm. Why did it happen? It happened at ten o'clock it was rly bad it was scire.	Composition - Sentences sequenced to form a short recount. - Recount organised using question subheadings. Grammar and Punctuation - Some adjectives. - Spaces between words. - Accurately punctuates most sentences. Accurate use of 'but', 'and' Transcription - Some spelling is correct, including spelling some common exception words. - Evidence that pupil is using their understanding of phonics to spell.
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Transcript:**YEAR ONE NEWS****The Strong Thunder Storm*****When did it happen?***

One morning there was a big thunder storm. It happened at ten o'clock. It happened in the morning. It was really windy. There was a tree blowing in the sky and the robin said stop.

What happened?

That day it was still going and it went around really fast – it never stopped. It stopped in the night but it went again in the morning. In the morning the robin said stop. Why has it happened again?

Who was there?

The crow was there and the robin was there, but there was a thunder storm.

Why did it happen?

It happened at ten o'clock. It was really bad. It was scary.

YEAR 1 SPRING TERM**E. Recount****Pupils' Writing**

I went to crasy tiwn two times with my friend in olayd niselee my friend and me and my bruver.

We like playing with are friends. We had chips and hat stringee chees which bred crums befoe we went to crasy tiwn. I got a easter egg it was big so I got one.

Transcript:

I went to Crazy Town two times with my friend and played nicely with my friend and my brother. We like playing with our friends. We had chips and hot cheese with breadcrumbs before we went to Cracy Town. I got an Easter egg. It was big so I got one.

Composition

- Sentences sequenced to form a short recount.

Grammar and Punctuation

- Spaces between words.
- Correct use of personal pronoun 'I'.
- Some adjectives.
- Most sentences correctly demarcated.

Transcription

- Some spelling is correct, including spelling some common exception words.
- Evidence that pupil is using their understanding of phonics to spell.

Pupils' Writing Whatever next... I zoomed off to Jupiter. I was scared because there was none there. It was so dark and cold. Suddenly an alien appeared. He ws red and blue and had four arms. He was scary and big. Then we had a disco. After that it was to go home and then I gon to bed. The end. Transcript: <i>Whatever next...</i> I zoomed off to Jupiter. I was scared because there was no-one there. It was so dark and cold. Suddenly, an alien appeared. He was red and blue and had four arms. He was scary and big. Then we had a disco. After that it was time to go home and then I went to bed. The end.	Composition - Sentences sequenced to form a short recount. Grammar and Punctuation - Spaces between words. - Correct use of personal pronoun 'I'. - Some adjectives. - Most sentences correctly demarcated. Transcription - Some spelling is correct, including spelling some common exception words. - Evidence that pupil is using their understanding of phonics to spell.
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YEAR 1 ANNOATED WORK SAMPLES

SUMMER TERM

WORK SAMPLES

Genre of Samples

A. Non-chronological Report

B. Formal Letter

C. Narrative

D. Recount

E. Recount

YEAR 1 SUMMER TERM

A. Non-chronological Report

Pupils' Writing WHO WAS NEIL ARMSTRONG? Neil Armstrong was born in the 5th August 1930 and he had one bruva and one sista. Why was he famous? Neil Armstrong was famous because he was the first man on the moon. When he was on the moon he said One small step for man one giant leap for mankind. When Neil Armstrong and Buzz Aldrin were on the moon Michael Collins stayed in the Apollo. Transcript: WHO WAS NEIL ARMSTRONG? Neil Armstrong was born on the 5th August 1930, and he had one brother and one sister. Why was he famous? Neil Armstrong was famous because he was the first man on the moon. When he was on the moon he said, "One small step for man one giant leap for mankind". When Neil Armstrong and Buzz Aldrin were in the moon, Michael Collins stayed in the Apollo.	Composition - Sentences sequenced to form a short report. - Report organised using question subheadings. Grammar and Punctuation - Spaces between words. - Correct use of capital letters, including 'Neil Armstrong'. - Correct use of 'because', 'and', 'when'. - Most sentences are correctly demarcated. - Most sentences correctly demarcated. Transcription - Some spelling is correct, including spelling some common exception words. - Evidence that pupil is using their understanding of phonics to spell.
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YEAR 1 SUMMER

B. Formal Letter

Pupils' Writing Dear Mary, in school we have been learning about you and your cakes. I love your cakes I watch you on TV you are in the British Bake Off in school It is a competition who does the best cake wins you have five grand children don't you. We are trying to figure out how old are you. Lets do some Questions now What was the first cake you made because I love all cakes? Transcript: Dear Mary, in school we have been learning about you and your cakes. I love your cakes. I watch you on TV; you are in the British Bake Off at school. It is a competition – who does the best cake wins. You have five grandchildren, don't you? We are trying to figure out how old are you. Let's do some questions now: What was the first cake you made because I love all cakes.	Composition - Sentences sequenced to form a short letter. - Some letter language (salutation) used; e.g. 'Dear' Grammar and Punctuation - Spaces between words. - Sentences correctly punctuated, including the attempted use of a question mark. - Correct use of capitals for 'Mary' and 'British' and the pronoun 'I'. - Correct use of 'because', 'and'. Transcription - Some spelling is correct, including spelling some common exception words. - Evidence that pupil is using their understanding of phonics to spell.
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YEAR 1 SUMMER TERM

C. Narrative

Pupils' Writing

They found themselves running away from a giant rock. Then Sam had a idea quick jump into a worm whole. Dad heard them screaming help help dad got his shovler and scooped them out. Then dad took them to his science lab the was lost of poshens. He gave us the special one are tummy started to rumble we where big again. What a lovely dream you had. The end

Transcript:

They found themselves running away from a giant rock. Then Sam had a idea-quick jump into a wormhole. Dad heard them screaming, 'Help, Help!' Dad got his shovel and scooped them out. Then Dad took them to his science lab. There was lots of potions. He gave them the special one. Their tummies started to rumble they were big again. What a lovely dream I had. The end.

Composition

- Sentences sequenced to form a short narrative.

Grammar and Punctuation

- Spaces between words.
- Most sentences are correctly punctuated.
- Correct use of 'and' and 'then'.
- Some adjectives.
- Attempt writing an exclamation (with the exclamation mark).

Transcription

- Some spelling is correct, including spelling some common exception words.
- Evidence that pupil is using their understanding of phonics to spell.

YEAR 1 SUMMER TERM

D. Recount

Pupils' Writing

Can I Write Recap of Martenmere?

Yesterday I went to Martenmere. First I got on the coach when we got there I went pond dipping and met Ruth. Next we went to see the flamingos and the ducks.

After that we saw they otters. There I went to plum wood and do you no what I did I put bugs in pots then we put them back then we had are lunch afta that we had a little play. Finally I fed the birds an then I went to the school. My favret bit was plum wood!

Transcript:

Yesterday I went to Martenmere. First I got on the coach. When we got there I went pond dipping and met Ruth.

Next we went to see the flamingos and the ducks.

After that we saw the otters. Then I went to Plumwood, and do you know what I did? I put bugs in pots, then we put them back. Then we had our lunch and after that we had a little play. Finally, I fed the birds and then I went to the school. My favourite bit was Plumwood!

Composition

- Sentences sequenced to form a short recount.

Grammar and Punctuation

- Spaces between words.
- Starts sentences in different ways, to connect ideas.
- Most sentences are correctly demarcated.
- Capital letters used for some names and personal pronoun 'I'.

Transcription

- Some spelling is correct, including spelling some common exception words.
- Evidence that pupil is using their understanding of phonics to spell.

YEAR 1 SUMMER TERM

F. Recount

Pupils' Writing

Dear Diary

I woke up today I look out of the window it was very sunny. I went down stair's and had my lovely, crispy Rice Krispey's on the other side was my Dad eating his Weeterbix.

After that I went to the park because it was a very sunny day. I went on the slide, then I went on the swing's in the park.

I was having a lot of and suddenly I fell odd the swings. I looked at my knee and hand.

I was on the way home and we finally reached my house. When I got home we had to get a bath and when I got out of the bath I needed the toilet. When I had went to the toilet Dad shouted TEA TIME!

After tea I got a surprise. We can go to the trapoline park with my fried Bosie. When we got to the trampolie park we played a bit but there was a injury. The we lived happily ever after.

Transcript:

Dear Diary,

I woke up today. I looked out of the window. It was very sunny. I went downstairs and had my lovely, crispy Rice Krispy's. On the other side was my dad eating his Weetabix.

After that I went to the park because it was a very sunny day. I went on the slide, then I went on the swings in the park.

I was having a lot of fun when suddenly I fell off the swings. I looked at my knee and hand.

I was on the way home and we finally reached my house. When I got home we had to have a bath and when I got out of the bath I needed the toilet. When I had been to the toilet Dad shouted, 'TEA TIME!' After tea I got a surprise. We could go to the trampoline park with my friend Bosie. When we got to the trampoline park we played a bit, but here there was an injury. Then we lived happily ever after.

Composition

- Sentences sequenced to form a diary extract.
- Some diary language (salutation) used e.g. 'Dear Diary'.
- Writing in style of a diary with consistent use of the first person.

Grammar and Punctuation

- Spaces between words.
- Most sentences are demarcated correctly.
- Correct use of capital letters for the pronoun 'I', names of cereals and most names of people.
- Correct use of 'because', 'and', 'but', 'when', 'suddenly'
- Incorrect use of contraction e.g. stair's
- Incorrect tenses

Transcription

- Some spelling is correct, including spelling some common exception words.
- Evidence that pupil is using their understanding of phonics to spell.

YEAR 2

Writing Standards

A Year 2 Writer...	
Features of Writing	writes narratives (real and fictional) writes about real events, writes poetry and writes for different purposes.
	sentences with different forms: statements, questions, exclamations and commands.
	uses adverbs in own writing
	uses the present and past tenses correctly and consistently including the progressive form.
	uses subordinating (when, if, they, because) and co-ordinating conjunctions (or, and, but)
	uses the grammar for Year 2 in the English Appendix.
	uses some features of Standard English

Punctuation	uses full stops, capital letters, exclamation marks, question marks, commas for list and apostrophes for contracted forms and the possessive (singular)
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Spelling	segments spoken words into phonemes and represents these by graphemes
	learns new ways of spelling phonemes for which one or more spellings are already known (including homophones).
	spells common exception words
	uses words with contracted forms
	uses the apostrophe for possession
	uses suffixes – ment, -ness, -ful, -less, -ly
	applies spelling rules as listed in the English Appendix

Handwriting	forms lower case letters of the correct size relative to one another
	uses some of the diagonal and horizontal strokes needed to join letters and understands which letters, when adjacent to one another, are best left unjoined.
	writes capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters
	uses spacing between words that reflects the size of the letters

Content from Previous Years	sequences sentences to form short narratives
	leaves spaces between words
	joins words and joins clauses using <i>and</i>
	begins to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark
	uses a capital letter for names of people, places, the days of the week and the personal pronoun 'I'

YEAR 2 AUTUMN ANNOTATED

WORK SAMPLES

Genre of Samples

A: Narrative

B: Recount

C: Character Description

D: Description

E: Narrative

YEAR 2 AUTUMN TERM

A. Narrative

Once upon a time there was a girl called Lizzie. Lizzie had a silver birch tree in her garden. One day she saw lots of birds in her tree So Lizzie made friends with them. Lizzies favourite birds where cheeky chiff and chaff Rainbow bird and the dawn chorus. Lizzie would spend hours perched high up in the branches chatting with the birds who nested there. The end	Composition - Shows stamina for writing by creating a narrative. - Encapsulates what wants to say, sentence by sentence. - Verbs used indicate time correctly and consistently, with past and present tenses accurately used within the same sentence. Grammar and Punctuation - Expanded noun phrase. - Attempt to use the coordinating conjunction 'so'. - Use of adjectives, e.g. cheeky chiff. - Writes a sentence with more than one clause, e.g. who nested there. - Most of the sentences are punctuated correctly – although pupil's sentences are limited to statements (lack of other punctuation). However, there is overuse of 'and' within the sentence structure. Character names not consistently capitalised. Transcription - Some spelling is correct, including spelling some common exception words. - Evidence that pupil is segmenting to spell.
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YEAR 2 AUTUMN TERM

B. Recount

On Wednesday we went to Liverpool First we got on a coach. Next we got on the ferry and went to Berch Head then we went back to Liverpool. After That we had lunch on the steps and seagols tried to eat my lunch. Soon we went to the interesting Museum and we saw lots of exsiting thigs. Did you know that there was a old fashnd street? Then we went and played on the grass because we were wating for he coach but we had a year 2 Photo. What a great day we had! I enjed our fantaskic amazing trip.	Composition - Shows stamina for writing by creating a narrative. - Encapsulates what wants to say, sentence by sentence. - Verbs used indicate time correctly and consistently, including the past progressive. Grammar and Punctuation - Most sentences correctly demarcated with capital letters and full stops. - Adverbs used to start sentences; e.g. Next, Soon. - Some adjectives used for description; e.g. interesting amazing. - Capital letters for proper nouns (some incorrect use of capital letters). - Adverbs used to start sentences and some adjectives for description. - Range f tenses used correctly, including the past progressive. - Range of conjuctions used accurately e.g. and, because, but. Transcription - Some spelling is correct, including spelling some common exception words. - Evidence that pupil is segmenting to spell, some vowel sounds missing; enjed, wating.
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YEAR 2 AUTUMN TERM

C: Character Description

SOGGY Appearance Soggy is a softly brown baer. Sometimes he weres a lifegacet so Granfather cant see him all the time. He weres his wully scarf to keep him warm. Heas only small but he gows on big advenchers. He is cute because he is small. He is brave as a knight. He is brave so he can Rescyeue people. BEHAVIOUR He is brave so He can go on Granfathers boat. He is very brave so He can Rescyeue people. He is brave so He can save His friends. His friends are Panda, sosagis, bnanna, Rabbit and duck. He is kind to all His friends. At the end of the he was Happy wen He wen Granfathers boat.	Composition - Shows stamina for writing by creating a narrative. - Encapsulates what wants to say, sentence by sentence. Grammar and Punctuation - Most sentences correctly demarcated. - Attempts to use capital letters for proper nouns but many incorrect capital letters. - Attempt to use the contraction 'cant'. - Some adjectives used to create expanded noun phrases. - Commas in a list. - Coordinating and subordinating conjunctions used; e.g. but, because, so. Transcription - Some spelling is correct, including spelling some common exception words. - Evidence that pupil is segmenting to spell and experimenting with words; e.g. rescyeue, wen.
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YEAR 2 AUTUMN TERM

D: Description

Lizzie had jinjer haer and write teeshert with a yello star on hear jumper. Lizzie linked to clime the silver birch tree to play with the bird's. the bird that she liked most was marvin muscles marvin was strong. tuth hard and fast. All the bird's lived in the silver birch tree. The next favourite is rainbow bird. Rainbow bird is molty coloured big and lots of coloured. In the tree it was cold, silver and smelly. Lizzie could go to a seeelet hideout but we don't know.	Composition - Shows stamina for writing by creating a narrative. - Encapsulates what wants to say, sentence by sentence. Grammar and Punctuation - Most sentences correctly demarcated. - Some adjectives used to create expanded noun phrases. - Apostrophes for omission used correctly in the word don't. - Commas in a list. - Range of conjunctions e.g. 'and', 'but'. Transcription - Some spelling is correct, including many common exception words. Some common errors include 'jinjer', 'yello', 'molty'.
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YEAR 2 AUTUMN TERM

E: Narrative

They found themselves running away from a giant rock. The rock got faster and faster "oh no what are going to do? Panted George. They climbed up a flower the rock rolled past them yes! the children cried "oh no were stuck cried the children Luckily dad was looking for the children then dad herd tiny voices dad came over and piked the children and brought them home So that dad could make them bigger and bring them to. His garage and mixed Lots of things together and fed it to the children yuk said the children but then they felt it working and they lived happily ever after the end.

Composition

- Shows stamina for writing by creating a narrative.
- Verbs used indicate time correctly and consistently, including the past progressive.

Grammar and Punctuation

- Inconsistent use of capital letters and full stops to demarcate sentences.
- Attempts to use inverted commas.
- Attempt to use coordinating and subordinating conjunctions; e.g. and, but, so.

Transcription

- Spelling is mostly correct, including many common exception words.
- Evidence that pupil is segmenting to spelling.

YEAR 2 SPRING TERM ANNOTATED WORK SAMPLES

GENRE OF SAMPLES

A: Newspaper Report

B: Narrative

C: Diary Entry

D: Description

E: Narrative

YEAR 2 SPRING TERM

A: Newspaper

TERRIFYING TORNADO

Yesterday a **large tornado** came to carnage at ten past sunrise. It affected a little girl called Lizzie **and** her beinouws. The tornado sucked up **her deck chair, ice-cream van, bouncy castle**, trolley, a tree and a shark. Lizzies birds spotted the twister. Lizzie and her dad **were** fast asleep **when** the tornado **came**.

Composition

- Shows stamina for writing by creating a newspaper report about an imagined event.
- Encapsulates what wants to say, sentence by sentence.
- Verbs used indicate time correctly and consistently.

Grammar and Punctuation

- All sentences correctly demarcated.
- Commas in a list used accurately.
- Subordinating and coordinating conjunctions; e.g. and, when.
- Adjectives used to create expanded noun phrases.

Transcription

- Some spelling is correct, including spelling some common exception words.
- Evidence that pupil is segmenting to spell
-

YEAR 2 SPRING TERM

B: Narrative

Once there was an ordenery boy **and** he lived with his **old, mean grandmar**. He lived next to the wood. **One day** he went to the wood He found an very **black hat** Then he drifted to sleep. **When** it was midnight the boy woak up... then he saw some **shimring** butterflys, berds, beetls, worms and ladyberds. He loved them so much he cepped them in a jar. **The very next day** he **notist** that a bird **was missing!** He looked and looked the he foind the bird. **But** it was on the tallist tree on the **tallist branch**.

Composition

- Shows stamina for writing by creating a fictional narrative.
- Verbs used mostly indicate time correctly and consistently.

Grammar and Punctuation

- Most sentences correctly demarcated, although the full stops omitted.
- Adjectives used to create expanded noun phrases.
- Adverbs used to start sentences.
- Exclamation mark used to demarcate an exclamatory statement.
- Range of coordinating and subordinating conjunctions; e.g. and, when, but.
- Commas in a list used correctly.

Transcription

- Some spelling is correct, including many common exception words.
- Evidence that pupil is segmenting to spell; e.g. tallist, driftid.

YEAR 2 SPRING TERM

C: Diary Entry

Dear Diary, I've had a great day. I love the silver birch tree. I was swimming on the branch but dad was worried. I feel like dad won't leave me alone. It's like he's everywhere I go. He is trying to keep me safe. I'm already safe. And he hates the silver birch tree because sometimes the birds poop on dad. I think it's funny but he doesn't. Lizzie	Composition - Shows stamina for writing by creating a newspaper report about an imagined event. - Encapsulates what wants to say, sentence by sentence. - Verbs used indicate time correctly and consistently, including the past progressive. Grammar and Punctuation - All sentences correctly demarcated. - Range of conjunctions; e.g. but, because. - Apostrophes for omission; e.g. I've, won't, It's, he's, I'm, doesn't. - Adjectives to create expanded noun phrases. Transcription - Spelling is correct, including spelling some common exception words. - Evidence that pupil is segmenting to spell.
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YEAR 2 SPRING TERM

D: Description

I can have black, white, grey or ginger fur. I have small paws and shiny, white, sharp claws. My claws are sharp so that I can climb trees. I'm smaller than a pony but bigger than a hamster. I crawl sneakily for y prey. My silver silky whiskey help me to sence if I can go through holes. I have a cute tryagular nose. I don't like getting wet because I don't like my fur messed up. What am I?	Composition - Shows stamina for writing by creating a fictional narrative. - Verbs used mostly indicate time correctly and consistently. - Encapsulates what wants to say, sentence by sentence. Grammar and Punctuation - All sentences correctly demarcated including a question. - Commas in a list used correctly. - Range of conjunctions; e.g. or, so, but, if, because. - Apostrophes for omission. - Adjectives used to create expanded noun phrases. - Adverbs used correctly. Transcription - Some spelling is correct, including many common exception words. - Evidence that pupil is segmenting to spell; e.g. tryangular, sence.
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LIZZIE AND THE BIRDS Once upon a time there lived a bird called Rainbow Bird. One day she flew to a silver branch and there she saw it was a silver birch tree. The next day Rainbow Bird laid an egg she was super happy so she decided to keep it so it would hatch. It was getting dark and it was getting spooky but Rainbow Bird had magic weather powers. In the morning she took the egg out of the tree and it hatched a bird called super bird. She said hi! Can you catch my egg please? Yes! Said superbird and he did. Thank you! She said as he was flying up to give it back to her can you be my friend? Asked Rainbow Bird Yes! Said Superbird. A 400 years later the egg had hatched and the Baby Bird got was a boy and they called him crow.	Composition - Shows stamina for writing by creating a fictional narrative that uses traditional story language. - Encapsulates what wants to say, sentence by sentence. - Verbs used indicate time correctly and consistently, including the past progressive. Grammar and Punctuation - Adverbials used to start sentences. - Writes sentences with more than one clause. - Conjunctions; e.g. and, so, but. - Some adjectives used. - Punctuation to demarcate sentences sometimes incorrect. - Attempts to use question and exclamation marks made. Transcription - Spelling is correct, but incorrectly spells some common exception words incorrectly; e.g. worm, naked, laid, hatched, friend. - Evidence that pupil is segmenting to spell.
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Genre of Samples

A: Letter (Informal)

B: Recount

C: Letter

D: Narrative

E: Narrative

YEAR 2 SUMMER TERM

A: Letter (Informal)

Hi this is Amber Karoui here, I'm sitranded on this tropical, exquisite Island. I've been on this Island for two months now. Heres how it all happened, I was sailing my brown, black and grey boat when suddenly I bumped into a exquisit corral reef and I fell into the ocean but unfortunately my crew didn't survivor! I did survivor but I miss them a lot. Be careful because the sea is very, very stormy. All I can eat is pineapples, coconuts and fish. Are you coming for me? Please come for me please. From Amber xxx	Composition - Shows stamina for writing by creating a newspaper report about an imagined event. - Encapsulates what wants to say, sentence by sentence. - Verbs used indicate time correctly and consistently. Grammar and Punctuation - Most sentences correctly demarcated. Some inconsistencies when pupil has used sentences with more than one clause. - Adjectives used to create expanded noun phrases. - Statements, questions and commands used. - Coordinating and subordinating conjunctions used; e.g. when suddenly, and, but, because. - Commas used in a list correctly. Transcription - Most spelling is correct, including spelling some common exception words. - Evidence that pupil is segmenting to spell.
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YEAR 2 SUMMER TERM

B: Recount

Yaesterday me and al class 8 went on a wonderful school trip to Liverpool. What a beautiful time that was! First we went on a big, bueatiful ferry across the River Mersey with class 7 and 9. We saw ather people on the ferry aswel and birds flying arownd there aswel and we saw the tall Liver bilding and other bildings. Next we got of the ferry and had our lunch by the River Mersey as we lunch seagulls were flying around us. What a great lunch that was! After that we went to the Liverpool Museum ad saw models, dummies, steam train and a Liverbird. Did you know there were old fashin braz dolls? There was also bug painting of the hole of Liverpool Finally the hole of year 2 got there photo taken infront of the Liverbilding. What a lovely photo that was!	Composition - Shows stamina for writing by creating a fictional narrative. - Verbs used mostly indicate time correctly and consistently. - Encapsulates what wants to say, sentence by sentence. Grammar and Punctuation - Most sentences correctly demarcated, including capital letters for proper nouns. - Adverbs used to start sentences. - The conjunction 'and'. - Adjectives used to crate expanded noun phrases. - Range of sentences used – statements, exclamation, question. - Commas in a list. - Range of sentences used – statements, exclamations and questions. Transcription - Some spelling is correct, including many common exception words. - Evidence that pupil is segmenting to spell.
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YEAR 2 SUMMER TERM

C: Letter

Dear Mrs Potter As I stepped out of this huge, metal train I met a man called Hagrid. He took us to some little wooden boats. The boats rocked when I got in them because they were small. When we were going I saw Hogwarts in the distance. Then I smelt the starry misty air before me. Hogwarts was a very vast castle. The shiny moon was getting covered up by the dark clouds. When I got right in front of the castle I got out and opened the doors... Yours sincerely	Composition - Shows stamina for writing by creating a newspaper report about an imagined event. - Encapsulates what wants to say, sentence by sentence. - Verbs used indicate time correctly and consistently. Grammar and Punctuation - All sentences correctly punctuated, including capital letters for proper nouns. - Adjectives used to create expanded noun phrases. - Statements, questions and commands used. - Conjunctions used; e.g. because, and. - Sentences beginning with adverbs. Transcription - Most spelling is correct, including spelling some common exception words. - Pupil selects the correct homophone e.g. right. - Evidence that pupil is segmenting to spell.
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YEAR 2 SUMMER TERM

D: Narrative

Excitedly I soared through the night sky. Above me I saw twinkling stars. Suddenly, I was about to hit the freezing cold water but luckily my magic carpet managed to quickly turn. I shot back up and twisted and turned. After that I went to the ice cream store and got my favourite ice cream (strawberry) with a cherry on top and sprinkles. Could this day get any better? Sadly it was time to go home to bed and play lego. As I flew home I said to myself what a wonderful day it was! Take me home I shouted to my magic carpet and zoomed home.	Composition - Shows stamina for writing by creating a fictional narrative. - Verbs used mostly indicate time correctly and consistently. - Encapsulates what wants to say, sentence by sentence. Grammar and Punctuation - Adverbials to start sentences. - Adjectives to create expanded noun phrases. - Most sentences correctly demarcated, including parenthesis, a question mark and an exclamation mark. - Subordinating and coordinating conjunctions used; e.g. but, and. Transcription - Some spelling is correct, including many common exception words. - Evidence that pupil is segmenting to spell.
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YEAR 3 Writing Standards

A Year 3 Writer...	
Features of Writing	uses a varied and rich vocabulary
	organises paragraphs around a theme.
	creates settings, characters and plot in narratives
	In non-narratives use simple organisational devices (e.g. headings and sub-headings)
	extends the range of sentences with more than one clause by using a wider range of conjunctions and subordinate clauses.
	uses adjectives, adverbs, prepositions (including phrases) and conjunctions.
	uses the present perfect form of verbs.
	chooses nouns or pronouns appropriately.
	uses conjunctions, adverbs and prepositions to express time and cause.
	learns the grammar for Year 3 in the English Appendix Standard English
Punctuation	uses full stops, capital letters, exclamation marks, question marks, commas for list and apostrophes for contracted forms and the possessive singular and plural.
	uses and punctuates direct speech
Spelling	uses further prefixes and suffixes and understands how to add them (English Appendix)
	spells further homophones.
	spells words that are often misspelt (English Appendix 1)
	places the possessive apostrophe accurately in words with regular and irregular plurals.
Handwriting	develops using some of the diagonal and horizontal strokes needed to join letters and understands which letters, when adjacent to one another, are best left unjoined.
	increase the legibility, consistency and quality of their handwriting.
Content from Previous Years	punctuates sentences using a capital letter and a full stop, question mark or exclamation mark.
	uses expanded noun phrases.
	joins words and joins clauses using subordinate and co-ordination
	uses tenses accurately
	uses a capital letter for names of people, places, the days of the week and the personal pronoun 'I'
	uses different sentence forms.

Genre of Samples

A: Non-Chronological Report

B: Description

C: Recount

D: Fictional Recount in the Form of a Diary

E: Explanation

YEAR 3 AUTUMN TERM Report

A: Non-Chronological

ROCKS	Composition
Introduction Have you ever wondered about the pebble in your pocket? This report is about interesting rocks. Types of rocks Rocks can have different names like obsidian, granite and even chalk to. Rocks can be used for things like houses, streets and even stairs. Where rocks are found Rocks can be in different places and some can be found in firey volcanoes. How rocks are made Igneous rocks are formed when magma from volcanoes slowly cools down and turns solid. other rocks are made from other little pieces under the lake and washes.	- Simple organisational devices; for example, heading and subheadings used. - Paragraphs are mostly under relevant headings. - Formal style appropriate for report. Grammar and Punctuation - Appropriate tenses. - Most sentences correctly demarcated, including commas in a list and a question mark. - Correct use of adverbs and adjectives to create noun phrases. Transcription - Most spelling is correct, including technical vocabulary.

YEAR 3 AUTUMN TERM

B: Description

	Composition
The T-Rex is a type of dinosaur which is now extinct. Would you know a dinosaur if you sae one? They have a long, curly, swishy tail and tiny little arms. Nearly all of them re colured in red. However sine are spikly than a hedgehog. And they are muddy brown to hide behind the trees. T-Rex live in Broadoak. Also they like to sleep on the mobiles. Most of them like going asemmbles. How loud it is! A T-Rex junts for dinner ladys. Their favioreive meal is teachers and chips. Additionally they use a sharp, pointy pencil to clean his teeth. These dinosaurs like to play football outside. However they can be clumsy and hit the ball at you so be careful you have been warned.	- Adverbs used to build a range of sentence structures. - Descriptive writing style, with use of adjectives suited to the purpose of the text. Grammar and Punctuation - Most sentences correctly demarcated, including a question mark, exclamation mark and commas in a list. - Appropriate tenses. - Adjectives used for description. - More challenging conjunctions; for example, However, Additionally. Transcription - Most spelling is correct, including some beyond the Year 3 curriculum. Some errors in words; for example, colured, spikly, asemmbles.

Finally the most amazing thing about them is they sing really loud and wake up the whole world.

YEAR 3 AUTUMN TERM

C: Recount

On Thursday 10th March Class 3/4 went to Saint Matthews Church bootle. We went **because** it **was part** of are topic work. We went to find out what happens in a church and what they use things in the church.

First Mrs Stanford split us into two groups and I was in the first group I went on the minibus and when I arrived at the Church we went into a room and played some games. the games were colded copy cat, shortest to big and we did all off are birthday and she gave us some informationabout Saint Matthews church. Mrs Standford is a very good

Next we went into the **big, cold church** and explord it first I saw the brown wodden cross. Next I saw the font they use the font crisen babys. Then I saw the alters. Then I saw the **beautiful, big and colourful stain glass windows.** Then I saw the numbers they were told what they were going to sing or what they are going to read in the bible. Then I saw lectern was to hold the bibble Then I saw the pulpit was used for the vicar to stand to welcome the congregation.

Sophie and Masie did a reading from the bibble and wecongeration. Then we betendid to be the choir and we sung deep down inside. Then we asked kate so some questions. That the spire points to heven.

Finally before the first group went we had a biscat. The first group went back on the minibus and went back to school with Mrs Stanfords clever driving. The Best part of my day was when I was the choir.

Composition

- Adverbs used to help paragraph organisation.
- Mostly factual writing style suited to recounting the events.

Grammar and Punctuation

- Appropriate tenses.
- Some use of conjunctions (co-ordinating and subordinating).
- Adverbs used as a cohesive device alongside some attempt to paragraph.
- Adjectives used to create expanded noun phrases.

Transcription

- Some spelling is correct, although there are errors; for example, biscat, betendid, explord, crisen.

Dear Diary

Today I went to my dark, spooky new school. Quickly I ran into school so I wouldn't be late. Slowly and nervously I took one step into my class room. On the way to my class room I got toast, but five minutes later I found my class room. At my class room display there were dragons then I went into my classroom and explained to his teacher "sorry I'm late Mrs Acker." On my table was tow girls and a red haird boy. Then the whispered his name "I'm Damon,". But the tall tow girls nodded and got on with there work. The class room was quiet until I complaynd "it's swetting in here."

Soon a man stepped into the room, the man was faory, tall, long and them a boy said "That's Stovie you don't wan't to bother him."

After we met stovie I went to the basement again and 5 minuts later I heard a flash , a bang, a roar, but this time I didn't run away. I stood up fot it and when I got to the basement I went into the door and out came Stovie and said "your not allowed down hear young man I'm gona take you to the Head Teacher." When that gwere you doing at the basement" then I said "I... I heard a fuwe noises at the basement so I checked it out." Finally some children were looking at me so I taked to them and one said "we were looking for you so would you like to play for us" then I said "yes" so we went to play and I told them the mystery that I solved and then we heard a roar a bang a flash "what an adventure" I said.

Composition

- Diary starts by describing the setting.
- Characters introduced in first paragraph.
- Informal style appropriate for diary.

Grammar and Punctuation

- Punctuation mostly accurate, including some contractions and commas in a list. There is an attempt to use inverted commas.
- Adjectives used to create expanded noun phrases.
- Mostly appropriate tenses.
- Some use of adverbials, prepositional phrases and conjunctions.
- Some cohesive devices to organise ideas – beginning to paragraph, pronouns and dialogue.

Transcription

- Some spelling is correct, although many errors; for example, minuts, tow, there, thay.
- Errors with past tense 'ed'; for example, wisperd, complaynd, stepped

YEAR 3 AUTUMN TERM

E: Non-Chronological Report

How do caterpillars grow? Let me tell you how caterpillars grow. Stay and listen, its going to be interesting. First, a butterfly lays an egg. the female butterfly normally leaves the egg on leaves r stems of plants. The caterpillar grows inside the egg then it hatches and pops out. The caterpillar eats its way out of the egg and when it starts to chomp on leaves and host plants. When then the catchrysalis. They normally do it twigs or somewhere safe. Once the butterfly is ready to come the puba splits open. But the butterfly still isn't ready yet the wings.	Composition • Writing style suited to purpose of an explanation text. • Paragraphs organised around a theme; i.e. each paragraph explains a different stage in the life cycle of a butterfly. Grammar and Punctuation • Appropriate tenses. • Adverbials used as cohesive devices. • Some attempt to create multi-clause sentences. Transcription • Most spelling is correct. Cjild is using scientific language correctly, but with some spelling errors.
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ANNOTATED WORK SAMPLES YEAR 3 SPRING TERM

Genre of Samples:

A: Narrative

B: Newspaper Report

C: Description

D: Narrative

E: Recount

YEAR 3 SPRING TERM

A: Narrative

EVIE'S ADVENTURE The lightning struck as the spooky, black trees waved, while the wind was howling. As Evie the robot, walked down the path, she saw a creepy castle. Suddenly all the lights turned on, Evie was really scared, because the tall, scratched doors, slowly creaked open. A few moments later, Evie decided to slowly tiptoe through the door. As soon as she got into the castle she saw a friendly wick. Because Evie didn't have any friends, she asked the wick if she wanted to be Evie's friend. The wick said, yes. The next day, Evie and the wick decided to go on holiday so they went to a relaxing island called the Caribbean island. when they got there they was so relaxed.	Composition - Setting and main character introduced in first paragraph. - Rich vocabulary used for description. - Adverbs used to help paragraph organisation. Grammar and Punctuation - Adjectives to create expanded noun phrases. - Appropriate tenses. - Some attempt to create multi-clause sentences. - Some attempt to create multi-clause sentences using subordination/adverbials. - Punctuation mostly accurate, including apostrophes for contraction and possession. There is no attempt to punctuate direct speech. Transcription Spelling mostly correctly, with only a few spelling errors; for example, really, wick.
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YEAR 3 SPRING TERM

B: Newspaper Report

Egg-salient arrival at broadoak school! This morning at appropriately 7am an unidentified egg was found in the blue gozebo by Mr Selfridge. Maybe it was left there because the eggs mum thought it would be safe in a school. Our reporter spoke to Summer (A pupil) who said "I have no clue where the cream egg came from or what is inside." During the week children will doing lessons based on the mystery egg. also when our reporter asked Olivia Witter (A pupil). She said " It is so egg-siting to find out what is in the egg. I think it will be a dragon." A spokesperson for the Ministry for Mysterious Objects commented.	Composition - Simple organisational devices used; for example, heading and caption. - Factual style with interviews appropriate for a newspaper report. - Paragraphs organised around a theme. Grammar and Punctuation - Tenses used are mostly accurate. - Choose vocabulary precisely to match the formality. - Most sentences correctly demarcated, included inverted commas. - Some attempt to create multi-clause sentences. Transcription - Most spelling is correct, including some challenging vocabulary for Year 3.
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YEAR 3 SPRING TERM

C: Description

There was once a bird called cheeky who made everybody laugh and was very sneaky. He loved to joke with people and can sometime hurt people's feelings. Also lucky duckie was the youngest of all the birds and lucky duckie is always happy with what he can do. Lucky duckie was ra fly from a tree to tree. The birds are all friends so they play like true frineds.

All of the birds loved to play together and all loved to sleep. They are always flying in big groups and their wings are massive, that's how you can tell who is who. When it is raining or in winter all the birds hide in their nests away from the cold or rain. Sometimes people cut down their trees, so they have to find a new tree and make another nest. The birds need a home to survive and that's why people shouldn't cut down trees or destroy nature, because it hurts living things. They built there nests by hand and it's hard because they only have little hands. Rainbow bird is very kind to other birds like Luckie duck

Composition

- Description has more narrative than descriptive elements.
- Developed from an image (pictorial image)

Grammar and Punctuation

- Some attempt to create multi-clause sentences.
- Tenses are mainly accurate.
- Subordinate and co-ordinating conjunctions used.
- Punctuation is mostly accurate – some correct use of the apostrophe.

Transcription

Spelling mostly correctly, with only a few spelling errors; for example, cheeky.

YEAR 3 SPRING TERM

D: Narrative

Once apoa a time, there was a 11 year old boy called Super Spy Sam. And he has piercing blue eyes and platinum blonde hair and he loves going on adventures and that's why sam joined a super spy group. He also has a muscular body and rosy skin. He had a tall build and has long curly hair. Also he has dreams of hairdressers cutting his cuter curls. He is also bold because he risks his life for others and he is brave. He is clean shaven.

Sam lived in a minischule, isolated village where nothing ever happened. In the centre there was a church with a spire on top. If you where to stand in the middle of the village you would hear the miserable moans of poor people getting frostbite on there fingers and there toes. Also sam's village was a sleepy village made out of shaken but look on the right side at least there is one gaugantuan school witch has a bit of heat but there looky because you don't get much heat on a mountainside. If you where to stand in the centre of the village you would smell wood cracking in the schorching, flamy fire.

Composition

- Main character introduced in first sentence.
- Detailed description of setting.
- Rich and varied vocabulary used.

Grammar and Punctuation

- Carefully chosen vocabulary to match the formality – expanded noun phrases.
- Range of conjunctions used, including subordinating conjunctions.
- Some attempt to create multi-clause sentences.
- Prepositional phrases used.
- Punctuation is mostly accurate, including the apostrophe for possession.

Transcription

- Most spelling is correct, including some challenging vocabulary for Year 3.

YEAR 3 SPRING TERM

E: Recount

Our trip to The Annunciation

On Monday 7th March, Yr 3 went to The Annunciation Church to learn about Christianity because it is our RE topic.

First the class was split in half and one group went on the minibus with Mr Lough and the other half came later with Miss Sam. Mr Matthew drove the white, shiny minibus. I sat next to Joy, I felt excited.

Next the second group did a church search wiul we wated for Mr Matthew to get us. We did the Church search in class. Then we went with Mr Matthew but some people never finesht there Church search and then we got on the minibus. Then we sae Kate, she toked to us for sixteen minutes. She told us when the Church was built in 1886. The roof was like he botem of a boat and the spire points to heaven.

After that Kate let us explore the Church properly. I saw a the woden purple hold kit, some bibles in the back of the church. Kate asked two people to read a short story to the rest of the children. Miss Sam choust Alex and Rayan, Alex was the reader and Rayan was the ciker. Also I saw the satnd glass windows in the middil was Jesus and on the rite was Moses and we went back into the cominety room and had a bisket and a drink before we had to get back on the minibus. The second group played games wiul we ated for Mr Matthew.

Finally we went on the minibus. I had a really good time at The Annunciation Church and I will like to go back to The Annunciation Church and visit again. I really liked when Kate told us when the church was built.

Composition

- Recount retells events of a trip in chronological order.
- Informative style appropriate for the audience.
- Adverbs used to help paragraph organisation.

Grammar and Punctuation

- Punctuation is mostly accurate – although there is some incorrect use of the comma.
- Adverbials used as a cohesive device.
- Range of conjunctions used.
- Adjectives used to create expanded noun phrases.
- Tenses are mostly accurate.

Transcription

- Most spelling is correct. There are some errors with verb endings; for example, finesht, choust. There are also some errors with word endings; for example, vicker, middil, bisket.

Genre of Samples:

A: Report

B: Character Description

C: Newspaper Report

D: Newspaper Report

E: Diary

YEAR 3 SUMMER TERM

A: Report

The Tongo Lizards back is scaly and spiky. It's belly is emerald green and larva red. The Tongo Lizard's eyes are shiny, bright and attractive. It's tail is as spiky as a knife. It's teeth are really spiky and sharp and as white as a pearl. It's claws are as sharp as scissors.

It lives in the wet, cold gloomy, loud, noisy AMAZON rainforest. The trees are lime green and the branches are as brown as toffee. It lives in the trees and it makes its bed out of leaves.

It eats colourful flowers. And it's allergic to bird berries and bees. It also eats serten flies that are red and green. It's Endangered because people are building homes and they need to cut trees down.

Composition

- Paragraphs used to report on different aspects of the topic.
- Informative style appropriate for the audience.

Grammar and Punctuation

- Tenses are mostly accurate.
- Adjectives chosen to match the formality, including using similes.
- Punctuation is mostly accurate, including commas in a list and the apostrophe for contractions.

Transcription

Most spelling is correct, including some challenging vocabulary for Year 3.

YEAR 3 SUMMER TERM

B: Character Description

The Big, Bad Robot was yellow, purple, red, blue and orange. His eyes were flashing red and green. He was as creaky as a rusty, old house. Also he has two shiney, golden stars on his front. The Big Bad Robot has two curly wires on top of this head.

This mischievous character is very naughty indeed. He is never up to any good at all. I think he might be cross sometimes because everyone tells him what to do. He's very naughty and sometimes mischievous. Because he is very sneaky he is always in trouble. This naughty robot loves to play tricks on Winnie and Wilber.

This sneaky robot's behaviour is bad because he pulled Winnie's nose and Wilber's tail so Winnie shouted at him! Because Winnie shouted at the robot he got even more bad. Everyone can assume that he wasn't very kind. He wasn't very kind because he stole Winnie's wand so she couldn't turn the robot back into a muddle.

Composition

- Description describes both the appearance and behaviour of the robot.

Grammar and Punctuation

- Tenses are mostly accurate.
- Punctuation is mostly accurate, including commas in a list and the apostrophe for contraction and possession.
- Adjectives are carefully chosen for effect.
- Subordination used as cohesive device and writing is in paragraphs.

Transcription

- Most spelling is correct, including some challenging vocabulary for Year 3.

The Daily Times The world as gone “cuckoo” Yesterday at approximately 1pm some extraordinary things happened... Some of the peculiar sightings enclused over 100 sightings of owls across England. Our expert Lewis Sayers has said “This is very unusual for a Parliament of owls to fly during the day. ‘The owls have caused mayhem by sitting on telephone lines and sending the wrong messages to the police. From Chester to Edinburgh, there have been reports that instead of rain it poured down shooting stars. Airports in particular are thinking that the shooting stars are planes. Around London people in cloaks are walking around in groups. These peculiar sightings have _____ across the UK. Many people seem to think that the shooting stars and the owls are caused by the mysterious people in cloaks. Others believe that there is dark magic in the air.	Composition - Factual style with interview appropriate for a newspaper report. - Paragraphs organised around a theme. Grammar and Punctuation - Tenses are mostly accurate. - Precise language choices for formality. - Development of multi-clause sentences. - Punctuation is accurate, including good understanding of the capital letter for proper nouns. Transcription Most spelling is correct, including some challenging vocabulary for Year 3.
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Groundshaking Disaster THE DAILY MOON During the tornado On the 29.1.21 yesterday, a tornado striked into the village of Kings at 6am. Everyone was fast asleep when they herd a rumble and the ground shaking. Outside was an unbelievable sight, a gigantic tornado. The ground ripping and being flung into the tornado. People’s bodies were smashing onto the floor with a big splat. The tornado was a level 10 and caused explosions. As the emergency broadcast came off the TV, some people told it how it was, “ ‘orrible it was, me uncle died right in front of me eyes. Me ‘ouse flung in the daft thing. Scary it was!” That was Tim Long’s report. We also reported a woman called Irina Panas, “obviously it was frightening as of the emergency board.”	Composition Simple organisational devices used; for example, heading and subheading. Grammar and Punctuation - Tenses are mostly accurate. - Punctuation is mostly accurate, including commas in a list and the apostrophe for contraction and possession. - Challenging language choices to recount and create chacrater. Transcription - Most spelling is correct, including some challenging vocabulary for Year 3.
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You won't believe what happened today!

I was learning how to ride a two wheeled bike until birds came in front of me! The birds started to flap their wings **and** peck my bike getting in the way **so** I couldn't see where I was going. As soon as the birds came my dad shouted as loud as he could to **"Be careful lizze my dear."**

A few minutes after the birds were getting slow so I was able to peddle away. **But then I realised I was on the road...**

I started to shiver thinking what dad had said to me about being careful and looking where I was going. **If it wasn't for those birds** I would have been able to see, I also wouldn't be on the road learning how to ride my bike. **A few minutes later,** I started to **wobble on my bike** the only reason for that was because I knew and felt I wasn't safe on the road. The road was so busy, long I couldn't turn of the **huge, black road.** I turned **around** and just about heard my dad shouting sayi "Come back but be careful" I then shouted back to dad **"I need help coming of the road back home."** Behind me I heard the sounds of cars.

Then dad came rushing on was able to get me of the road in no time. **Luckily enough I didn't get shouted a because it wasn't my fault it was the birds fault for pecking my bike and flapping their wings.**

Composition

- Informal style appropriate for diary.
- Developed from an image (visual prompt)

Grammar and Punctuation

- Tenses are mostly accurate.
- Punctuation is mostly accurate – inconsistent use of the apostrophe and inverted commas.
- Adverbials and conjunctions used as cohesive devices.
- Adjectives used to create expanded noun phrases.
- Language choices match the formality of story language.

Transcription

Most spelling is correct. Child needs to be more secure when spelling using the apostrophe.

YEAR 4

Writing Standards

A Year 4 Writer...	
Features of Writing	uses a varied and rich vocabulary
	organises paragraphs around a theme.
	creates settings, characters and plot in narratives
	Uses simple organisational devices (e.g. headings in non-narratives and sub-headings)
	extends the range of sentences with more than one clause by using a wider range of conjunctions and subordinate clauses.
	uses adjectives, adverbs, prepositions (including phrases) and conjunctions.
	uses the present perfect form of verbs.
	chooses nouns or pronouns appropriately.
	uses conjunctions, adverbs and prepositions to express time and cause.
	learns the grammar for Year 4 in the English Appendix Standard English
Punctuation	uses full stops, capital letters, exclamation marks, question marks, commas for list and apostrophes for contracted forms and the possessive singular and plural.
	uses and punctuates direct speech
Spelling	uses further prefixes and suffixes and understands how to add them (English Appendix)
	spells further homophones.
	spells words that are often misspelt (English Appendix 1)
	paces the possessive apostrophe accurately in words with regular and irregular plurals.
Handwriting	develops using some of the diagonal and horizontal strokes needed to join letters and understands which letters, when adjacent to one another, are best left unjoined.
	increases the legibility, consistency and quality of their handwriting.
Content from Previous Years	punctuates sentences using a capital letter and a full stop, question mark or exclamation mark.
	uses expanded noun phrases.
	joins words and joins clauses using subordinate and co-ordination
	uses tenses accurately
	uses a capital letter for names of people, places, the days of the week and the personal pronoun 'I'
	uses different sentence forms.
	uses direct speech
	uses subordinate clauses
	uses adjectives, adverbs, prepositions (including phrases) and conjunctions.

Genre of Samples:

A: Narrative

B: Description of a Scene

C: Diary

D: Newspaper

E: Report

YEAR 4 AUTUMN TERM

A: Narrative

It was a cloudy afternoon and a small girl names Lizzie was sitting in the soft branches of her silver birch tree.

"Hallo" she whispered to the birds. "Are you okay today?" Chiff and Chaff answered politely "Yes" replied the twins. Suddenly the tree rocked violently. Egglet rolled off the tree and landed with a deafening thump! At the bottom of the tree stood Ghosyie, laughing his head off. Lizzie clambered down the tree. She examined the egg carefully. There was a gigantic crack through the top. When Lizzie went to rest for a nap Bananas and Snowy hooted at the tops of their voices. Magically Wizzling appeared in a puff of threatening black smoke. With his magic crack was fixed. "Thank you" weezed the baby egg shyly. Posit flew past with a long brown envelope, dropping it in Lizzie's lap.

Dear Liz,

HELP! I'm stuck

Love Dad x

Lizzie dialled a number on her wakey-talky 723 7482. She spoke to him "Hi Dad" "Hi Lizzie" he said. She asked where he was stuck. "I'm stuck in a bag unfinished

Composition

Setting and character introduced in first paragraph.

Rich and varied vocabulary used.

Developed from an image (visual image)

Grammar and Punctuation

- Expanded noun phrases used.
- Appropriate nouns and pronouns.
- Direct speech is punctuated with inverted commas.
- Capital letters used for names of people and the personal pronoun 'I'.
- Adverbs and prepositions used to express time and cause.
- Full stops, capital letters, exclamation marks, question marks and apostrophes for contractions and singular possession.
- Fronted adverbials used, but without commas.
- Tenses used accurately.

Transcription

Spelling mostly correct. Further understanding of suffixes needed; for example, -ly (politely), -en (deafn, threaten).

YEAR 4 AUTUMN TERM

B: Description of a Scene

Anxiously, I edged towards the dark green forest. Below the trees stood a stick-like figure holding what look like a dead animal. I saw a witch-like dwarf hiding in the trees, she was staring at the creature with its glowing red eyes. The tall, green trees, cut were swaying gently in a blow of the wind where in a deep, blue stream that went right through the forest. The tall, brown stick figure was marching through the deep, blue empty river he walked over to the bright, yellow light in the distance. Although the creature was splashing away, I saw the dwarf in the tree jump into the stream to chase him. Anxiously, I followed them to end my curiosity of them. The light was a bright as the sun, I knew that it was not the sun... I got to the end of the forest, where were they	Composition - Description has narrative and descriptive elements. - Rich and varied vocabulary used. Grammar and Punctuation - Expanded noun phrases used. - Beginnings of rich vocabulary; for example, stick-like figure. - Capital letters, full-stops and commas used. - Appropriate nouns and pronouns. - Subordination used; for example, Although. - Adverbs and prepositions used; for example, gently, through. - Commas used after fronted adverbials; example, Anxiously. Transcription - Spelling mostly correct.
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YEAR 4 AUTUMN TERM ANNOTATED SAMPLES

C: DIARY

Dear Diary Today I woke up tired and sleepy, but I still got up because it was my birthday! After that I ran past my dad and into the kitchen. Then I eat my breakfast really quickly, after I eat my breakfast I ran back upstairs to get changed into my birthday cloths and I put my mum's make-up on just don't tell dad ok? Suddenly I heard a really loud knock on my door. I called my dad "Dad someone is knocking on the door" Then I slowly open the door. "Hi Lizzie!" Tommy shouted. Then my dad said "I will bring the birthday cake in the minute" Then I jumped up and down with excitement while I was blowing out the candles. Then the birthday candles went crazy! Luckily my dad ran in with a bucket of water and he saved me and tommy. Today was a dangrose day but a fun day to! From Lizzie	Composition - Factual style with interview appropriate for a newspaper report. - Paragraphs organised around a theme. Grammar and Punctuation - Tenses are mostly accurate. - Precise language choices for formality. - Development of multi-clause sentences. - Punctuation is accurate, including good understanding of the capital letter for proper nouns. Transcription Most spelling is correct, including some challenging vocabulary for Year 3.
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YEAR 4 AUTUMN TERM

D: Newspaper

Tornado Strikes One one calm Sunday morning at 08:00AM a tornado struck. Everyone panicked but then Mr Lough and his mum got sucked into the vast, whirling, swirling, dust splitting tornado and never came out. Still to this day mo-one knows where they are. A reporter came to 01:00PM and this is Mrs Dye's point of view, "Well it was terrifying I didn't know what was going on." Suddenly a Storm Chaser came in the tornado intercept veichles, this is what he said, "It was an interesting tornado completely unlike the others I've seen." The rain came and will it ever stop? Who knows?	Composition Simple organisational devices used; for example, heading and subheading. Factual style with interviews appropriate for a news paper report. Grammar and Punctuation • Headline used as an organisational device. • Apostrophe used for possession and contracted forms. • Fronted adverbials used, but without commas. • Beginnings of rich vocabulary; for example, dust splitting tornado. • Full stops, capital letters, commas or lists and question marks used. • Paragraphs organised around a theme. • Range of determiners used; for example, a, the, this, an Transcription • Spelling mostly correct.
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YEAR 4 AUTUMN TERM

E: REPORT

The Tongo Lizard have a very sharp claws, they look like shining blades. It's skin is scaly and rough and it's coulor is smoky black. It's fifteen cm high, 45cm long and 20cm width. It's eyes are devil red, they shine I the night and they can see in the dark. It lives in a rainforest, its wet gloomy and more wet here. Its house is in the trees it makes a nest out of leaves and stays there. In the rainforest the temperatures is 11C. It eats leaves, plants, insects, small animals and birds. It eats them by hiding in a tree when the pray comes along it jumps out and attacks. Its endangered because people want it for things like skin, medicine, food and for decoration. Its also because people are chopping down their homes.	Composition • Paragraphs used to report on different aspects of the topic. • Informative style appropriate for the audience. • Rich and varied vocabulary used. Grammar and Punctuation • Present perfect form of verbs used (have). • Sentence with more than one clause. • Apostrophe only correctly used for contracted forms once; for example, it's. • Coordination and subordination used; for example, and, because. • Full stops, capital letters and commas for lists are used. Transcription • Some spelling errors; for example, coulor, medicane.
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A: Narrative

B: Diary

C: Report

D: Narrative

E: Speech

YEAR 4 SPRING TERM

A: Narrative

Stone Age Boy

Through the old, gloomy woods was a figure of a boy. Suddenly, he found himself falling down, down, down. When he woke up he was in a dark place. In the distance he saw the light so the figure followed it. Outside it was a forest again, there were mountains and animals. "H" the boy whispered. He saw figure of a girl, she had ginger hair, a red coat, brown trousers, shoes and a bag.

Now for a little while the girl took the boy to her family. The boy heard the girl talking, to one of her family. "Look at this boy." The girl whispered. "Oh where did you find him?" The woman replied "He was lost." Oh said Around the busy, cold campsite, people were making tools, weaving and sewing clothes. Stone Age Boy felt incredibly tired.

That afternoon the sun shone like a firework. Exploring and excited the little boys and girls happily picked berries and nuts. Wildly the Stone Age people ran to the sea, and from there spears at the water. A boy was shouting and pointing to a reindeer. Everyone screamed following the spears some one from there spear and got the side of the deer. Now everyone had a sellabrosh Stone Age boy.

Composition

- Setting and character introduced in first sentence.
- Paragraphs organised around a theme.
- Rich and varied vocabulary.

Grammar and Punctuation

- Preposition of time used as a story opener.
- Fronted adverbials used, but commas not used consistently.
- Commas in a list mostly used accurately.
- Range of determiners used; for example, a, the, this, that.
- Direct speech used and punctuated.
- Capital letters, full stops, commas and a question mark are used.
- Some sentences with more than one clause, although punctuation within the sentence is missing.

Transcription

- Some spelling errors; for example, place, followed, forest, mountains. Took.

Dear Diary,

Would you like to have a life were you cannot do anything without your dad following you about twenty four seven? No you would not. Well that's the life I have to live it's horrible trust me. Well anyway on this bright and sunny day, which is my birthday I am 10 years old and we went and bought our new bird so the 13 other birds on our tree will have a new friend. Just then, in the blink of an eye, as soon as they met they were friends. Totally overwhelmed, I ran back to my dad, who had bought me the bird in the first place and he is very excited to know that they were getting along fine.

But one day, I saw my new lovely beautiful and brown bird hitting and peering at Zara one of my other birds in my tree. I thought I myself "Why are they doing this" one minute there friends next their not. Maybe they have friend issues or maybe their just messing I'll go and look. When I went outside I thought to myself I want a new bike maybe we could all go on a ride. The birds were ok but their was something not right about this new bird. I called him Hayley. We went on our bike ride the birds were flying and I was riding. Then Hayley flew infront of me I lost control and crashed. I snapped both my legs and broke one of my ribs. I was severely injured. I had to stay in hospital which quite nice because there was a computer (which was excellent) so I couldn't go on my games.

Composition

- Informal style and questioning the reader appropriately for diary.

Grammar and Punctuation

- Fronted adverbials used.
- Apostrophes used for contractions.
- Sentences extended by using subordinate clauses.
- Present and past perfect forms of verbs used.
- Range of determiners used; for example, this, the, a, an, one.
- Nouns and pronouns suitable for text.
- Direct speech used and punctuated.
- Capital letters, full stops, commas and a question mark used.

Transcription

- Spelling mostly correct.

The Tongo Lizard looks like a smooth scaly rat it's about 4.3cm in height and 2.1 cm in size. This endangered lizard has pointy, long and spiky sabour tooth teeth. The Tongo Lizard can change its colour but its mostly emerald green, ruby red and diamond blue.

The Tongo Lizard eyes are hazle brown eyes but if you look close there are tiny emerald shards. The Tongo Lizards skin is scaly smooth, shiny, sparkly and blinding. The Tongo Lizards tong is one of the most important part of its body it smashes it prey with a bang and squashes it's prey and sucks it in. The Tongo Lizards tail is long and thick if the creature is beign attacks by both directions it uses it's tong and tail. The Tongo Lizard claws are sharp as scissors.

The Tongo Lizard lives in the wide, scorching western fields. There are lots of dangerous , spicky cacti there are few trees whith no leaves on them. The western fields are 70 C very hot scorching weather only small lakes that get evaporated in just 23 hours.

The Tongo lizard is in the middle of the food chain it eats gerbous and digs into juicy cactuses. The Tingo lizard squash there prey with it's tong and tail rarely if it is hungry it may eat other types of lizards. It east juicy cactus and digs into it.

The Tongo lizard is endangered because it is hunted by cyoties and mountain loins it sometimes dies by trying to eat the juicy cactuses and also people like collecting it's teethg and the spike on it's tail help protect the Tongo lizard.

Composition

- Paragraphs used to report on different aspects of the topic.
- Informative style appropriate for the audience.
- Rich and varied vocabulary used.

Grammar and Punctuation

- Preposition used.
- Apostrophe in 'its' used for contraction.
- Commas used in lists.
- Varied and rich vocabulary; for example, tiny emerald shards.
- Conjunctions used to join clauses; for example, but, because
-

Transcription

- Some spelling errors; for example, sabour, diamond, hazle, tong, poeple

Lost and Found

"Go and sell some Sugarcane Juice for me. Don't forget two rupees a glass," orded Abba. As soon as Abba said this Hamid his son was there holding out his hands for a tray of the sweet Sugarcane Juice. When he got onto the bus because he followed Bulbul the conjurer. "How many times have I told my son to keep away from that silly old conjurer or whatever his name is!" shoted Abba angrily. Everyone looked at Abba shocked. Abba went as red as a tomatoe. After, a while Abba realised that he hadn't seen his son for a while. His son was missing... Abba spotted Hamid on the bus to Timapur. The bus speeds down the street pushing people out of this way. Then the wind blew heavily and knocked down a cart wich got in Abba's way and the person who owend it was very old and couldn't pick it up so Abba had to do it for him. Just, as he finished the bus zoomed past them knocking the cart over once again but cursed Uncle. Abba asked his friends, "Do you know wich way the bus went?" they just shrugged there shoulders as asked why. Abba told them a the hole story a little bear appead in his eye. All his friends offered him fee things but he declined determined to find his son. How could he do it though. The bus station smelt smellier than normal, it looked more ugly than normal as well. Was it his son who made it the best place in the world? Abba wasn't going ot give up now though but how. Abba thought as hood as a brick glough he was smart as a witch. All along he was trying to run after a bus when all ne needed to do was get a different bus! It was a very smart plan indeed. He waits for the next bus. When he got onto the bus, he thought he was going to find his son until it took the wrong turn. Finally, Abba gave up and walked back to the bus station. He found his son there and was overwhelmed with himself. He gave his son a great big hug.

Composition

- Characters introduced in the first two sentences.

Grammar and Punctuation

- Direct speech fully punctuated.
- Apostrophes used for possession and contraction.
- Adverbs used throughout writing.
- Capital letters, full stops, commas, exclamation marks and question marks used accurately.
- Sentences have more than one clause.
- Conjunctions used to join clauses.
- Fronted adverbial; used, though not always with correct comma usage.

Transcription

- Some spelling errors; for example, tomatoe, wich, owened, appead.
- There are some errors with homophones; for example, there/their and hole/whole.

Genre of Samples:

A. Description

B. Letter

C. Recount- Story

D. Narrative

E. Narrative

YEAR 4 SUMMER TERM

A: Description

This dragon (Electra) may look cute, but she is deadly dangerous when it comes to battle. Even though Electra is pretty small, she can sneak up on you and breath fire and electric bombs. She breathes fire when she is happy, excited and also angry. On and I couldn't forget, she breathes electric bombs when she is sad, or sometimes angry. In battle she will use both her powers. Although this dragon may sound great, she is sooooo disobedient...

As soon as you look away... SHE'S OFF! I'm warning you now, if she run's away, DO NOT call her name. this speedy dragon is rappid. If you call her name, she'll turn around, stare at you and then... CARRY ON RUNNING! The only way you can get her back is when she is stood still in a world of her own.

Did I Mention that this dragon is a beautiful sea blue colour. She has twinkling eyes that are moss green. Her sacly wings will swoop you away.

Composition

- Description has narrative and descriptive elements.
- Paragraphs organised around a theme.
- Rich and varied vocabulary used.

Grammar and Punctuation

- Brackets used to give extra information.
- Conjunctions used to join clauses; for example, but.
- Apostrophes used within contractions.
- More advanced adverbs used; for example, still.
- Nouns and pronouns used appropriately.
- Full stops, capital letters and exclamation marks used.
- Sentences with subordinate clauses.
- Conjunctions used for subordination and coordination.
- Rich and varied vocabulary developing; for example, disobedient, twinkling.

•

Transcription

- Spelling mostly correct with very few errors; for example, rappid.

Dear Son,

As you know, your Mother died **when** you were one week old and I was heartbroken. I always tried my very best. However I must now tell you something about your past.

When you were an infant, I had a dog called Gelert. He was **trustworthy and faithful** **so** I trusted him to protect you. **Early one morning**, I went hunting and I left Gelert watching over you. When I returned I saw blood on the **walls, floor and Gelert's mouth**. In blind fury, I snatched my diamond sword and I **plunged it into Gelert's heart**. **Suddenly** I heard crying from your position. A moment later I saw a wolf. **Instantly turned around and realised her has save your life but it was too late**. I felt horrified and disgusted. Do I gone and buried Gelert **under** a birch oak tree.

Perhaps you may come round and visit **Gelert's brave grave** and we can remember our brave loyal dog.

Love from Father.

Composition

- Informal style appropriate for personal letter.
- Paragraphs organised around a theme.
- Rich and varied vocabulary used.

Grammar and Punctuation

- Fronted adverbials used, but not always with commas.
- Apostrophe used for possession.
- Adverbs used to show time and cause.
- Commas used in lists.
- Sentences with more than one clause.
- Preposition used to show location.
- Sentences accurately punctuated throughout.
- Tenses not always correct; for example, gone/went.
- Rich and varied vocabulary.

Transcription

- Spelling correct.

Last Sunday, I was walking home from my friends and I saw a group of birds. Somebody spotted a name tag on a bird. It said "Superbird" on the blue and red name tag. Carefully I picked that bird up, it looked like it was injured.

Obviously I took it home to my Grandpa, (he's a vet), he said that he had a broken leg... 2 days later I went back to the tree that I found Superbird in and there was a group of birds looking around. I saw another name tag (purple and black) that he had the name Banana written all over it.

With the corner of my eye, I saw a voice simulatoe. I thought it was to make my voice go funny but it wasn't. It was a device to make me know what birds are saying. I listened closely and I could just about say what the birds were saying. Banana was asking "Where is Superbird, Superbird, where are you?" I went up the tree and started cheeping like a bird...

I looked down and my feet weren't my normal feet. They were bird feet! I looked in my tiny mirror... "Ahhh, I'm a bird!" I exclaimed.

And that was the last people heard from me and now I'm living in Bird Land!...

Composition

- Character and plot have been developed.
- Paragraphs organised around a theme.

Grammar and Punctuation

- Fronted adverbials used.
- Subordinate clauses mostly correct.
- Direct speech used and correctly punctuated.
- Variety of determiners used; for example, the, a, that.
- Capital letters, full stops, commas, brackets, exclamation marks and a question mark are used correctly.
- Apostrophes used for contractions.
- Nouns and pronouns chosen appropriately.
- Adverbs and propositions used to show time and effect.

Transcription

- Spelling mostly correct with very few errors; for example, simulatoe.

Superbird Adventures

One day there was a bird like never before and his name was superbird. He is a superhero.

Superbird goes in all sorts of adventures like climbing mount everest and riding dinosaurs but best of all he is the one that actually discovered America. On this epic adventure he will be going to Mars to try and discover alain life. With him will be his best friend in the whole entire tree will be the strongest bird ever, Marvin Muscles. They had been best friends since bird next primary. But to make the rocket they would have to go to that Scrapyrd and build a rocket out of metal that has been dumped there by other birds. "Look over there!" screamed Marvin "Theres a rocket engine." "Cool!" yelled Superbird. As they were running to the engine their arch enemy Dr crow swooped in and stole the rocket engine. So with that Superbird and Marvin pelted off after him. So the chase began. Marvin and Superbird had secret powers that made them fly faster, so it was a piece of cake for them to catch up to the sloq crow. But he'd got caught up in a tree so the rocket engine just drifted back to them. "That was easier than I thought."

It took them nearly 6 hours but they got it done. Whith swetting foreheads the great launch began. 54321 BOOM! They set off like a bullet out of a gun. It them around 50 hours to get their but they made it. "Remember your spacesuit," confirmed Superbird. "Yeah." Marvin responded.

Composition

- Characters and plot have been developed.

Grammar and Punctuation

- Direct speech fully punctuated.
- Conjunctions used to separate clauses.
- Apostrophes used for contraction correctly another omitted.
- Present perfect form of the verb 'have' used; for example, has, have.
- Variety of determiners used; for example, a, the, this.
- Subordinate clauses used within sentences, but with some punctuation missing.
- Capital letters, full stops, and exclamation marks used.
- Nouns and pronouns chosen appropriately.

Transcription

- Some spelling errors; for example, alian, sloq, swetting. There is an error with the homophone their/there.

YEAR 4 SUMMER TERM

E: Narrative

On one beautifully sunny day, Stan was in the garden and then he had a huge, intelligent brain wave. He would make a rocket and his dream would come true because he could fly into the space.

Stan went into the garden shed and got some white paint, red fins and top and a round piece of glass, but what of his dad notices all the things that have gone, and he needs steal.

"Well I'll just have to __ wood." he said to himself.

So he got cracking when he was finished he admired his master piece.

The rocket had a bright white body, ruby red fins and top a sparkly, gleaming, shiny, crystal clear blue window and last but not least three buttons blue, green and yellow. He was a second away from being the worlds youngest astronaut!

When he climbed into his masterpiece he took a deep breath in and pulled the lever and shot of into space. As he shot of he felt as if he was in a dream bubble that took him into space. He was that happy that he couldn't stop smiling.

When he landed on the moon he got out of the rocket and it was quite hard to breath. He sat down and it was a very rough and uncomfortable surface, but he sat down and got on with it.

Happily, Stan closed his eyes and relaxed and when he opened his eyes he looked at the twinkling stars. Then a big, green shape passes by like a cheetah.

"Great Scot!" said Stan. "Was that s shooting star?"

Whatever it was it landed next to Stan and he realised it was a spaceship! Then a blue creature crawled out!

Stan was scared then he realised it was friendly and slimy, but he couldn't keep it as a pet because it was an alien.

Composition

- Setting. Character and plot have been well developed.
- Paragraphs organised around a theme.
- Rich and varied vocabulary.

Grammar and Punctuation

- Fronted adverbials used with commas.
- Apostrophes used with contractions.
- Conjunctions used to separate clauses.
- Rich and varied vocabulary; for example, gleaming, masterpiece.
- Adverbs and prepositions used to show time and effect.
- Direct speech used and correctly punctuated.
- Nouns and pronouns chosen appropriately.

Transcription

- Some spelling errors; for example, shiny, breath, lever, of

YEAR 5 Writing Standards

A Year 5 Writer...

Features of Writing	selects appropriate grammar and vocabulary
	describes settings, characters and atmospheres and integrates dialogues to convey characters and advance the action in narratives
	uses a wide range of devices to build cohesion within and across paragraphs; e.g. adverbials, pronouns, prepositional phrases
	Uses further organisational and presentational devices to structure text and to guide the reader in non-narratives; e.g. headings, bullet points and underlining
	extends the range of sentences with more than one clause by using a wider range of conjunctions and relative clauses
	uses the present perfect form of verbs
	uses fronted adverbials
	chooses nouns or pronouns appropriately
	uses conjunctions, adverbs and prepositions to express time and cause.
	learns the grammar for Year 5 in the English Appendix Standard English
	uses modal verbs or adverbs to indicate degrees of possibility

Punctuation	uses full stops, capital letters, exclamation marks, question marks, commas for list and apostrophes for contracted forms and the possessive singular and plural.
	uses and punctuates direct speech
	uses commas after fronted adverbials
	uses and punctuates direct speech
	uses commas to clarify meaning or avoid ambiguity in writing
	uses brackets, dashes or commas to indicate parenthesis
	uses and understands the Year 5 English Appendix

Spelling	uses further prefixes and suffixes and understands how to add them (English Appendix)
	spells words with silent letters
	continues to distinguish between homophones and other words which are often confused
	uses knowledge of morphology and etymology in spelling and understands that the spelling of some words needs to be learnt specifically (English Appendix)
	places the possessive apostrophe accurately in words with regular and irregular plurals

Hand-writing	writes legibly, fluently and with increasing speed
	chooses which shape of a letter to use when given choices and deciding whether or not to join specific letters
	chooses the writing implement that is best suited for a task
	increases the legibility, consistency and quality of their handwriting
	develops using some of the diagonal and horizontal strokes needed to join letters and understands which letters, when adjacent to one another, are best left unjoined.

Content from Previous Years	punctuates sentences using a capital letter and a full stop, question mark or exclamation mark.
	uses expanded noun phrases.
	joins words and joins clauses using subordinate and co-ordination
	demonstrates accuracy with tenses
	uses a capital letter for names of people, places, the days of the week and the personal pronoun 'I'
	uses different sentence forms
	punctuates sentences using a capital letter and a full stop, question mark or exclamation mark.
	uses direct speech
	uses subordinate clauses
	uses adjectives, adverbs, prepositions (including phrases) and conjunctions
	uses a range of determiners
	uses fronted adverbials with commas

Genre of Samples

A: Narrative

B: Character Portrait

C: Report

D: Narrative

E: Narrative

YEAR 5 AUTUMN TERM

A: Narrative

Dust Disaster

In Australia on 26th March 2006 at 17:55, the night before the tornado, a small cloud of strange dust was swirling around. The first to witness this was Philip the lighthouse keeper, was on the 7th floor and witnessed storm of dust heading towards the East from Southern parts of Australia. It formed a spirall shape in the night sky and Philip Carver new it would lead to some sort of danger!

At 09:15 in the morning the wind grew stronger causing the powder like dust to sin. Sam the extreme weather adviser experimented on the remains of the dust. They recently named it Dylan as it was very rare. Due to high winds from each direction the storm evolved into a tornado. A living shark was found inside however unfortunatly it could no longer breath.... Sam stated that it only lasts for 3 hours as it is caused by dust and wind.

Consequently all the birds and ravens flew in the northern direction being pulled into it. Phil and Lizzie – the daughter of Phil – stayed alone on the bottom floor hoping it would pass. Found standed in the sea was Emma Wilson a yong ladie of the age of 23 hid there to get away from this annonomous event. 10:00 o'clock had arrived furthermore the storm died down. The town was destroyed in the end. Eventually it began to shrivel down into the remains of the trailing powder. Bob (the ice cream man) had disappeared into the tornado.

The birds could do nothing about this unfortunate event so now the population has slowly decreased leaving only the children of these ravens.

According other scientist, they believe that this has happened before and don't know, weither it's a tornado or a storm.

Recently a party of Bo's families met mebers have come together to find him. Consequently the high wind have caused humungous waves across the equater. Others suggest that this will never happen again however no-one knows this for sure! The dust was caused by a the tornado Abigail which began a couple of weeks in a go. Due to this, Australia remains in great danger because of the tornado! If you see a man who has got brown hair green eyes and is 48, who is lost call: 07566 932 108.

Composition

- Open introduces the time and setting.
- A range of devices to build cohesion are used within and across paragraphs; e.g. In Australia, At 9:15, They recently, Eventually.

Grammar and Punctuation

- There are mainly multi-clause sentences throughout the piece.
- This piece is punctuated with commas, full stops, capital letters, exclamation marks, dashes and brackets for parenthesis and the occasional comma after a fronted adverbial.
- Commas are used to clarify meaning.

Transcription

Spellings have a few errors; e.g. mebers, equater, remains, yong, ladie, bottem, spirall, weither.

YEAR 5 AUTUMN TERM

B: Character Portrait

Lady Macbeth has a pale white powdered face and thick, black hair that swishes into the cold breeze. Also she is cold harted because lady Macbeth told Macbeth to kill Banquo. Furthermore she is manipulative because she istelling Macbeth to do what ever she wants. In addition the cruel woman she is not werth getting everything she want after she wanted to kill Banquo. She was also brave going to put the daggers back were they belong. Lady Macbeth was a temptress to purswave Macbeth to kill someone.

Composition

- This piece has a fairly tone throughout.
- Expanded noun phrases are used t describe and specify; e.g. pale white powdered face, thick, black hair.
- Adverbials are used to support cohesion within the paragraph; e.g. Furthermore, In addition.

Grammar and Punctuation

- This piece is punctuated with capital letters and full stops. There are no commas after fronted adverbials.
- Subordinate clause is introduced to explain the information given.
- Prepositional phrases is used describe and specify; e.g. that swishes into the cold breeze.

Transcription

- Spellings are mostly correct but with a few errors; e.g. werth, purswave, harted.
- 'Were' is used instead of 'where'.

YEAR 5 AUTUMN TERM

C: Report

Mongolia is the 18th largest country in the world. It is home to the Gobi Desert although it can get to – 5C at night. As it only has 105 rainy days, it is called the Land of the Blue Sky by many people. Mongolia is in central Asia. It is landlocked by China and Russia. The flag is blue and red with a gold emblem.

Mongolian Children

Mongolian children's lives all depend on their families wealth. Rich families' children grow up with nearly everything they could want. Unfortunately, poor families' children grow up with the bare essentials, while living in the sewers. Despite this, all children attend school from 6 until they are 18. Then they would have a get so cold, they wear big coats with fur inside. 1 third of the population is children. They have a special children's day on the 1st June. Would you like to be a child in poverty?

Genghis Khan

Genghis Khan, who ended up killing 40 million people with his armies, was a sly villan with a glint of evil in his eye. He conquered many countries just for horses. He was born in 1162. Genghis Khan had 10 children – 5 girls and 5 boys. There is a 131m statue of him. He could'n At the age of 65, Genghis Khan died in battle in 1227. Would you like to have been round in Genghis Khan's time?

Ulaanbaatar

Ulaanbaatar is home to 13 million people, 45% of Mongolia's population. It was founded by Remus, Romulus and Aeneas on the 2nd April 753BC. The name Ulaanbaatar means Red Hero. Ulaanbaatar loved The Beatles so has a square dedicated to them. As most people were nomads, the main building in _____ Would you like to visit Ulaabaatar?

Mongolia has 4 million people, while UK has 70 million. This is because lots of people in Ulaanbaatar are still Nomads. Would you like to be a nomad?

Composition

- The opening sets the scene with facts and figures.
- This piece has a formal tone throughout with the occasional question to address the reader in the second person.
- A range of fronted adverbials and pronouns are used to build cohesion within paragraphs; e.g. Unfortunately, At the age of 65, He

Grammar and Punctuation

- Expanded noun phrase is used to describe and specify; e.g. The flag is blue and red with a gold emblem. The prepositional phrase, 'with a gold emblem' adds detail.
- Mainly multi-clause sentences are used throughout the piece with few single-clause sentences. A relative clause is used to add information; e.g. who ended up killing 40 million people... Fronted subordinate clauses; e.g. As most people were nomads.
- This piece is punctuated with questions to address the reader, a dash to extend information, apostrophes for possession and commas after fronted adverbials.

Transcription

- Spellings are mostly correct with just a few errors; e.g. villan.

Silently the dream giver slipped his boney fingers through the shutter and without a sound flying it open. He hovered inside carrying a brown bag with 3 eggs in it. He was wondering which bed of the 3 children should he start with. After a while, he chose his victim! The dream giver then reached his packed up bag, and pulled out a jet black egg.

He then cracked open the egg and out poured vile smelling steam. The first egg had a night mare about clowns in it, which he has poured over the little girl, (who loved ballais). Next, he silently fluttered over to the next bed and got out a purple egg.

The dream giver then poured it over the goblin toy, and then he gave a sinister smirk. Off he slyly glided to the next and final bed. he was grinning even more now because he can spread his terrible nightmares.

The final egg was a red as blood. He cracked it open and poured it everywhere. This was the most terrifying one of all. It was about a witch, vampres and frankinstien taking everyhuman on earth and turning them evil. with a evil smile he fastly hovered away.

Composition

Opening sets the scene and builds suspense by starting with action.

A range of cohesive devices are used to aid the reader; e.g. Next, After, a while.

Grammar and Punctuation

- Noun phrases used to describe and specify; e.g. boney fingers, jet black egg.
- Prepositional phrase to describe and specify; e.g. with 3 eggs in it.
- Subordinate clause; e.g. because he can spread his terrible nightmares.
- There are mainly multi-clause sentences throughout the piece.
- The piece is punctuated with capital letters, full stops, brackets and an exclamation mark.

Transcription

- Spelling is mostly correct with just a few mistakes; e.g. ballais, fastly

YEAR 5 AUTUMN TERM

E: Narrative

On a beautiful autumn day, round about 1:30pm there in the distance was a little girl named Lizzie, who loved to climb trees. At 2pm, After she had eaten her dinner, She had spotted not so far away stood a towering, soaring, lofty tree. She thought to herself "perfect". As she got as close as she could to the tree, it was the She started to climb. Not long after, as she was half way up the tree, she could hear the undefeated sound of birds singing. Suddenly, the birds stopped. "Who are you" they asked Lizzie froze in exitment, who knew birds could talk...

"I'm Lizzie" she said. "Well Lizzie it's a pleasure to meet you, I'm Marvin Muscles, this is Rainbow bird and here is rob the builder."

They all of a sudden became friends. The tree was really, great, overwhelming, exiting. Worried, terried, shocked Rob the builder fell out of the tree. "Are you ok" asked Lizzie. "Yes don't worry it happens all of the time." Confused, mystified, puzzled Lizzie didn't understand why all stay in one tree when it is breaking and they always fall down.

At 3:30pm, Little Rainbow bird went looking for food so they could have theor tea. 5pm she still hasn't come back yet. I don't understand where she could be.

Composition

- Opening sets the scene with the use of an expanded noun phrase; e.g. On a beautiful autumn day.

Grammar and Punctuation

- Expanded noun phrase used to describe and specify; e.g. towering, soaring, lofty tree.
- Relative clause adding information; e.g. who loved to climb trees.
- This piece is punctuated with commas to clarify meaning, inverted commas for direct speech, ellipsis and apostrophes for contractions.
- There are a range of multi-clause sentences with the occasional single-clause sentence.
- A range of simple devices to build cohesion are present; e.g. At 3:30pm., Suddenly, Not long after, After.

Transcription

- Spelling is mostly correct with a few errors; e.g. exitment, theor.

YEAR 5 AUTUMN TERM

D: Narrative

Silently the dream giver slipped his boney fingers through the shutter and without a sound flying it open. He hovered inside carrying a brown bag with 3 eggs in it. He was wondering which bed of the 3 children should he start with. After a while, he chose his victim! The dream giver then reached his patched up bag, and pulled out a jet black egg.

He then cracked open the egg and out poured vile smelling steam. The first egg had a night mare about clowns in it, which he has poured over the little girl, (who loved ballais). Next, he siltenly fluttered over to the next bed and got out a purple egg.

The dream giver then poured it over the goblin toy, and then he gave a sinister smirk. Off he slyly glided to the next and final bed. he was grinning even more now because he can spread his terrible nightmares.

The final egg was a red as blood. He cracked it open and poured it everywhere. This was the most terrifying one of all. It was about a witch, vampres and frankinstien taking everyhuman on earth and turning them evil. with a evil smile he fastly hovered away.

Composition

Opening sets the scene and builds suspense by starting with action.

A range of cohesive devices are used to aid the reader; e.g. Next, After, a while.

Grammar and Punctuation

- Noun phrases used to describe and specify; e.g. boney fingers, jet black egg.
- Prepositional phrase to describe and specify; e.g. with 3 eggs in it.
- Subordinate clause; e.g. because he can spread his terrible nightmares.
- There are mainly multi=lcause sentences throughout the piece.
- The piece is punctuated with capital letters, full stops, brackets and an exclamation mark.

Transcription

- Spelling is mostly correct with just a few mistakes; e.g. ballais, fastly

Genre of Samples

A: Non-chronological Report

B: Non-chronological Report

C: Biography

D: Description

E: Balanced Discussion

F: Poetry

What are Snakes? Snakes are amphibians and they live in a dark deep burrow, with a sandy, sneaky and very slimy. They have bulging fangs, (which can sometimes spit out raging acid). The anaconda, an extremely strong snake, sometimes lives in a deep pond hunting its prey. Snakes have long, coiled bodies with scaly skin. Snakes have long, coiled bodies with scaly skin. Snakes are an animal which moves in a coily way. Some snakes destroy their opponent. A snake is long: it uses its size to its advantage. Appearance – where do they live? Snakes have cool patterns which mostly keeps them camouflaged. The vicious amphibians (the snakes) have bulging, dangerous eyes. Oftenly the snakes have a special head which is shaped like a heart to make them more sneaky. A snake has a pair of fangs as sharp of a chainsaw. A snake can come in any colour and it comes in different countries. They are very sneaky and cool. Habitat Where do they live? Snakes live in devastating, deep and hot burrow: they have to protect their special, young babies. Snakes are cold-blooded so they can't keep themselves warm, when snakes are cold they turn into a position called a _which helps them get to sleep without getting cold. What do they eat? Snakes have an appetite of other snakes, rats, mice and they also eat eggs whole! Snakes use their camouflage colour to hunt down their prey. Snakes are vicious, meat eating animals: they mostly swallow their food whole because they do this because they only use their fangs to grip on their prey to kill what it wants to eat. Interesting facts! Snakes have many facts, but there's some which are really interesting like if a snake is cold-blooded when it goes to sleep it turns into a torpor position to help them to sleep without them getting colds. Did you know a snake has pits below their eyes to sense the heat of their prey. Some snakes kill their prey by suffocating its prey and it swallows it whole! Conclusion Snakes are an endangered species because people kill venomous snakes who they could use their poison to turn their venom into medicine for other people.	Composition - Opening description sets the scene with expanded noun phrases; e.g. dark, deep, a deep pond. - Sub-headings are used appropriately to guide the reader. The question sub-headings encourage the reader to read on; e.g. where do they live? - The piece concludes with a summary about why snakes are endangered. Grammar and Punctuation - Brackets are used for parenthesis to add detail; e.g. the snakes, which can sometimes spit out raging acid. - Noun phrases used to describe and specify; e.g. dark, deep burrow. - The piece has a range of punctuation, including brackets, exclamation marks, commas to clarify meaning, question marks, a hyphen; e.g. cold-blooded. - There are mainly multi-clause sentences throughout the piece. Transcription Spellings have a few errors; e.g. endaged, vicious, eggs, oftenly, coily, there're. Incorrect use of the apostrophe; e.g. it's instead of its.
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The Tongo Lizard

The Tongo Lizard is a very rare reptile with its majestic crest and its terrifying teeth. This snake on legs lives in the trees of the Amazon rainforest in New Zealand, the rainforest has lots of life engrossing in the trees and on the ground. It also hunts at night making it a knockturnal animal. Its large eyes help it to speed along the forest floor using its eyes to find its way around.

Hunting

This lizard is a carnivour so it feeds on small birds and insects. The Tongo Lizard hunts at night making it the only knockturnal lizard in the world. While it is hunting it uses a method that is very different to its closest relative, the golden gecko, it first bites its prey and then wraps it with his take suffocating it until it dies.

Identity

The Tongo Lizard is a bit like a colourful light show, with its majestic movement and its bright colours. You will know when you see a Tongo Lizard by the big, bright red crest on top of its head, you can tell by the way its colours shimmer in the light.

Losing Lizard

Although it might sound like there is a lot of these lizards, but actually there are only 50 left in the wild this is due to people cutting down trees. 50,000 trees alone were cut down last year alone that is the size of 500 football pitches. but we can save these animals by not cutting down trees and ruining their habitat. if we don't stop this, there will be no more of these Raging reptiles, after all were all animals!

Composition

- This report outlines some key information about the Tongo lizard, using sub-headings to guide the reader.
- Atmosphere is created through expanded noun phrases, prepositional phrase and alliteration; e.g. majestic movement, big, bright, terrifying teeth, raging reptiles.
- Simple pronouns and the occasional adverbials are used to aid cohesion within the paragraphs.

Grammar and Punctuation

- Expanded noun phrases used to describe and specify; e.g. a very rare reptile with its majestic crest and its terrifying teeth.
- Subordinate clause to add more about why it is a carnivore; e.g. so it feeds on small birds and insects.
- A few grammatical mistakes; e.g. missing capital letters to start sentences.
- Prepositional phrase to describe and specify; e.g. with its majestic movement and its bright colours.

Transcription

- Spellings are mostly correct. A few errors but these include technical vocabulary that are not a part of the Yr 5 and 6 National Curriculum spelling appendix.

YEAR 5 SPRING TERM

C: BIOGRAPHY

David Attenborough was born in 1926: 8th May, in London. He is now one of the best biologist in the world. He has had a huge influence as a broadcaster, introducing colour TV **when he was controller of BBC 2.**

As a child, he went to wigerson grammar school for boys. **Later on** he went to Cambridge University to study natural science. After completing his degree in natural science. Daivd's first job was in the Navy for 2 years **(1947-1949).**

David is believed to be one of the most travelled men in history as he has been to Antartica, deep Africa and many other places. **When David accepted the offer of his first Job at the BBC in 1952,** he **(like most people)** didn't own a TV and only has ever watched one programme David said he doesn't love animals but is fascinated by them.

David Attenborough is the only person to have won a Bafta award in black and white, colour, HD and 3D. **In 1985** Sir David received his knighthood. He and his crew have caught many things on camera which human eyes have never seen. His voice _____

Composition

- This biography has a fairly formal tone throughout the piece.
- A range of simple cohesive devise are used to aid the reader; e.g. As a child, Later on.

Grammar and Punctuation

- Colon used although not accurately.
- Subordinate clause: e.g. when he was controller of BBC2.
- The piece is punctuated with brackets for parenthesis, some commas after fronted adverbials although not always consistently and capital letters and full stops.

Transcription

- Spelling is mostly correct with just a few errors; e.g. coulour, received, fascinated.

YEAR 5 SPRING TERM

D: Description

Wearily, I bit my tongue **as the over-grown insect** stomped around **the abandoned swamp.** Surrounding me, rays of sunlight flashed through the branches. The air filed my lungs as the creature let out a roar. I poked my head round **the over-powering tree,** which was breathing only to find the killer beast pushng trees aside to try and find me. I didn't think twice. I ran towards the far end of the swamp were **the open, crooked exit** stood.

Composition

- Adverb opener sets the scene; e.g. Wearily.
- First person description.

Grammar and Punctuation

- Noun phrases used to describe and specify; e.g. the over-grown insect, the abandoned swamp, the over-powering tree, the open, crooked exit.
- Simple grammatical ewrrors; e.g. 'were' instead of 'where'.
- The piece is punctuated with hyphens, commas, full stops and capital letters.

Transcription

- Spelling is correct, apart from 'filed' has been used instead of 'filled'.

My opinion about cutting down the rainforests (deforestation) is that it should not be happening. I will state my reasons below.

Deforestation is a bad idea because the rainforests are home to 30 million species of animals. However, there are more people in the ____ so we need more room for houses and schools. On the other hand, rainforests produce 20% of the world's oxygen except, half of the rainforests have been cut down and we can still breathe ok.

Nevertheless, there are 350 tribes living in the rainforest and cutting them down will leave them homeless. Despite them living they need to chop down some trees to be able to sustain themselves. Also, there are precious jewels such as diamonds, gold and silver so we will be able to make a fortune out of cutting down the rainforests.

On the other hand an area the same as 36 football pitches are cut down each year. In addition chopping down the trees will leave many animals endangered or even extinct! However, we don't need a rainforest that covers half of South America. We should cut down some trees and other people use some land for whatever they want.

Despite most of the animals in the rainforest only being insects, there are many birds and other animals, but cutting down trees provides jobs and money for the local people. Consequently, the rest of the rainforests could be gone in 100 years.

Due to the facts listed above, I firmly believe that the rainforests should not be cut down because it would be leaving many people and animals without a home. What do you think about cutting down trees?

Composition

- This balanced discussion opens with a formal tone, with the writer's viewpoint shared from the beginning.
- A range of cohesive devices are used to help the paragraphs to flow; e.g. Nevertheless, On the other hand, Despite most, Due to the facts listed above.
- Facts and figures are used to give a convincing and expert tone; e.g. 30 million, 20% of, 350 tribes, 100 years.

Grammar and Punctuation

- Brackets used for parenthesis.
- Co-ordinating conjunctions; e.g. half the rainforests have been cut down and we still can breathe ok.
- Modal verbs are used to indicate degrees of possibility; e.g. could, will, can.
- Noun phrase to describe and specify; e.g. precious jewels.
- Punctuation includes commas after fronted adverbials, brackets, exclamation marks, apostrophes for possession and a question mark.

Transcription

- Most spellings are correct. 1st one error; e.g. sustane.

The Tiger Sunrise eyes with a blazing ambler burn, Golden glowing fur sways gently in the breeze, Deadly claws bury into prey and slowly starts to turn, Coal black stripes protect the ever-growing tiger from a freeze. A shadowy figure lurking in the distance Prowling like a fearless dragon in the midnight air It's feirce furious roar will cast you in to a trance It's under growth palace is a wild animal's lair. The tiger is a carnivourous predator The beasts heart is like a fourse of nature Vicious growls exclude it from being mild Stealthily prowling through the air – it's surely torture. Muscular musels also padded paws, A grip so tight and firm, A coat blending in with the shadows defying all laws This meat eater will defenitly not murm. A playful felion behind the scenes, But outside the cave he's ruthless as well as mean, When this jungle citizen is hunting he swings and leans, Some of them are cubs some are teens.	Composition - Vivid descriptions are enhanced through the use of expanded noun phrases and prepositional phrases; e.g. Sunrise eyes with a blazing amber burn. - The piece is enhanced by the use of alliteration; e.g. fierce furious, muscular musels, padded paws. Grammar and Punctuation - Adverb to indicate a degree of possibility; e.g. surely. - Adverbs to enhance the atmosphere; e.g. Stealthily, Deadly. Transcription - Spelling is mostly correct with a few errors; feirce, fourse, murm, gently.
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YEAR 5 SUMMER TERM ANNOTATED WORK SAMPLES

Genre of Samples

A: Newspaper Report

B: Newspaper Report

C: Recount - Diary

D: Narrative

E: Persuasive Letter

YEAR 5 SUMMER TERM

A: Newspaper Report

Owlful Disasters! Yesterday at appropriately 10:30am, our country had experienced some weird wonderful sightings! Owls who are nocturnal creatures, have been flying above our beautiful homes in large parliaments of hundreds. They are causing major issues across the UK, as they are standing on delicate police phone wires. In addition, because of these pesky (but still cute) owls, the crime rate has gone up from 67% to 74%. Many are very shocked; some have found owl poo on their car windows! Bird specialists, or ornithologists, are wondering, "Is this owl problem permanent?" We asked the specialist Daisy Muggleton, "This larks no good," she said. "The owls could be in danger, or we could've disturbed their sleep," she continued, "I think this is just once in a blue moon." Meanwhile, it looks like the shooting stars fancy going near Earth today... Airports are bamboosed by gorgeous bright shooting stars, thinking they are planes coming down (about to crash) Several have a wrote to us also, claiming they have seen teenagers, adults and even the elderly wearing: brown, black, blue and white robes, possible in gangs, being extremely secretive and whispering. Even though they are busy with the owls police are investigating and keeping an eye on this seemingly new gang. Others- including our reporters – think this is just a new fashion trend. It has been a strange day in Great Britain.	Composition • The opening title is catchy with play on words; e.g. 'Owlful Disaster.' • A range of adverbials and pronouns are used for cohesion; e.g. Yesterday, They, Meanwhile, Even though. Grammar and Punctuation • Relative clause; e.g. who are nocturnal creatures. • The piece is punctuated with commas after fronted adverbials, although not always consistently, a colon before a list, dashes and brackets for parenthesis and inverted commas for direct speech. • Range of noun phrases used to describe and specify; e.g. gorgeous bright shooting stars. Transcription Spellings are mostly accurate.
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Tornado Terror

Last Tuesday at 10:30 in the morning a colossal Twister hit Tornado Alley, Oklahoma. The tornado was the biggest tornado ever recorded.

The tornado was 10,000 metres high and 1,000 metres wide. It was seen by a farmer and his daughter Laura. He said that first off, all he had seen was a gigantic cloud coming over their heads, dropping temperatures down to – 10 or -20C. another pair of witnesses said, that all of sudden a massive Funnel of wind, struck down and the tornado sirens went off.

An eyewitness (a Storm Chaser) said The tornado was heading south at 100-125mph towards the city of Oklahoma. The police cut off Route 31 and Rout 66 because of the tornado.

We received news, that hundreds of cars have been lifted off the streets and into the Vortex. One of the cars, was a Cheverlot which had a baby ad a Mother in. This is the deadliest meteorological event in the history of the states.

Composition

- Pronouns are used to aid cohesion; e.g. He, We, This

Grammar and Punctuation

- Expanded noun phrases to describe and specify; e.g. a colossal twister, a gigantic cloud, the deadliest meteorological event.
- The piece is punctuated with brackets for parenthesis and commas to clarify meaning.
- Preposition of cause; e.g. because of tornado.
- Preposition of cause; e.g. because of tornado.
- There are range of multi-clause sentences although not always punctuated correctly; e.g. One of the cars, was a Chevelot.

Transcription

- Spellings are mostly accurate.

Dear Diary,

you will never guess what happened today. It all started at seven o'clock in the morning when me and dad got in the old, red car to go to the park. I already knew that when I got there I'd rush out the car and sprint as swift as a cheetah towards my favourite tree where I would – at least I thought – climb up and sit with the interesting, talking birds.

When I got out the car, I peered over the black, rusty gates in the direction of my beloved tree. Delighted, excited, jolly – which of these was I feeling? Pushing open the gate, I ran to my tree: I needed to see my friends clinging on to the wet, soggy branches, I hawled myself up the tree. This is where I made my first mistake. Instead of sitting on my usual branch (a large, wide arm that could easily support my weight), I chose a thin, scrawny twig like one. The more I think about it: the more I realise how stupid my decision was.

My best friend, upside down bird, was suspended from the branch above me. I decided that it would be a good idea to stand up on my branch – I was wrong. I had always thought that my dad was over protective when I layed out the mattress, but today it saved my life. As positioned my body upright, the branch snapped under the pressure of my weight. I plummeted to the ground. My life flashed before my eyes. Luckily my dad's prepared. I landed on the mattress and the day ended like any other.

Composition

- Opening to the piece sets the scene.
- The diary is written in the first person and has an appropriate tone for this piece.
- Noun phrases are used to convey an atmosphere and give a vivid image; e.g. interesting, talking birds, my beloved tree, black, rusty gates.

Grammar and Punctuation

- This piece is punctuated with dashes and brackets for parenthesis, single dashes, question marks and a colon.
- Subordinate clause; e.g. but today it saved my life
- Multi clause sentences are used throughout the piece.

Transcription

- Spelling is mostly correct with just a few errors; e.g. mattress, hawled, snapped

Glancing at the rolling, churning waves whose white spray roamed like a horses glossy, enviable mane, Lizzie felt a surge of warmth envelope her fragile body, since this was her home village, where she had been born and bred. This was Charmouth. It was a welcoming friendly environment, in which, a wide variety of immunities were accessible, such as petite, bustling cafes and unique, original gift shop. Lizzie loved it here. She lived in a small, 1-floored bungalow, which was set back from the centre of the village (in Dorset) and encompassed many different pleasures and delights. One of these delights was the fact that her back garden was a gargantuan, oasis of pale, brown, coconut coloured trees, some of which its large, bony, finger like branches reached out to protect you from the beating sun. Lizzy-who was 9 years old, and had flowing ginger a hair, which shone in the dazzling light – particually loved a tall beech tree that stood proudly in the centre of the garden, for it was one that she could climb up easily, and get an outstanding, breath taking scene across the quaint, picturesque community of Charmouth. She adored it.

Scaling the smooth beech trees trunk, like a gorilla, Lizzy had a face screwed up with concentration, and was evidently determined to eventually reach the bony fingers that sometimes ominously swayed when there was a howling wind. Unpredictably, Lizzy felt an icy, quivering chill swoop up her back; it was a perfectly warm day. Unnerved, Lizzy anxiously swung around; nothing was there. Distracted, Lizzy courageously continued to climb, although a tinge of unwillingness overwhelmed her, and she started to cautiously climb back down the tree. Until...

Later on that evening, when a golden sunset dominated the horizon of the English Channel, something else (that was still equivocal in terms of magic) happened that was quite phenomenal, and spectacular. A small, injured bird hobbled along the branch of the tree- like a wounded soldier – and desperately persuaded Lizzy to help him. Elated, Lizzy accepted graciously, hoping that she could sincerely help the bird. However what was the bird said next was unbelievable...

Composition

- The narrative opens with an array of nouns phrases to give a vivid description; e.g. the rolling, churning waves whose white spray roamed like a a horses glossy, enviable mane; bustling cafes; large, bony finger like branches; smooth beech trees; small injured bird.
- Powerful word choices, similes and personification are used to give vivid images and to create atmosphere; e.g. surge of warmth envelope her fragile body; like a wounded soldier; like a gorilla.

Grammar and Punctuation

- Single-clause sentence contrasted with a multi-clause sentence for emphasis; e.g. This was Charmouth. Lizzie loved it here.
- Relative clauses; e.g. which was set back from the centre of the village, who was nine years old.
- Brackets, dashes and commas are used effectively for parenthesis. Semicolon used. Commas to clarify meaning and fronted adverbials are present throughout the piece.
- This piece has a controlled use of single clause and multi-clause sentences.

Transcription

- Spelling is mostly correct with only a few errors; e.g. immunities, particually.

Dear Hilton Hotel,

I am writing to you **with regards** to ask if you would build a hotel in Space. **Because you already have an amazing hotel**, it **would** be exceptional to build in Space. One reason why you should build a hotel in Space is **because you will receive lots of money**. Hilton Hotel – **an amazing hotel!**

Everybody **will** know that you were the first hotel in space and it will go down in history. 100% of my class believe that this is a great idea and they look forward to doing this **(if they can afford for millions)**. If I were you, **I'd** take this amazing opportunity.

I just wanted you to know **that I'm already; you should be two**. Surely you'll agree that this is a great idea **I mean who doesn't want** to tour Space? If you do this, which is great, you will become the richest hotel in the **universal!** please, please, please!

I hope you consider building a hotel in Space it **could** be called Hilton Hotel **out of this world! (like literally)** and also thank for taking your time to read this letter.

Yours sincerely

Composition

- The letter is written in a formal tone; e.g. with regards, I hope you consider.
- However, it switches tone in the second and third paragraphs; e.g. I'd, I mean who doesn't want.
- The letter concludes with a proposal to build a hotel in space.

Grammar and Punctuation

- Fronted subordinate clause; e.g. Because you already have an amazing hotel.
- Modal verbs used to indicate degrees of possibility; e.g. could.
- Adverb to indicate a degree of possibility; e.g. Surely.
- The piece is punctuated with brackets for parenthesis, dashes, exclamation marks and commas.
- There are mainly multi-clause sentences across the whole piece.
- Subordinate clause; e.g. because you will receive lots of money.

Transcription

- Spelling is mostly correct with just a small error, e.g. does'nt.

The Silver Birch Tree! The silver birch tree lay in the middle of Lizzies glorious garden. Many birds of all shapes and sizes, who love this wonderful tree, perch on its delicate branches day after day. Many of which joyfully feast on the scrumptious, juicy berries the tree holds. Excited, amazed, amused – many insects happily crawl from branch whilst staring, string without a care in the world at the emerald green leaves, which are gently kicked about by the refreshing breeze. Children merrily play round the famous tree admiring its silver branches and its colourful crowd of birds crafting their nests, nests which carry the eggs of new born chicks. Every creature loves this magical tree, why wouldn't they? With its flowers, its berries, its emerald leaves, its popularity and most importantly its lovely surroundings. Just imagine living in the tree, imagine having as much delicious berries a you want and imagine being surrounded by many gleeful friends that live you, wouldn't that be amazing?	Composition - The opening sets the scene using a variety of noun phrases to describe and specify. - This narrative contains repetition and vocabulary to convey mood; e.g. whilst staring, staring without; crafting their nests, nests which carry the eggs; imaging living in a tree, imagine having as much delicious berries. Grammar and Punctuation - Expanded noun phrase used to describe and specify. - Relative clause is used to add additional information; e.g. who love this wonderful tree. - Dash used to expand information; e.g. many insects happily crawl. - Questions are used to address and persuade the reader; e.g. wouldn't that amazing? - Adverb (merrily) is used to describe how the children played. - Capital letters, full stops and questions mark are used, mostly correctly. Transcription - Spelling is mostly correct with just an occasional error; e.g. emerald
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AWESOME AUTHOR RIVES AT AMAZING ACADEMY

On Monday 11th April 2016, at exactly 12:51, the children and teachers at St Margaret Mary's Junior School – a local school in Liverpool – had just finished their dinner when they heard the roar of a monster; dashing to the doors, the students (with wonder) watched a helicopter land on the playground. A world famous author stepped out – he was incredibly impressed with the school's Gold Reading Quality Mark, and he wanted to congratulate the gold star pupils. A world famous author, named David Walliams.

Mr Walliams heard this fantastic news through a friend who lived in the area. Even though he was so busy, he reported that there had to be a way around his busy schedule to say well done to the gold star kids. Even the head teacher spoke to SMMJS News, complaining, "I didn't want the children's education to be put t risk, that it was," stamping her feet angrily.

There were so many excited students in SLT. Erin McCormack and Eddie Kenny announced that they received David Walliams' autograph and won all of his books in a raffle!

"I've always wanted to meet the legend, David Walliams," Lydia Whyte stated, jumping high in the air.

"No Monday t this school had ever been this exiting!" everyone in year 6 cheered, exclusively for this magazine.

The children, who did no work, had a great time meeting such a famous man. It was an amazing experience and no students there will ever forget it. David Walliams, whose books are sold all over the world, told the pupils they had a talent for reading. Look out for his show, Reader's Got Talent viewing on ITV ON 1st My 2016!

Composition

- This news report creates atmosphere through interesting vocabulary; e.g. roar of a monster. It also integrates dialogue through using inverted commas; e.g. 'I've always wanted to meet the legend, David Walliams.'
- The title uses alliteration, 'Awesome Author Arrives at Amazing Academy', making it stand out.
- Repetition is used for emphasis; e.g. A world famous author.

Grammar and Punctuation

- Dashes and commas are used for parenthesis to specify where the school is situated and to describe how the students watched the helicopter; e.g. (with wonder).
- Commas used to specify ad clarify meaning; e.g. at exactly 12:51.
- Dashes used to expand information.
- Apostrophe for possession is used correctly.
- Semicolon is used correctly.
- Subordinate clause used to open the sentence; e.g. Even though he was s busy.
- Multi-clause sentences using relative clauses to expand information; e.g. who did no work, whose books are sold all over the world.
- Commas, dashes and brackets for parenthesis are used correctly, as are commas for clarity, including after fronted adverbials. Semicolon is used to mark the boundary between two independent clauses.

Transcription

- Spellings are mostly accurate.

Dear Diary,

Have you ever had a dad whos EVERYWHERE?
Following you; chasing you; being over protective? If not I have the perfect example, my dad.

It was my first day of high school with a one bag hanging over my shoulder, I set off toward the bus stop hoping not to miss my ride. Only five minutes earlier I had seen my beloved dad sweating and breathing heavily. He told me to 'Be Careful' (like always) but I knew nothing would go wrong... hopefully.

The day was AMAZING. I remember feeling so free! For once I could do things I liked without warning! Lunch was jacket potatoes served nice and warm. Although this was magnificent there was still one problem. A disturbing feeling making me feeling nervous... Something was just not right!

To tell you the truth I wasn't looking forward to walking home. Why? Well, a rumour was spreading around the school scaring pupils for year 6 to year 7. A suspended student, Chris Black, was returning from a two-month long suspension! Lots of kids were running around the school hoping that someone would give them detention just because they didn't want to bump into him.

I didn't expect to be walking with five others down my street. They too had heard of Chris and one knew where he lived.

Suddenly out of the mist a tall, muscular man marched towards us hoping not to be seen. His teeth were grey and his eyes were green Chris! I couldn't believe it! Then it happened. I was being dangled in the air! My feet weren't touching the ground! My bag was threw on the floor! And everyone had left. Except one...

Stood there smiling, my dad looked at me. I didn't expect him to be so brave. Afterall really the reason he was there was to protect me. The best bit is I actually felt proud of him. I wonder if he knew about Chris or what happened to me. Well, I'll never know. (But I will find out! Some how.)

Right now I'm sat on my bed, with my dad, remembering these memories and feeling like the daughter of a true hero. Lizzie

Composition

- This diary has a fairly informal tone with the use of contractions; e.g. didn't, couldn't weren't, wasn't, I'm, I'll.
- Cohesion within paragraphs include adverbials and adverbs to help the paragraph to flow; e.g. Only five minutes earlier, then.

Grammar and Punctuation

- Question marks are used to address the reader.
- Semicolon colon used for a list, although not always accurate.
- Fronted adverbials used to open paragraphs but not always punctuated with a comma.
- Brackets and commas are used for parenthesis. Contractions are used to give an informal tone.
- A variety of single and multi-clause sentences are used throughout the piece. Fronted adverbials are used to open paragraphs but these are not always punctuated with a comma. Exclamation marks, questions marks and commas are used throughout this piece.

Transcription

- Spelling is mostly correct. Some occasional errors with verb forms; e.g. 'threw' instead of 'thrown.'

The silver birch tree sat in Lizzies back garden, glistening in the morning light. The dawn chorus (Snowy, Bananas, Knight, Ruby, Clementeeny and Plum) sang their morning chant. Lizzie awoke to the singing birds chorus. She races down to the kitchen, wolloped down her breakfast and ran towards the tree. Her feet getting tickled in the lush, green grass. Like a monkey, she climbed up the tree and sat on the largest branch. The suns warmth birds joyful songs, the company of the birch trees birds – could Kizzy's day get any better?

Lizzy the decided. She would sit next to Chif and Chaf (the yes, no birds) "Do you like it up here?" Lizzy asked. "Yes" Replied Chif, "No" said Chaff. Lizzy asked and asked but then realised she would just get the same answers. The gilr spent hours with the birds till she heard her Mum shouted her in for lunch.

The next day Lizzy clambered up the tree – up a different route – and activated a large wooden lever disguised as a log. Pistons switched on and off lights flickered and then a hole just appeared below where Lizzy was hanging. She dropped through. The breeze murmured through the branches above where Lizzy was standing.

"Hello", squeaked a voice in front of her, "what is your meaning here." It ws Eglet. Luckie duckie, Whizzing and Marvin Muscles came up behind her – they had really grown in size – grabbed her arms and took her to the prison. "Help!" She screamed. "Bird brains..." next to her in a cellar was Super bird and Upside-down bird. "Whats going on?" Lizzy asked. Super bird explained the whale story: Egklet overtook some of our birds and they all became evil. He then decided to make this undergrown (Unfinished)

Composition

- The opening sets the scene using a variety of noun phrases to describe and specify.
- This narrative contains a range of vocabulary to describe; e.g. lush, green; suns warmth.
- There are a range of cohesive devices, including fronted adverbials and pronouns; e.g. She, The next day.

Grammar and Punctuation

- Expanded noun phrase used to describe and specify.
- Colon used to mark the boundary between independent clauses.
- Brackets used to expand information.
- Dashes are used as punctuation for parenthesis; e.g. – up a different rout-.
- Variety of single-clause and multi-clause sentences used throughout.
- Hyphen for description; e.g. Upside-down.

Transcription

- Spelling is mostly correct. Some occasional errors; e.g. wolloped. A few apostrophes and verb forms are missing.

Deadly Dangers

14th August 2012 (Tuesday)

Dear Diary, its me again here to tell you how STUPID my Daddy is. This morning he got me out of the tree and gave me bike and four armbands. Bluebeak (one of the birds) thought we could put them I the bike and throw it in the pond – with us on it! But Daddy said ‘no, its too dangerous!’

So I put my helmet on and he made me put these orange, ugly armbands on my arms and legs! Then I asked him could I go back to the tree with the birds but you can guess what he said. ‘NO!’ He went inside, so I went to the tree anyway. It was boring so now I’m in bed. He’s here now so speak to you tomorrow, bye!

15.8.12 (Wednesday)

I decided I’d my bike again, this time without all the unnecessary ‘Safety’ stuff. I got the hang of it because Rollerbird taught me and then... SPLASH! Right into the pond! I now wish I did not wear my armbands. I got out of the pond and took the bike to Dad, risking him telling me off. He didn’t care about it. In fact, he ignored me! I’ll look more into it tomorrow. I’m tired.

Composition

- This diary has a fairly informal tone, helped by the use of contractions; e.g. I’m, I’d, didn’t, He’s.

Grammar and Punctuation

- Brackets for parenthesis.
- Dash used to expand the sentence.
- Variety of single and multi-clause sentences throughout the piece; e.g. I’m tired.
- There are few grammatical errors such as missing apostrophes; e.g. its.

Transcription

- Spelling is mostly correct. Some occasional errors with verb forms; e.g. ‘throw’ instead of ‘threw.’

YEAR 6 SPRING TERM ANNOTATED WORK SAMPLES

Genre of Samples

A: Non-chronological Report

B: Narrative

C: Newspaper

D: Narrative

E: Description

YEAR 6 SPRING TERM

A: Non-chronological Report

Introduction

Have you ever seen a fire-breathing dragon before? Well here's your chance! If this is definitely your 'number-one' dream, then it's about to come true! Adopt your own dragon today (if you think you're brave enough). These energetic creatures will completely blow your mind, as they obey your commands. Would you like to own a dragon like this? One could be your companion for life.

This guide will tell you everything you need to know (even the funny things)!

Things you will need:

- make-up
- fashionable clothing
- spare room (for dancing)
- earring
- headphones
- foundation and consealer
- beanie hats
- weights (9kg or over)
- a gigantic mirror
- food (feed section)
- two of everything (you never know when you're going to lose something!)

Typical Behaviour/Characteristics

This breed of dragon only comes in female; this makes that they're all quite similar. If you're wondering what their favourite thing is, it's fashion –beanie hats are their favourite. This is so they can spin on their heads when they're dancing.

Though these girls are very generous, they're also really cheeky (at times). They sometimes steal your slippers! Not only do they do this but also, they tend to burn them too!

Composition

- Informal tone throughout the piece using contractions; e.g. you're, here's, they're.
- Expanded noun phrases are used to describe and specify; e.g. These energetic creatures.
- Question marks are used to address and persuade the reader; e.g. Have you ever seen a fire-breathing dragon before? Would you like to own a dragon like this?

Grammar and Punctuation

- A range of multi-clause and single clause sentences are used throughout the piece. A fronted subordinate clause is used; e.g. Although this breed of dragon is an incredibly fit and healthy one.
- Exclamation marks, brackets, dashes, commas to clarify meaning and hyphens are used throughout the piece.
- Hyphens used to avoid ambiguity and give a description.
- Punctuation of bullet points are used to list information.
- Adverbs to qualify and describe; e.g. really, extremely.
- Brackets used for parenthesis throughout the piece.

Transcription

- Spelling is mostly correct with just a few errors; e.g. earrings, consealer, porsion, strength.

Feeding

Although this breed of dragon is an incredibly fit and healthy one, they need (and I mean need) a lot of junk food. If you give her too much healthy food, then she could become tempted to eat your entire house!

(You don't want an extremely, hungry, puckish dragon with a taste for you, do you?) Ideal snacks include: chocolate, pizza (spicy), fridge raiders and energy drinks. If your dragon decides to go hunting for food, it will eat whenever she wants, if not, one portion every two hours will be enough.

Training

To train your dragon to build its body strength, you need to train her with giant weights (9kg or over). This helps your dragon to fight for food and become a brave predator. Otherwise, your dragon will not be able to survive once old enough to venture into the wild. So if you want to train your dragon, follow these steps.

Also, if your dragons is naughty, punish her (in any way you want, or they'll never learn)...

WARNING:

DO NOT let dragon live without being able to do a windmill (an advanced breakdancing move). You will regret it

When Lizzie woke up, the early sun was slowly rising on the horizon. She looked at her digital clock, which said 6am. It felt early enough, so she got her fashionable dressing gown on and looked out of the window. Sadly, Lizzie wished she had a life simple, since she lived in a rich family, £100 million pounds to spend. She wanted a life like Penny (a girl who lived on the street with her mum and dad, called Penny because they only have 1 penny); even if it was a harsh life. She walked downstairs and slouched to the dining table. She felt very bored, but then she got an idea. Why not climb up the silver birch tree in the posh gardens? She rushed outside and looked up at it. Without hesitating, Lizzie climbed up the tree. When she got up, a world she always wanted was waiting for her.

All sorts of birds were flying everywhere! She noticed a rainbow bird flutter over her head, a wizzling perch in her lap, it was bird heaven! She noticed a cold crow, every bone violently shivering so she took the dressing gown off and carefully placed it on the freezing crow. The crow looked at Lizzie, "Th-Th-Than-k Y-Y-You... Eh-Eh-Eh-I – r-r-r-r-really-a-appr-ecia-t-te-it-t-t-..." the crow mumbled softly. She couldn't believe it! A crow talking? "Uh, how did you speak?" Lizzie asked confused.

"We all can!" rainbow bird squaked. "We always do. All humans hear are chips though." Lizzie then got an idea... She could ask them to help her runaway! She did just that, and they said yes.

The plan to runaway was a bit awkward. Step 1: birds pick up Lizzie and they fly out. That's all. It did work, but Lizzie got a scratch on her knee and her elbow started bleeding a tiny bit. However, she was mostly fine and she and the birds ran to... where could they run too? Suddenly Lizzie remembered about Penny! So they ran to Penny's shelter. She didn't look very happy though, and all it was a sad reason.

Composition

- The narrative conveys an appropriate level of informality through the use of contractions and questions to address the reader.
- Interesting verbs are used to convey action; e.g. slouched, flutter, clutching, screamed, climbed, swooped.
- Noun phrases are used to describe and specify; e.g. silver birch tree.

Grammar and Punctuation

- Fronted subordinate clause used to set the opening to the narrative; e.g. When Lizzie woke up.
- A range of cohesive devices are used through the piece; e.g. fronted adverbials and pronouns.
- Inverted commas are used to punctuate direct speech and for dialogue.
- Separate lines are sometimes used for dialogue.
- A range of fronted adverbials are used for aid cohesion within paragraphs.
- Attempted to use the semicolon.

Transcription

- Spelling are mostly correct, just a few errors, e.g. horizon, squaked.

It was because Penny didn't know where her mum or dad were. Lizzie then realised she should switch with Penny, Penny agreed too. When Penny walked to the mansion, Lizzie wondered what to do first.

"Food!" the birds reminded her. "More food!" Lizzie smiled, wondering where to find food.

"Come on the birdies." Lizzie answered, "show me where the food is." The birds shot worrying glances and she soon found out why. They didn't know where any food was. Never mind, she thought, shelter is more important. She started walking around but started hearing "Oohs" and "Ahhs" and she turned around. Lots of people were admiring rainbow bird. Lizzie tried to save it but familiar voice saying "STOP RIGHT THERE!" stopped her. Her mother clutching Penny.

"WHAT DO YOU THINK YOU ARE DOING?" her mother screamed Lizzie tried to hold her tears back.

"M-Mother, I c-can e-e-explain..." Lizzie explained wearily.

"Explain what? THIS?" she shouted, pointing at Penny. "She said you traded her so that you could live on the STREETS? What kind of trade is THAT?" at the moment the birds swooped in to save her. Marvin Muscles picked her mum up. Rob the builder robbed her clothes off and Upside down bird took off her knickers, posh clothes replaced by dirty clothes. Yes and no bird made her confused and Rollarbird made her dizzy. When Marvin dropped her mum she collapsed on the floor. Superbird and Marvin picked Lizzie and Penny up and swooped up.

"Wow! That was amazing!" Lizzie shouted, "Now you can stay with me."

"Yeah, but won't your mum complaint?" Penny asked.

"She won't" Lizzie smiled. Her mum never did.

Birds Beguiled By Storm

Last night – at around midnight – when everything seemed to be going swimmingly on the supposedly peaceful and tranquil Dorset coast, an indiscriminating thing happened. A vicious, unforgiving storm hammered against the rigid coastline, taking everyone by surprise. Storm Hertha, brought everything from the menacing, biting wind, the icy, cold sleet, and the churning, crashing waves, to add to all the chaos. Some local people (the Dorset Environmentalist's Agency), strongly believe that their had been signs of a storm brewing all week, yet others show dissent, and think that this storm was a one off. Whatever it was though, it was catastrophic.

As mentioned earlier, local environmentalists say that residents of Dorset should have taken further action to prevent, and halt the storm, but go on to say that no action was taken.

Other spokesmen say though that this devastating event was unpredictable, and that nothing could stop it. The first tragedy that was caused by the storm was the local harbour, when an abundance of boats were forced to capsize. The storm the rapidly moved onwards towards the famous, ancient oak tree from the Middle Ages, where many helpless, innocent birds were heavily affected by the torrential weather. The residents of the tree were taken by surprise and Billy the Blackbird explained the shocking events as they happened. "It was horrible!" he said sounding terrified "my friend Phoebe the Finch was playing snap with me when it came," moved by those heart-felt comments the people of Dorset have united to take action together and have donated everything from food to clothing. The generosity of these gestures have been recognised by the birds and have given eternal thanks to the public. However, in addition to this storm, another storm is expected and the birds are temporarily moving to France, where they will loan out any tree available. If you are still in Dorset though, make sure you prepare for the next storm.

Composition

- Powerful vocabulary is used to convey the atmosphere; e.g. vicious, indiscriminating, tranquil, menacing, catastrophic, devastating, unpredictable.

Grammar and Punctuation

- Dashes used for parenthesis to confirm the exact time.
- Commas to clarify meaning.
- Passive voice used for emphasis; e.g. The generosity of these gestures have been recognised by the birds.
- A range of fronted adverbials are used to aid cohesion within paragraphs; e.g. As mentioned earlier, Whatever it was though.
- The piece is punctuated with hyphens, commas, inverted commas for direct speech and a pair of dashes for parenthesis.

Transcription

- Spelling is mostly correct with a few errors; e.g. temperarily, meancing. ' There is used instead of 'there'.

Grace stomped around the corner, enraged because yet another arrogant 'white' person jumped in front of her in a long, twisted queue in the local food shop. As Grace turned, she saw a 'white' bus driver yelling at two poor, innocent children.

"What's wrong with you! Are you stupid?" he yelled, shoving the helpless, black children off the bus.

Grace, filled with fury, ran over to the scene and screamed and yelled at the cold-hearted, nasty bus driver. The driver gnashed his teeth viciously and drove off ignoring the angry shouts from Grace. "Morons!" he bellowed out of the windows as he drove into the distance.

"Are you two ok?" asked Grace, still seething with furiously.

"Yes, w... we're f... fine," Naledi stammered still shaken from the push. "I'm Naledi. He's my little brother, Tiro."

"Well, I'm Grace. Now tell me one thing, why are you in J'burg?" asked Grace. Tiro told Grace about Dineo being ill and that they were trying to find their Mma.

After Tiro's story, Grace agreed to help find their Mma.

At Mma's house, the children hugged their beloved, kind Mma then went upstairs to explore, while Grace offered to take the children to her house and in the morning, she'd meet Mma at the train station. When Mma agreed, Grace took the two children to the train station which was going to Soweto.

Fifteen minutes later, Naledi, Tiro and Grace arrived at Grace's house. After introducing Naledi and Tiro to her young brothers, Paul and Jona, Grace made beans and bread for supper. While they ate, Grace told the tragic story of her older brother, Dumi.

At 5:00 in the morning (the next day), Grace took Naledi and Tiro to the train station, where she got

Composition

- Powerful vocabulary used to convey meaning; e.g. stomped, enraged.
- Expanded noun phrases are used to describe and specify; e.g. cold-hearted, nasty bus driver.

Grammar and Punctuation

- A range of adverbials are used to ensure the paragraphs flow and to aid cohesion.
- A range of single-clause and multi-clause sentences are present.
- A range of fronted adverbials are used to aid cohesion.
- Dialogue is punctuated with inverted commas and is on separate lines for a conversation.

Transcription

- Spellings are mostly correct.

pushed on the train. Grace was stuck on the moving, clattering train while the children were outside! What now?!?!

“Oh no! What could I do? What would their Mma say? Un oh!” Grace thought. She looked around frantically for a way out, wildly, screaming, “I’m coming Naledi and Tiro!” she ran to the driver and tried to persuade him to stop the train. When he refused, she pounded her fists against the steel, closed door. **Suddenly**, the train door opened and Grace jumped out. Faster than lightning, Grace sprinted back to the training platform.

Whilst on the bridge, Grace caught sight of Naledi and Tiro. “Naledi! Tiro!” she bellowed, happily. The two children turned around. Grace, in her stained, ripped rags, joyfully ran towards the children with large, open arms. Naledi and Tiro were whimpering and scared but cheerful to see their friend, Grace.

Fifteen minutes later, Mma –on time-arrived with three train tickets. Grace waved goodbye to Naledi, Tiro and their Mma. Grace was happy to help, but disappointed: as she never see Naledi and Tiro again.

"Come on Sally! Be strong! there's no father to comfort you now!" She **sorrowfully** whispered in agony, as she endured the **nippy night** air's **deadly dream**. She gripped her drenched quilt like there was no tomorrow and with all her might consumed the pain.

Sinisterly hissing, a **maliciously** toned scream treacherously echoed through the transparent planes of glass shattering them into minute **diamond-like** fragments. Sally's ears felt as if they would burst from the sheer pain of the deafening racket. As her eyes were transfixed on the only dull light in the room- **which was reflected** from the smithereens of the glass that lay upon the floor. **Like mother looking for her vulnerable lost son in a market**, the dim glow endlessly searched for Sally.

"Look! Look at him!" The last thing she'd do and the first thing she'd regret was look. Her affliction was intolerable. A light found her. Darkness settled. Fear rose with the temperature maximized. **All was silent**. **She lifted an eyelid** one slight millimetre and wasps endlessly sting in her stomach. She frantically shut her eyelid, as **the darkness was unbearable**.

She attempted to stand, but poor Sally collapsed like a cheap tent in the pouring rain. **As scary as the dream was**, Sally was being idiotic. She was **stressfully striving** her way out of the sticky floor of quicksand. If she didn't stop, she would soon die of exhaustion.

Composition

- Opening sets the scene with dialogue, 'Come on Sally!'
- The writer creates atmosphere through alliteration, repetition and interesting vocabulary; e.g. sorrowfully, nippy night, deadly dream, stressfully striving.
- Adverbs are used to convey action; e.g. sinisterly, maliciously, stressfully.

Grammar and Punctuation

- A range of adverbials and pronouns are used as cohesive devices.
- Subordinate clause used to convey why she was in agony.
- Hyphen used; e.g. diamond-like.
- The piece contains a range of single-clause; e.g. All was silent; and multi-clause sentences; e.g. As scary as the dream was, Sally was being idiotic.

Transcription

- Spellings are mostly correct, just a few errors; e.g. maximized, millimetre.

Genre of Samples

A: Letter of Complaint

B: Narrative - Flashback

C: Narrative - Opening

D: Character Description

E: Persuasive Argument

YEAR 6 SUMMER TERM

A: Letter of Complaint

Dear Sir or Madame,

I am writing to complain about the shocking standard of dental treatment I experienced on Tuesday 1st March at your dental surgery – Dental Cheer.

As a patient, who has been with your patience for multiple years, I was doubtful about making an appointment with your new dentist – Miss Root. However, after being assured by your respectful receptionist, I immediately felt at ease. Because of this newly found information, I booked an appointment for 9 o'clock in the morning; I was going to be the first appointment of the day.

When I arrived – after having my day off school arranged I was informed that Miss Root was delayed. Due to the fact that I was clearly notified about the time of my appointment, I was rather startled. How could a so-called professional dentist be running late if I was the first appointment of the day?

After wasting what seemed like hours in the waiting area, Miss Root demanded me into her room and forced me onto a foul-looking chair. My shoulders were pushed with unnecessary energy, causing my back to slam against what felt like cold metal. Without any conversation, Miss Root prised open my jaw and began a brief analysis.

My mouth was dry with fear, as Miss Root began to trace her latex glove covered finger over my teeth. Then, I began to watch, horrified, as the dentist reached for an ancient, even, evil looking instrument. It looked more like a weapon than a dental tool. Is this the method of dental care used at your practice?

The tool was plunged into my trembling mouth. It felt like a needle stabbing into my gums repeatedly. Resistance was futile. An

Composition

- Opening starts with a formal tone.
- full range of adverbials are used to steer the reader through the main events; e.g. However, Due to the fact.
- The conclusion offers a clear solution.

Grammar and Punctuation

- Dash used to say the name of the dental surgery; e.g. – Dental Cheer.
- Relative clause used to add more information about the patient; e.g. who has been with your practice for multiple years.
- Mainly grammatically correct with just a few errors; e.g. 'bare' instead of 'bear'.
- This piece is punctuated with commas, dashes, commas after fronted adverbials, semicolons and brackets.

Transcription

Spelling is mostly correct.

unbearable pain stung my teeth. How dreadful! Slowly, the instrument was worked deeper into my mouth; I could not bare to suffer the pain any longer. I signaled (on more than one occasion) for Miss Root to discontinue.

Needless to mention, the lack of consideration caused me anxiety and stress. Before I had the ability to focus on the blood streaming down my face, I believe that I fell unconscious.

I woke up to a strong taste of blood in my mouth, as well as an unendurable ache. When I sat up, I elt a huge gap in my mouth and noticed three perfectly teeth beside me. Without any explanation, Miss Root asked me to leave; even encouraging me to book another appointment.

In the past, the method of treatment I've been given was always at a high standard. I believe that Miss Root should be given a review into her standard of care due to the circumstances I have explained. In addition to this, I expect an apology from Miss Root, who caused me unnecessary anxiety ad distress. I am sure that you will deal with this issue promptly.

Clothes and photos scattered the floor as my best friend rambled on about how much she would miss Liverpool. I remained silent. My fingertips ran along the bright pink walls (which had drawings and writing scribbled across it) and the muffled sound of the radio drifted across the room. Then, at that moment something caught my attention. I almost pounced at it. However, I quickly regained my self control. Desperate, I dug through the piles of old homework until I finally caught a clear glimpse of it.

Scrapbook – it wasn't mine, but my best friend's Jemimah's. "I'll just get us some hot chocolate." Jemimah smiled, sipping away. Quickly, I shut the door closed, curious to discover what memories the book held. I peeled the scrapebook open, a gasp leaving my lips. As I grasped the book tightly, I remembered.

Again, I found myself holding up a video camera. I grinned. "Ready?" Almost instantly, a voice echoed mine. "Ready."

It was one of the hottest days of the year. Me and Jemimah were stayin in a caravan, along with both our families. "Hi everyone!" I yelled at the camera. 'My name is Ella, and this is Jemimah!' We were both in onesies and our hair hadn't been brushed yet. I continued. "So we are currently in a caravan site, I think it's called Haven or something." Suddenly, a voice interrupted. "We are both extremely bored. Mum won't let me go outside yet. For the next five minutes, we just stared at the camera. Then, the door burst open, causing me to lose grip of the camera. Everything moved in slow motion. Mortified, I reached for the camera. All that Jemimah could do was watch as it smashed to the ground. "This is all your fault." I hissed, not really knowing who I was talking to.

"Oh" I remember that!" Jemimah called. Guilty for looking through her stuff, I shoved the book under the pile of homework. I signed. "Look. I am sorry that you have to leave for Australia. We're going to miss you."

"Me too." She replied, pulled me into an embrace.

Composition

- Opening starts with action by setting the scene through describing the room.
- A range of simple adverbials are used to steer the reader through the events; e.g. However, Desperate, Quickly, Again, Suddenly.

Grammar and Punctuation

- Short single-clause sentence for effect; e.g. I remained silent.
- Relative clause; e.g. which had drawings and writing scribbled across it.
- There are a range of clause structures, including single-clause sentences for effect and multi-clause sentences.
- Brackets for parenthesis, commas after fronted adverbials, inverted commas and commas to clarify meaning are used appropriately.

Transcription

- Spelling is mostly correct, only few errors; e.g. frined.

Hauntings!

Ali stood silently, staring at the broken-down door, with a slow creaking sound, the door opened. Taking a deep breath, Ali entered the house. He was greeted by a choice of three pathways which looked seemingly endless. Ali took a glimpse down the pathway to his right; all there was, was blackness. He had the feeling he was being watched as he strided down the pathway to his right. The walls were now filled with wallpaper; every so often he would find a bit torn off. Ali was brave, he wouldn't let the creepiness of the house combined with his fear, put him off. He seemed to be walking for hours before he found a room.

When he reached the room, he realised it was a living room. It was strange as the noise of the wind flowed through his ears. In the room lay a chess table. To the side of the room was a book shelf; the books were stacked neatly. He jumped on a sofa nearby, his back felt pain as he turned on the most uncomfortable couch he had ever sat on. The room shook "What's happening?" screamed Ali. The books tumbled off the shelf, the couch shot in the air and started to rotate. The sense of nausea ran through his body as the couch went faster, he felt as if his body was going to shut down. The voice of someone or something chanted. "there is no escape!" Nothing could stop his fear from growing. He was stuck in mid-flight rotating as fast as a twister at a fairground at full speed. The couch dropped from the sky and fell in a perfect position, exactly where it was before the haunt. Adrenaline replaced his fear as he thought: there is no escape. _____ show there is an exit, he ran back to where he had begun.

Composition

- Opening starts with vivid descriptions; e.g. slow creaking sound, which help to build suspense.
- Powerful vocabulary helps to set the tone; e.g. nausea, blackness, creepiness, adrenaline.

Grammar and Punctuation

- Hyphen used; e.g. broken-down.
- An adverb to indicate a degree of possibility is used to build suspense; e.g. seemingly.
- Semicolon used to mark the boundary between independent clauses.
- Prepositional phrases used; e.g. filled with wallpaper.
- A range of cohesive devices are used to aid to the flow of each paragraph.
- Colon is used to mark the boundary between independent clauses.

Transcription

- Spelling is mostly correct. Small error, 'strided' instead of 'strode'.

My monster name is Odeon; his mum was called Omen and his dad's name was Deon. It is believed that in 1901, a group of tourists were seen decapitated and blood was scattered everywhere. Some believe that it was caused by Odeon but others thought something else happened.

He is half-lion, quarter-cat and quarter-griffin. His copper-brown hair spread all around his body. A wild, blazing sprang from his rough head. Teeth like needles ready to suck out anyone's organs- such a heart-stopper. His blood-curdling bloodshot eyes is enough to make a thousand people ascend to their graves. When he sees his victim, the veins bulge out of his lifeless eyes.

The soft brush of his arms and legs are enough to give you papercuts everywhere. It moves majestically with its long, broad griffin wings and walks; swaying its cat tail (from a Siamese cat). His odour turns into your favourite food smell- to lure you in. Also, many people have heard the creature imitate a voice from their loved ones. As soon as they get close, Odeon lets out as blood-boiling scream of anger. He hides anywhere, everywhere.

It is widely believed that many people see the monster go into a haunted castle. On the outside, a sign reads: 'lair of bones and you!' Odeon's action of attacks are his poisonous tongue ready to infect your blood stream. It is thought that if you stare at him for too long, you will disappear (forever).

The only way to destroy a demon is to rid him of his potion. Look for the twinkly hearts flying around, but beware: if you drink, your whole body will vanish. It's acid! Drop it onto the floor to release the energy. You have saved the world from the mythical, life-sucking Odeon! Or did you?

Composition

- This piece is written in the third person and has a fairly formal tone.
- Hyphens are used to add to the character description; e.g. half-lion, quarter-cat, blood-curdling.

Grammar and Punctuation

- Semicolon used to mark the boundary between independent clauses.
- Passive voice; e.g. It is believed that in 1901, a group of tourists were seen decapitated.
- A range of single-clause and multi-clause sentences are used throughout the piece.
- Hyphens are used to add to the character description; e.g. life-sucking.
- The piece is punctuated with semicolons, colons, exclamation marks, brackets and dashes.

Transcription

- Spellings are mostly correct. Just a few errors; e.g. widely and the omission of an apostrophe for contraction; e.g. anyone's.

Earth v.s. the elements

Do you ever lay in bed wondering what is the most powerful element? You do! Well, the answer is me, Earth, everyone knows that. Don't listen to fire, water and air. They wouldn't exist if I didn't exist. Now read on (i'll make you think)!

Naturally, i'm ful of many different layers that contain rock (like pebbles) and minerals. My minerals help the soil grow food and plants keep you guys breathing. In reality, my crust is made up of oxygen (46%) and siicon (28%). When these two chemicals mix together, they create silica (silicon dioxide). Basically, silica is sand; when heated, it creates glass. Glass makes windows, of course.

Referring back to 'my' minerals; you can find many ones; gold, diamonds and much more. All of my natural inventory helps with the production of buildings, weapons and other much needed things.

Clearly it would make sense what is in my middle (the core). Here's a hint, it keeps the planet warm. It's fire. That fire is so hot that it even burned the layer surrounding it. Many scientists believe that the heat of the plasma (fire) pressed my inner-core into a solid. See, fire needs me.

Air and water wouldn't exist if there was no planet to give them a home. In reality, air and water would be extinct if they didn't have such a welcoming planet (me) to give them a home. Logically, all sign of life would be dead if us elements didn't work together. Obviously, that would mean the end of life. Imagine water was its own planet. Firstly, that would be a horrible name, 'water'. Next, all you would do us swim- that's all. Lastly, how would you sleep ad eat? Those elements need me!

Overall these elements wouldn't exist; we all need each other to make this a successful planet for you humans. One could consider that i'm the best element, which is true, but I need water to help with temperatures and give people drinks. Fire, to heat the planet and cook food. Air, to help plants and give oxygen to everyone. Wait, did you know that the water you just drank, was dinosaur wee! Sorry, I just had to!

Composition

- The opening uses the second person; e.g. Do you ever lay in bed? to persuade the reader.
- This piece has a fairly informal tone; e.g. You do!
- Contractions are used throughout to add to the informal tone; e.g. that's, didn't, wouldn't.
- Technical language supports the tone of the piece; e.g. oxygen, mineral silicon dioxide.

Grammar and Punctuation

- Single clause adds to the persuasive tone of the opening.
- Commas are used to clarify meaning.
- Hyphen used; e.g. inner-core.
- Modal verbs are used throughout the piece; e.g. would.
- Commas are used for effect; e.g. Fire, to heat the planet; and Air, to help plants. This helps to emphasise the words 'fire' and 'air.'
- There are a range of single-clause; e.g. It's fire, and multi-clause sentences used for effect. The piece is punctuated with brackets, commas after fronted adverbials and exclamation marks.

Transcription

- Spellings are mostly correct. Just a few errors; e.g. obviously and a few missing capital letters; e.g. i'm

