

Writing Examples by Year Group

On the following pages you will find examples of writing from children at the school. These have been compiled to give you a glimpse of the expected standard of writing for children in each year group.

You will notice that children have crossed out and edited their work. Re-reading their work to improve it, is an expectation in every year group. Children at the school do not use erasers, but are instead encouraged to neatly cross through any edits they would like to make.

In Year 6, teachers are asked to make judgements against the statutory teacher assessment frameworks at the end of the key stage. Exemplification examples from the *DfE* are provided for this. These demonstrate a *Working Towards*, *Expected* and *Greater Depth* standards of writing. These have been provided in the relevant slides that follow.

Reception Knowledge and Skills Progression for Areas of English

Literacy Objectives

Through their growing knowledge of story, children increasingly develop an enjoyment and understanding of books. They are able to talk about what they have read and begin to answer some questions.

Their growing letter knowledge (see phonics development below) helps them to:

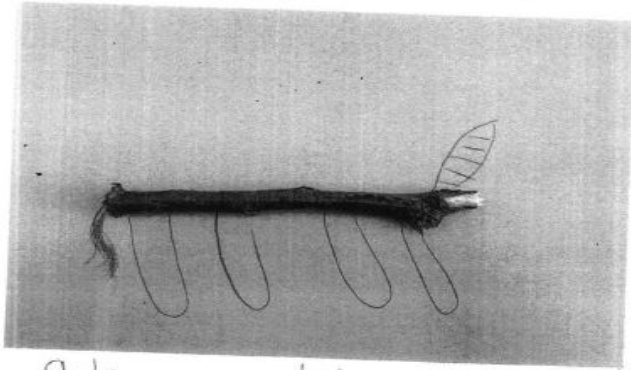
- Recognise and say sounds for individual letters
- Blend and segment sounds in words for reading and writing
- Read and write simple phrases and sentences with known GPC (letter sound correspondence)
- Read and write their written work to an adult and talk about what has gone well

Increasingly they are able to recognise some words by sight, including some common exception words.

In line with their growing physical development, they learn to write lowercase letters with increasing accuracy, developing a tripod grip. They start letters in the correct position and develop some automaticity in formation.

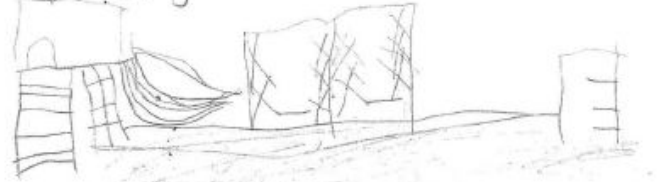
With adult support they can use a capital letter and full stop.

1/7/24



I am at the farm
and they had a unique
stick.

10/6 setting.



we went to the park.

22/5. Food chain



Here is me eating
past.

13/5. Habitats.



tiger

prowling

The tiger is prowling
in the hills forest.

Year 1 Writing Objectives

W 2024 - 2025 Phonics progression.docx

Pie Corbett Genre Progression

Spelling including phonics	Composition & Effect	Grammar	Handwriting	Structure	Purpose
<p>Revising digraphs ch, sh, th, ee, oo, er, ar, ng, or, ow, oa</p> <p>I can spell some of the high frequency words</p> <p>I can spell words using the phonemes that I know.</p> <p>I can spell most of the 100 high frequency words.</p> <p>I can use plural noun suffixes -s or -es (dogs or wishes).</p> <p>I can spell the days of the week.</p> <p>I can use the prefix un-. I can add the suffixes -ed, -ing, -er, -est, -ly, -y to root words.</p>	<p>I can use a word of the week in my writing.</p> <p>I can identify and use some basic descriptive language - colour, size, simple emotions.</p> <p>I can make some appropriate word choices from word banks, class lists and sentence openers.</p>	<p>Independent sentence writing</p> <p>I can use capital letters for names of people, places, the days of the week and the personal pronoun 'I'</p> <p>I can join words and <u>joining</u> clauses using 'and'.</p> <p>I can begin to punctuate sentences, using a capital letter and a full stop, question mark or exclamation mark.</p>	<p>Letter formation in families See Penpals for Handwriting Progression Penpals Scope and Sequence.pdf (cambridge.org)</p> <p>I can sit correctly at a table, holding a pencil comfortably and correctly.</p> <p>I can begin to form lower-case letters in the correct direction, starting and finishing in the right place.</p> <p>I can separate words using spaces.</p> <p>I can form capital letters. I can form digits 0-9.</p>	<p>I can use a simple structure in my writing, e.g. beginning, middle and end, or instructions written in the correct order.</p> <p>I can sequence sentences to form short narratives.</p> <p>I can retell a story using Pie Corbett actions.</p>	<p>I can read my writing back to an adult confidently</p> <p>My writing can be read, without mediating</p>

Dear diary..

Today I wish I stayed at home
everybody was being mean to me
at my new school. I felt so lonely
why is everybody being mean to
me?

from F bella ✓

Dear Pigs

I am so sorry I blow your
houses down but is not my
fault - I was out of ^{control} control.

I ^{ask} you forgive me (?)

You lookt so taste.

FROM
710 m ✓

then is wolf



This story is called
Brave Livia. One day her
mother said today you are
going to have a play date
with Wednesday. Remember
to not talk to any
strangers. She lived in a
scary palace. And Livia said
well that looks scary so brave
Livia took her sword. And started
to be in her wonderful journey.

But then she met a enormous
spider in the creepy
cave!! Finally she was at
Wednesday's house. And the
spider!! was there!! And Brave
Livia said what big teeth you
have ~~she said~~ what long legs you
have she said. And what big
eyes you have said Livia. All
of a sudden the spider pounced
on brave Livia. And Livia chipped the
spider's belly. The End.

Year 2 Writing Objectives

[2024 - 2025 Phonics progression.docx](#)

[Pie Corbett Genre Progression](#)

Spelling including phonics	Composition & Effect	Grammar	Handwriting	Structure	Purpose
<p>I can spell most of the 100 high frequency words.</p>	<p>I can identify and use some basic descriptive language - <u>colour</u>, size, simple emotions.</p>	<p>I can use capital letters for names of people, places, the days of the week and the personal pronoun 'I'</p> <p>I can join words and <u>joining</u> clauses using 'and'.</p>	<p>I can begin to form lower-case letters in the correct direction, starting and finishing in the right place.</p> <p>I can separate words using spaces.</p>	<p>I can sequence sentences to form short narratives.</p>	<p>I can write simple coherent narratives about personal experiences and those of others (real or fictional)</p>
<p>Some words with contractions (it's, can't, won't, they're etc.)</p> <p>Most of the common exception words</p> <p>Homophones/near homophones (e.g. there/their/they're)</p> <p>-al, -el, le and -il word endings</p> <p>Suffixes to spell longer words- e.g. -ed, -y,</p> <p>-ment, -ful, -less, -ly, -ing, -ed, -er, -est</p> <p>ai sound spelt -y at the end of words.</p> <p>Adding -es to words ending in -y.</p> <p>Ending in -e with a consonant before it</p> <p>j sound: j, g ge, <u>dge</u>, <u>igh</u></p> <p>sound spelt y, n spelt kn, soft c</p>	<p>I can use interesting noun phrases to describe people, objects and setting - the blue butterfly</p> <p>I can use interesting adverbs to describe actions</p>	<p>I can use capital letters, full stops and question marks when required.</p> <p>I can use and exclamation marks</p> <p>I can use commas in a list</p> <p>I can use apostrophes for contracted forms and the possessive (singular) form - the girl's book</p> <p>I can use the present and past tenses correctly</p> <p>I can use coordinating conjunctions (and/but) and subordinating conjunctions (e.g. when, if, because, that) to join clauses</p>	<p>See Penpals for Handwriting Progression Penpals Scope and Sequence.pdf (cambridge.org)</p> <p>I can form lower-case letters of the correct size, relative to one another</p> <p>I understand which letters needed to be joined in my writing</p> <p>I can write capital and <u>lower case</u> letters of the correct size, orientation and relationship to one another</p> <p>I can use spacing between words that reflects the size of the letters</p>	<p>I can begin to use an appropriate opening and ending</p> <p>The <u>organisation</u> reflects the purpose of my writing – a newspaper report has a headline, a byline, an introduction and then a chronological order of events.</p> <p>I can retell a story using Pie Corbett actions</p>	<p>I can write about real events, recording these simply and clearly.</p> <p>I am beginning to use appropriate language across different types of writing - e.g. story language, non-fiction</p>



Once upon a time, there was a brave, fearless knight, with his white plumed horse called Snowy. One day, they went into an enchanted forest, when the knight said "I can see a statue," Snowy looked at him and neighed, then she knelt down to eat the grass. All of a sudden, the dangerous stone dragon roared a big roar! "Aaaaah!" screamed the knight as Snowy shivered behind him. "W-w-Who are you?" asked the knight.

Dear Diary

My life is truly over! I have had the most horrendous day. Firstly, I was picking flowers in the garden when a huge fiery hole opened up then Hades emerged out of ground and captured me. After, when I actually got to the underworld I was petrified. It was so

L1: To box up a diary entry draft

Part 1	Main writing	Features
	<p>Monday 10th June</p> <p>Dear diary,</p> <p>Today has been the worst day ever! I was peacefully picking beautiful flowers with my mum, until all of a sudden, an ugly looking man popped out of the ground! I felt shocked! I tried to call my mum but she didn't hear and then... he captured me! He took me to a place called the under-world. I knew I wouldn't survive.</p>	<ul style="list-style-type: none"> • Date • Dear diary, • What has happened to you • Your feelings • Past tense - ed, was • Time connectives - Firstly, Then, • First person - I, my, we, our

L1: To box up a diary entry draft

Part 2	Main writing	Features
	<p>After, we finally got to the under world! It wasn't a very nice place. There were dead bodies all over the place! It was dark, gloomy and dreadful. It gave me shivers! I preferred the lovely flower garden I was in with my mum. Then suddenly, I found out that Zeus my dad arranged that marriage! I felt out raged because he wanted ME to marry that quite ugly looking man!</p>	<ul style="list-style-type: none"> • Time connectives - After, Next, • What has happened to you • Your feelings • Past tense - ed, was • First person - I, my, we, our • Contraction - couldn't, didn't, wasn't • Exclamation mark !

Year 3 Writing Objectives

Pie Corbett Genre Progression

Spelling	Composition & Effect	Grammar & Punctuation	Handwriting	Structure	Purpose
<p>I can spell all of the common exception words</p> <p>I can spell the first 11 sets of homophones/near homophones (e.g. there/their/they're)</p>	<p>I can use interesting noun phrases to describe people, objects and setting - the blue butterfly</p> <p>I can use interesting adverbs to describe actions</p> <p>I can use detail to clarify information</p>	<p>I can use capital letters, full stops and question marks when required.</p> <p>I can use commas in a list</p> <p>I can use apostrophes for contracted forms and the possessive (singular) form - the girl's book</p> <p>I can use the present and past tenses correctly</p> <p>I can use <u>co-ordinating</u> conjunctions (and/but) and subordinating conjunctions (e.g. when, if, because, that) to join clauses</p> <p>I can use a range of subordinating conjunctions to show time, result and addition of ideas, e.g. when, if, because, furthermore</p>	<p>I can form lower- case letters of the correct size, relative to one another</p> <p>I understand which letters needed to be joined in my Writing</p> <p>See Penpals for Handwriting progression</p>	<p>I can group similar information together in paragraphs in nonfiction writing</p> <p>I can use paragraphing in narrative for a new location in a story</p>	<p>I can include details to add an element of <u>humour</u>, surprise or suspense</p> <p>Some evidence of viewpoint is established</p>

Taylor Swift

EARLY LIFE

Little Taylor was born on the 13th of December 1989. She grew up in Reading, Pennsylvania on a Christmas tree farm. Her job was to pick, spray, make the pods of the trees before they were sold. She lived with her mum, Andrea Finlay, her dad, Scott Kingsley Swift and her little brother, Austin Swift. Andrea named her Taylor after James Taylor and so people couldn't tell her gender just by reading her name. Her lucky number was 13 and her favourite dessert was cheesecake.

TEENAGE YEARS AND ACHIEVEMENTS

She got her first BRIT award for international female solo artist in February 2015. She also won the VMA best female music video award in 2009. Her first song, "Lucky", you was written when she was 12. She won the song "Our Song" for her 9th grade talent show. She was the first artist that let out 4 albums that sold 1 million copies in their first week.

LATER LIFE AND LEGACY

As she got older she got lots of fans. These fans were called "Swifties". In her 30's and 40's she played many sold out con-

Her tour the "Eras tour" carried around the whole world with each concert being a great hit. In the 2000's she was one of the most famous singers in the world. Despite being very famous she also focuses on kindness! In 2018 she invited 2,000 orphans and fosterers to a dress rehearsal. She then stayed behind to sign auto graphs, take pictures and throw a pizza party!

Her music still has
a place in our hearts
now!

Little People, BIG DREAMS®
Albert Einstein



Albert Einstein

Early Life

In March 1879, Albert Einstein was born in Ulm, Württemberg, Germany. His parents were Jewish. He was unusual to other children because he was thinking of other physics and science in his brain.

Science and physics

As he grew up, Albert became very interested in science and physics. In 1921, he developed the special general theories of relativity and won the prize for his explanation of the photoelectric effect. In fact, he won the gold medal of the Royal Astronomical Society.

Later life and Legacy

Incredibly, Einstein had many more achievements in his life, such as making his theory

of relativity shifted contemporary understanding of space. Along with his equation $E=mc^2$. On April 18th 1955, Einstein disappointingly past away. His memorial is a monumental bronze statue. Sadly his last words were "I want to go when I want to go"

Little People, BIG DREAMS

Kylian Mbappe.....



Kylian Mbappe

Early life

On July 9th in France, a little boy called Mbappe was born. Later he became interested in football after that Mbappe knew his future job.

Football Career

As Mbappe grow-up into a teenager he played for PSG and later France. During one of his matches Mbappe broke his nose but now he wears a mask.

Mbappe's Legacy

Kylian Mbappe left a big impact on the Earth and inspired lots of kids to play football.

Year 4 Writing Objectives

[Pie Corbett Genre Progression](#)

Spelling	Composition & Effect	Grammar & Punctuation	Handwriting	Structure	Purpose
<p>I can spell the next 22 sets of homophones/near homophones (e.g. accept/except) See National Curriculum Appendix 1: Spelling for the complete list</p> <p>I can spell some of the year 3&4 spelling list</p>	<p>I can modify nouns by one or more precise adjectives - a loud wailing sound</p>	<p>I can use a range of subordinating conjunctions to show time, result and addition of ideas, e.g. when, if, because, furthermore</p> <p>I can write in complex sentences using a main clause and a subordinate clause - 'After playing football, we went to get ice- cream' and 'We went to get ice- cream after playing football.'</p>		<p>I can group similar information together in paragraphs in nonfiction writing</p> <p>I can use paragraphing in narrative for a new location in a story</p>	
<p>I can use the prefixes il-, anti-, auto-, un-, in-, mis-, dis-, ir-, super-, sub-,</p> <p>I can use the suffixes - ly, -ation,</p> <p>-ous, -sion, - sure. c sound spelt -que and the g sound spelt -gue s sound spelt sc ay sound spelt ei, eigh, ey</p> <p>I can spell all of the words on the Year 3&4 word list</p>	<p>I can choose words and phrases that both engage the reader and support the purpose - these may still be 'well-known' to the writer from other text examples, or class lists, etc</p> <p>I can include details to add interest, to persuade ('obviously') or to direct (imperative verbs)</p> <p>My writing suggests insights into character development through describing how characters look react, talk or behave, rather than by telling the reader</p> <p>I can proof read to make <u>my writing more</u> effective.</p>	<p>I can use fronted adverbials, punctuated correctly (eg. Later that day,...)</p> <p>I can use and punctuate direct speech correctly - I asked my mother, "What is for dinner?"</p> <p>I can write in standard English forms for verb inflections (e.g. we were instead of we was)</p> <p>I can use a range of conjunctions to indicate a contrast e.g. however, although, contrary to</p> <p>I can use the possessive apostrophe correctly in all situations</p>	<p>See Penpals for Handwriting Progression Penpals Scope and Sequence.pdf (cambridge.org)</p> <p>I can use the diagonal and horizontal strokes that are needed to join letters and I understand which letters, when adjacent to one another, are best left unjoined</p>	<p>In narrative, I can use paragraphs for a change in action, setting and time</p> <p>In non-fiction, I can write a clear introduction, followed by logical points drawing to a defined conclusion</p> <p>My paragraphs have relevant openings - Meanwhile, In conclusion, I am writing to you</p>	<p>I can use some of the 'Tricks of the Trade' for a given style to ensure that the style of writing is evident</p> <p>I can consider the needs of the reader and provide background information in my writing</p>

Granny's house

Now Alex, don't play at your great great granny's house. It's dangerous. My Mum always tells me. I usually walk past there and it doesn't look dangerous. Also, dad worries a little bit. He says that there's treasure that has paper money inside it. I had to go to great great granny's house to see if dad was joking.

The house dad was talking about stood in London Bridge. Some bricks were not put there. There were broken beds and stairs. It was a nasty place to live. Most days after school, I rolled straight there just to explore.

That afternoon when I was in the kitchen, spiders shot out of their webs. I brought out as many snacks as I could and I went to the lair to eat. I opened the window and all I could see was the Sun being replaced by a Moon.

I was arguing loudly whenever the lair exit was locked when suddenly I heard a creak and a bang. I went to see what was going on when I heard it again and again. I walked up to that horrific sound until I fell in a deep, dark hole.

Without hesitation, I was terrified. The holes were deep and I thought I was going to die. Suddenly I found a rope, so I grabbed it. But the rope snapped in two. I kept on falling.

I fell down, and down but then I fell on a trampoline. "I am alive!" I said. My knees were shuddering and I was scared. So I went off the trampoline. I gambled home, terrified and worried.

Of course, Mum and dad were frustrated. "You're not a Skydiver!" She said to me, by sharply looking at my eye. "You could have died if that trampoline was not there." Mum said. It looks like Mum and dad were right from the start.

Dear diary,

Today was such a scary adventure! It started when I came back from the hospital, I saw this haunted house. It wasn't there before. I instantly hid behind an old tree because I saw a WITCH! She had acid blood. That means she can turn invisible, blood squirting out of her eyes as she turns into STONE! It felt like I will turn into stone, as she walked she snuffed and sniffed, then she found me...

"Hello little girl" said the witch "Are you lost?" She said like an angel. I thought she was a good witch? I asked "are you a good witch?" "of course!" She offered me tea, and where I am staying and after she took me to a witch academy. I am a good witch now so is my mum, dad, brother and sister. I now live with Layla (the good witch) and my life is going great!

Bye diary! (not for long)

DISCUSSION text

Should Britain have a Monarchy?

Most people say that Britain should have a Monarchy but on the other hand some people don't. Let's find out what caused this argument.

Firstly the people for a Monarchy started their ideas saying the Monarchy are things there for us. Did you know there has been a King or Queen on the throne for 1000 years! That's a long time!

Secondly they are saying the Royal family helped us during Global Crisis. The King encouraged us to take the vaccine test.

On the other hand some people don't agree with this. They say it is not democratic so have a Monarch who is born into the job. As they are not elected there is nothing to stop them from abusing their power.

Further more some people believe the Royal family never work hard and are treated special. Did you know Princess Beatrice took 18 holidays in 2016?

There are strong arguments on both sides but for me it just stands out that Britain should not have a Monarchy. It is not fair that it's a hereditary which means to be born into the job.

The Haunted House

"Now Lily, Bella, Don't go up to that Haunted House, remember last time someone went there, a monster came & they... Our Mums told us time & time again. I absolutely hate this life just because of them. Argh! I wish I was free!"

Most days after school, I went straight there. I told mine & Bella's mums that we went to the park but really we were at the Haunted House. My Mum thinks that we are sweet innocent little girls but really that is the exact opposite of what we are.

The Haunted House she was talking about stood at end of the Creepy Highway. In the attic there lots of cobwebs & mould, green slime somewhere the windows & doors. Inside there was everything that's in a normal house, just a bit more creepy.

We were chatting loudly when we heard it. Something was moving in the attic. Bella went upstairs happily then came back whimpering in fear. "The The... There was a M... monster!" she said. A few moments later the monster came down stairs & chased us.

Luckily I found a phone & tried calling 999 & it worked. The police, NHS & the fire fighters came & killed the monster while I looked for Bella. I finally found her. She was hiding behind the sofa.

Of course Mum was furious. "So you went to the Haunted House?"
"We needed safety." "How dare you disobey me. You are grounded, you as well Bella!"

Year 5 Writing Objectives

[Pie Corbett Genre Progression](#)

Spelling	Composition and Effect	Grammar and Punctuation	Handwriting	Structure	Purpose
<p>I can spell all of the words on the Year 3&4 word list</p> <p>I can spell some of the Year 5&6 spelling list</p>	<p>I can proofread to make my writing more effective.</p>	<p>I can use fronted adverbials, punctuated correctly (eg. Later that day,...)</p>	<p>I can use the diagonal and horizontal strokes that are needed to join letters and I understand which letters, when adjacent to one another, are best left unjoined</p>	<p>My paragraph structure is controlled to shape a story eg 5 paragraph structure involving build up, conflict and resolution</p>	<p>I can write in a given style successfully if they refer to the 'Tricks of the Trade'</p> <p>I can address the reader</p>
<p>I know and use the 'i before E' rule</p>	<p>I can choose words for deliberate effect - stationary rather than stopped</p> <p>My vocabulary choices are more thoughtful - using a thesaurus to extend range of words used</p> <p>I can use 'show/ not tell' to develop character</p> <p>In my writing, characterisation is evident through direct and reported speech</p> <p>In my writing, the setting is used to create mood</p>	<p>I can use and punctuate direct speech correctly - I asked my mother, "What is for dinner?"</p> <p>I can write in standard English forms for verb inflections (e.g. we were instead of we was)</p> <p>I can use a range of conjunctions to indicate a contrast e.g. however, although, contrary to etc.</p> <p>I can use the possessive apostrophe correctly in all situations</p>	<p>See Penpals for Handwriting Progression https://www.cambridge.org/gb/files/2514/9020/2044/Penpals_Scope_and_Sequence.pdf</p> <p>I can maintain legibility in joined handwriting when writing at speed</p>	<p>I can use shifts in time and place to shape a story and guide the reader through the text (eg by introducing a new section to draw attention to the main Event</p> <p>I can structure non fiction writing, including an Introduction, point, Development and conclusion</p>	

The Magical cave

Lila was always known for be perfect, some people even called her spot on lila! One sunny afternoon in lila's garden Lila was reading a book when she spotted something very peculiar. A flying ray was flying through the garden like a butterfly. Lila tried to catch it after about 10 minutes she finally caught the ray. A door appeared in her garden with a sunlight gold outline. It took Lila a moment or two to pick up the courage to enter, but eventually she entered.

The sight that Lila saw was extraordinary. She was staring at a village, but the houses were not made out of bricks and cement. They were made of mushrooms and wooden doors. Fairies were flying around the village like flying pieces of paper. Surrounding the village was a forest and a cave. Lila tried to peer out what she was going to see just the spotted a shimmering sea in the cave. now that was weird. Lila was going to the cave!

As Lila looked into the cave she noticed a sign above her saying "Thou shalt not touch the glass jars", surrounded by lightning bolts and shiny diamonds. When she reached the end of the cave she was introduced to a glowing waterfall surrounded by blobs of color. As Lila explored the cave she picked up a glass jar. To her surprise the glass jar suddenly started to talk!

Lila was just as her legs would take her. She was still checking the jar she ran as fast as she could into the village. Lila heard

guines screaming and unicorns galloping away. A shield protecting the village that Lila didn't know was there. Since the magic and horrifying elfish fairy troll things were flying through the village and at last the sun gliding out from the village. Lila ran through the forest and back home in a second without getting a second glance.

And from then on Lila got every English textbook with that she wanted and imagined though she never found the flying ray again. But did her brother Alex ever find it because he had ~~the~~ never been gone for 3 hours...

Friday 14th June 2024

Things I love:

- Playing football. Playing football is like an endless fun pe
- Going to the park. Going to the park where I can be free ~~like a bird~~.
- Swimming. Swimming is like being in a watery planet.
- Hanging out with my friends or having sleepover with them.
- Cats, otters, ducks and capybaras.
- History. History were you can get lost in a book.



Things I dislike:

- Sand. Sand that slithers through your toes.
- Mushrooms and Brussel sprouts.
- Dogs. Dogs that jump on you until you run.
- Really, really loud noises.
- Spelling. Spelling a lesson or endless mistakes.
- Grammar. Grammar-lesson of punctuation, it's one of the worst things ever.

How I see myself:

- A fun person.
- A happy person.
- A kind person.
- An energetic person. An energetic person that has fun doing most things.
- A brave person.
- A helpful person.
- A bossy person.
- A bit controlling.
- Very annoying.

Friday 17th May 2024

Medusa Character Description



Legend The snake-like figure slithered
silently across the stony floor. Her ^{head} ~~hair~~
of serpents hissed and and writhed violently

The only sound to be heard apart from the

hisses was the drip, drip of the icicles hanging from the walls of the
cave. If anyone had been stood in there, in their last
seconds before they would have turned to stone forever, they
would've felt her ^{cold} ~~eyes~~ boring into ^{them} her. She was a ~~very~~ cruel
creature who did not care of ~~about~~ any of the lives she was steal-
ing. Medusa's heart ^{would've} ~~was~~ ^{been} cold as ice. Little did she
know, that her life ^{reign of terror} ~~would end~~ ~~or~~ would soon be over.

Year 6:

Working towards the expected standard

The pupil can:

- write for a range of purposes
- use paragraphs to organise ideas
- in narratives, describe settings and characters
- in non-narrative writing, use simple devices to structure the writing and support the reader (e.g. headings, sub-headings, bullet points)
- use capital letters, full stops, question marks, commas for lists and apostrophes for contraction mostly correctly
- spell correctly most words from the year 3 / year 4 spelling list, and some words from the year 5 / year 6 spelling list*
- write legibly.¹

Piece B: Letter

Dear Princess,

How is everyone? Is everyone all right? I am over well I'd be fearful at the same time because my friend George was brave for fighting but he wasn't lucky for surviving and got shot 5 times in his face Joshua nearly got shot in his head. How are the twins Snow Ball and Lightning Dust? How is the cat Tom? Still fat? I miss you him terribly. What about you my love, how are you? I think of you every day and every night.

When the war is over we will go on Holiday somewhere. That is all for tonight.

Love from,
Terrell?

Piece E: Balanced argument

In this new world, humans developed and continue developing technology (something that would change people's mind). Technology was invented a long time ago and now you can see everyone becoming dependent of it. Technology mainly involves, computers, laptops, tablets, (pads), televisions and the most popular of them all are the mobile phones.

People use phones to communicate faster like to call and text a friend which is too fast, as it is very convenient and efficient.

Nearly everyone prefers texting and calling people rather than sending a letter by mail as it will take too long.

Should mobile phones be allowed in schools?

Yes and no. There are advantages like using them for emergencies or if you need to contact your parents as well as for independence research. However the schools must be careful with students so they don't get distracted or get stolen. So it's important to be sure that everyone uses them properly without ~~pre~~ upsetting anyone.

In my opinion I agree with using phones in school but there should be some rules so everyone ~~with~~ would use them correctly.

Piece F: Narrative

In this big house there lived a rich and lovely family (Mum, Dad and a little boy, called James Trotter). James lived near the Seaside where he could play in the golden sand and swim in the blue sea. If he was at the beach he was playing with his friends having fun, however his life was about to change. He had the happiest life that a child can have. Until one day, when his parents went to London to do some shopping. Sadly a rino ate them up under 40 seconds. Unfortunately James was still alive but he had to go and stay with his Aunties (Auntie sponge and Auntie Spiker) in a colossal, dull house on top of a high hill.

When James met the old man, suspiciously he was frightened to death. The old man with bristly black whiskers and a bald head was pointing to James to tell him to come closer to him, so he could tell him a secret that nobody knows. Leaning on his stick and staring at James, he spoke in a very deep voice and put his hand into his small pocket then pulled out something in a brown paper bag. James thought what might it be inside the paper bag but James thought what's the use of guessing because it might be the wrong answer. The old man shows what is inside the bag; the emerald green things moving slowly and the faint rattling sound coming from inside the bag. The old man tells James what to do with the green thing, you add: add the fingers of a young monkey, the gizzard of a pig, the beak of a green parrot, the juice of a porcupine, three spans...

Piece H: Description

On the blue saline water was a colossal ship called the Titanic. It had distinctively 1st and 3rd class. Wealthy people smiled at their beautiful and expensive accommodation while the poor threw their bags on their bunk bed all squashed. Once you look up you would see the gigantic, elegant towers touching the white clouds in the blue sky. While you look down on the floors and look on the walls and chairs you could see a sparkly clear reflection of yourself. It was so clean you could kiss the floor. Expensive clothes and jewellery (which were name brands) were brought to them by well spoken ladies and gentlemen strolling in the deck. The smartly dressed captain wore a blue blazer with golden buttons and blue trousers with a plain black and blue hat. His name was Captain Smith, he looked impeccable! On the other side there were the ones, who were not so lucky so they slept in ordinary bedrooms and they had their meals in the canteen. However they enjoyed themselves and had time to dream about their future in a new country.

Year 6:

Working at the expected standard

The pupil can:

- write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader (e.g. the use of the first person in a diary; direct address in instructions and persuasive writing)
- in narratives, describe settings, characters and atmosphere
- integrate dialogue in narratives to convey character and advance the action
- select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately (e.g. using contracted forms in dialogues in narrative; using passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility)
- use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs
- use verb tenses consistently and correctly throughout their writing
- use the range of punctuation taught at key stage 2 mostly correctly¹ (e.g. inverted commas and other punctuation to indicate direct speech)
- spell correctly most words from the year 5 / year 6 spelling list,^{*} and use a dictionary to check the spelling of uncommon or more ambitious vocabulary
- maintain legibility in joined handwriting when writing at speed.²

Piece C: Letter

Dear Gary,

I would like ~~to~~ to thank you for teaching us a lot about the Vikings. It was really ^{good} fun. I enjoyed it because it was very entertaining.

First of all, I loved it when we were sitting on the carpet and benches, and you were telling us that story about the man and the beacons. We were all just gazing at you, when all of a sudden...Dang!! You hit the shield with a silver sword. That was one of my favourite parts ~~of~~ ^{of} about the day. Another one of my favourite parts, was when you were telling us about the marriages and honey moon, because it was very interesting and intajing.

I liked it when we were all lined up with shields and some spears, and you told us to shout as loudly as we could, when already everyone was looking at us. I tried as hard as I could not to shout too loudly, otherwise we would have blown the roof off! I enjoyed this part because it made me feel alive. It made me feel indescribable. I also loved making the board game, although it was really challenging, but I love a challenge.

I ~~loved~~ ^{was most intajined} ~~enjoyed~~ it when you told us some of the Viking legends, especially when you told us about the Odin one, and that some of the days of the week were named after Viking gods. It was really, really cool.

The only improvement, I'd say would be maybe more activities because we had a little more time at the end. But apart from that I loved it. It was an amazing day. Thankyou very much for the wonderful visit. I hope you can take my idea on ~~board~~ ^{board} board.

Yours sincerely

Mxxxxx

Morgan: pupil scripts

Piece A: Short story

"Happy 13th Birthday Ana!" Anabeth's mother exclaimed loudly, while handing Anabeth her birthday present.

"Thanks mum," she grinned; "but you really didn't have to get me anything."

"Ah, come on, I didn't!"

Suddenly, Ana tore off the blue and pink polka dot wrapping paper, and laughed.

"Wow! Thank you so much! It's just what I ~~wanted~~ ^{needed}!"

She smiled at the neon blue pumps.

"Ok... I'm going to go and try them on!" She got up and ~~walked out of the room~~ ^{walked to the front}.

"Oh... Wait dear, there's another present!" The excited mother was holding a rectangular box wrapped in brown, crumpled paper.

Ana stood at the present with sadness. She knew what it was. She knew that as soon as she opened it, she would weep.

"Um... Oh," she cried, "I always tried to forget about that!"

Her mother, now whimpering, placed it gently in Anabeth's cold peach hands.

"It's ok," she said sighing, "you don't have to open it."

Ana's mother stroked her daughter on the back.

"No," Ana murmured, while letting her tears fall like raindrops. "I'll open it."

She tore off the mud colored wrapping paper and fell to her knees.

"Dad..." Anabeth cried.

Suddenly, everything started to shake, everything started to disappear, everything was gone, exactly, gone. Soon, it was just Anabeth and the photograph of her family; darkness...

"Mum?" she asked with bewilderment. "Mum? Where am I?"

All of a sudden, Ana fell, and fell, and fell. Then, landed on a mossy surface. The light found itself again. But she was not in her stark living room, like she was seconds ago. Anabeth found herself lying on a battlefield.

Slowly, she got up with ^{concernment} ~~bewilderment~~ in her eyes, and gear in her eyes. She looked around, and noticed a figure; a tall figure; with dark hair and ocean blue eyes, just like hers. Soon after, there were 5 more figures, 10, 11-thousands... She turned around with gear and legs ready to run; but she couldn't run, she was planted in ^{squelching} ~~soft~~ mud: mixed with scarlet blood. Before she knew it, there were millions of injured and bloodied soldiers lying on the muddy gloom ground...

"Ahhhhhh!" She screamed with fright ^{while trying} ~~and~~ tried to move her feet, but they wouldn't budge. She needed to get out, she needed to go! But how? Suddenly, she remembered the photo, maybe that was the way back; back to home; back to mum her mother. She started to search around her, but she could just not find the picture, it was gone. She Anabeth, allowed her clear tears fall ^{gently} ~~gently~~ down her cheeks. Ana knew it, this was the end...

"He...hello?" She heard a voice, a voice familiar.

"Hello?" she cried, "is anyone there?"

Ana looked around with hope.

"err... look down," the voice whispered.

She peered down at the young soldier, with bandages.

The man had brown hair and ocean blue eyes...

"Dad?"

"Um..." He questioned, "Do I know you?"

"Yes. Um... Come on, we need to get you to a hospital."

"Please?"

Anabeth stared, took a glance at the soldier's shot-gun wound, ^{while} ~~and~~ ^{putting} ~~helping~~ him up.

"Only one problem..." she mumbled, "I'm stuck."

"oh."

With all his power, he pulled; and pulled and finally... POP!

"Thank you. Now come on."

They hobbled and limped to the nearby hospital.

Anabeth sat next to her injured father, thinking about the picture and where it would be. All of a sudden, her knees buckled and she felt like she was leaning forward. She blacked out...

"Dear? Dear?"

Ana noticed that voice, and to her, ^{it was} a relief.

"Mum?" She managed to open her eyes, "Mum?"

She threw herself at her mother.

"You've been asleep for hours!"

"I had the most craziest dream!" She noticed that she was back in the same old living room, and breathed a huge sigh of relief.

"Your father and I have been worried sick!"

She peered at her mother.

"Wait what?" she asked, puzzled, "dad's dead, dad's gone!"

"Oh, don't be so silly!" her mother laughed. "Your father's upstairs!"

She had to see this for herself; she crept upstairs and opened the ^{cream} green wooden door...

"Dad!"

Should Graffiti be made legal?

Some people ^{argue} ~~say~~ that graffiti symbolises a declined neighbourhood. ~~Others say~~ while other people believe it is an ~~expressive~~ ^{potentially} piece of art, but ~~constantly~~ continuously both of these opinions are being judged. There is no doubt that this is a raging argument that no is in desperate need of solving.

It is a fact that some graffiti can be considered a work of art yet, on the other hand, some can be spiteful and rude. Consequently, graffiti is mostly on places it shouldn't be on, however there are allocated places for graffiti, so artists can be recognised without getting into trouble.

No one can deny that ^{some} graffiti is offensive and quite scary but if perpetrators get caught writing rude and offensive things then they will be compelled to clean the vandalism off and as well as ~~over~~ get a fine or community service. Some people say it is a bad influence for younger children but, on the contrary, children can be informed that its graffiti vandalism is against the law and ^{can} be brought up in a kind but firm way to be against bad graffiti offensive material.

To conclude my balanced argument, clearly the art version of graffiti is already misunderstood unlike ^{that} unsightly vandalism which, if the artists are caught, they should get severely punished. I hope you have formed a clearer view on the matter.

Year 6:

Working at greater depth

The pupil can:

- write effectively for a range of purposes and audiences, selecting the appropriate form and drawing independently on what they have read as models for their own writing (e.g. literary language, characterisation, structure)
- distinguish between the language of speech and writing³ and choose the appropriate register
- exercise an assured and conscious control over levels of formality, particularly through manipulating grammar and vocabulary to achieve this
- use the range of punctuation taught at key stage 2 correctly (e.g. semi-colons, dashes, colons, hyphens) and, when necessary, use such punctuation precisely to enhance meaning and avoid ambiguity.[^]

[There are no additional statements for spelling or handwriting]

Opening the Fridge

Slowly, Ewan peeped through the crack in his door. All was black. He took a step out. He could hear distant snoring as he crept across the landing. As his heart raced he started into the darkness; he could hear the fridge urging him on-willing him to move. Now the stairs. The tricky bit. Suddenly a THUD!... He raced down the creaking stairs—even the seventh one that makes an earsplitting creak noise. He could see the white rectangle straight ahead of him. Then he opened it. He took a quick glance and saw the chocolate digestives. ~~The~~ She He could feel pair of eyes watching her in the darkness. Who was it? Had he been seen? ~~By~~ His eyes darted around the room, his heart in his mouth. He grabbed the biscuits and ran for it.

"Ewan!" echoed a voice.

Snaking Downstairs

I lay under the covers, staring at the ceiling, my stomach empty. Slowly I got out of bed and crept towards my door. The handle shimmered in the darkness, urging me to turn it. My hand quivered as the brass handle turned and made a 'click'. I jumped. Shadows crept across the landing while I nibbled at my nail. My parents' room's door creaked and I bolted down the stairs—including the seventh one that makes an earsplitting thud when you step on it. I stared at the human-eating fridge and my legs turned to jelly as I tiptoed towards it.

I reached out and...

16th December

Dear Red House Books

Thank you for your invitation. I am really thrilled to have been chosen to attend the Red House Children's Book Awards in London next term. I have visited your website to find out more about the Award Ceremony, which sounds interesting and exciting.

Sophie McKenzie is one of the shortlisted authors for the Older Readers' award. I have read "Split Second" which I thought was a thrilling story; in fact, it is a real page-turner and I have recommended it to several friends. Switching between the perspectives of each of the two main characters helps the reader discover their own separate, imaginary worlds. Reading the story, it is easy to become confused by all the different strands, but the author helps the reader start fitting them together like a jigsaw, even though the characters themselves can't yet see the whole picture.

Attending the award ceremony will give me the chance to discuss my love of books with children from other schools; I know that I will enjoy socialising and chatting to people I haven't met before. I am also very proud to have been chosen for this role and look forward to representing my school at the event.

As you can probably tell, reading books and visualising every detail is important to me. Meeting some of the authors who bring my favourite characters to life makes this invitation even more special. I really love the fact that this book award is voted for by children; that must really matter to the authors!

Overall, the day sounds amazing and I can't wait for it to arrive.

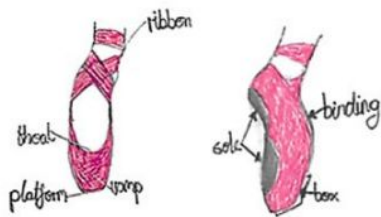
Yours sincerely,

FXXXXXXXXXXXXXXXXXXXX

How Pointe Shoes Came To Be

Have you ever wondered why ballerinas look so beautiful and graceful on stage? Keep on reading to find out about what makes the Nutcracker you saw at Christmas the magical story that it is.

Pointe shoes are what make dancers different and beautiful. With their pink satin and silky ribbons, these shoes have been around since 1795. They were invented to make ballerinas look weightless when dancing, so they started spinning, balancing and jumping en pointe (on the tips of their toes). They are traditionally worn by women for a beautiful *pas de deux* (a solo dance with one man and one woman) but in some ballets men go en pointe too. There is an all male ballet company called Les Ballet Trockadero that had a very famous production of Swan Lake featuring men dancing en pointe as the female swans.



A diagram showing all the technical parts of a modern pointe shoe.

Most people might think 'why hurt your feet like that?' But as soon as you get into the ballet world your life *ambition* is to start pointe work. This exact thing happened to me. Pointe shoes are very desirable to young dancers too. Pointe work is meant for dancers *at least* over the age of 11 as it is ideal once your feet have stopped growing. Meanwhile, at the Royal Ballet Lower School (White Lodge, Richmond Park, London) the pupils start at the age of 13. It was also thought (until very recently) that the London Royal Ballet School *was* the only way to go if you wanted a career in dance but now there are many options for non-boarders.

Every dancer has unique feet with a varying length, shape, arch, flexibility, extension and strength; consequently, most pointe shoe companies make more than one model of a shoe. Sometimes they are custom tailored for the best shoes. Occasionally ballerinas can go through more than one pair in one performance. There are two main parts of a pointe shoe:

- The box - the front end of the shoe that supports the dancer's toes.
- The shank - rigid material to stiffen the sole to support the arch for going en pointe.

Now pointe shoes are beautiful and (for me) the best part of ballet! They take a lot of care, eg. rosin for non-slip; extra elastic; complex ribbon tying; box breaking etc. but become totally worth it when you are en pointe. The conclusion for me is that pointe work is awesome and you should love it! I hope you liked my text and that you now are a pointe shoe fan!