



EDITION 11:  
SPRING 2023

# Inspired to Write @ BERRY HILL



A celebration of writing

# Welcome

Welcome to the spring edition of *Inspired to Write*! As you will see when you delve in to the pages of this term's magnificent selection of work, the children have worked incredibly hard to develop their writing. Much of this edition's work was inspired by the excellent texts that classes have been reading which, I'm sure you will agree, have sparked some truly imaginative pieces! From bears in space and Owls with *nyctophobia* (fear of the dark!) to an island that didn't exist, the children have been on an epic learning journey this term!

As always, thank you to the children for their hard work and their teachers for helping to create this celebration of writing. I hope you enjoy reading the children's work 😊

Mrs Stirling-Wood

## A celebration of writing

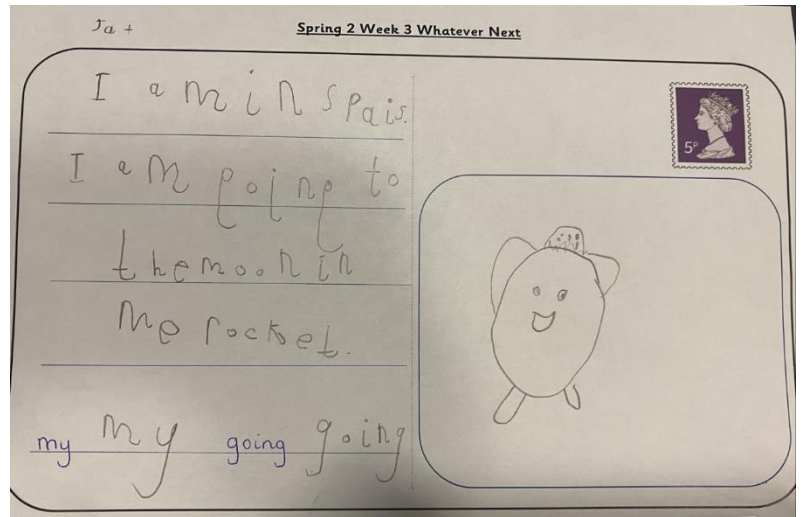
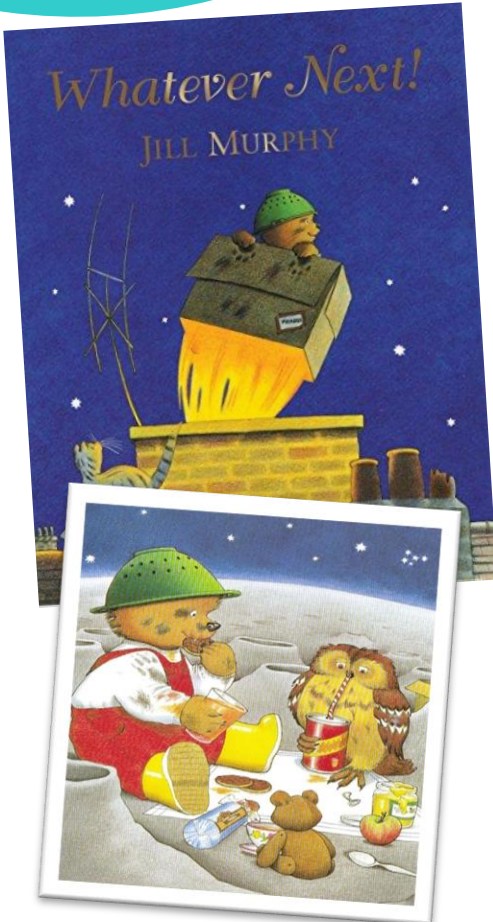


F2

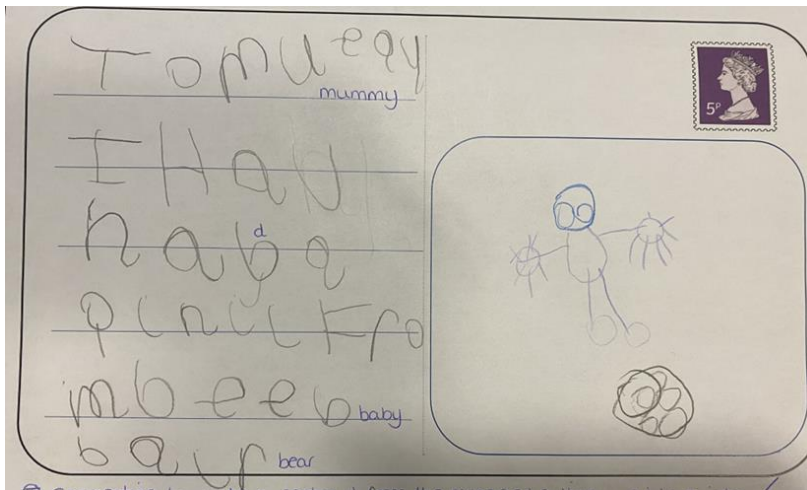
# Inspired to Write

In F2 this half term we have been learning all about what's beyond the sky! We have loved reading the stories *Aliens Love Underpants* and *Whatever Next!*

The children wrote postcards from space inspired by the story *Whatever Next!*



Jax (above) wrote a postcard all about his adventure to the moon in his rocket!



Cassian wrote a wonderful postcard to his Mummy about his picnic with Baby Bear.



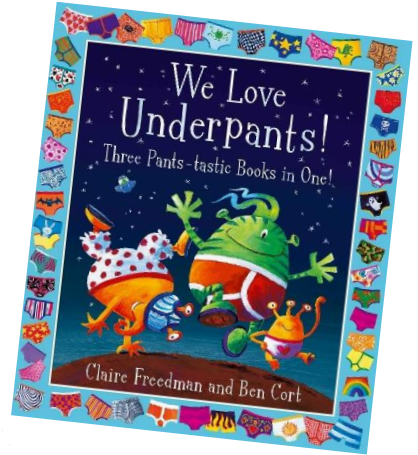
Inspired to Write  
@ BERRY HILL



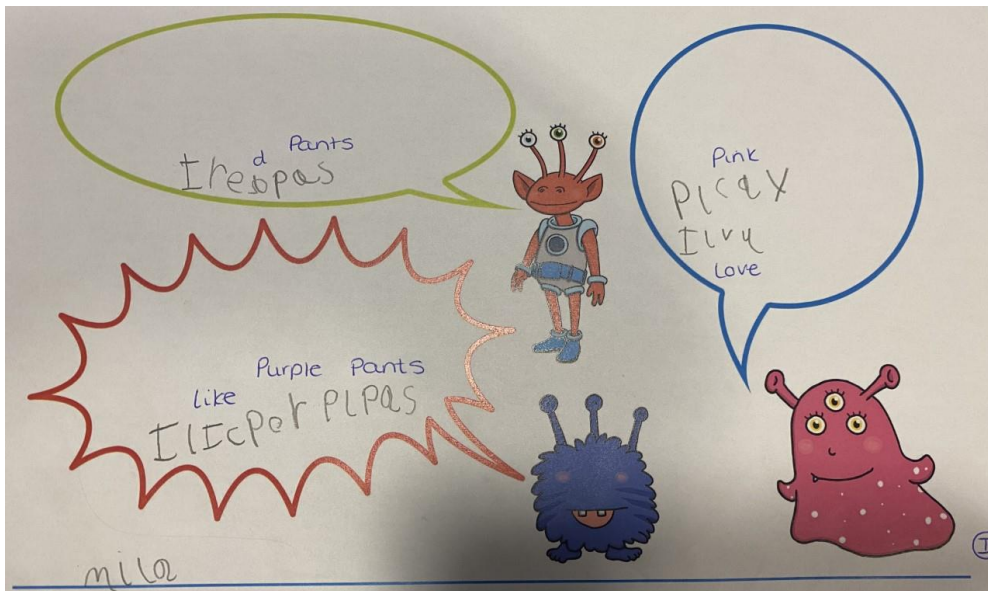
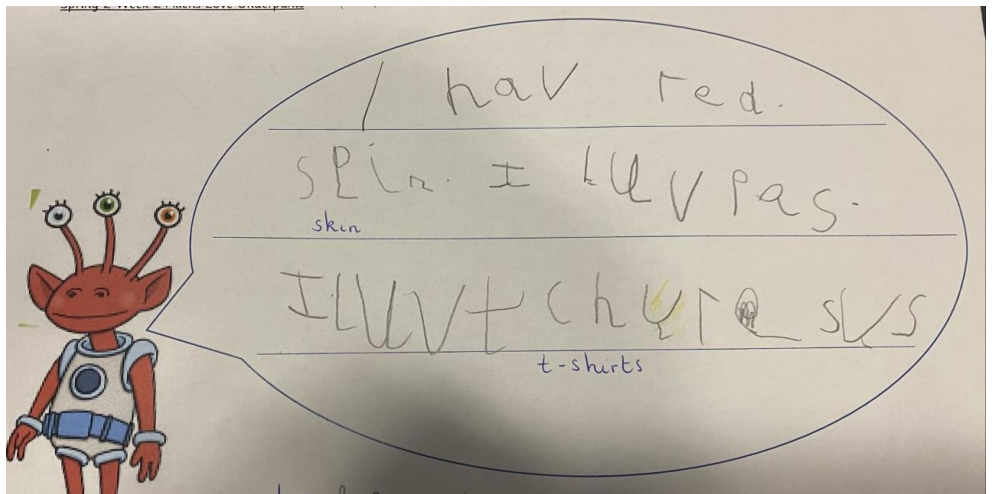
f2

# Inspired to write

The children have also enjoyed reading Aliens Love Underpants and thought of lots of adjectives to describe the aliens and their pants!



Freddie wrote in a speech bubble to describe what the alien looked like.



Mila wrote independent speech bubbles to describe what the aliens liked to wear.



# Year 1

## Inspired to Write



This term year 1 have gone back in time with the **Major Glad, Major Dizzy** story. This has linked to our project work and the children have loved finding out about toys from the past. They have been writing discover stories, letters to Major Glad and creating their own time capsules in History.

The children enjoyed our visit from Partake Theatre in February. They learnt about the history of toys and played with toys from over 100 years ago.



## Inspired to Write

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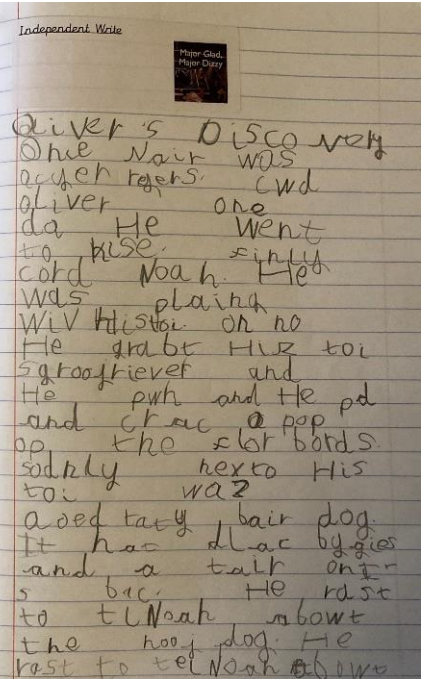
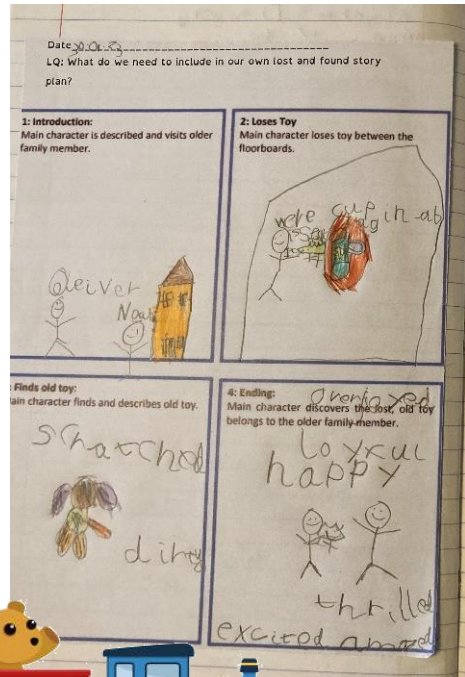


# ISH

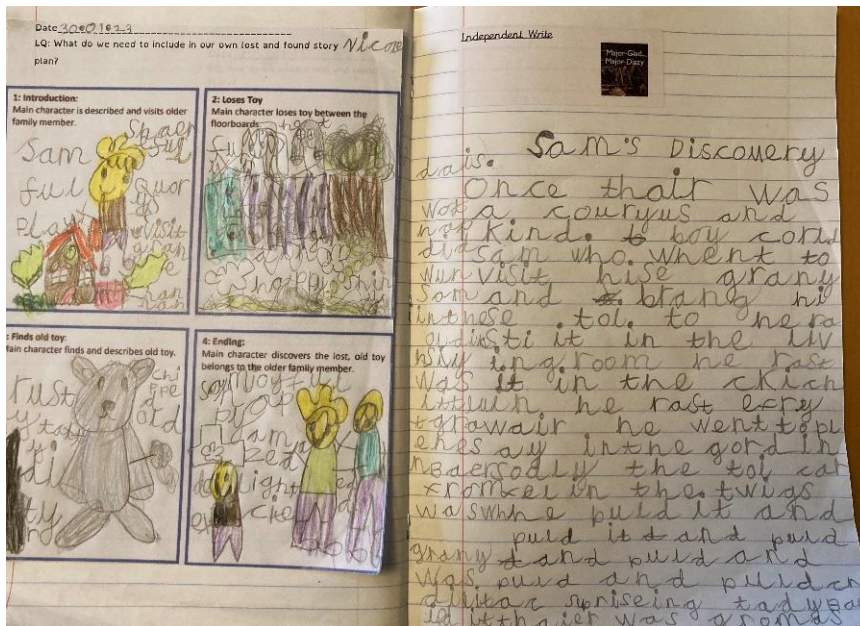
# Inspired to Write

Oscar and Nicole wrote their own discover stories where their characters found old toys belonging to a relative.

Oscar wrote about 'Oliver's Discovery'. Oliver went to Noah's house and, whilst there, he discovered an old dog teddy under the floorboards. Oscar used some fabulous adjectives in his writing, describing the teddy he found as old and tatty.



Nicole wrote about a curious boy called Sam who went to visit his granny and, whilst there, he found an old tatty bear. When he showed it to granny, she was delighted to discover it was her bear from when she was younger! Nicole used some wonderful story language like 'surprised' and she continues to use our cursive font beautifully.



# Inspired to Write

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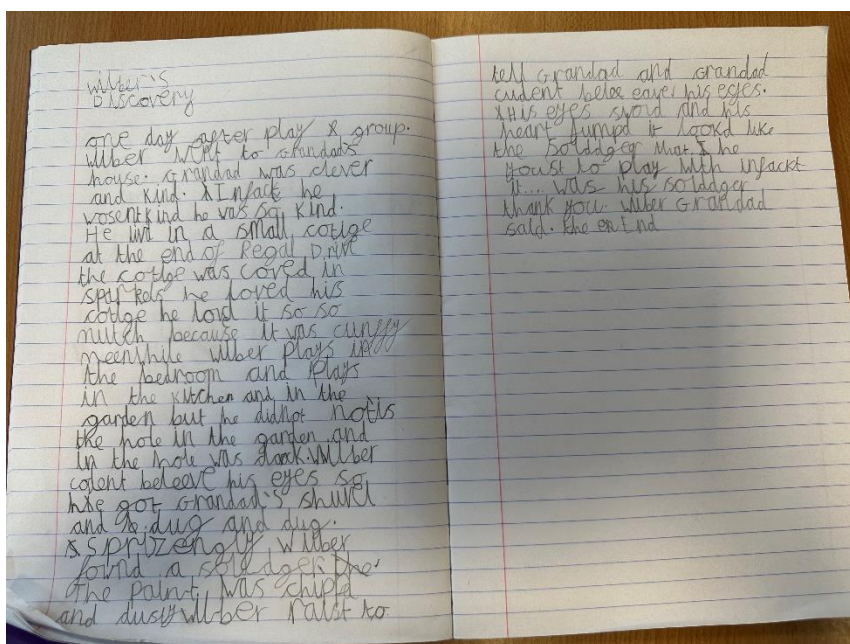
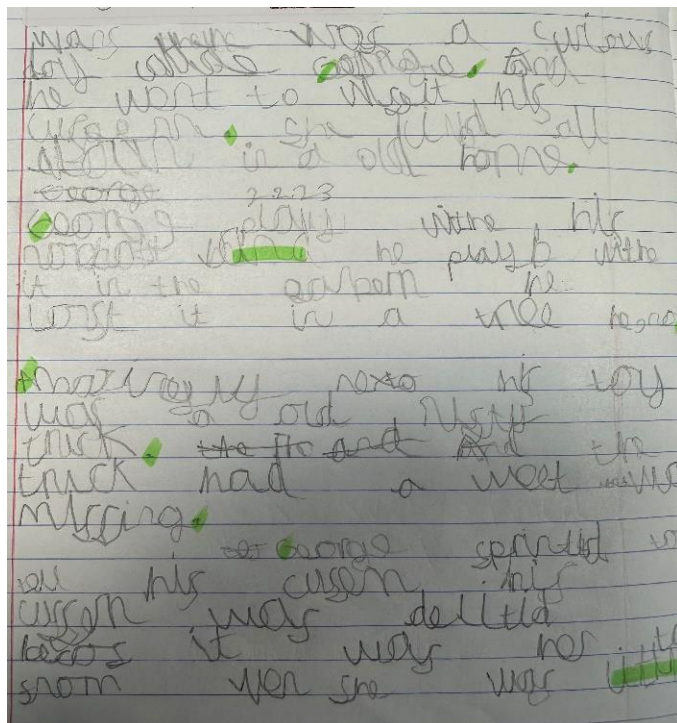
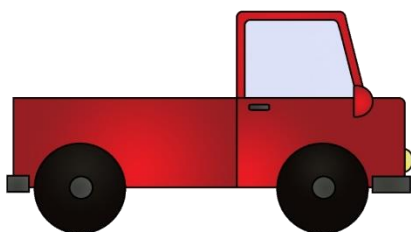


# KS

# Inspired to write

Oliver and Florence wrote their own discover stories where their characters found old toys belonging to a relative.

Oliver wrote about 'George's Discovery'. George went to his cousin's house and, whilst there, he discovered an old truck outside in the garden. Oliver used some fabulous adjectives in his writing, describing the truck as old and rusty. He thought carefully about his sentence structure and where he needed capital letters and full stops.



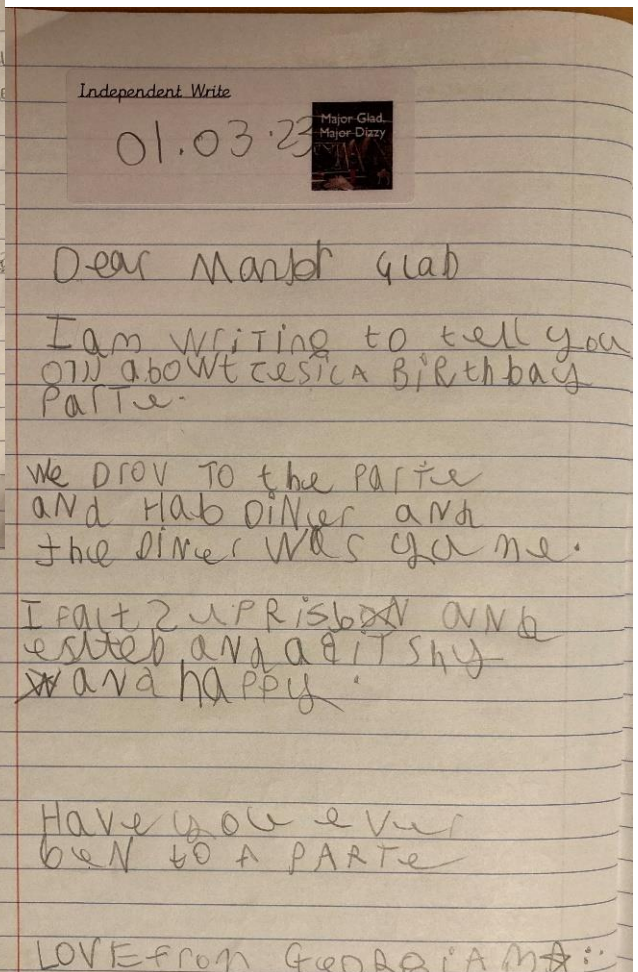
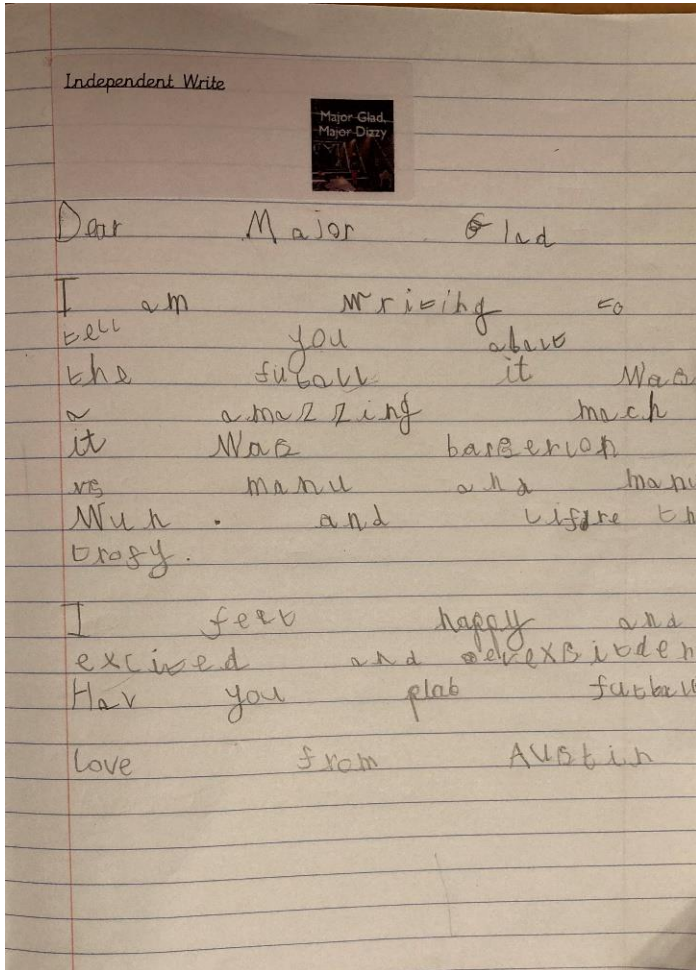
Florence wrote about 'Wilber's Discovery'. Wilber went to his Granddad's. Florence really thought carefully about her presentation and the extra detail that she wanted to include in her story.

# ISH

# Inspired to write

## Letters

Georgia wrote to Major Glad about a party she had been to and remembered to use full stops and capitals for each sentence. She uses some great words to describe how she felt, including 'surprised' and 'a bit shy'.



Austin wrote to Major Glad about a Manchester United football match he had been to. He used capitals and full stops to punctuate his sentences and added more detail to his sentences by using the conjunction 'and'.



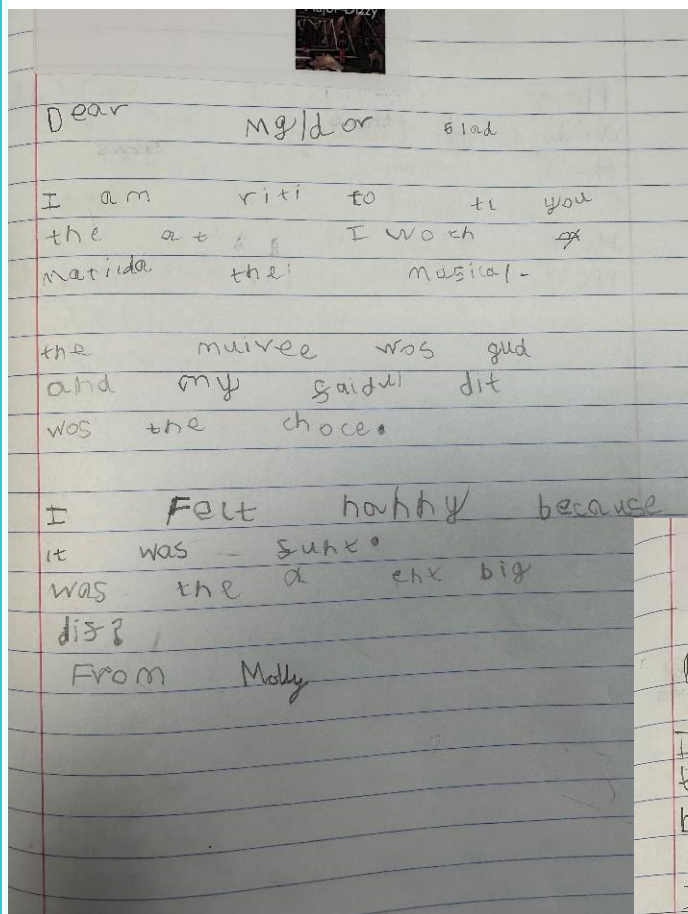
KS

# Inspired to write

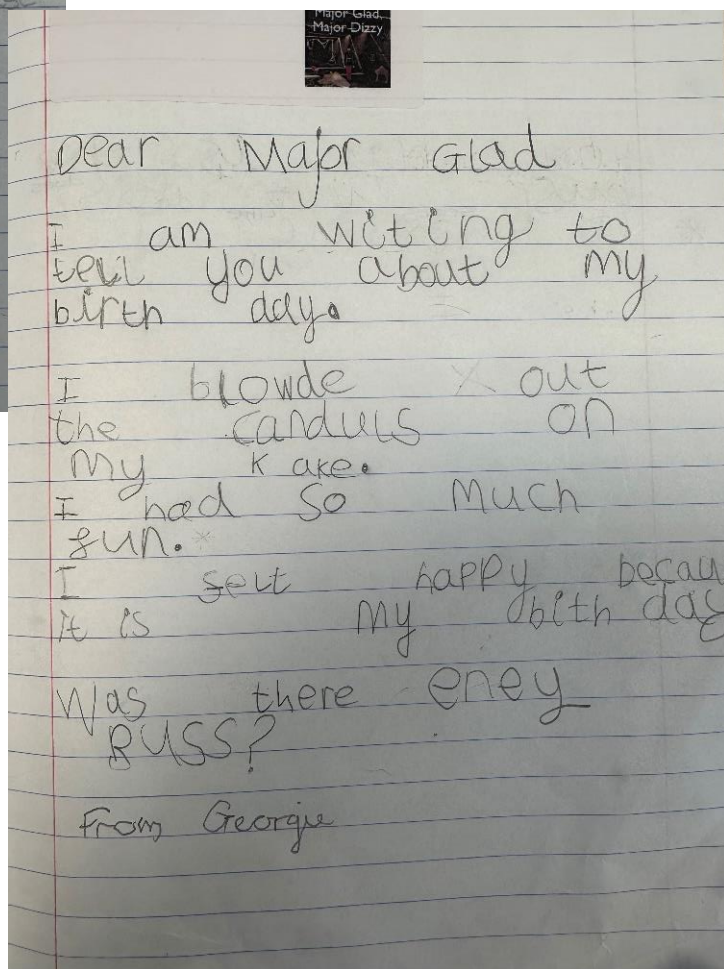
## Letters



Molly wrote to Major Glad about watching Matilda the musical. She talked about her favourite part of the film in detail. Molly tried extremely hard with her presentation in the letter as it has been a year 1 target.

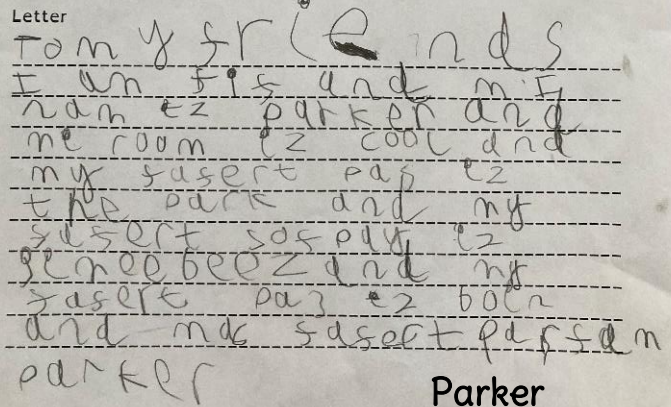
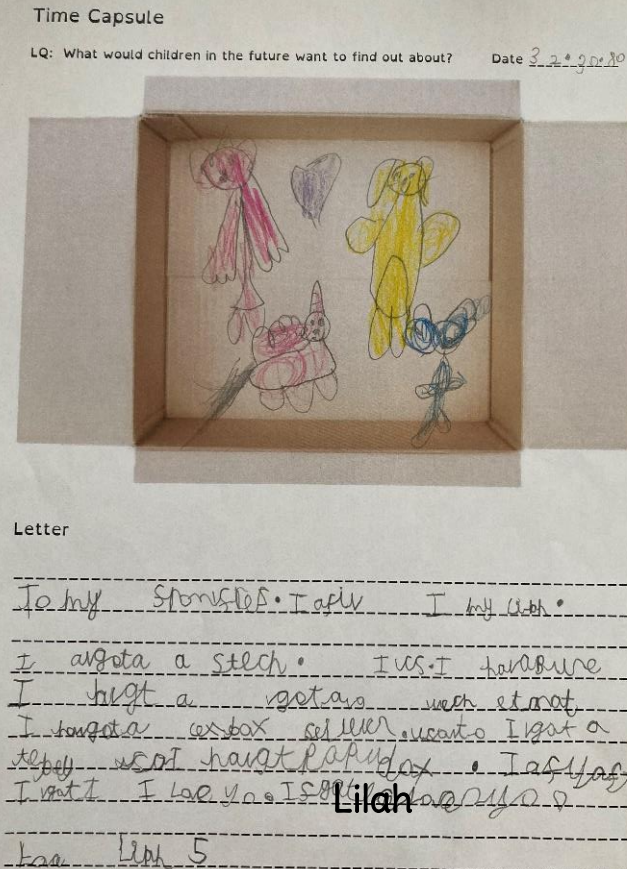


Georgie wrote to Major glad about her birthday. She really enjoyed her cake and blowing out the candles. Georgie thought carefully about a question for Major Glad as well.




A hand-drawn, sketchy oval shape with a thick black outline. Inside the oval, the letters "ISH" are written in a bold, black, hand-drawn font. The background of the entire slide is a solid teal color.

# Time Capsules



Capsule

What would children in the future want to find out about? Date 0 20 30

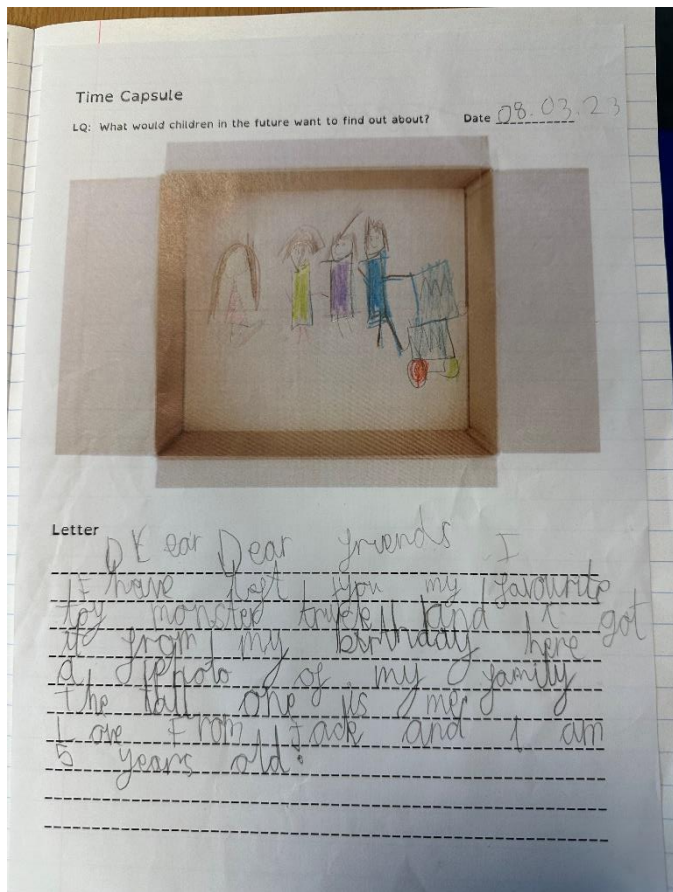




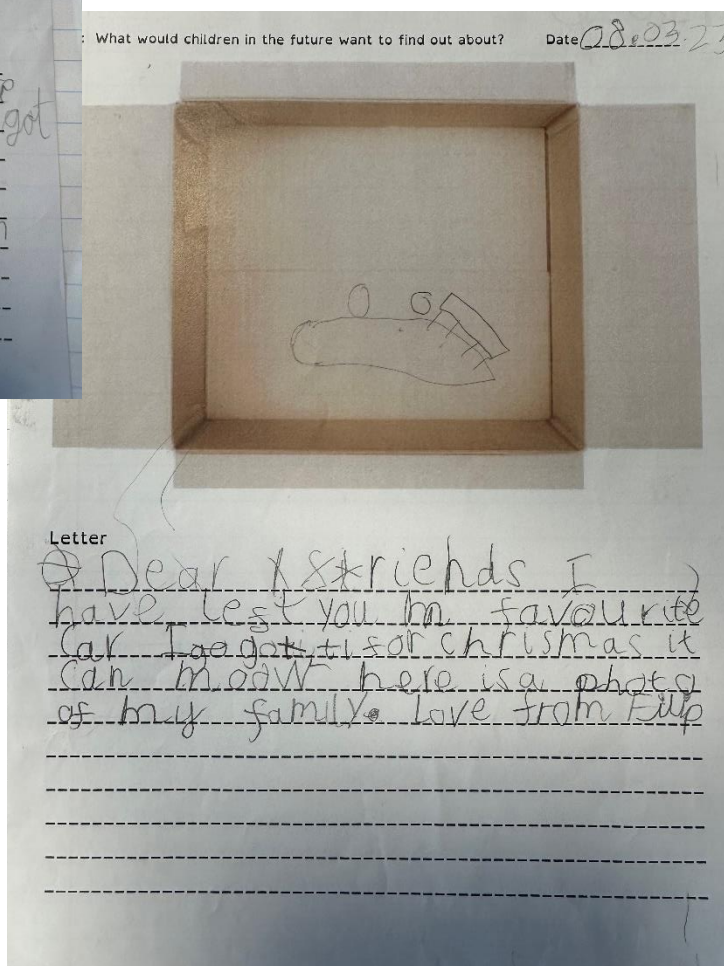
# KS

# Inspired to write

## Time Capsules



Jack and Filip have remembered lots of features of a letter and they have independently written letters for time capsules. They talked about their favourite toys and wrote some facts about them.



# Inspired to write

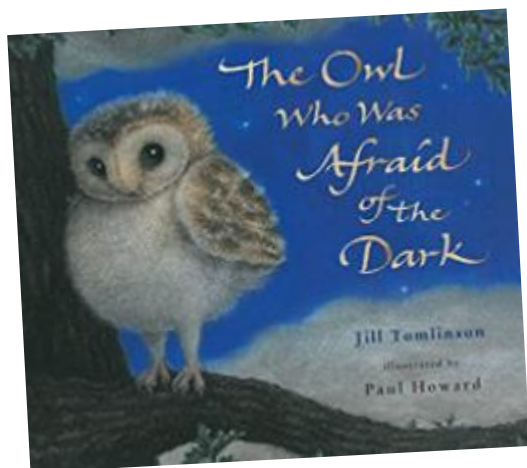
@ BERRY HILL



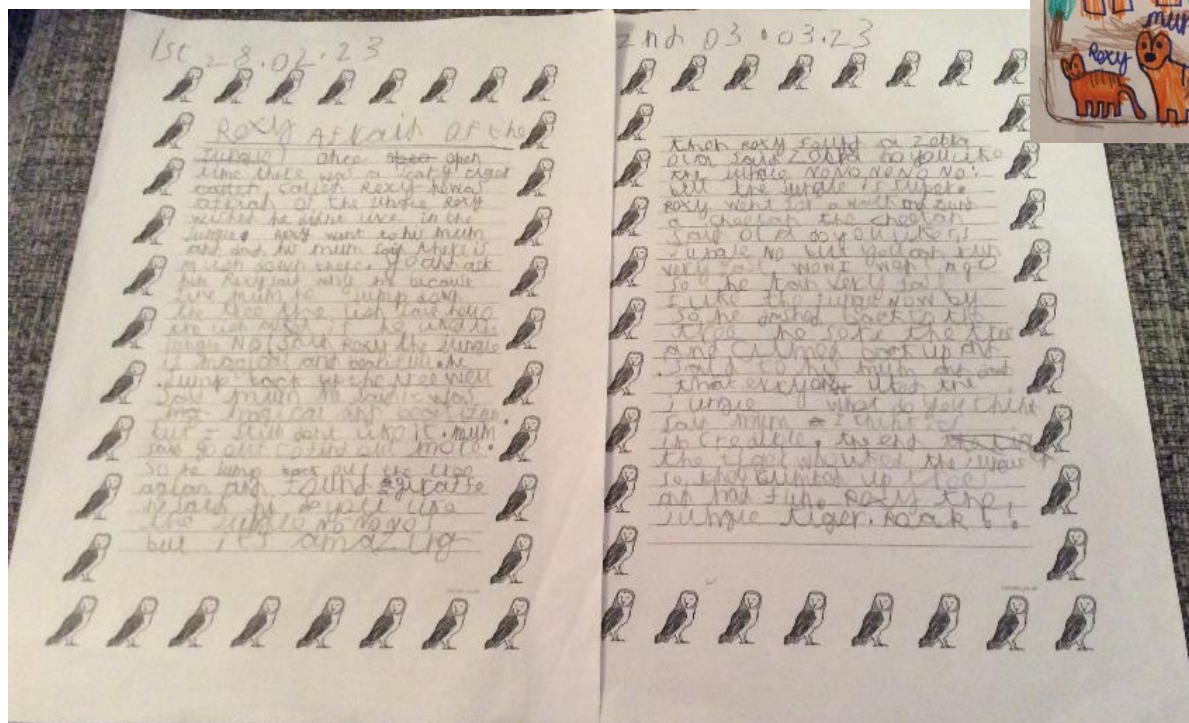
# 2JMNK

## Inspired to Write

Class 2JM/NK have been enjoying 'The Owl who was Afraid of the Dark' by Jill Tomlinson. We have done so much work looking at the Tale of Fear including character descriptions, settings, using our senses to describe, and planning and writing our own Tale of Fears. The children had to pick a character and decide on a fear that their animal wouldn't usually be scared of. We had some brilliant ideas and every story idea was engaging and unique! Have a look at just a few examples of our super writing.



Harry wrote about a tiger called REXY who was afraid of the jungle that he lived in. He followed all the areas of the Tale of Fear story structure really well to create a good, flowing story. Harry has been working hard on improving his handwriting and presentation which we are really proud of. Take a look!



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# Inspired to write

17

10.12.2003 09:25 2nd

18

06.03.23 3rd

The gusher who was afraid of deep dark water

author Sophia

illustrator

# Inspired to Write



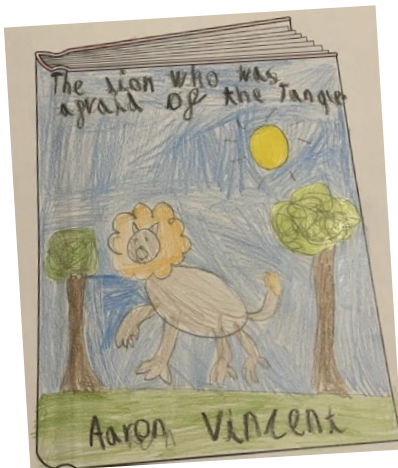
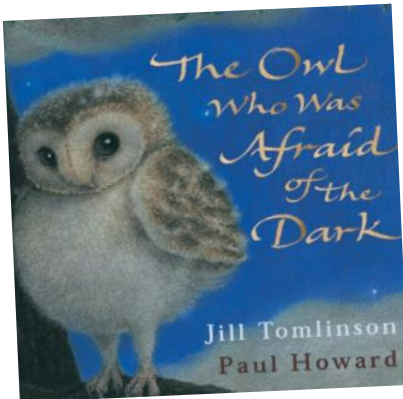


# 2MM

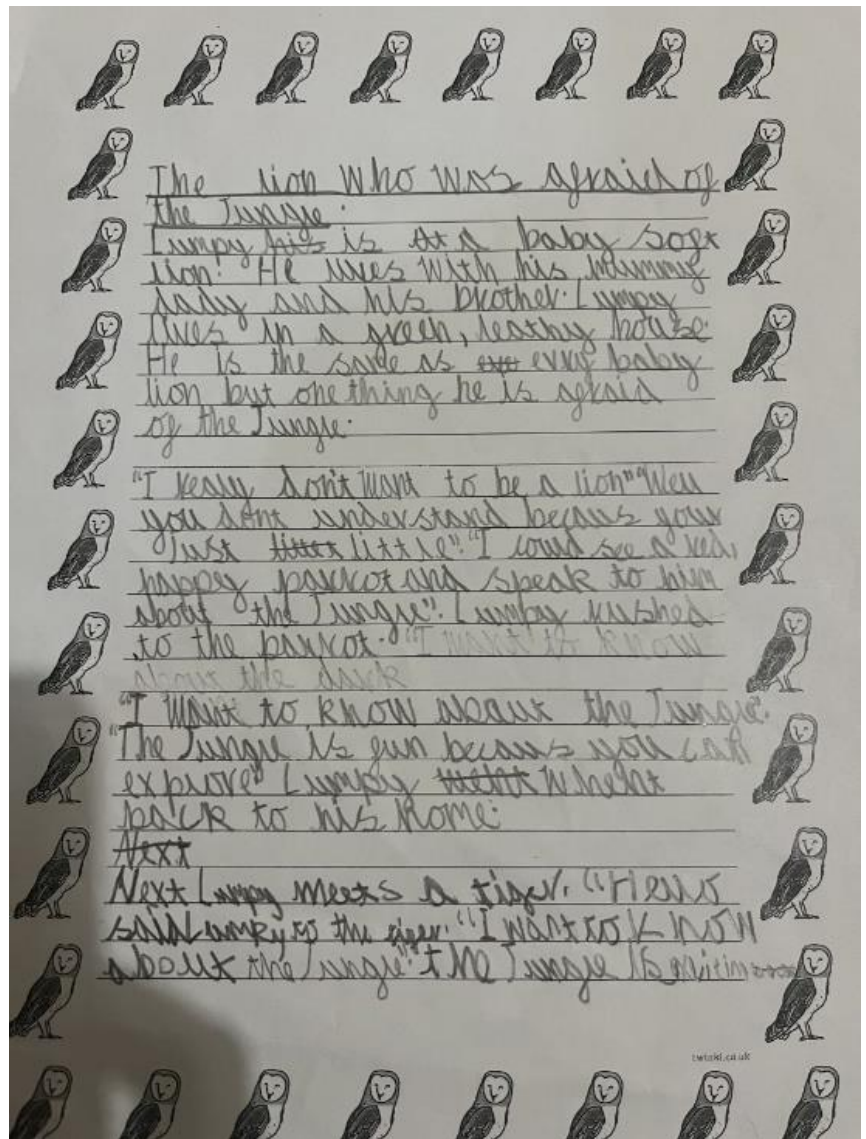
# Inspired to write

Class 2MM's writing this term has been inspired by the book 'The Owl who was Afraid of the Dark'

The children planned, wrote and published their own tale of fear in a similar style.



Aaron wrote a tale of fear story about a lion who was afraid of the jungle. He also created his own front cover for his story.



# Inspired to write

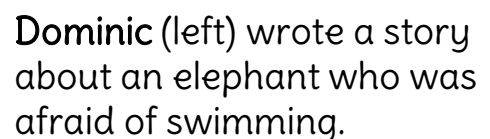
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# Inspired to write

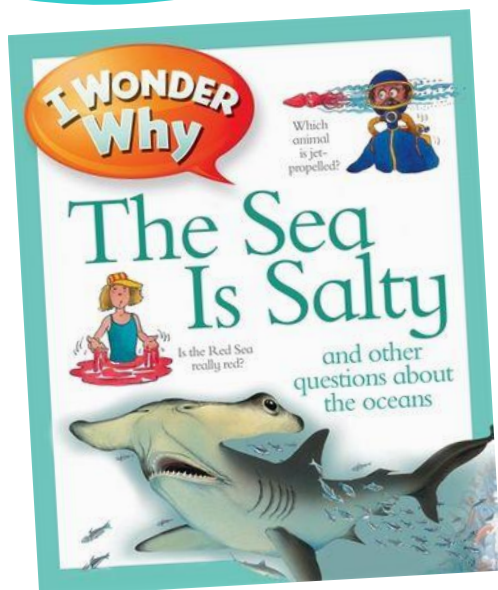
A photograph of a reindeer with large, dark antlers standing in a snowy field. The reindeer is facing left, and its body is covered in white fur. The background is a bright, snowy landscape. The photo is mounted on a white card with a black border.



# 3CS

# Inspired to write

At the start of Spring the children were introduced to the brilliant non-fiction text 'I wonder why the sea is salty'. The children used this to explore the features included in non-fiction.



Monday 30<sup>th</sup> January  
 Q: Can I use and understand headings and sub-headings?

Amazon river

The Amazon river is located in the northern portion of South America. It is 6400 km long, this makes it the 2<sup>nd</sup> longest river.

The Amazon River runs through 3 main countries: Peru, Colombia, Brazil. There are over 3000 species of fish that live in the Amazon.

Species that live in the Amazon

The green anaconda is the largest snake in the world.

The giant otter is a carnivorous mammal that lives in the Amazon river.

Fun facts about The Amazon

There are no bridges crossing the Amazon river.

You need a boat to cross it in 2007, 5 Indonesian long distance swimmers swam the entire length of the Amazon River.

How big is the Amazon?

The length of the river is 4086 miles.

The length changes during the rainy seasons.

Monday 30<sup>th</sup> January  
 Q: Can I use and understand headings and sub-headings?

Amazon

Where is the Amazon?

- runs through 3 countries: Brazil, Colombia and Peru
- flows through Amazon rainforest

How deep is the Amazon river?

- The Amazon is 100m deep about

What is the Amazon river?

- The Amazon River provides 20% of the ocean's good water supply.
- There are no bridges built across the Amazon River.

What is the Amazon River?

- River in South America
- flows through Brazil, Colombia and Peru
- the Amazon goes into the Atlantic Ocean
- flows through the Amazon Rainforest
- Begins in the Andes Mountains

How big is the Amazon River?

- The length of the river is 4086 miles
- The length of the river changes during the rainy seasons
- Second longest river in the world
- Six miles wide at its widest point

Fun Facts

- No bridges across the Amazon

William and Ruben used their knowledge of headings and subheadings to create some subheadings before researching their chosen river so they could take notes for their final piece of work.



# Inspired to write

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# 3CS

# Inspired to Write

After spending time researching and collecting notes for their chosen river the children created their own non-fiction texts. Have a look at the interesting facts that the children have included in their final pieces.

Aaliyah

## THE MISSISSIPPI

How big is the Mississippi River?

The Mississippi River is 3,774 km long and it's the longest river in North America. The Mississippi River is the deepest part is a larger part in New Orleans. The Mississippi River is 61 metres deep.

Who is it home to?

The Mississippi River is over 260 different species of fish in the river the fish are catfish, walleye and sauger are some. The Mississippi River muskies live there and there are dangerous and venomous snakes that live there.

Fun Facts!

The Mississippi River has 1922 water skiing was invented in the Mississippi River and Minneapolis lies on both banks of the Mississippi River and the Mississippi River lake portcharien causeway is the second longest road bridge in the river in New Orleans.

Did you know?

The Mississippi River provides hydroelectric power and water to many states and it is not safe to swim in the Mississippi River. coal is transported along the Mississippi River and it takes 90 days for a single drop of water to travel.

Single drop of water

## THE NILE

Subheading 1: What is the River Nile?

The River Nile is the longest river in the world and the bank of the river is full of valuable minerals.

Subheading 2: Did You Know?

Nearly all of the cultural and historical sites Ancient Egyptians are found along the riverbanks of the River Nile. The Nile was used to flood every year.

Subheading 3: Who lives there?

Home to lots of wildlife including different birds, fish, turtles, snakes, and the Nile crocodile.

Fun Facts!

More than 95% of population Egyptians live on it's water and it flows live within a few miles of a river bank. The River Nile is the highest river in the world. The bank of the river is full of valuable minerals. Egyptians have a two week holiday 'Waga an-nill' to celebrate the ancient flooding of the River Nile.

# Inspired to Write

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# 3CS

# Inspired to Write

## THE NILE RIVER MILE.

How big is the Nile?

The Nile is approximately 4,132 miles long. The River Nile starts in the country of Burkina Faso and it runs through Ethiopia, Uganda, Sudan before it reaches Egypt. The River Nile flows into the Mediterranean Sea and the Mediterranean Sea is its mouth.



What is the history of the Nile?

Open it to see where the Nile is!

In Egypt Egyptians have depended on the Nile since historic times. The river has been an important source of life for people. The ancient Egyptians relied on the Nile for food, water, and transport. They used dikes.

Quick fact!  
Did you know that the Nile is 30 million years old?



Funny Facts!

Did you know that more than 95% of the population of Egypt relies on its water and live within a few miles of the river banks? In Egypt every year in August the Egyptians have a two week holiday called Wagfira or -Nile to celebrate the recent flooding of the Nile.



How does it flood?

In Egypt the result of a yearly monsoon between May and August. The Aswan dam stops the yearly flood of the Ethiopian monsoon.



Dylan

## THE

Where is the Amazon?

The Amazon is located in South America and it flows through the Amazon rainforest. It flows through Peru, Bolivia, Venezuela, Colombia, Ecuador and Brazil. The Amazon starts in the Andes mountains.



Do you know the uses of the Amazon?

We get hydroelectric power from the river. This is a sustainable source of energy. The Amazon is fresh water so animals can drink from it. Some tribes have grown crops on the banks of it.

## Amazon

Funny Facts!

The Amazon used to flow backwards. Did you know that it has a twin river flowing underneath it. It has a pink river dolphin that neither river has. The Amazon has no bridges across it.

Elijah

# Inspired to Write

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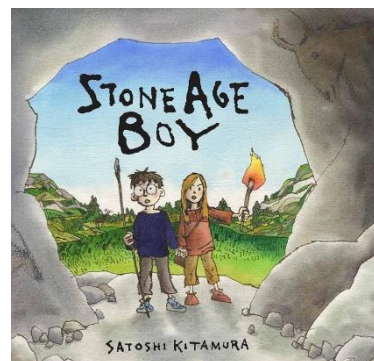




# 3CS

# Inspired to write

Towards the end of this half term, we have focused out writing on Stone Age Boy. The children have used positive adjectives, verbs and repetition to write these opening sentences. There are some examples of our art work also inspired by this brilliant text.



Tuesday 11th March 2023  
 An extraordinary thing happened to me.  
 Running in the woods one day I suddenly  
 changed direction. I tripped and found  
 myself falling deeper, deeper, deeper.

Zak



Tuesday 14th March 2023  
 An exciting thing once happened to me.  
 Sprinting in the woods one day I suddenly  
 changed direction. I tripped  
 and found myself falling lower, lower  
 lower.

Isla



An outstanding thing once happened to me.  
 Darting in the woods one day I suddenly changed  
 direction.  
 I tripped and found myself falling further, further,  
 further.

Ellie



Tuesday 14th March 2023  
 A spectacular thing happened to me.  
 I was running the woods one day  
 then I suddenly changed direction.  
 I tripped and found myself falling  
 quicker, quicker and quicker.

Elsie



# Inspired to write

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# 3MT

# Inspired to Write

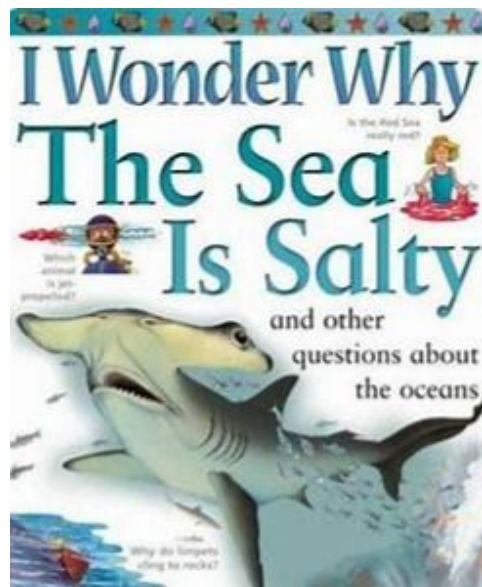
At the start of the Spring term we began to look at the non-fiction text, I wonder why the sea is salty. Amber and Ruby made predictions about what they thought the text may be about.

Monday 9<sup>th</sup> January 2023  
 To make a prediction about a text.  
 I think that the book is all about the salty ocean ocean.  
 And the book is telling us about why is the ocean salty and  
 I think I will learn different spots in this book and its going to be a good book.  
 This book will teach everyone about probably about the  
 different ocean's. I think I will probably learn a lot from the book.  
 The book might have some sea creatures in the book like sharks,  
 Dolphins and maybe blue whales. The book will probably be all about  
 salty sea ocean's. This is probably going to be a really good book  
 for all the children. I'll probably get excited after when the teacher  
 read it to us. I think the kids will like the book.

Ruby

Monday 9<sup>th</sup> January 2023  
 To make a prediction about a text.  
 I think the book is about all the things in the sea.  
 I think the book is about sharks.  
 I think the book is about the sea.  
 I think this book is not fiction.  
 I think its about home life.  
 I think its about salt.  
 I think its about ships.  
 I think its about

Amber



Q: Can I use adjectives to describe the ocean?  
 The ocean is unbelievably gigantic it spreads across the world. The ocean is full of living creatures and wildlife. The ocean is made of four smaller seas. The coral sticks to the rough and bumpy rocks the sea slither like a snake all around the lovely world. The fish slither along the sea front hiding from the silly sea fishermen. The fish go to the deep dark water below. The seafloor is covered with coral.

Grace

Grace and Jude used adjectives to describe the ocean.

Wednesday 11<sup>th</sup> Jan 2023  
 Q: can I use adjectives to describe the ocean?  
 The ocean is very ~~big~~ and mighty. The ocean is full sea life. The ocean is ~~beautiful~~. The ocean has lots of sea creature. The sea creatures are hummingus. The Arctic ocean is the coldest.

Jude

# Inspired to Write

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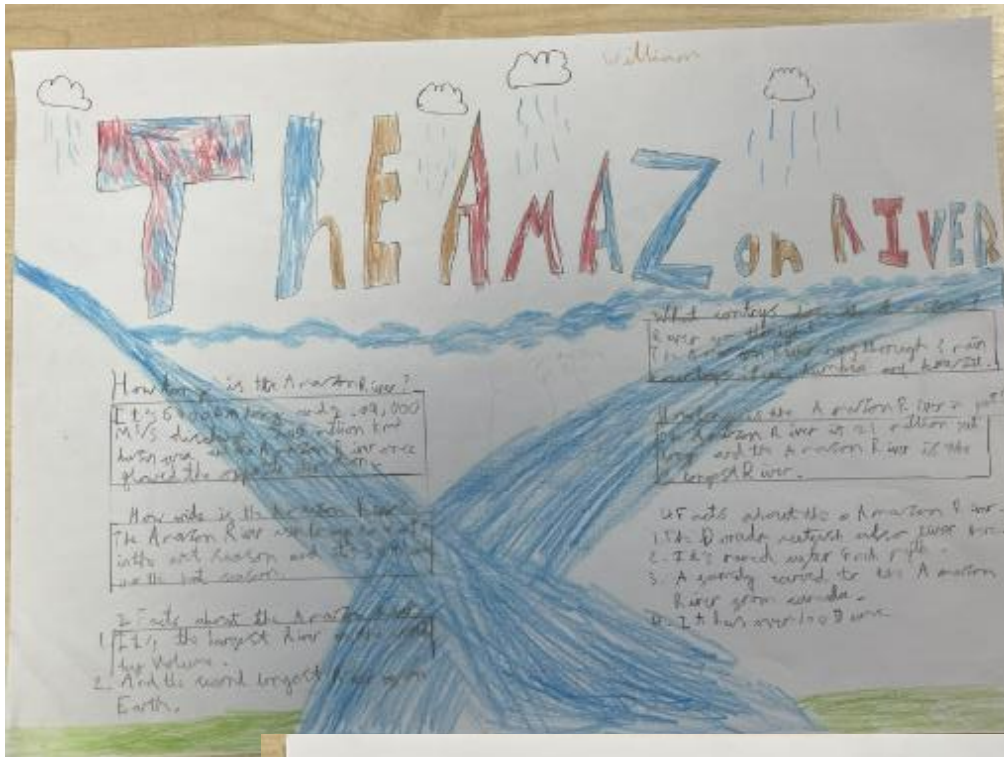




# 3MT

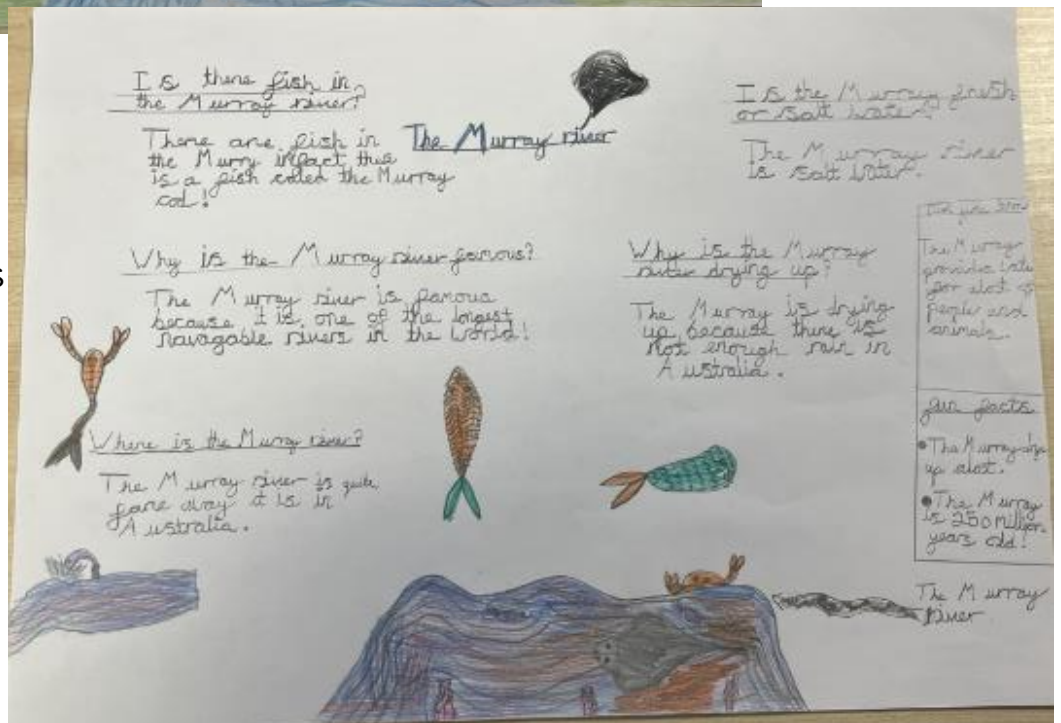
# Inspired to Write

Year 3 were inspired to write an information page about different rivers after looking at the non-fiction text, I wonder why the sea is salty.



William has used a title, a range of subheadings and paragraphs in his information page about The Amazon River.

Grace has used questions for her subheadings and written paragraphs to answer each question.



# Inspired to Write

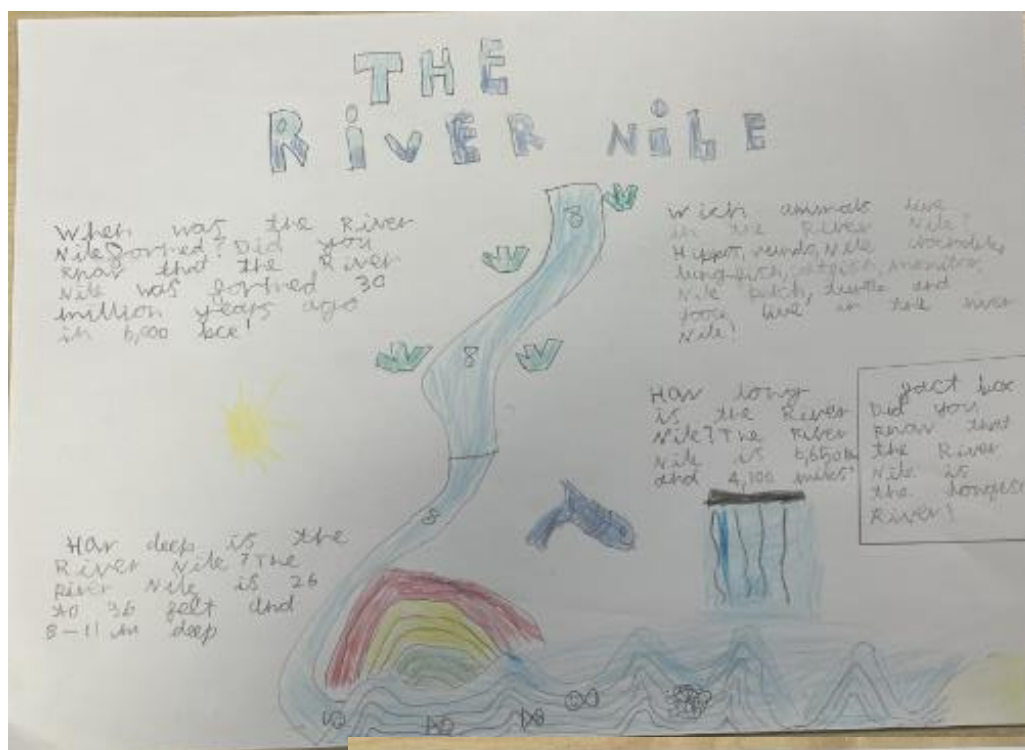
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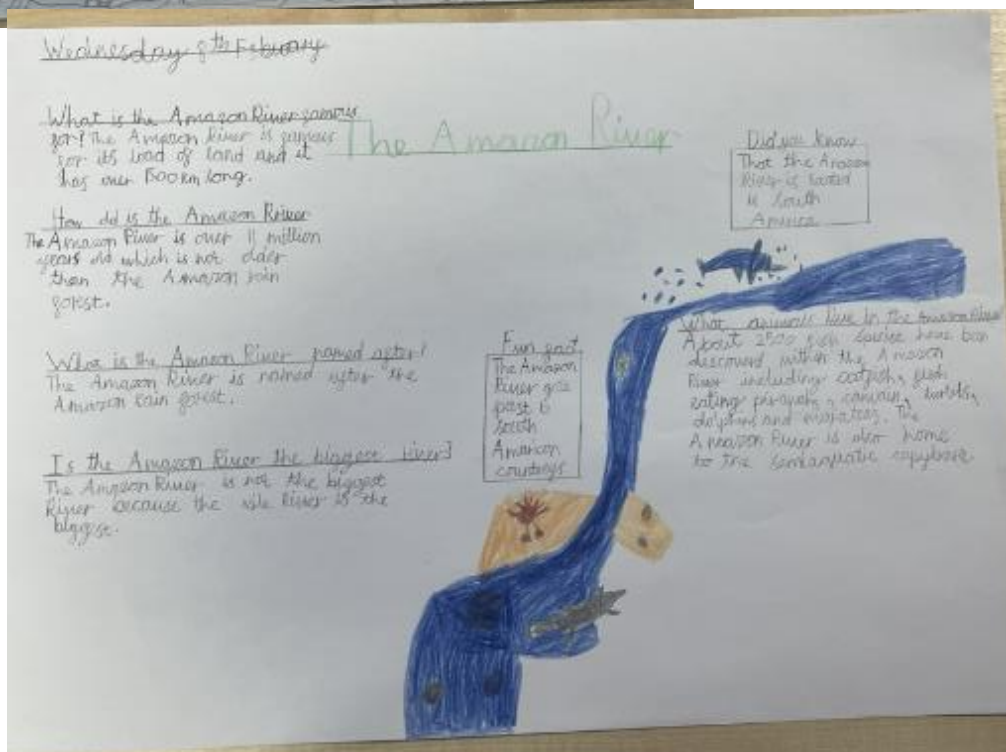
3MT

# Inspired to Write

Year 3 were inspired to write an information page about different rivers after looking at the non-fiction text, I wonder why the sea is salty.



Miles has remembered to include an interesting fact in this information page about the River Nile.



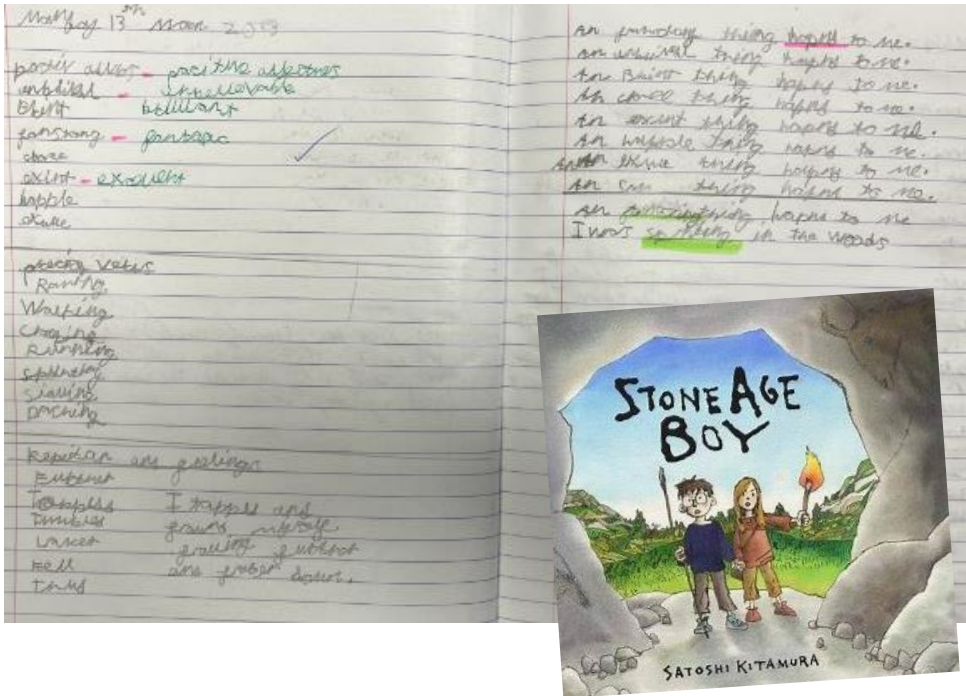
Casper has included a fun fact in his information page about The Amazon River.



3MT

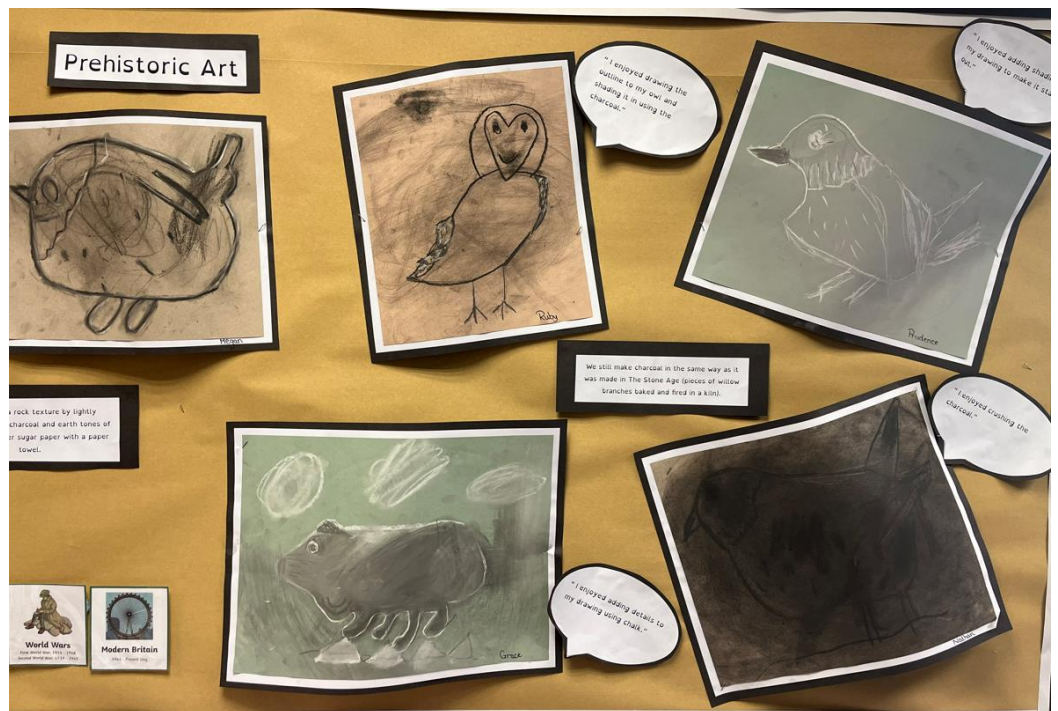
# Inspired to write

This half term, we have begun to look in detail at the text 'The Stone Age Boy'. This text has inspired some slow, detailed writes.



**Mia** has explored the use of positive adjectives, verbs and repetition and used these in his own writing.

This text has accompanied our history unit, where Year 3 have been learning about The Stone Age! Here are some of our pieces of prehistoric art work.

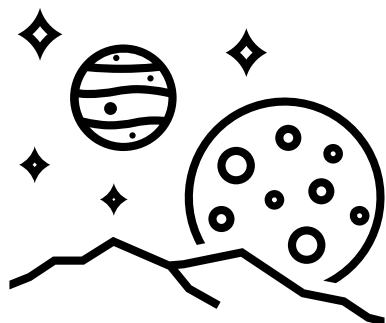


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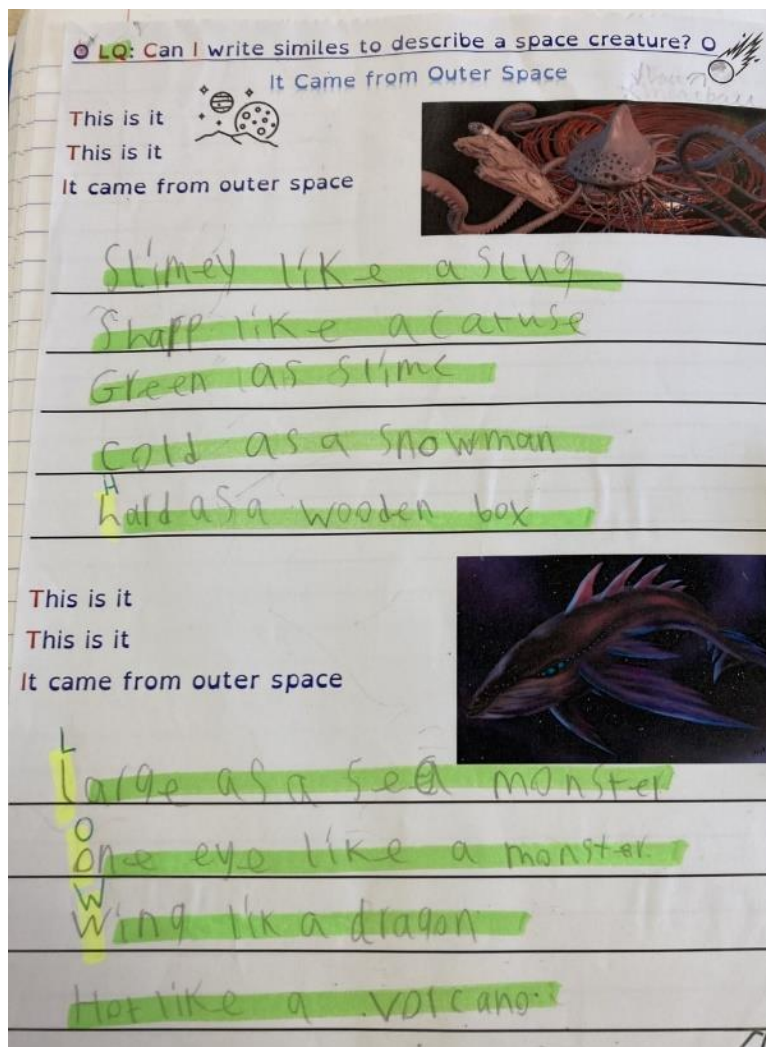


# 4AT

# Inspired to Write



In Year 4, we have been exploring poetry by the author, *Paul Cookson*, and the features we can include when producing an entertaining, enthralling poem!



We have developed performance our skills and confidence through rehearsing and performing a range of poems with actions! Next, we used the poems to inspire our own writing.

In **Indie's** poem, you can see how she has used a wide range of similes to describe the mysterious creature in her version of 'It Came From Outer Space'.

# Inspired to Write

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# 4AT

# Inspired to Write



As a class, we were also inspired the poem 'Who Was It?'. This style of poetry got the readers thinking through its use of rhetorical questions and quirky places objects were placed.

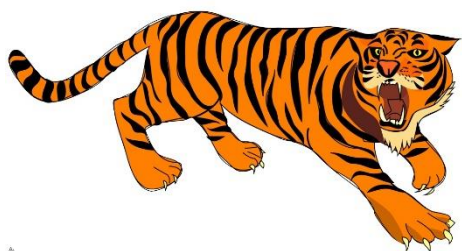
Jack

Who was it?  
Who put Mum's make up in the tree?  
Who put Grandma's boots in the sink?  
Who put Dad's V.R in the plant pot?  
We-e-ell...  
Just who could it be?

Who put Sister's phone in the bag?  
Who put Grandad's wig in the bin?  
Who put Uncle's PS5 in the cake?  
We-e-ell...  
Just who could it be?

Who put Auntie's purse on the cake?  
Who put Brother's breakfast in the bath?

Here is a great example of how Mike used the title poem 'There's a Crocodile in my House!' to generate his own fast-paced poem about an animal of his choice, a tiger!



Oh can I create a rhyming poem?  
There's a Tiger in the House!

He's eaten too much chocolate cake,  
He's now on full power,  
There's a tiger in the shower!

I got home from work,  
I didn't have time to blink  
there's a tiger in the sink!

I did not scream,  
My sister did too,  
There's a tiger in my bed

Mike

I was watching TV,  
I shouted OUCH!  
There's a tiger on my couch

He's eaten too much chocolate cake,  
He's now on full power,  
THERE'S A TIGER, IN THE HOUSE!

# Inspired to Write

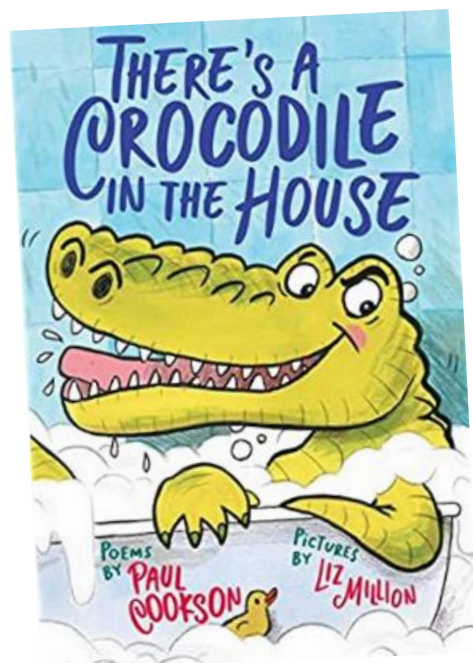
@ BERRY HILL



4LD

# Inspired to write

During the first half of spring term, we have used 'There's a crocodile in the House' by Paul Cookson for inspiration to write our own poetry. We began writing collaboratively before children started to write and perform their own pieces of fabulously written poetry.



In this piece of work the children had so much to think about. We asked them to include: repetition, rhyme and they had to count the syllables in each line to make corresponding lines the same. This was a collaboration between four children: **Katie, Bear, Phoebe and Malachy** but hand-written by Katie.

It came from outer space.

This is it,  
This is it,  
it came from outer space.

Soft shiny tail  
Body like a large whale  
like a kraken it's  
it's attacking  
With an ugly spikey tail.

This is it,  
This is it,  
it came from outer space.

Drifting turning, staring eyes  
sobbing screaming gasping cries,  
it's a thriller,  
like godzilla,  
like to zoom across the skies

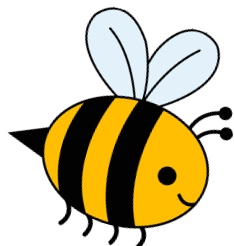
Inspired to write  
@ BERRY HILL



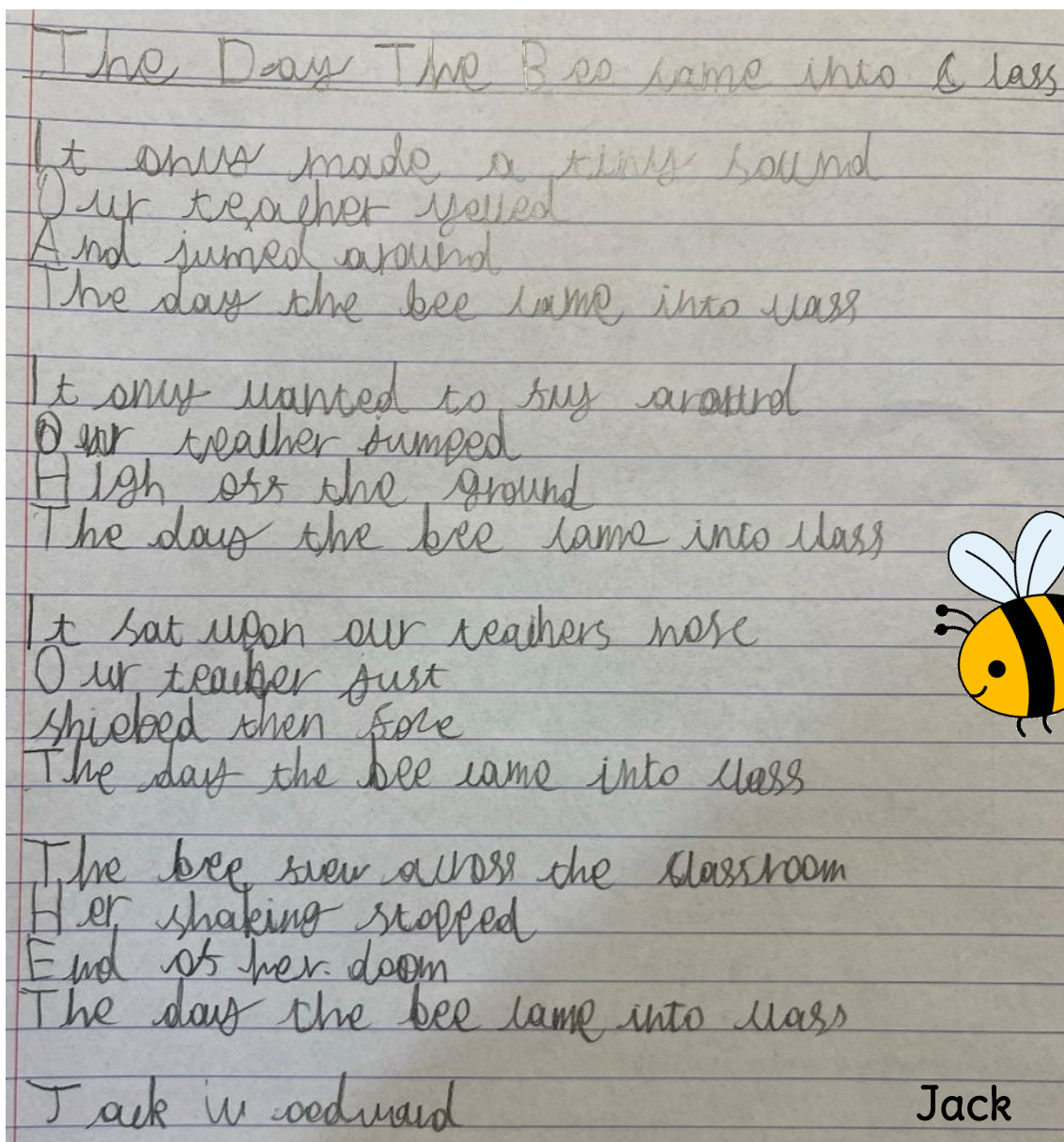


4LD

# Inspired to Write



To be successful in writing this poem the children were asked to ensure each stanza was four lines long, the last word on line two and three had to rhyme and they had to carefully count the syllables in each line. Everyone worked hard on all these aspects to create the next three pieces of work.



Jack

Inspired to Write  
@ BERRY HILL



4LD

# Inspired to write

The day the bee came into class.

It only made a tiny sound!

Our teacher yelled,

And jumped around.

The day the bee came into class.

It only wanted to fly around,

Our teacher jumped,

High up the ground,

The day the bee came into class.



Mia

The Day the Bee came into class

It only gave a tiny Buzz!

Our teacher shrieked,

Her mind did Fuzz,

The day the Bee came into class.

It waited on the window sill,

Our teacher screeched,

The class sat still.

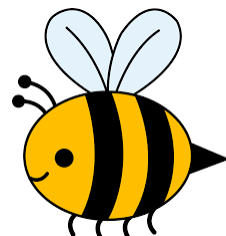
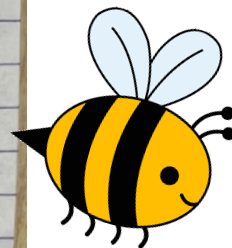
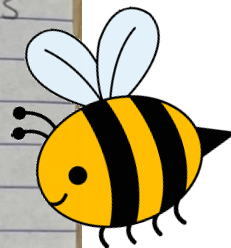
The day the Bee came into class.

It started to Buzz again

Our teacher screamed

Even though it disappeared down the drain

The Day the Bee came into class



Sophia

# Inspired to write

@ BERRY HILL





4LD

# Inspired to write

In this piece of work the grammar taught was apostrophes for possession. Isla and Elyssa both demonstrate great use of these. The poem itself had to include repetition but no rhyming!



Who was it?

Who put Grandma's cookies in the sink?  
 Who put uncle Bob's towel in the sea?  
 Who put Dad's pc in the bath?  
 We-e-e-ell...  
 Just who could it be?

Who put Brother's football in the sewer?  
 Who put Mother's candle in the tree?  
 Who put the dog's bone in the pond?  
 We-e-e-ell...  
 Just who could it be?

Who put the cat's toy in the bin?  
 Who put the baby's rattle behind the TV?  
 Who put Grandad's wheelchair on the roof?  
 We-e-e-ell...  
 We-e-e-ell...  
 We-e-e-ell...  
 Isla

OK, it was me!

Who was it?

Who put poo in dad's shoe?  
 Who put the dog's lead in the fish tank?  
 Who put mum's make-up in the bin?  
 We-ee-ll  
 Just who could it be?

Who ate Granny's cupcakes?  
 Who drew on my special book?  
 Who put Grandad's slipper in the bath?  
 We-ee-ll  
 Just who could it be?  
 Elyssa



Inspired to write  
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# SBW

# Inspired to Write

Year 5 have had a brilliant and creative term full of fantastic writing!



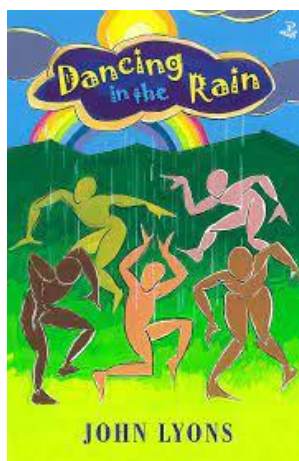
First of all, we started by reading the book 'The Island that Didn't Exist' by Joe Wilson. It was about a boy that was left an unusual gift from his Great Uncle in his will. He was given an island! He went to discover this mysterious island and what he finds there just may be the key to the future of the planet!

We enjoyed the book and we were lucky enough to have a visit from the author, Joe Wilson, who spoke to us about the book, read a chapter and ran a creative sessions with the class about their own island. It was fantastic! He signed copies of the books for the children!



For the last part of the term, we have focussed on poetry! We learned about a poet called John Lyons and his book called 'Dancing in the rain' which is a book containing poems about his childhood Trinidad and Tobago. From his poems, we learned all about the structure of poems, description, personification, similes and poetic licence.

The children enjoyed listening to John performing his poems and they also enjoyed performing them themselves!



# Inspired to Write

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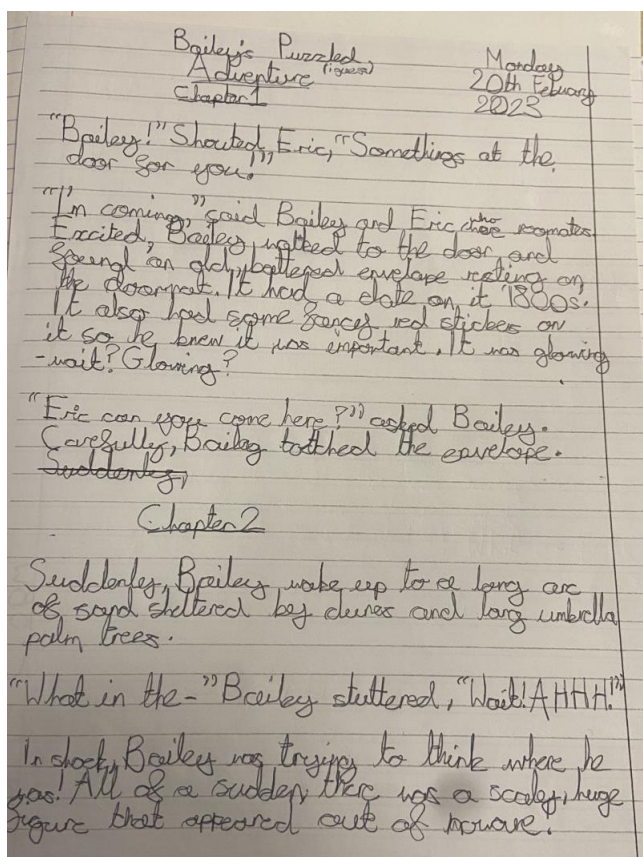
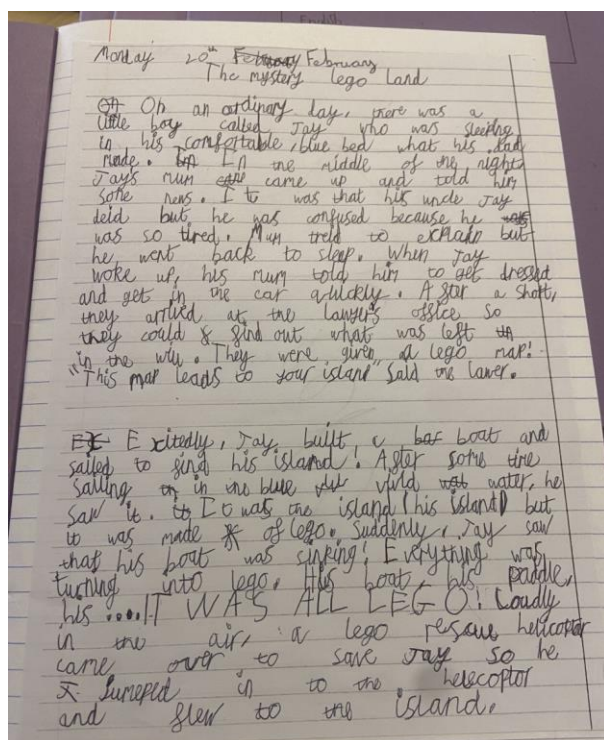
# SBW

# Inspired to Write

For the unit based on 'The island that didn't exist'. we had a focus on descriptive language, using dialogue within our stories and creating detailed sentences with use of conjunctions and relative clauses. The children had to write their own story about a mysterious gift they were left and mysterious item left on it.

Rupert (right) wrote a very creative story about a mysterious island made out of Lego and his character, Joy, had a great adventure but it had many twists and turns!

He included some fantastic description and used subordinate conjunctions to include more detail. He has been working hard on his handwriting and we can see a huge improvement.



Charlie (left) also wrote a fascinating adventure for his character, Bailey, who was given an island and he met a monster!!! But it wasn't your ordinary monster! It had some great twists in the story and humour which gets you laughing.

Here are the first two chapters of his story to get you hooked in! His use of dialogue was amazing which also moved the story on to new events and he superbly used fronted adverbials to build cohesion in his story.

# Inspired to Write

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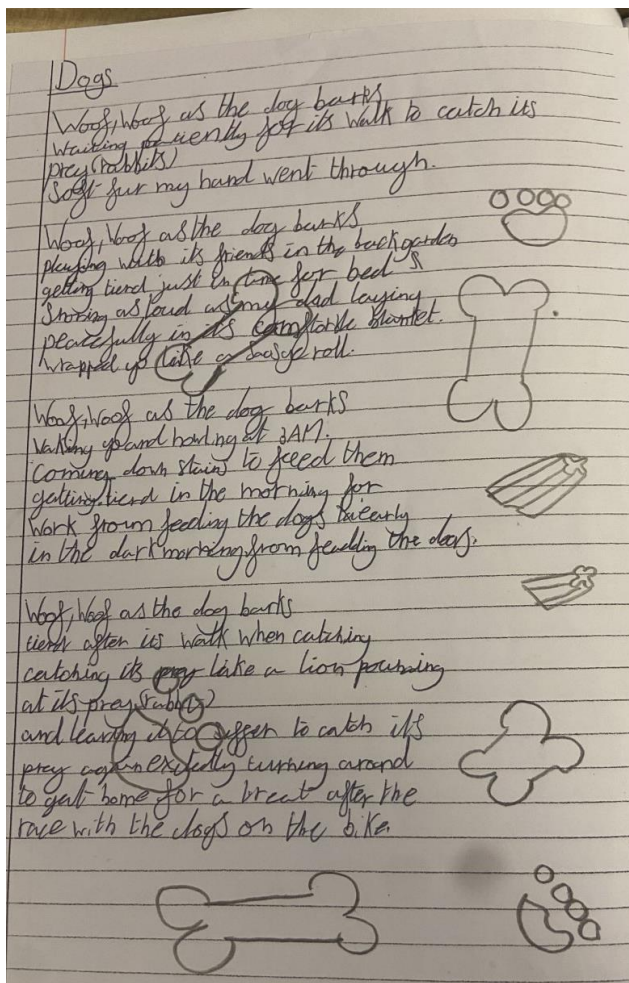
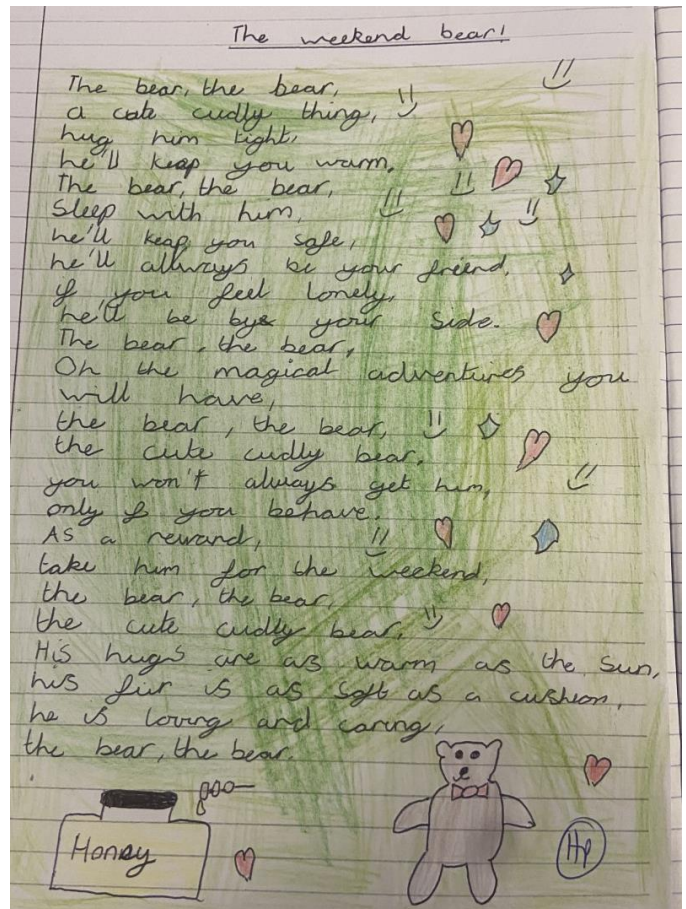


# SBW

# Inspired to Write

At the end of the poetry unit inspired by 'Dancing in the Rain', the children had to write their own poem about a special memory to them.

Finleigh wrote a fantastic poem about his time in Foundation at Berry Hill. He wrote about the 'Weekend Teddy Bear'. His poem was structure and presented beautifully, contained repetition and had similes. Reading this poem, you can see why it is so special to him.



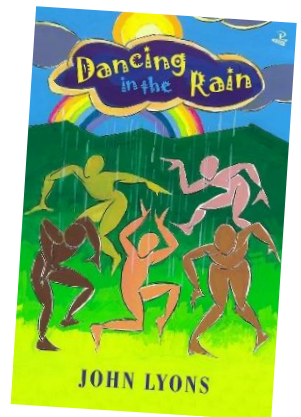
This was a lovely poem containing lots of humour by Nathaniel which was about his dog and all the fun times he has with it. This is also structured well with description and has some parenthesis! Repetition is used really well in this poem too. Another fantastic read with some lovely illustrations.



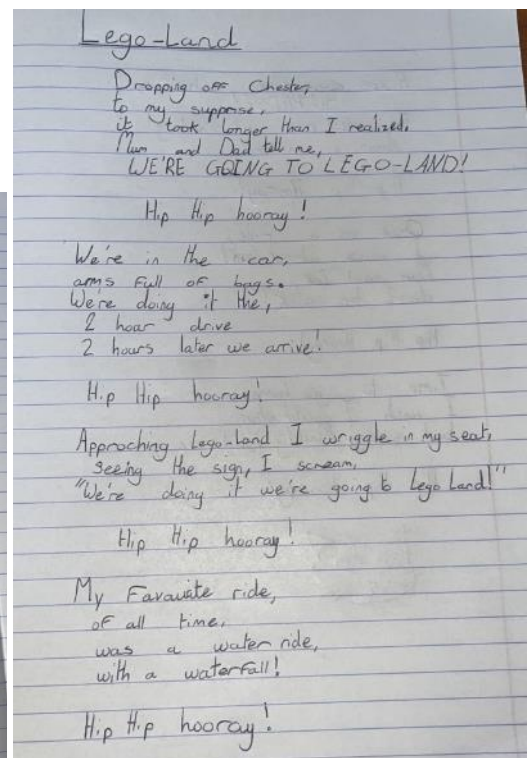
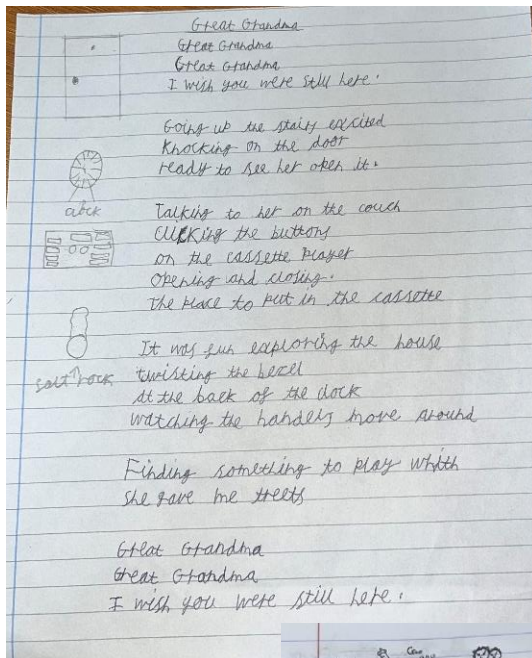
# SHB

# Inspired to Write

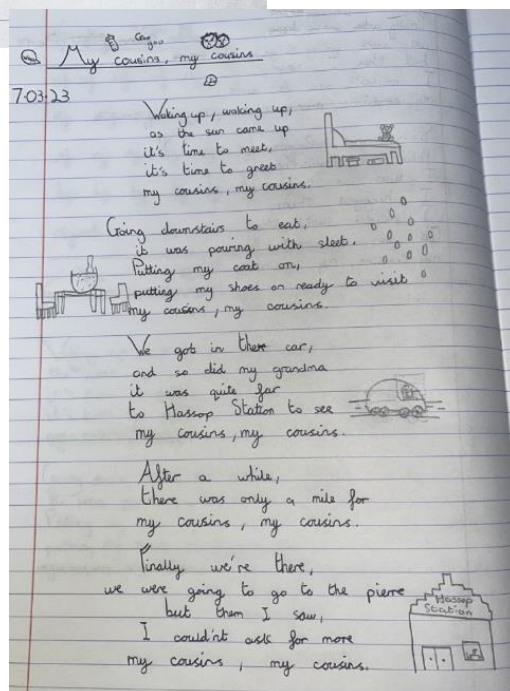
5HB have spent the spring term looking at the poet John Lyons. We chose to explore his book 'Dancing in the Rain'. From this book, we were inspired by his poem 'Granny's Sugar cake' which retold one of his favourite childhood memories.



After reading John's poem about his Gran, Julian (left) was inspired to create this beautiful poem about his own great grandmother. This poem shows Julian's affection and love towards her. Julian has ensured he's used his best handwriting when creating his poem.



Charlotte (right) also decided to write about a family memory. She used poetry to express her excitement to see her two cousins. Her use of repetition really engages the reader and allows us to follow along with her.



Ella (above) reminisced to her trip to Lego-land. She used repetition and rhyme to make this poem so enjoyable.

# Inspired to Write

@ BERRY HILL



Many of the children decided to write their poems trips or holidays they have been experienced.

Dreaming in Disneyland

• Disneyland, Disneyland,  
Here I come!  
Looking at my watch,  
The time has come,  
Packing my bags,  
Our destination has arrived,  
Disneyland, Disneyland,

Our taxi drive has finished,  
The food was delicious,  
When we came off,  
My ears go ~~pop pop~~  
Popping off to sleep,  
I hear the plane's engine booming through the sky,  
When I wake up I see people boarding off,  
OH MY GOSH!  
WE ARE HERE!  
WE ARE HERE!  
WE ARE AT DISNEYLAND!  
Disneyland, Disneyland,

After I unpacked,  
I looked out my window,  
To see a colourful tower,  
With beautiful flower patterns covering it,  
I realised it was what it was,  
OH MY GOSH!  
It is the castle!  
It is the castle!  
Disneyland, Disneyland,



Gran Canaria Gran Canaria

Packing my bag,  
While my eyes start to say,  
I didn't get any sleep last night,  
As I was too busy thinking  
about my flight,  
Gran Canaria, Gran Canaria.

We drove to our plane,  
I couldn't get turned,  
I needed to eat the perfect food,  
It would brighten up my mood,  
The flight was four and a half hours,  
I saw millions of towers,  
Finally the flight was done,  
I'm ready to have loads of fun,  
Gran Canaria, Gran Canaria.

I picked up my rose red suit-case,  
While a saw a ~~secret~~ secret case,  
I got to my hotel room,  
but the pool was so deep I could  
pull to my doom!  
Gran Canaria, Gran Canaria.

We decide to get some goods,  
our waiter was a dude,  
He asked me what I want to order,  
but my brain fell out the border,  
Finally I ~~spoke~~ spoke,  
but my brain hasn't woke,  
Gran Canaria, Gran Canaria.



Tierney (above) wrote all about her trip to Gran Canaria. She decided to focus on the aspect of rhyming in her poem, doing this allows the poem to flow beautifully.

Similarly, **Devon** (top left) created her own poem titled 'Dreaming in Disneyland'. She has used repetition throughout the poem to convey her excitement about being at Disneyland and seeing the castle.

Rhys' poem (bottom left) talks about a favourite holiday of his, Tenerife. The use of repetition allows us to feel Rhys' excitement about being away.

Holiday!  
Holiday!  
Here we come  
We get on the plane with much fun  
As we take take off sound I scream with joy.

Holiday!  
Holiday!  
The sun was hot and the pool was cool.

Holiday!  
Holiday!  
After noon  
I go into the hotel room.

Holiday!  
Holiday!  
With crowds all around  
Living in the pool.

Splash!

Holiday!  
Holiday!  
As my feet touch the blazing hot floor.

Holiday!  
Holiday!  
Yawning and snoring sleeping and leaping.  
I go outside the room and fast to the pool.  
run

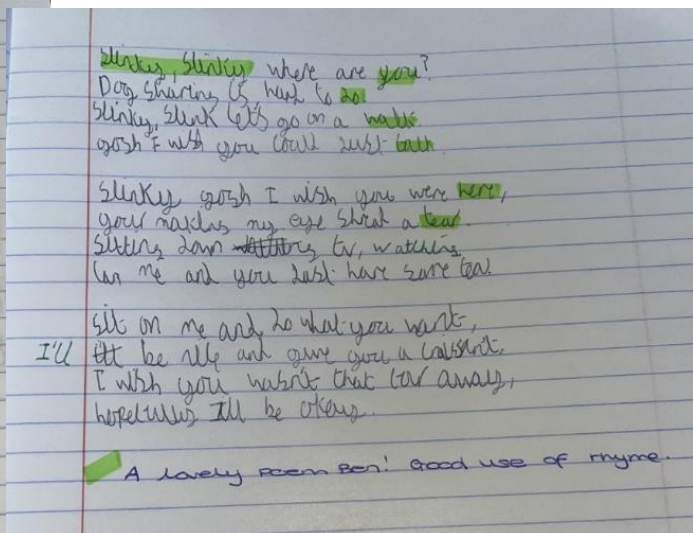
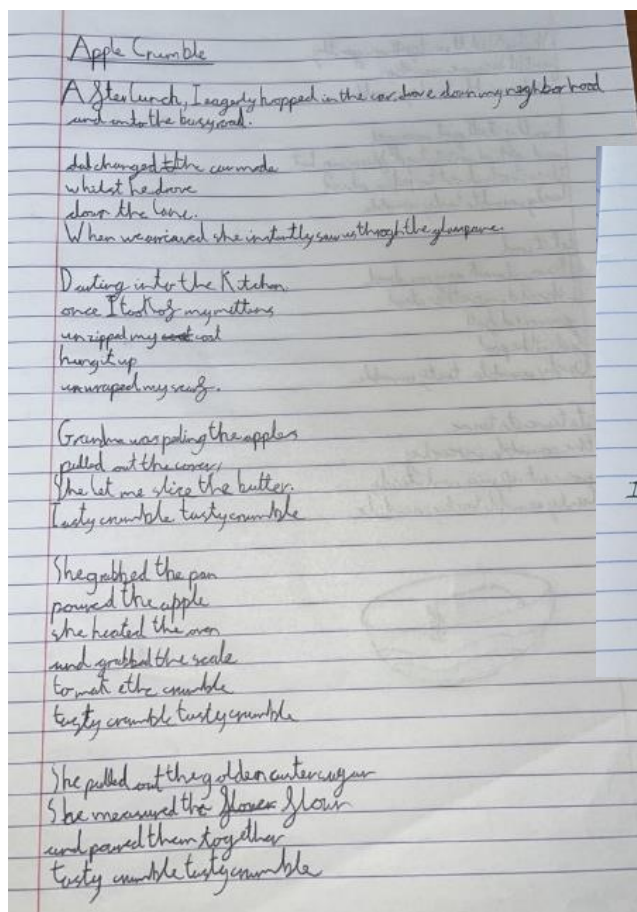
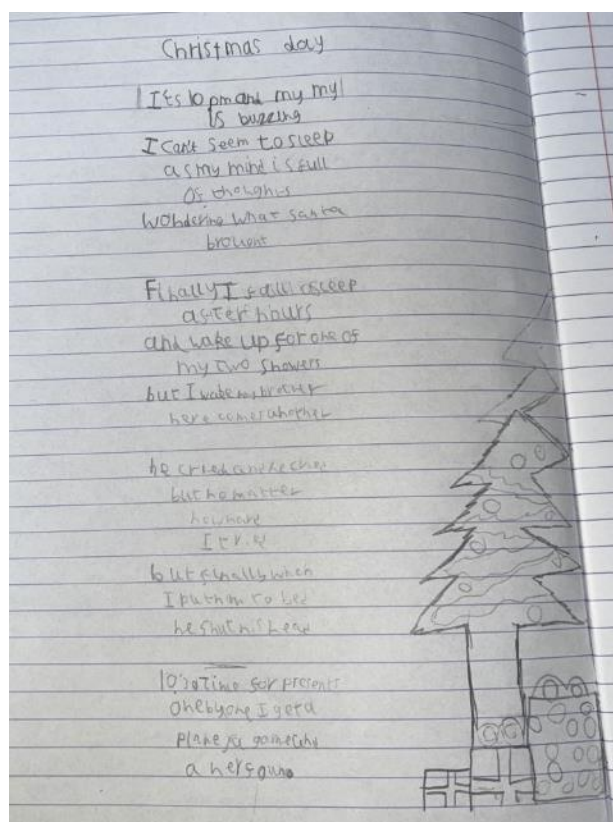


# SHB

# Inspired to Write

Noah (right) has written his poem about Christmas Day. During his poem, Noah uses rhyme to help the reader feel his enjoyment for Christmas Day. He has been working incredibly hard on his handwriting to ensure his presentation is beautiful.

Megan (below) was truly inspired by John's poem 'Granny's Sugarcake'. Megan's memory is about baking an apple crumble with her grandma Megan decided to end each stanza with 'tasty crumble, tasty crumble', this repetition emphasised her feelings towards this lovely crumble.

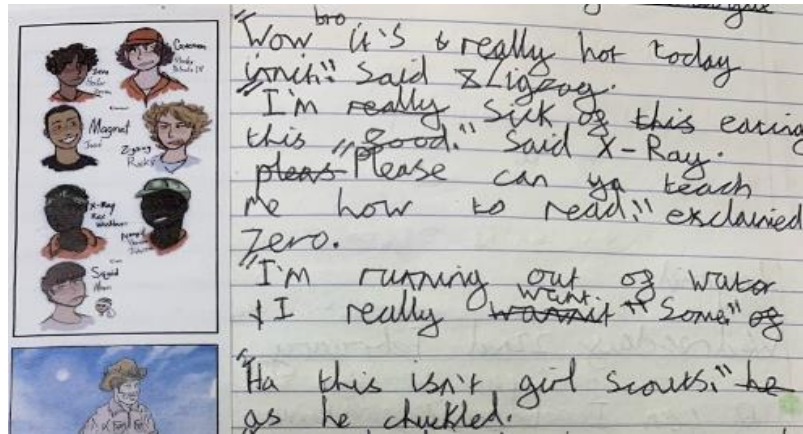
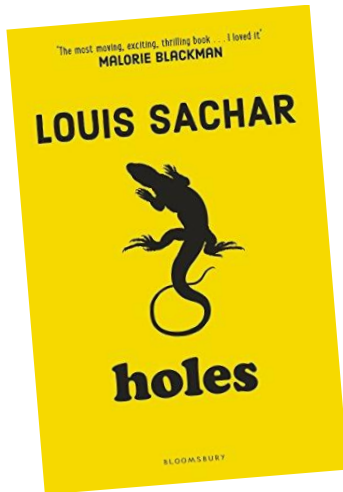


Ben (above) decided to use Lyon's poem as inspiration for his poem about his dog, Slinky. Unlike John's poem, Ben decided to focus on ensuring every line rhymed. What a great poem!

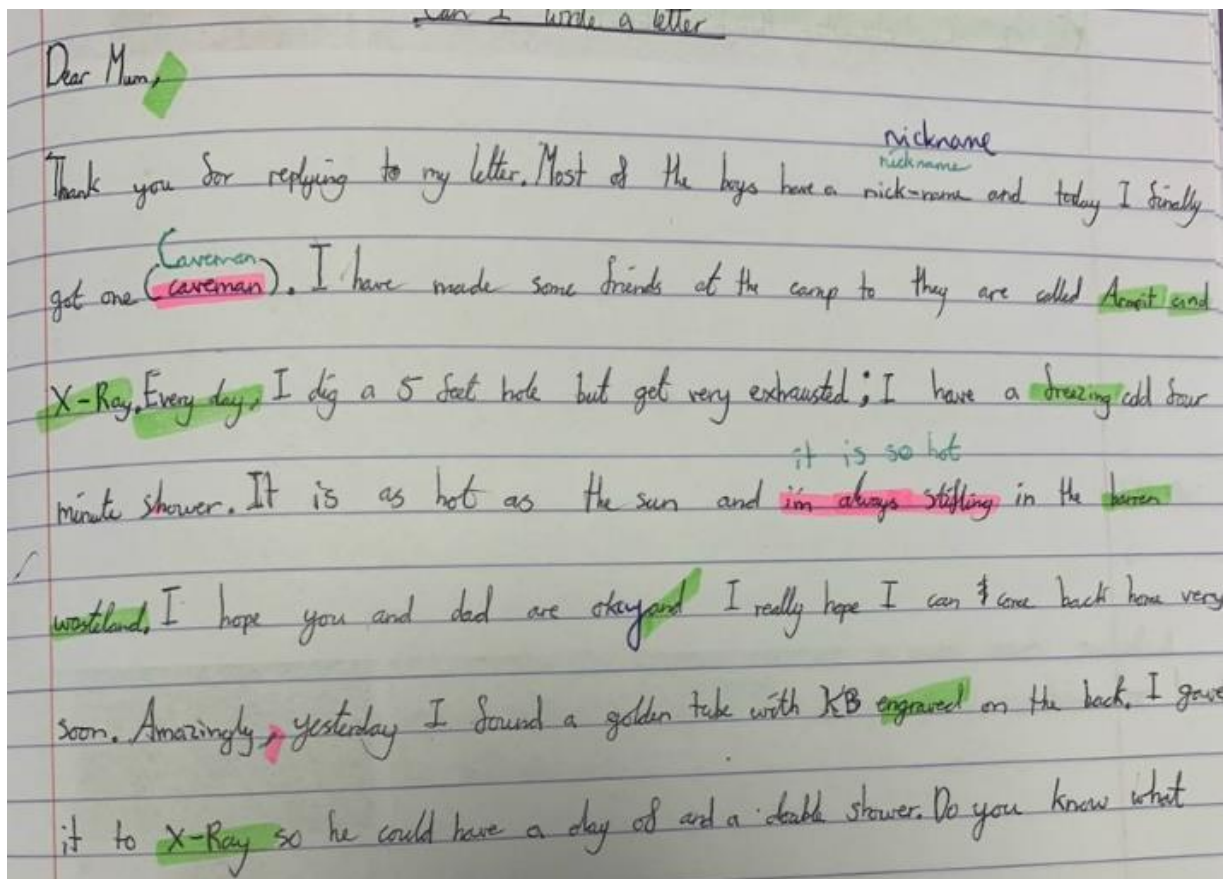
6AA

# Inspired to Write

6AA have covered different types of writing inspired by our current book, 'Holes'.



Max (above) displayed how different characters would speak and show their character through their actions.



Isabel has written a letter as the main character of the book, Stanley. She has included some descriptive language, and has edited her own work.

Inspired to Write  
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# 6AA

# Inspired to Write

Annabelle (right) chose some fantastic language to describe the painful mental and physical process of digging a hole.



Briefly describe the setting	As he walked towards the place he was going to dig his first hole, he could already feel the blazing sun on his bare neck.
Start digging the hole	Just as he had picked up his shovel and started digging, he already felt exhausted.
Stop for a rest - describe thoughts or view	A while later, he stopped for a break and looked around the cracked, dry wasteland.
Finish digging hole	He was almost finished digging his hole and quick he got back to work. It only took a few minutes and he <sup>had</sup> finished his hole. Spit. spit.
Spit	

there for another second. Nervously, Sam and Katherine ran as fast as they their feet could carry them until they reached a dock of boats. "Katherine hurry! Get on this <sup>one</sup> boat!" Shouted Sam. As the two got the boat onto the lake, <sup>they turned to see</sup> the terrible sherrig sherr. Sherrig was right behind them. Shockingly Finally, they were getting away until

Leah (left) retold a part of the story from the book, conveying the sense of urgency. Her passage contained some meaningful direct speech and well-selected fronted adverbials.



Edward (right) described the main character in the book (Stanley). He has captured the unbearable heat and difficult working conditions in his writing. Take a look!

Stanley looked up into the stifling sun and felt exhausted as he has been digging the hole all day. He was in his all-orange jumpsuit which is as dirty as a mud pile. Stanley could only ever hear Mr. Sir crunching on his sunflower seeds his stomach rumbling all-day every-day. His hair was totally overgrown in every spot.

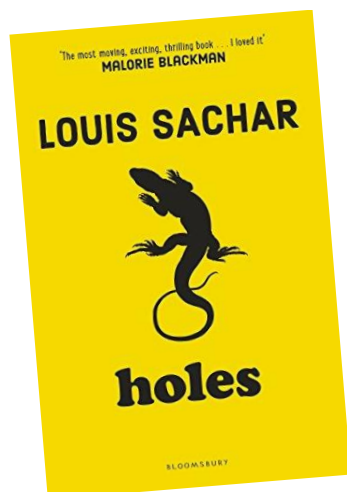
# Inspired to Write

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# 6H5W

# Inspired to Write



Year 6 have thoroughly enjoyed reading Holes this term! The book tells the story of a boy, Stanley, who is wrongfully convicted of stealing a pair of trainers and finds himself in a juvenile detention centre. Every day, he has to dig a hole in the desert that measures 5 foot in every direction. The writing chosen for this edition of Inspired to Write is all based around this brilliant novel.

After a few days, everyone forgot about the tragic event that happened to Sam, but not Katherine. So she went to the Sheriff and shot him, put on lipstick and kissed him. While he wasn't looking, she smirked, and put on a fresh coat of lip stick and kissed him, just like he asked. **Ethan**

Wednesday 8<sup>th</sup> February 2023  
 Can I write an effective character description?  
 Stanley wore an orange jumpsuit that had two pockets. He had a machete scratched his blood-covered, <sup>from his enemy's</sup> ~~dissected~~ hands and orange hat <sup>that</sup> set on top of his head. head protecting his face from the sun. He had curly, knotted hair that went down to the back of his neck <sup>that made</sup> making his the sweat drip down to onto his jumpsuit <sup>soaking the sweat to make</sup> making a so wet sweat patch patch on his back. When he was scared, he ~~stuttered~~ <sup>barely</sup> and ~~could barely~~ <sup>could barely</sup> get his words out. When he ~~walked~~ <sup>walked</sup> he ~~had~~ <sup>had</sup> his ~~shoulders~~ <sup>shoulders</sup> slouched and his head tilted towards his neck. He is ~~thirsty~~ <sup>thirsty</sup> most of the time because he only has one decent-sized, crushed canister to drink from. He had lost a lot of weight - about 7-8 pounds - since he had been there so that ~~caused~~ <sup>caused</sup> his jumpsuit to eventually be over-sized. **Great description! Grace L**

I love this paragraph that Ethan wrote in his retell. He has drawn on the language style of the author and writes with real sass! He's even edited his work so that it reads more clearly and has a greater impact on the reader.

Grace has written an effective character description here, using a range of interesting phrases to bring her character to life. Her writing is varied and, as you can see from this piece, she has made a conscious effort to show the reader what Stanley is like.

# Inspired to Write

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# GHSW

## Inspired to write

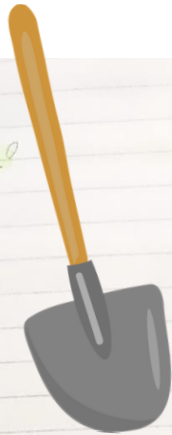
In this piece, Lucas has thought carefully about how he can show a theme in his writing. He's made frequent references to the heat in the desert, which helps the reader to see that it is a constant feature of the place. What a brilliant use of sarcasm – about Camp Green Lake being 'green', too!

Briefly describe the setting	✓	Stanley dug his shovel into the dirt <sup>near</sup> as
Start digging the hole	✓	a scorching hot heat wave hit his
Stop for a rest – describe thoughts or view	✓	face like a tsunami. The painful
Finish digging hole	✓	throb of his ear stung him when a
Spit	✓	bit of dirt he dug up caught his
		ear and the sky had no clouds at
		all. It started to get lighter as the
		morning went on.

Stanley dug his shovel into the dirt and saw something green. It was the only thing 'green' he has seen in what seemed like ages.

Stanley grabbed his canteen, jumped in his hole, threw his shovel on the floor and sat down just narrowly missing the boiling rays coming from the sun. He started crying but they were his tears.

This page is super! ↑ instantly expanded



Wednesday 8 February 2023

What was an effective character description?



into  
yelling out of his hole, Stanley continued to build dig. His oversized, sturdy  
clay jumpsuit started to build up mounds even though he has been there only  
hanging below longer than he can  
there for a week. His spiky, knotted hair, which was up to his neck, was  
irritating his already itchy neck. The once-white, now brown, charcoal too to dark  
that Stanley wore was worn out because he wasn't the first one to use it.  
His back was sore but he had to finish his hole quickly. His easy-going  
personality had put him in an impossible position, where he had to continue  
digging his hole.

Ann

Ann has written such a strong character description. Her careful use of vocabulary, such as *oversized* and *once-white*, help to create sympathy for the character as well as giving us a clear idea of what he looks like. This piece of writing truly feels like she is no rush, which fits perfectly with the style of the author!

## Inspired to write

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# GHSW

## Inspired to Write

Sienna has shown character brilliantly through her short dialogue. She has used different language when the boys are speaking compared to the Warden and little additions like Mr Sir clearing his throat before speaking add a layer of realism.

What a considered piece of writing this is from Kristina! Her character comes to life on the page through her use of extra information and specific verbs, like *dragged* and *slouched*. She varies her sentence structures as well, which help to make her writing flow beautifully.

Sienna

"How ya think Caveman's doin'?" asked Ampit, slowly digging his hole.  
 "Hope he's alright," X-ray giggled, "Bet it's right Sun with the Warden."  
 "Yeah, bet!" wheezed Zigzag, tilting his head towards the ground.  
 "Nah, man! He's definitely, definitely having the time of his life!"  
 "Pfft! Yeah, totally," laughed Magnet.  
 The boys created laughs like dolphins.  
 "Um, excuse me boys," Mr Sir cleared his throat, "I hope I'm not interrupting anything. And do you think it's okay to laugh during work-time?" Mr Sir said, raising his voice.

Kristina

Wednesday 8<sup>th</sup> February 2023

Can I write an effective character description?



Although he had no energy left in him, Stanley climbed out of the hole using the last of his energy, Stanley dragged himself out of the hole and slouched, attempting to catch his breath. His faded, torn jumpsuit was as rough as sandpaper and was stained with crusty, dried-up mud. Underneath his jumpsuit, he wore a grubby vest, which was sweat-soaked and worn out. His fuzzy, dusty hair was knotted all over the place; he never had the chance to brush it or properly take care of it. Licking his dry, cracked lips, he stumbled as the Warden walked confidently to him, staring him dead in the eyes as he panted while he stood under the blazing sun.

## Inspired to Write

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# Inspired to Write

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...and we hope you enjoyed seeing  
the children's hard work!

## A celebration of writing