



EDITION 10:
AUTUMN 2022

Inspired to Write

@ BERRY HILL



A celebration of writing

Welcome

Welcome to the first edition of *Inspired to Write* of the year! It has been a fun-filled term at Berry Hill, and the children have produced some excellent pieces of writing. It is always a pleasure to read the pieces selected by teachers – and I can certainly see why every single one of this term's entries has been chosen.

As you will see when you read this edition, the children have been *inspired to write* by the exciting texts in class and wider curriculum subjects.

I hope you enjoy reading the children's work 😊

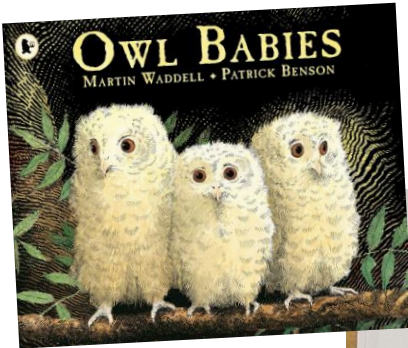
Mrs Stirling-Wood

A celebration of writing

F2

Inspired to write

In F2 we have been reading Owl Babies and the Little Red Hen. We have learnt to re-tell the story and discuss the characters in these books.



Charlotte has been writing speech bubbles for the Owl Babies characters.

twinkl
WALKER BOOKS

I love my mummy
I love my mummy

Miss mummy
miss mummy

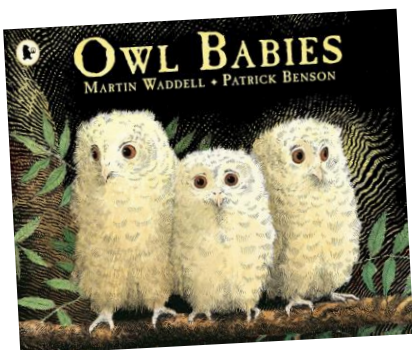
what's all the fuss
about?

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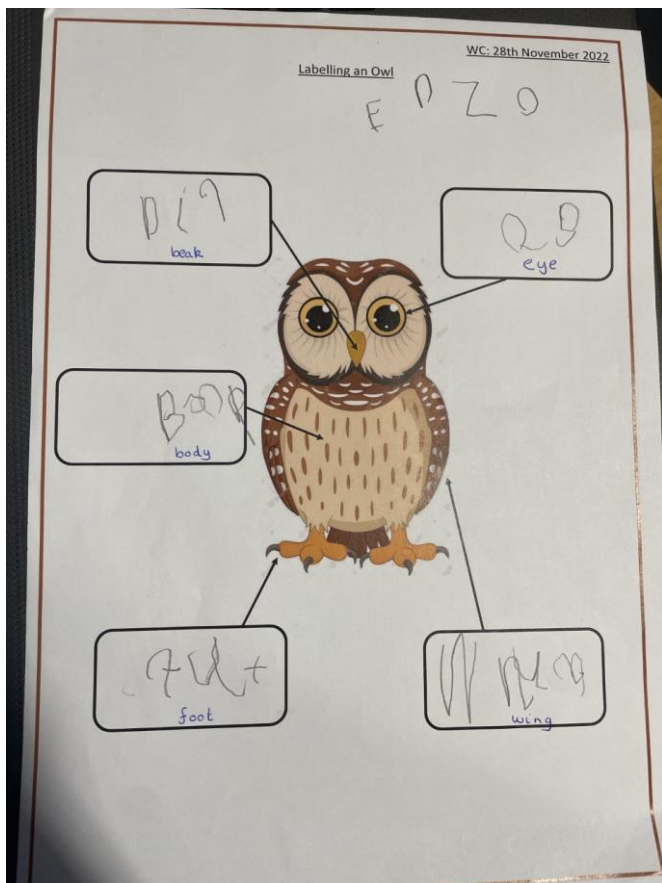
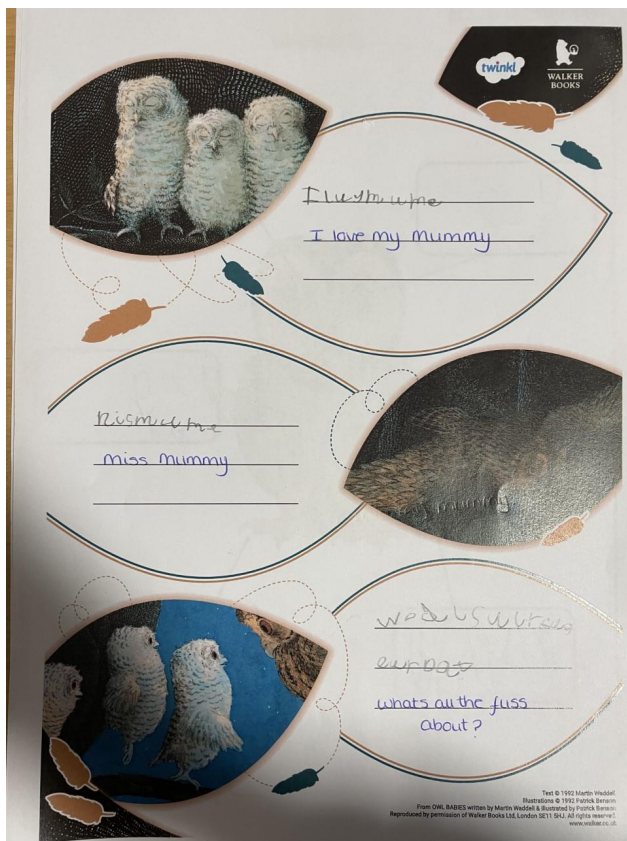
F2

Inspired to write

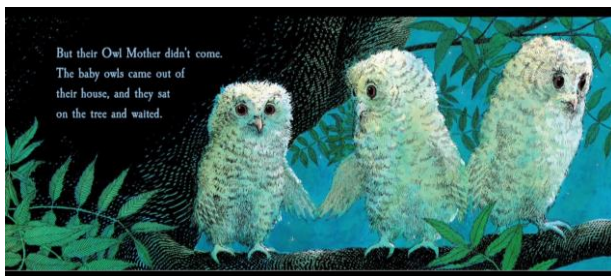
In F2 we have been reading Owl Babies and the Little Red Hen. We have learnt to re-tell the story and discuss the characters in these books.



Charlotte (right) has been writing speech bubbles for the Owl Babies characters.



Enzo (above) has labelled the parts of an owl.

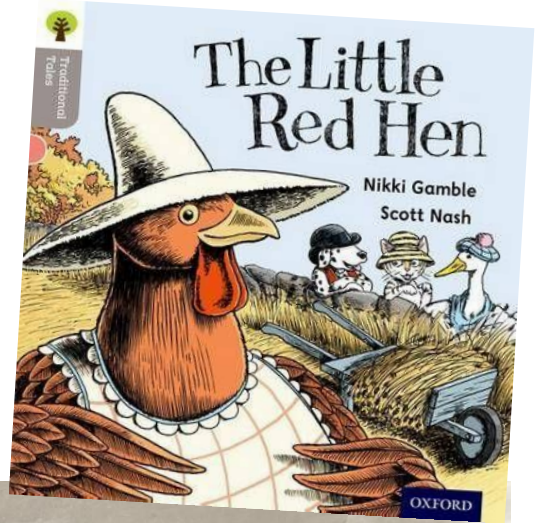


fz

Inspired to write

The children enjoyed the story of
The Little Red Hen.

Alex has written a speech bubble
for the main character, the Hen, in
the story of the Little Red Hen.



The Little Red Hen Speech Bubbles

i am hen



twinkl

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Year 1

Inspired to Write

This term, Year 1 have been looking at different poems by James Carter. They really enjoyed learning the poems and listening to the author read his work. The children loved the poem Zim Zam Zoom so much that they even made their own rockets!



Adri and Francesca were inspired by the story 'The Last Wolf' so much that they created their own hunting story. The children created their own character that went hunting for a rare animal. We love their happy endings! They thought a lot about their sentence structures and improved as the story moved on.



there was a lit girl called
lit Molly she's lit annas
first lit Molly was in
the trees
lit Molly was on
a log
lit Molly was in a
hole and found the
SACK snake

one day there was
a girl called lit Piper
and she went to
a forest and she
found a snake.
First she looks in
the hole
now she goes in
the hole
she found a
snake!!
she plays what is
the tin mister snake

Inspired to Write

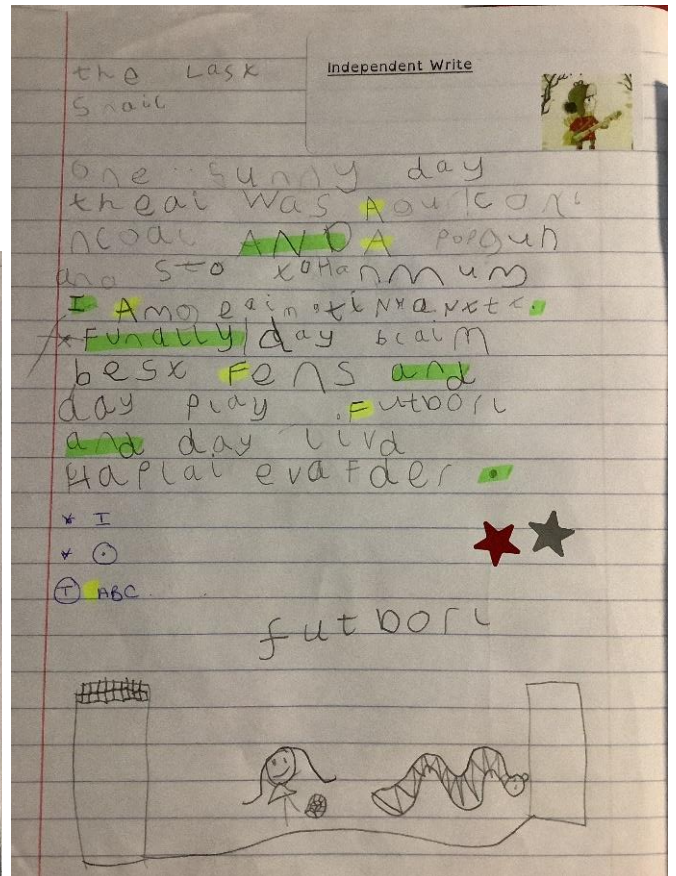
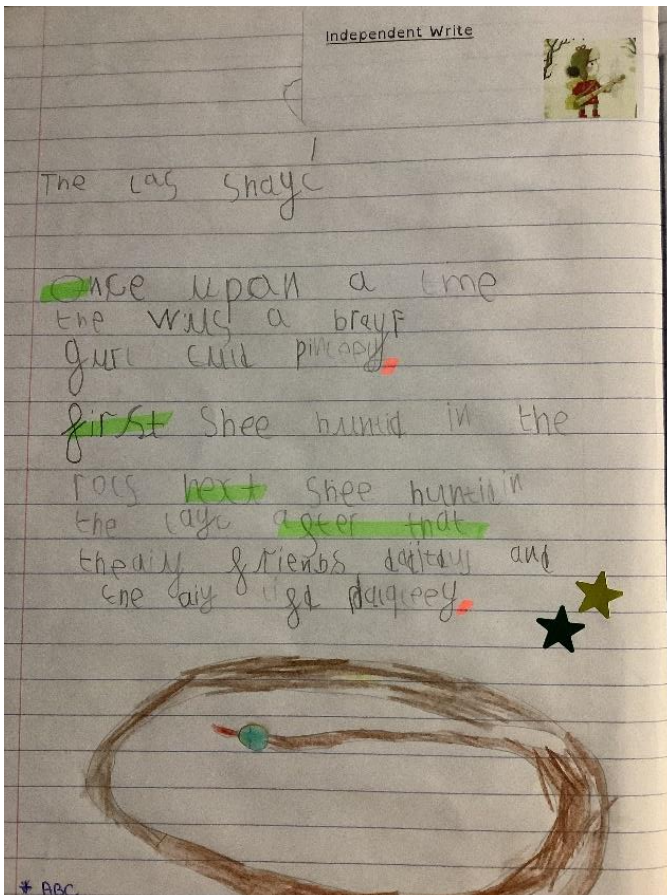
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ISH

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Annabelle and Hannah created their own hunting story based on 'The Last Wolf'. Annabelle wrote about 'The Last Snake' and Hannah wrote about a girl called Nicole and the Last Snail.



The children used great story starters to open and time language throughout. They both wrote happy endings where the characters became friends and played together.

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ISH

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The year 1 children invented recipes for the characters in the mud kitchen during Forest School. They then turned these into written recipes.



The Last Wolf



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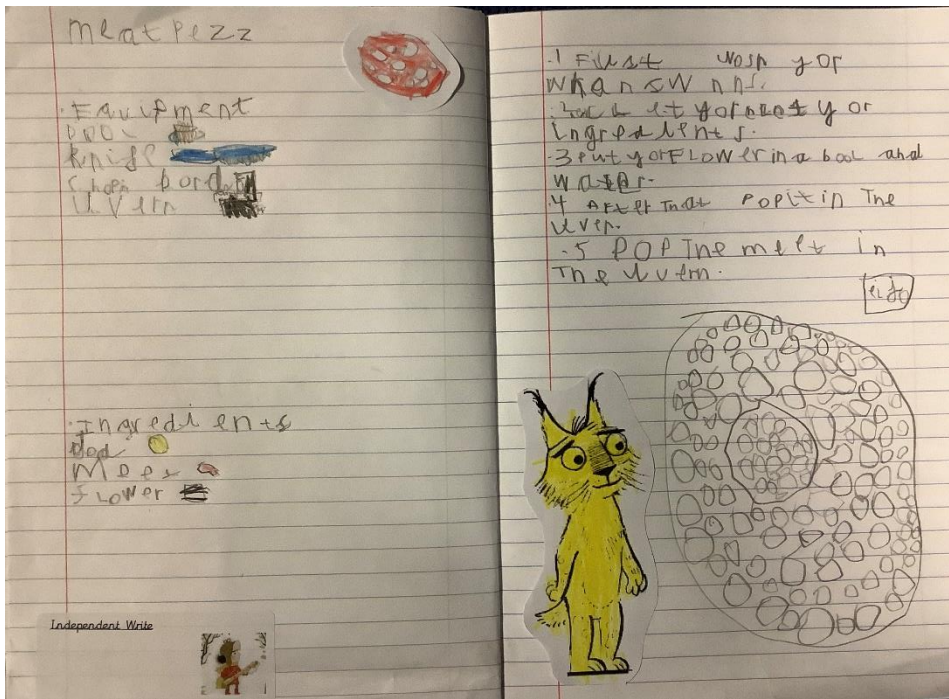
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ISH

Inspired to Write

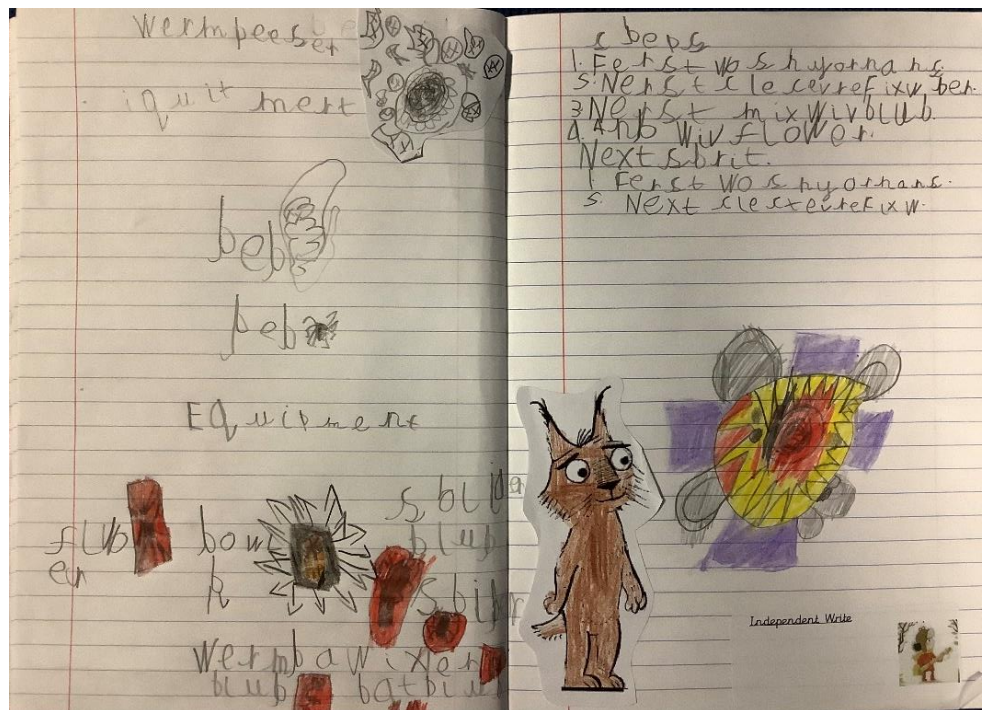
Recipes for the Hungry Characters



Ewan created a recipe for the Lynx. If you fancy making 'Meat Pizza', gather the ingredients and follow all the steps!

Oscar chose to make the Lynx a 'Worm Pizza'.

You will need to gather worm and spider blood to make this tasty recipe!



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KS

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The children created some interesting recipes for the characters in Forest School.



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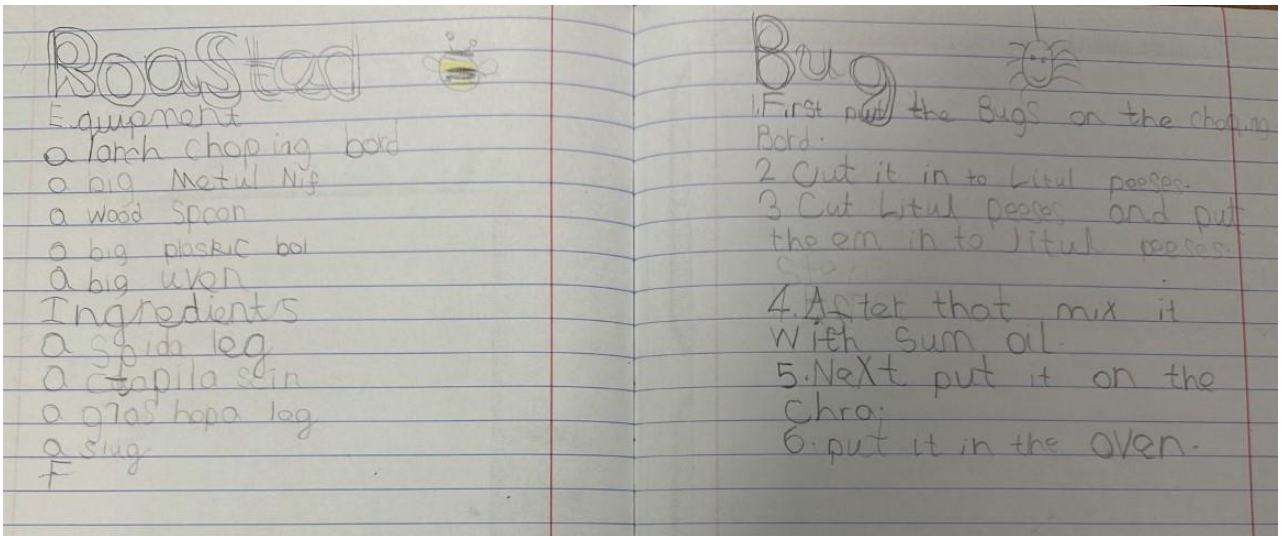
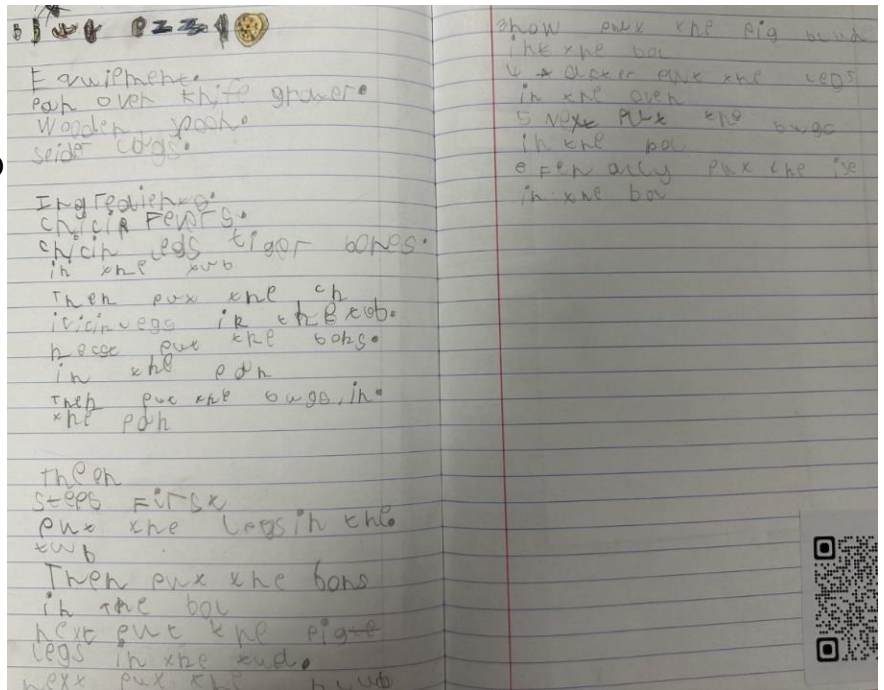


KS

Inspired to write



Poppy and Rupert thought about the animals in 'The Last Wolf' and thought they needed some animal food. They thought carefully about what the animals might want to eat and decided to create their own creative recipe. They created a list for their equipment and ingredients and then considered the method to make their recipes. They even thought of a top tip!



Inspired to write

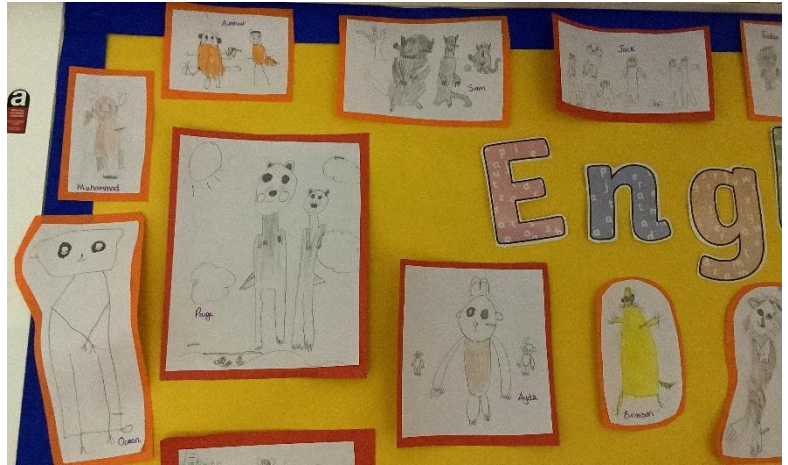
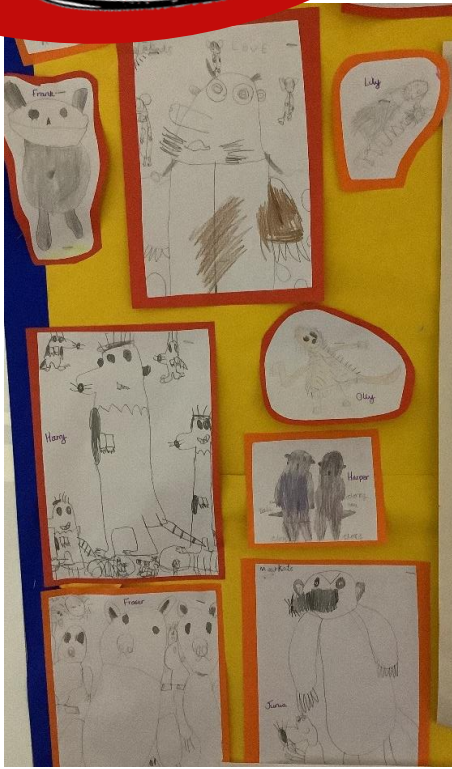
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ZJM/NK

Inspired to write

More recently, our non-fiction work has led to us drawing a meerkat, looking carefully at their features and completing top trump cards with all the facts we have learnt.



LQ: Can I record facts and information using correct punctuation?

FACT FILE	eat	insects
	size	10 meters
	colour	brown fur
	live	deserts

Although they are not human meerkats do some weird desert things.

Paige wrote a top trumps card about a meerkat and included lots of interesting facts. Have a look to learn some more!

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ZJM/NK

Inspired to write

We now know so much about meerkats that we were invited to write a meerkat fact book! Here's the letter that Year 2 received from the African Wildlife Foundation, inviting us to share our knowledge:

Dear Year 2,

We need your help! Please!

Here at the African Wildlife Foundation, our animal information is getting really old and out of date. We have been told that you are finding out about animals like Meerkats so are just the children to ask because you know lots of information.

We would like to invite you to create an animal fact book that we could use to teach other people all about Meerkats.

We would like other children to know how important Meerkats are and your book could teach all children about these amazing animals.

Perhaps you could send us some of your work when it is finished.

We are really looking forward to your amazing facts.

Yours Sincerely

The African Wildlife Foundation.



The children were excited to get started as soon as we read the letter!

Here is Harper's plan of her very own non-fiction fact file. She has chosen her own sub-headings and researched the information to include in her fact file.



LQ: Can I retrieve and record non-fiction sentences?

Meerkats live in Africa

Introduction

Do you know what meerkats are because they eat insects and about meerkats? Meerkats have thin tails to help ^{them} balance.

How tall are they?

Meerkats are quite small and they are (25-35cm)

Where do they live? They live in the Kalahari Desert and grassland in Africa.

What do they eat? They enjoy lizards, snakes, spiders and even scorpions! When they are short on them they eat plants and fungi.

How do they look like? They are mostly brown.

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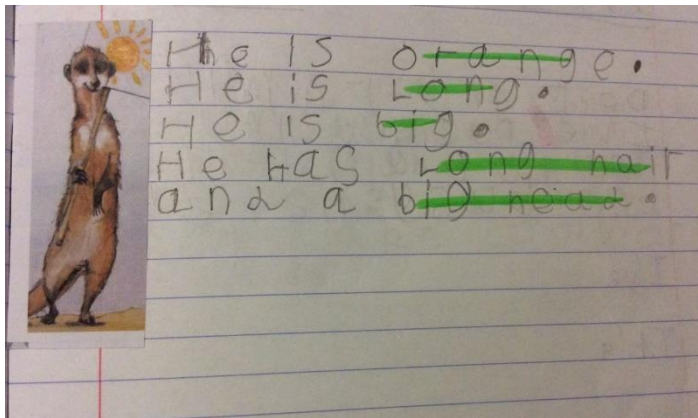
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ZMM

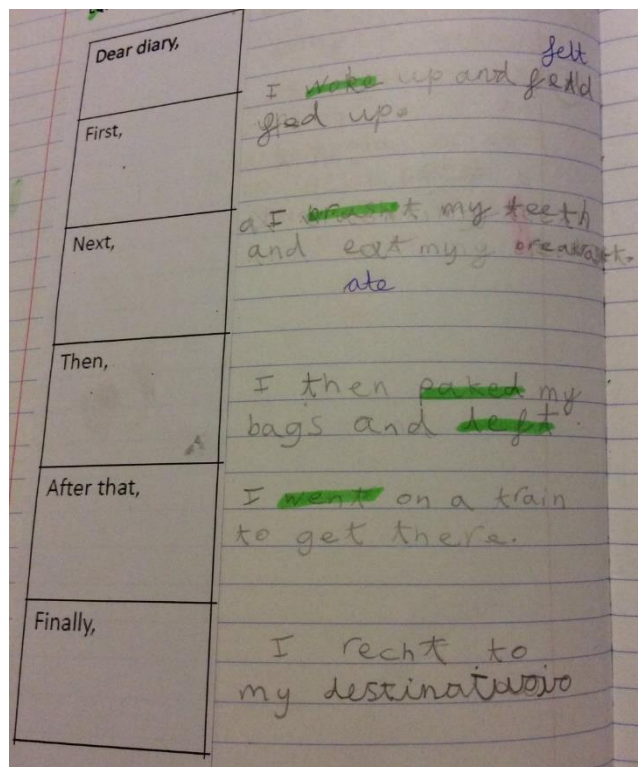
Inspired to write

This term, children in Miss McIntyre's class have been inspired by the story Meerkat mail.



Joshua thought carefully about adjectives he could use to describe the main character, Sunny.

Niya used past tense verbs to write a diary in role as Sunny,



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ZMM

Inspired to write



Jacob researched meerkats and completed a fact file about them to show what he had found out.

Meerkats



FACT FILE	Size	25cm-35cm
	Colour	silver gold orange
	Live	Africa
	Eat	They eat scorpions
		Meerkats have thin tails

Meerkats can see predators from more than 300m so they can stay safe.

Meerkats live in the Kalahari Desert.

Meerkats do human things.

Did you know that meerkats live in the Kalahari Desert?

Abigail and Rio used their research notes to write sentences to show what they had learnt about meerkats.

Meerkats have night vision eyes so they can see far away.

Meerkats have dark fur around their eyes. Meerkats are excellent diggers because they have sharp claws. Meerkats will stand upright.

Did you know Meerkats are quite small they are 25-35!



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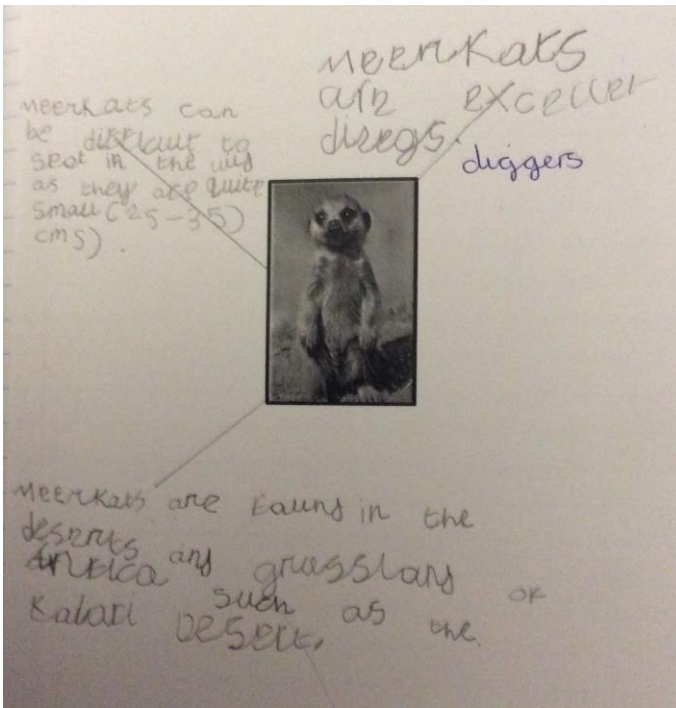
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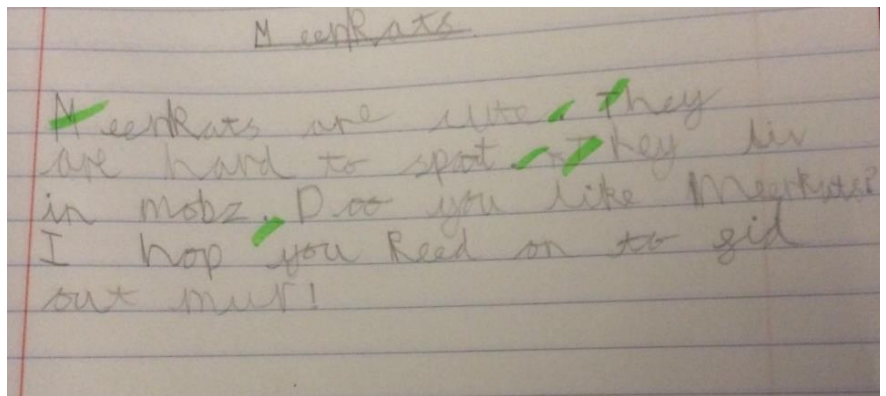
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The children were excited to receive a letter from the African Wildlife Federation asking them to create a meerkat fact book.



Olivia created a brainstorm to note down ideas of what she wanted to include in her information page.

Sophia wrote a super introduction for her information page about meerkats.



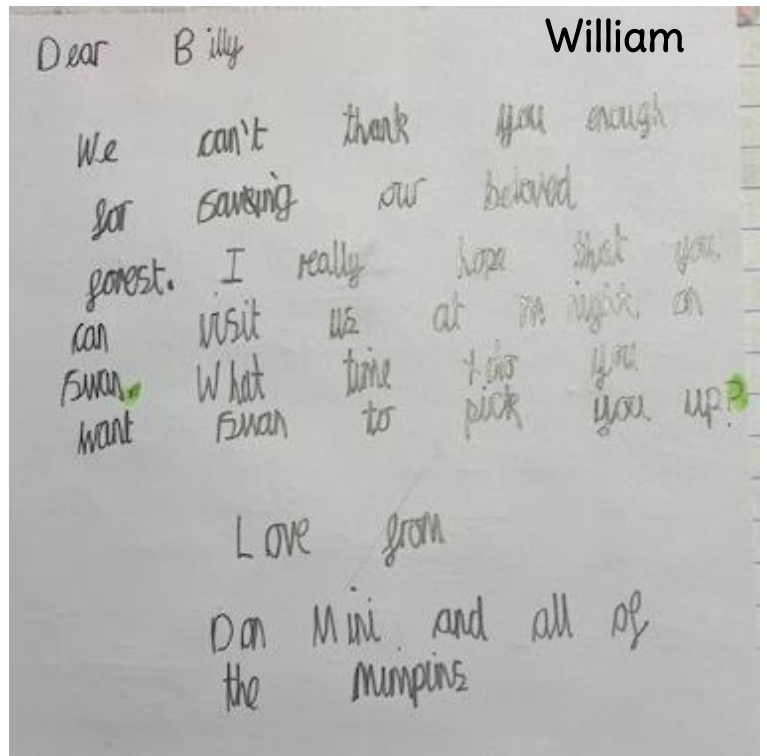
Inspired to Write

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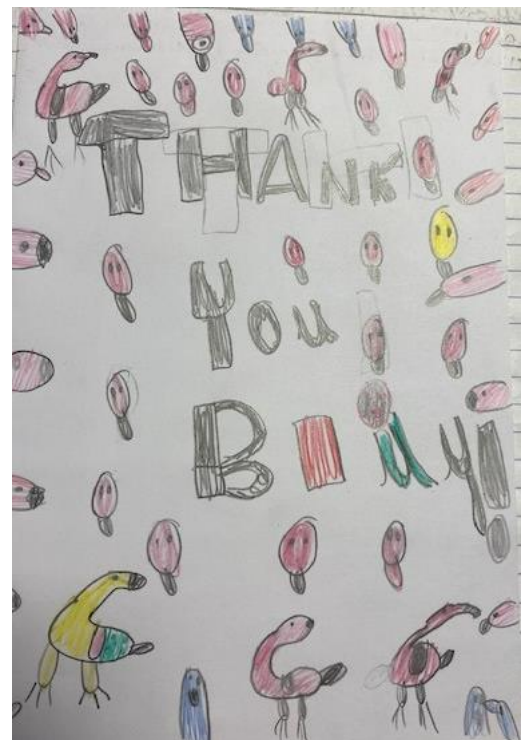


3CS

Inspired to write



Throughout this story the children made some fantastic predictions. They particularly enjoyed predicting if Billy would be able to help make the Forest of Sin a safe place again and how he would get back home. When Billy made it home safely, the children wrote Billy a thank you card.



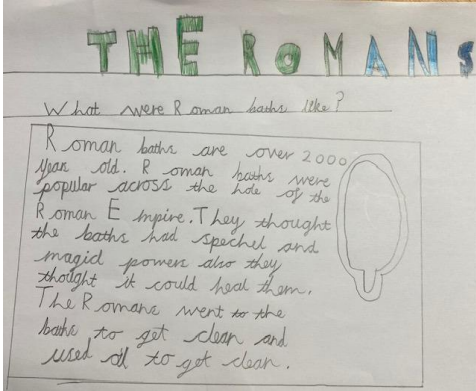
Emme

Inspired to write

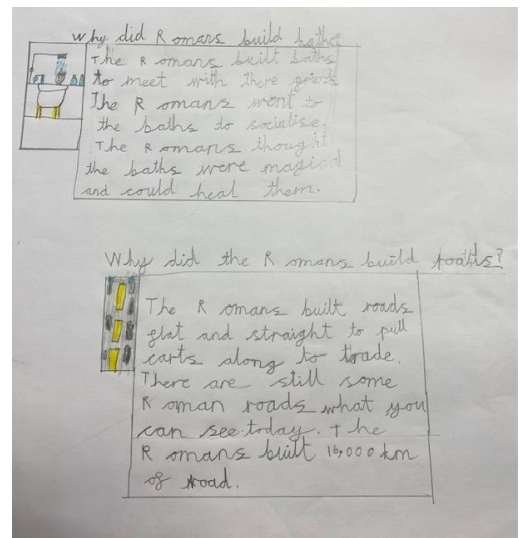
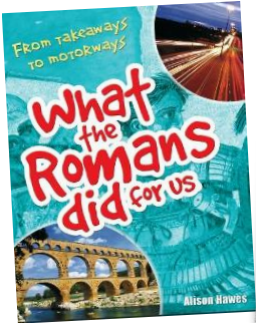
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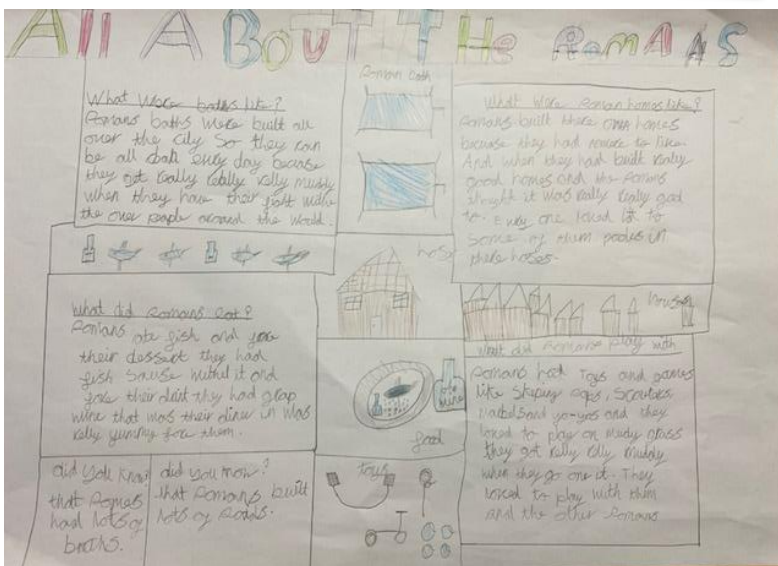
The children have enjoyed learning about the Romans and have used the text 'What the Romans did for us' to research how the Roman invasion changed Britain. The children used their research to create their own non-chronological report. They remembered to include all the features including titles, subheadings, paragraphs and pictures.



Ruben (above) worked hard to research the Roman baths and included this informative paragraph into his report.



Josh H (above) worked particularly hard to ensure he used questions for his subheadings.

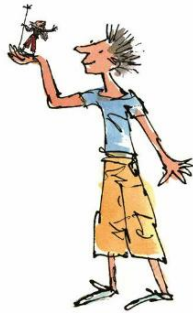
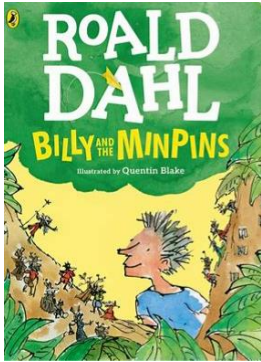


Poppy was inspired to continue with her research about Romans at home and included information about Roman baths and the toys which Roman children played with.

3MT

Inspired to write

At the beginning of the year, year 3 started thinking about writing stories inspired by Billy and the Minpins. We looked at the different grammatical features of the text, the characters, setting and storyline before creating our own stories.



The gruncher is so smelly I can smell him
for so far away. The gruncher looks like a old
guy but he has a huge smile and is
as big as a table. The gruncher
smells like smelly books smells. The smelly
books like Gruncher can climb up the sun
blow out smelly books smells and it could hear
them from anyone. The Gruncher disturbs when he
wants to get someone. The Gruncher can
eat anyone in one gulp and it can eat
people and scared of the Gruncher can
eat people and it looks scary to most of
people. He is the worst thing in south and
he is just as a grumpy elder. The
Gruncher give angry very easy. I think
the Gruncher is not what he has a son
or daughter. The Gruncher has no wife.

The massive real Gruncher
has massive eyes, teeth.
He is as mad as a grumpy,
grumpy clutch, at the big eye
at one hundred degrees he has
a extremely big eyes like smell
so bad nobody wants to go
near him. The Gruncher smells like smelly
grumpy books smells.
People are so scared
of him because he is so
big and he flows extreme.
Often he eats people and
that is so very naughty.
He is very popular.
The Gruncher is so smelly
I can smell a million miles away.

Eden and Taygan have described The Gruncher and used expanded noun phrases in their writing.

The children really enjoyed the story about Billy, The Minpins and the Gruncher and were so relieved when Billy saved the Minpins that they wrote him Thankyou cards.



Grace



Rosie



Myah

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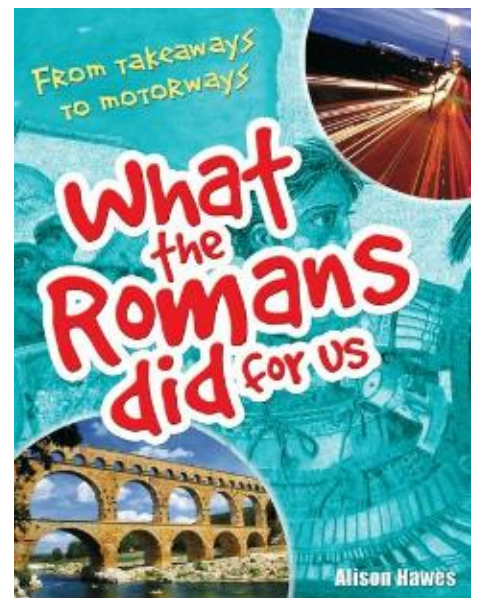
3MT

Inspired to write



Year 3 have enjoyed learning about the Romans and have used the text 'What did the Romans do' to research and write their own chronological report and then created a double page spread. They remembered to include all the features needed including titles, subheadings, paragraphs and detailed pictures.

You can see some fabulous examples of this on the next page.



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4AT

Inspired to write

4AT have been writing narrative stories inspired by 'Skeleton Keys - The Unimaginary Friend'. We carefully planned our story using the key ingredients needed to create an exciting tale.

Once we had completed our texts, we took them to Early Years so that we could share our writing with our audience by spending time reading aloud to them.



The Imaginary friend
(IF)

Once upon a time,
I was at the big,
beautiful beach, when
out of nowhere
appeared Sharky, my
imaginary friend. I thought
it was just a dream
but it was too good
for it to be a dream.
He looked really
thick, the beach
I it was like a dream.
With a smooth, silver and
dazzling fin, he's the
best friend I could
have.

The next day, I went
fishing with my dad
and caught something
weighty. My dad helps
me lift it. It appears

to be a mysterious
package. Inside it
was an old, mysterious
antique key that
opens a door that
teleports us to
in the sea.

Zack has used a variety of sentence openers and different sentence types to ensure his story is interesting and flows well.

He has also included 'dazzling' adjectives that build a clear picture in the reader's mind.

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4AT

Inspired to write

Lucas has included many of the key ingredients needed when writing a great story.

His ideas are clearly organised into paragraphs that are full of 'rusty, dusty' description and cohesive language that makes the story an exciting read.

Niamh has humour and speech to hook the reader from the very beginning of the story. A great use of speech punctuation and the word 'said' is nowhere to be seen. She has also gone back and edited her work to make it even better than her original!

On a sunny Saturday morning I was walking along until, out of nowhere, a tall monster had metal shining armor on his arms and legs. He started talking to me and I somehow understood him, he told me to follow him to ~~what~~ he called the mysterious woods.

We were jogging until we found a key with a strange glow on it, we walked towards it and it was rusty, dusty and old. Me and my IF were walking back home and without warning my long lost brother jumped in front of us, he was evil.

After that, my evil, long lost brother was on a journey to Buckingham palace, he stole somebody's car and he was off in a blink of an eye. We knew that he was going to cause trouble so we followed him all the way to Buckingham palace.

It was a long journey but my evil long lost brother got there first, he kidnapped King Charles and demanded to be on the throne. Eventually, we got there and it was just in time.

The Imaginary Friend
(IF)

On a boring ^{day} Sunday morning I was sat in the ^{cup} kitchen and all of a sudden... poof! A strange cloud of smoke filled the room.

"Jelly?" exclaimed Niamh with shocked eyes.

"Niamh?" whispered Jelly.

"Ahhh!" screamed Niamh's Mum as she walked in the room. In front of her, was a huge, fluffy white bunny with a pink oval shaped nose and big fluffy long ears and a nice ^{big} warm belly.

Inspired to write

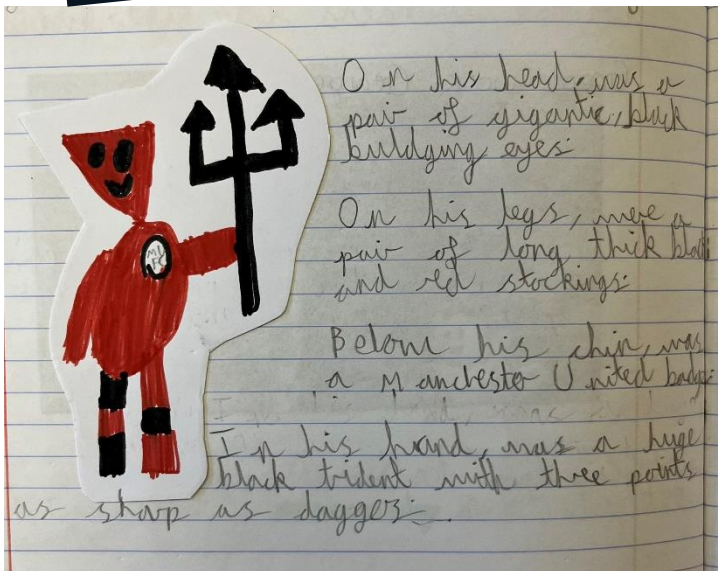
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4LD

Inspired to write

In our writing, we've been inspired by the amazing book, 'Skeleton Keys: The Unimaginary Friend'. Ben's imaginary friend comes to life...but that's not the only surprise in store for him! This was a fantastic read which the children loved. Here are a few examples of the imaginary friends class 4LD created ready for their own story based on the novel.



Junior 7 has a ~~very~~ lovely singing voice as smooth as butter on toast on her wings, She has putted vine Junior 7 has lips as smooth as cream in hot chocolate on a cold day.

George (above) has used his imagination to design an IF that means something to him. Carefully choosing his vocabulary has helped George to create some fantastic expanded noun phrases.

Harper (right) has been working hard to use similes in her writing to give the reader more information about the character. This makes for a much more interesting read.



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4LD

Inspired to write

Using a range of fronted adverbials punctuated with commas, the boys have explained how Ben moved and what he saw - the mysterious message left on his bedroom wall.

You forgot
about ME

You forgot
about ME

Fighting his fears, he stared at the wall.
Rushing like the wind, he climbed into
his wobbly bedroom.
Stomping to his bed-room, he is ~~scared~~
but ~~scared~~ screaming as noisy as a a tin
drum.
Screaming in terror, Ben saw the writing
on the wall.
Screaming Ben, smacked the wall in

Rushing upstairs, Ben picked
up Gorbliney and ran into his room
Ben gasping for air, he saw the
writing on the wall.
Ben looked around and saw all
the Perelle Goblins on the floor.
Ben looked at Gorbliney kingly
and saw his light blue.

Using similes to describe the playground scene has really brought the characters to life. I was particularly impressed with the comparison of Nutella and a cloud.



Like Nuttella, the cloud's singing
spread across the school grounds.
Like a silly clown, the cloud lifted its hat.
Like a ear-piercing siren, the Gorbliney shrieked.

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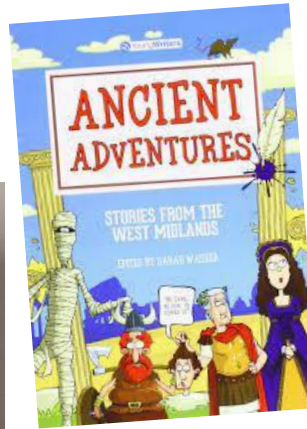
4LD

Inspired to Write

The Scary Sphinx

Sam

I turned on my time machine and selected Egypt 3100 BC. Within seconds, I felt my feet sinking into warm sand. I could just see the tip of a pyramid, so I charged towards it, but no one was around, just a massive pyramid. At the side was a sphinx made of stone. It didn't look like it did in pictures, it looked mean. Its eyes looked wild like a tiger's. Turning to leave, I heard the strangest noise. I spun around to see the sphinx chasing me. Just as I thought I'd lost it, it leapt over a pyramid...



Finally, here are a selection of short stories. These were written in the final weeks of year 3 for a competition, and the winning stories were published by Young Writers.

Amazing Dinosaurs

Alicja

I leapt inside the time machine, whacked some buttons and zoomed off in a flash of light. Within a few seconds, I landed with a thump! I quickly jumped out and landed unexpectedly on a magical island.

I heard a loud whistle, so I quickly looked up and saw a huge asteroid. I ran for my life! I heard loud thudding as a herd of dinosaurs sprinted past me. Seconds later, the colossal asteroid whacked the ground. Everything started to shake. They were all safe! I got back to the time machine and zoomed home. My heart was beating fast.

Saving The Past

Daisy

I travelled back to ancient Egypt to see if there were any problems. There were none. Therefore, I travelled to Roman times to stop Caesar from being assassinated. You probably want to know what I'm talking about. Well, I have a time machine! Yeah, it's a lot to take in.

Next, I'm off to London, 1666, to stop the great fire! If only there were fire engines! This is really hard work. At least the fire didn't reach the Houses of Parliament. *Whoosh!* Back to 2022, feeling excited to save some more history tomorrow. Maybe you could come too?

A Girl From Roman Times

Bella

I had the strangest dream. I saw a girl, a Roman girl, she was small and pretty with the longest hair. She was talking to her mum, asking her what happened at the baths. Her mum told her about how they washed using oil and a scraper. The girl really wanted to visit.

One night, she decided she was going to sneak out to the baths. Feeling excited, she ran from her home to the baths and climbed through an open window. Landing gently, she soon made it to the water which she loved until... *Bang!* What could it be?

The Attack Of The Egyptians

Bear

Amanda could time travel. On one occasion, she was transported to ancient Egypt. *Boom!* The Egyptians wanted to teach her how to build a pyramid. Following their instructions, step by step, she started to build. Unexpectedly, the ground began to shake, just as they were finishing the top of the pyramid. Quickly, people ran like maniacs. Amanda was so scared.

She said, "Egypt is dumb!"

This meant she now had two problems. Firstly, the pyramids were falling and secondly, she was being chased by furious locals, upset by her comments. How could she escape? Could she fix the pyramids?

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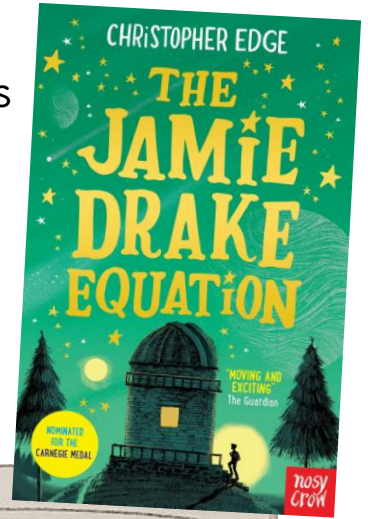


SBW

Inspired to write

After reading the 'Jamie Drake Equation', the class were inspired to write their own alien encounter.

Phoebe wrote a brilliant narrative about Karma meeting an alien through her VR and it helped with a family matter. She used some amazing expanded noun phrases and used subordinating conjunctions. Her use of speech was brilliant too.



Friday 11th November
Karma Comes Out!

After arriving, Karma excitedly ran upstairs to play on her VR with her best friend (Taylor) to play 'The Ultimate Roller coaster!' Suddenly, her screen went black. She started seeing a long, creepy shadow that was lurking. Then, she started hearing gurgling noises (jiggly jelly noises). All of a sudden, she saw it. There was a moment of glitchiness, and then Karma saw a small, creepy alien made out of jelly with slime dripping from its wobbly hands and he had a pointy nose.

Walking through the door whilst on her phone, she could hear her little brother's footsteps as he ran round like crazy (naked with underpants on his head). She saw some green slimy glasses but that green slime wasn't regular green slime. It was green, slimy, glasses jelly. The jelly she saw before. Curious, she put them on. Collapsing on the sofa, she saw a purple sky with a crescent moon but with bits missing. Wait, BOTH MOONS? They were shining so bright you could hardly see!

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SBW

Inspired to write

Alyssa loved the Mythical Creature of the Kraken. She learned to write some very detailed expanded noun phrases about the deadly creature. After, she then created a story about how the vicious Kraken attacked some pirates!

Opening

Introduce the story and the preparation of the fishing trip. Gathering the equipment and sailing into the ocean.

Use an expanded noun phrase about the equipment or the ship.

Disturbance

Explain how everything was going normally on the trip and something strange started happening.

Can you create tension?

The Kraken!

Describe the moment the Kraken appeared.

Use an expanded noun phrase with 2 adjectives and comma.

use a prepositional phrase to expand after the noun

Ending

Go into detail about what the Kraken did to the fishermen and their ship! Were there any survivors?

Use an expanded noun phrase with 2 adjectives and comma.

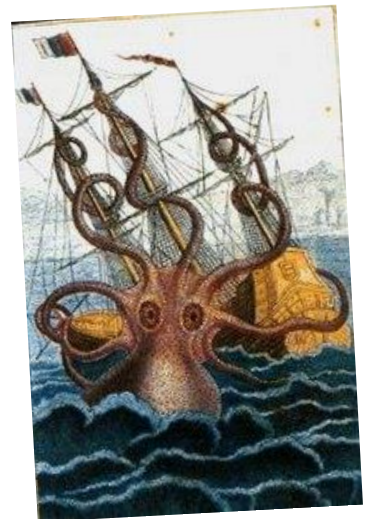
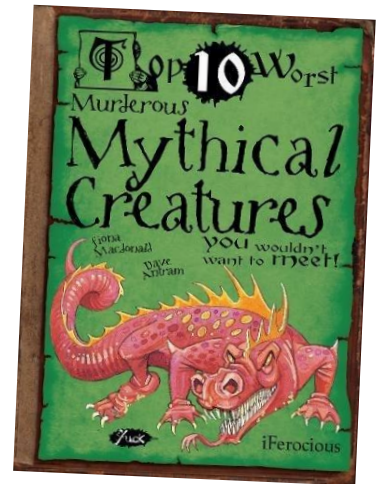
create a variety of effective expanded noun phrases.

The stinky, hardworking pirates had gotten on their ancient, rusty, ship in hopes of finding something undiscovered that will make them very rich. As they grabbed their crusty, old lunchboxes, "All aboard!" yelled Captain Scarypants. As everyone got aboard, they stowed down at the calm, beautiful blue ocean. As all the men grabbed their gross, messy fishing rods, Fred thought of wondering off to check the other side.

As soon as he went over everything looked perfectly fine, until it wasn't. "Lads, something over here is making the sea bumpy!" with that said, everyone came over to take a look. "Look!" yelled out another. "It's purple and yellow!" "Don't believe it Lads, could be fish!" As every body else walked away to look at the other side.

Suddenly, a slimy, creepy squid tentacle with a lumpy surface made the ship rock. Shaking Fred suggested to hide in the bottom of the ship. "Good idea!" yelled captain scarypants. As they all went off, there was only a small chance of survival. As they were just unlocking the door, suddenly there was

Suddenly, the huge creature rose up. "Lads, it's the myth of the Kraken!" Captain Scarypants went on but Fred had no time to lose as he jumped through the trap door, unnoticed by the terrifying, slimy, squid the Kraken. "RIGURGLE!" as the creepy, terrifying Kraken opened his big mouth and ate the whole top of the ship. Thinking he ate them all, he gloppe down into his workshop. As Fred immediately steered the ship back to surface, not wanting riches, but wanting his life.



Inspired to write

@ BERRY HILL



SBW

Inspired to write

Date: February 7th 1994.
Freya's News.

1-25p

Mermaid spotted!

On Wednesday, Eric and Chad went to the beach, 7.15am, and near the shore a mermaid was looking at them from the rocks trying to lure them to her. Eric and Chad were so close to being lured but they got away.

They both stood strong and walked away from the mischievous mermaid.

Eric and Chad are looking out over the ocean



Eric and Chad, the next day, noticed the mermaid again making sure the mermaid on the same mossy, seaweed covered rocks.

The mermaid turned towards them and started singing in her deadly but beautiful voice. The mermaid might re-appear and cause even more mayhem, so they sailed out again never saw the mermaid a



Didn't you hear? There was a Mermaid sighting! Freya wrote a fantastic newspaper article on the rare sighting of the mythical creature: the Mermaid! It was a close one for Eric and Chad who nearly met their doom! A detailed article with plenty of conjunctions to add detail. It was all in past tense and had a great headline!

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SBW

Inspired to Write



What can we do?
We can use renewable energy. Renewable comes from natural resources like the Sun and Wind.

Save the Earth NOW or nothing will be left!

Some Dangers Earth Faces

- Forest fires
- Climate change
- Plastic in oceans
- Deforestation

They are only 4 but there is many more.

Stop climate change and Start Saving

Isn't our Earth great?

SAVE OUR Planet!

Renewable Energy

Renewable Energy
We could stop using coal and start using renewable energy. We can use solar panels. We can put them on our roofs to capture the sun's heat. Wind turbines and hydro power are some other things.

Wind turbine

solar panel

Food miles
By local. Buying food from your local area is the best way to reduce food miles. Shop at farmer markets is a good idea or eat seasonally. There are some good ideas.

Stop climate change! Save the Earth or it could look like the picture below! Do you want this to happen?

No we do not want this!

By Isabella

Isabella and Sebastian created some fantastic posters to make people aware of the devastation we are causing our planet. With their posters, hopefully people will realise we need to change our actions to save the Earth! They both had lovely presentation with excellent and serious information.

MAKE THE WORLD A BETTER PLACE!

Have you ever heard of global warming? Well let me tell you. Global warming is where the earth's temperature is becoming so hot that it will melt the ice caps. Then the water from the ice caps will rise and it will be so hot that it can make some areas so unbearable that we have nowhere to live.

Have you ever heard of solar energy? Well let me tell you. It is a way to get energy from the sun. It is a clean energy and it is a good idea to use it.

We need to use renewable energy to save our planet. It is a clean energy and it is a good idea to use it. We can use the heat from the sun by using solar panels.

By Sebastian



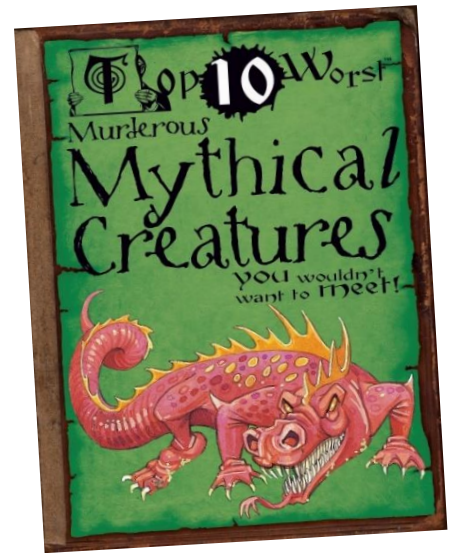
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SHB

Inspired to write



Class 5HB have spent the second half of the Autumn term focusing on the 'Top 10 Worst Murderous Mythical Creatures that you wouldn't want to meet'. We have been inspired to write a variety of different texts including descriptive passages about deadly mermaids and the fierce Kraken.

Charlie (left) and Poppy (right) have shown off their narrative skills with this structure strip about the Kraken! They have used a variety of expanded noun phrases to set the scene and create the perfect setting for the fierce Kraken to strike.

Opening Introduce the story and the preparation of the fishing trip. Gathering the equipment and sailing into the ocean. Use an expanded noun phrase about the equipment or the ship.	On a dark, gloomy night I got the crab cages and ice box ready so I could board the ship tomorrow. Stepping on to the cranky vessel with a creaky floor
Disturbance Explain how everything was going normally on the trip and something strange started happening. Can you create tension?	As the ship rocked I saw a huge rift ahead as each thing splash began it got closer until it was under the ship. 8 tentacles sticking out the water with a splash.
The Kraken! Describe the moment the Kraken appeared. Use an expanded noun phrase with 2 adjectives and comma. Use a prepositional phrase to expand after the noun	One blue fierce tentacle grabbed the bow and mast with its large suckers and tugged CRACK! when the mast I ran to the bottom deck to hide right up until tentacles

Opening Introduce the story and the preparation of the fishing trip. Gathering the equipment and sailing into the ocean. Use an expanded noun phrase about the equipment or the ship.	On a bright, sunny morning when the sun shines down on the harbor, I start getting ready for my fishing trip. Stepping on the old rickety, battered ship I set go to the wheel and set off with the a ripped flag flapping in the wind.
Disturbance Explain how everything was going normally on the trip and something strange started happening. Can you create tension?	Everything was perfectly normal until the wind stare stopped (which it never does) & then next I hear hear a rubbing noise. Then a scary, force noise when the eye appears I start rethinking with force . That's when it came.
The Kraken! Describe the moment the Kraken appeared. Use an expanded noun phrase with 2 adjectives and comma. Use a prepositional phrase to expand after the noun	Then the eye other eye appears. Then a scaly, slimy, green tentacle pops up and it stare starts its self on the ship it start to back away slowly for back away. Finally a the scary that big colossal face emerges from under the water I scream loud loudly. IT WAS A KRAKEN!!!

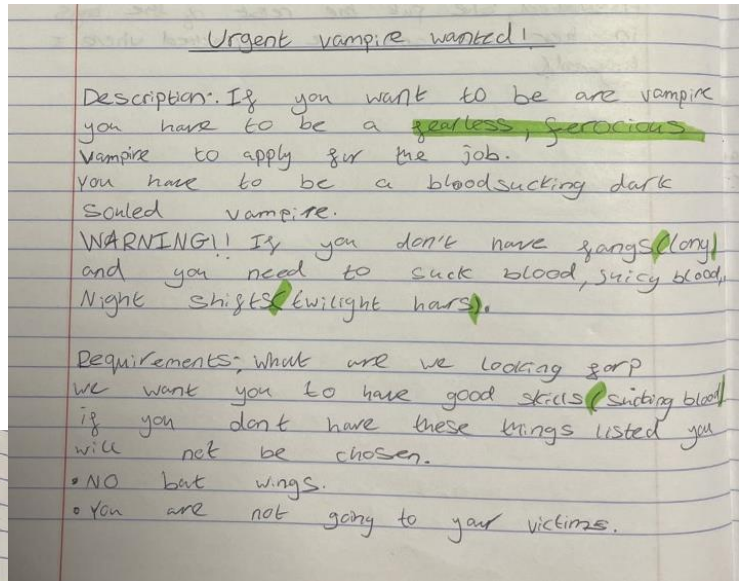
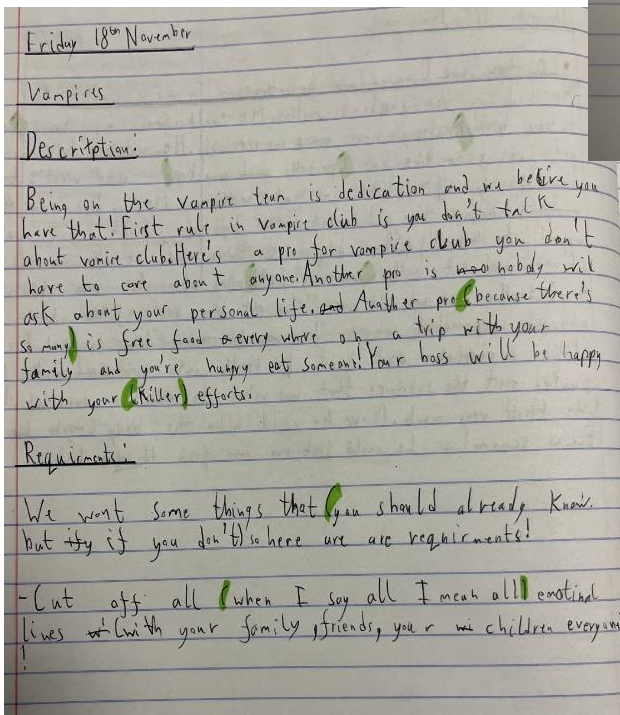
Inspired to write

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Devon created a job advertisement to be the best vampire in town.

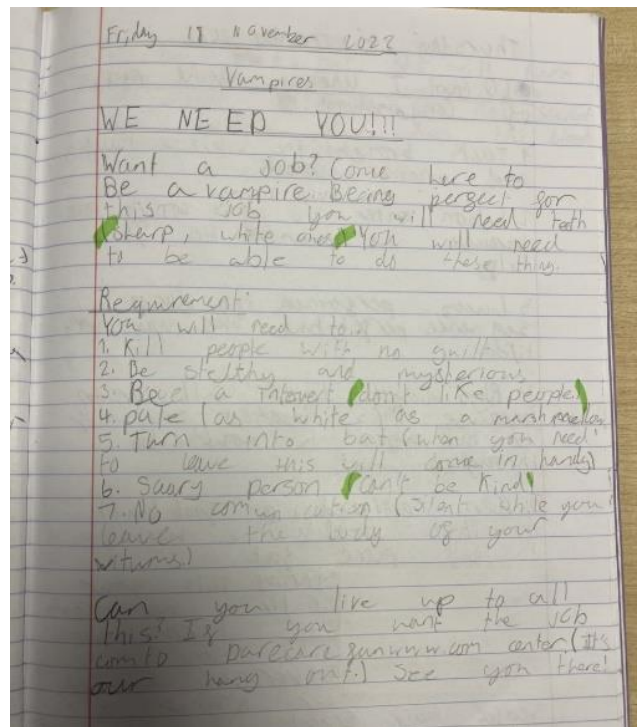
Devon has included both an expanded noun phrase and some parentheses, a skill we have been practicing this term.



Abdullah created a humorous job description about being the best Vampire in town! His use of parenthesis adds extra detail and shows off a new skill he's learnt this year.



Just like Abdullah, Tierney was captivated by The Vampire. Her job description uses parenthesis to ensure her instructions are clear. No point trying to apply for this job if you don't meet this very specific description!



6AA

Inspired to write



Class 6AA have been inspired by 'Darwin's Dragons' by Lindsay Galvin, which has been our main book this term. The story tells the tale of Darwin's assistant, Syms Covington and the adventure he finds himself in when he becomes stranded on one of the Galapagos Islands. On his adventures, he meets a friendly lizard called 'Farthing' and heroically saves a clutch of golden eggs from an erupting volcano.

Monika used some great description to set the scene for the reader.



I looked around, the cathedral like cone was towering above me. I noticed the fiery red lava glowing towards me. I ran, but the burning lava was stinging my eyes so

1. "Do you know where my coat is?" asked Tom. ✓
2. "Stop arguing!" Shouted mum.
3. "Have you seen my other sock?" Ruzzled Sarah.
4. "Let's play in the garden this afternoon!" cried the children.
5. "We come here every year on holiday," explained Kate.
6. "Get out of my room!" snapped Kyle.

Isabel showed that she could punctuate direct speech accurately. She has used a range of synonyms for 'said' effectively.

Inspired to write

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6AA

Inspired to Write

Ellie was able to make each line of dialogue distinctive to each character so the reader would already know who is talking before the speech comes to an end. She has created clear styles for each speaker and showed characterisation beautifully with the details between dialogue.

"WHAT!" I cried. Tears started to stream down my cheeks. I slumped back down on the small oak log. "Why?" I stared. Darwin answered with, "I do order you to calm down my fellow, please dear boy my choice is for the best," he said softly. Over my over my sightless ^{silent?} ~~whimpers~~ ^{whimpers} whimpers.

Sophie is working extremely hard to use ambitious punctuation in her work. She explains her ideas well and brings the characters' pasts into her final chapter effectively.

Arriving on the island, it was surprisingly dark so Syms looked around for some tropical leaves with his family. They all dropped off as soon as they found some. He woke up to a creature's snout snout on his chest. Was it Farthing? He looked down and there he was, he had finally reunited with Farthing. Syms had made a tough decision and decided that the Galapagos Island was his home. Syms and his family was going to work together to build a hut. Syms would stay here with: Farthing, Syms family and Farthings siblings. Sgr loved playing with Farthing; Charles loved to have fun with Quarts.

Inspired to Write

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GHSW

Inspired to write



Some of the children's best writing this term has been inspired by Darwin's Dragons. The children thoroughly enjoyed reading the story and, just before we read to the very end, they wrote their own imaginative endings. As the book does, all of these tales take place 25 years later...



Ibrahim has taken his time to craft this setting description. His use of language is beautiful, really making the reader feel as if they were sat looking at the island with him.

The island was filled with forestry. The summit was only just visible over the greenery. I was glabbergasted, I ventured deep into the forest and found a beautiful waterfall which lead to some beautiful hot springs that were perfect temperature for bathing. I got changed and dived in. As I relaxed in peace I thought at about how much the island had changed. There was so much greenery and forests and cacti. I also noticed there were more, more fish in the sea. While I sat and pondered, I



Inspired to write

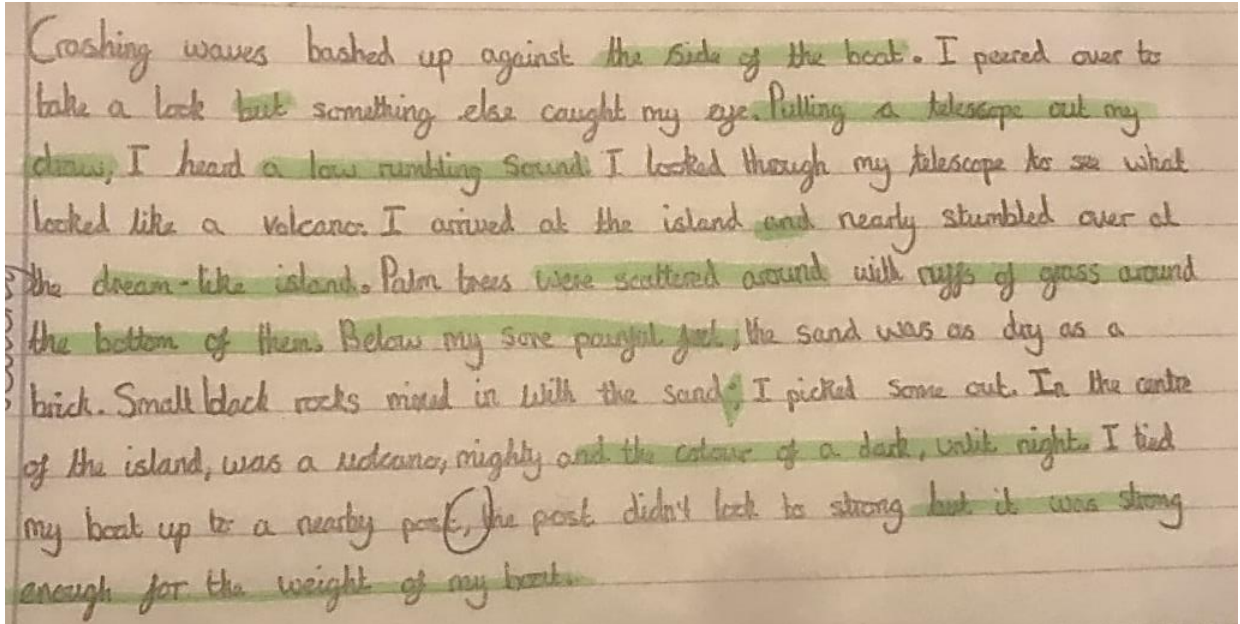
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6HSW

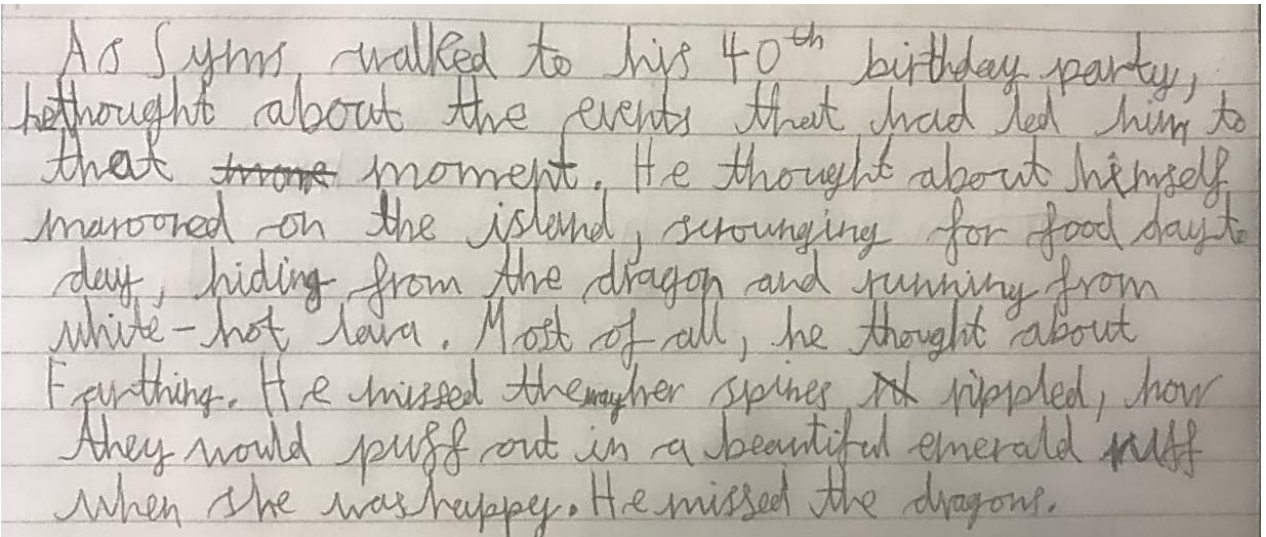
Inspired to Write

In this story opener, Ellie has used a variety of sentence openers effectively. Her writing slows the reader down and creates anticipation for what comes next. An excellent example of detailed description and cohesion.



Crashing waves bashed up against the side of the boat. I peered over to take a look but something else caught my eye. Pulling a telescope out my drawer, I heard a low rumbling sound. I looked through my telescope to see what looked like a volcano. I arrived at the island and nearly stumbled over at the dream-like island. Palm trees were scattered around with tufts of grass around the bottom of them. Below my sore painful feet, the sand was as dry as a brick. Small black rocks mixed in with the sand. I picked some out. In the centre of the island, was a volcano, mighty and the colour of a dark, unlit night. I tied my boat up to a nearby post. The post didn't look too strong but it was strong enough for the weight of my boat.

Louis has also crafted an engaging opening for his story. His choice of language is beautiful and shows real thought about the reader. What a brilliant way to start the final chapter: with a trip down memory lane.



As Syms walked to his 40th birthday party, he thought about the events that had led him to that ~~moment~~ moment. He thought about himself marooned on the island, scrounging for food day to day, hiding from the dragon and running from white-hot lava. Most of all, he thought about Farthing. He missed the way her spines ~~it~~ rippled, how they would puff out in a beautiful emerald puff when she was happy. He missed the dragons.

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

A celebration of writing