



EDITION 8:  
SPRING 2022

# Inspired to Write

@ BERRY HILL



A celebration of writing

# Welcome

As you will see from this edition of *Inspired to Write*, the teachers have been working incredibly hard to inspire the children's writing – and it has certainly been successful! The children have enjoyed a huge variety of stimuli and have produced some truly excellent pieces of writing – from engaging fiction and non-fiction texts, to wordless picture books... all the way to visitors with antique toys and creepy crawlies!

I always look forward to reading the pieces of writing teachers choose to include, and this term has been no exception. Zoom in on the pictures to take a look at the fantastic effort that has gone into *perfect presentation* – there are some stunning examples of handwriting, and real *take care* attitudes towards learning on display here.

All of the children who have been published in this spring edition should be incredibly proud of themselves.

I hope you enjoy reading the children's work ☺

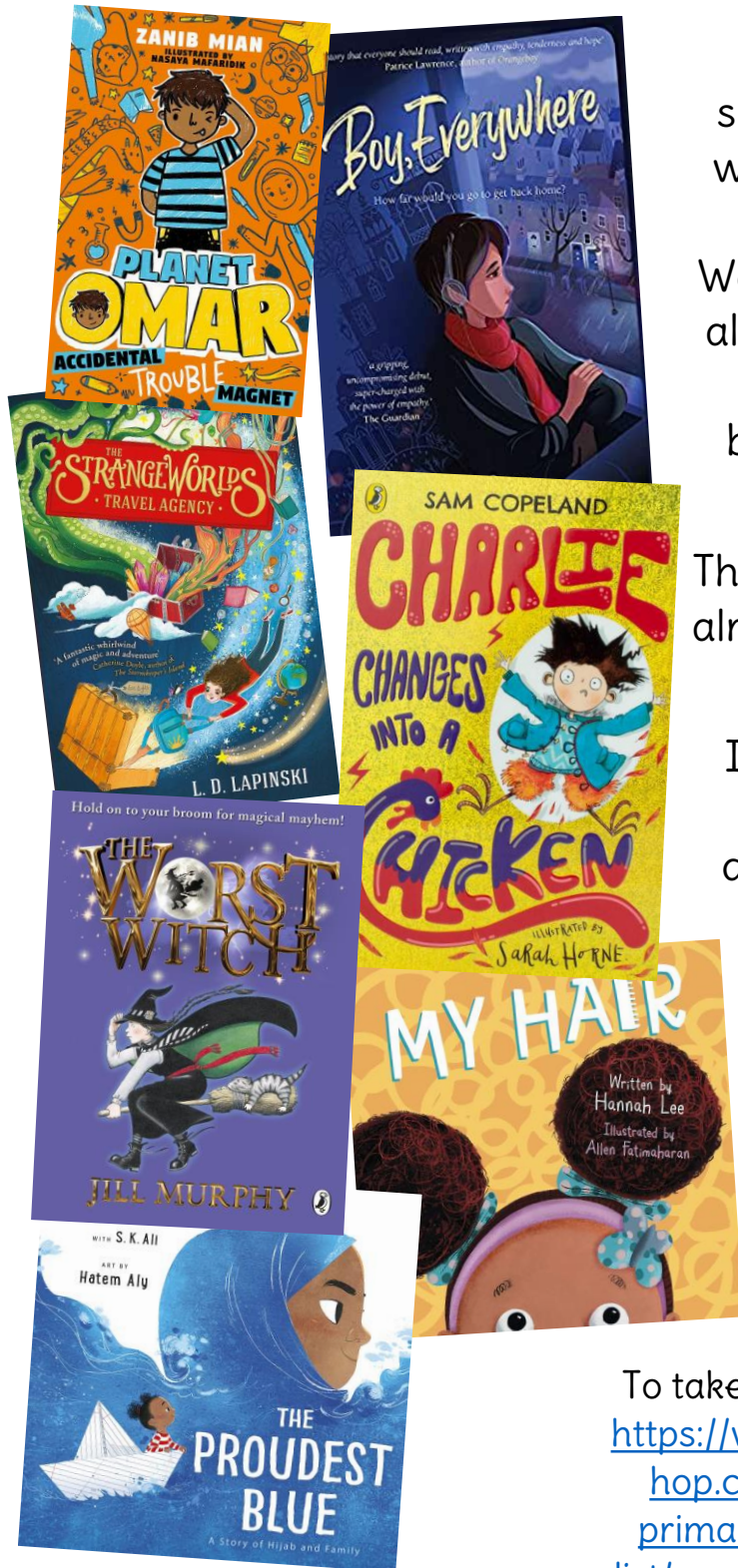
Mrs Stirling-Wood

# A celebration of writing





# The book wishlist



Last year, we saw the successful launch of the book wishlist scheme in association with The Barrister in Wonderland bookshop. In total, almost £500 was donated and so many new and exciting books found their way in the hands of our readers.

Thank you to everyone who has already kindly donated towards this scheme.

If you would like to donate a book to school, or make a donation towards a book, we would be most grateful!

Thank  
you!

To take part, please visit  
<https://wonderlandbookshop.co.uk/berry-hill-primary-school-wishlist/> or scan the QR code.



# A celebration of writing

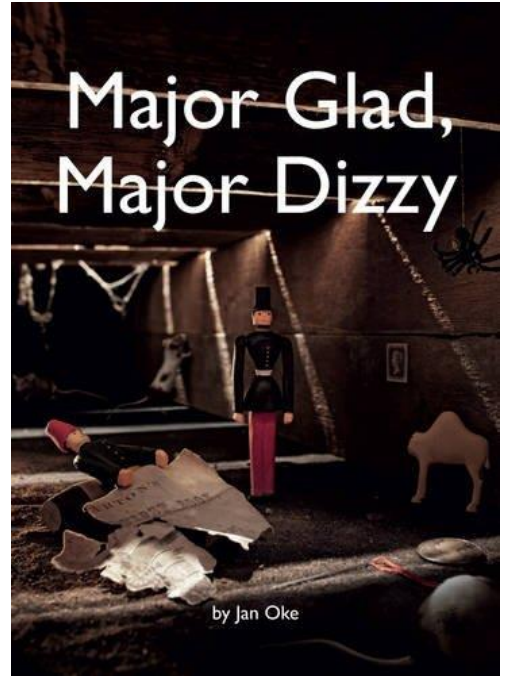


class 4&5

# 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 and have created a non-fiction page all about toys.

The children enjoyed looking at old toys.



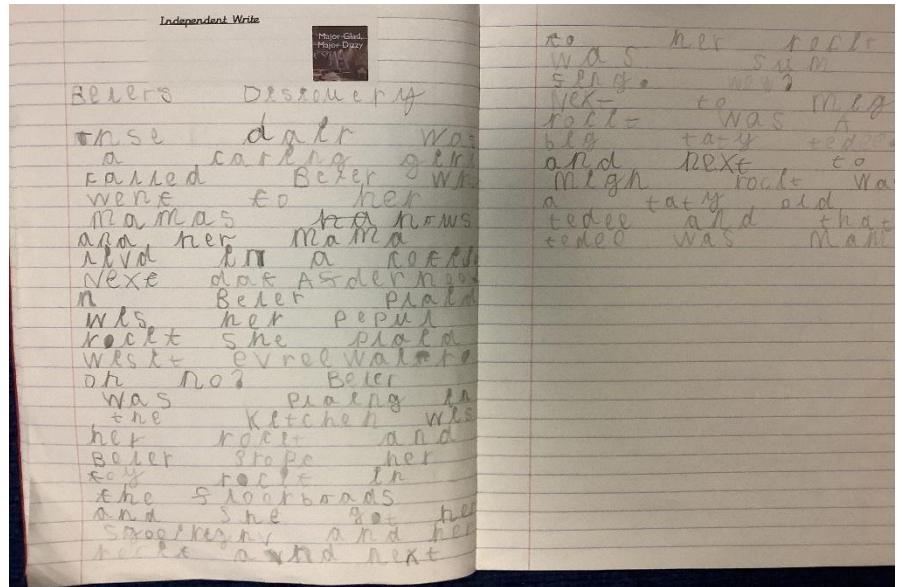
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**Rio** and **Harry** wrote their own discover stories, where their characters found old toys belonging to a relative.

Bella went to visit her Mama and whilst there she discovered an old teddy under the floorboards. Rio used some fabulous adjectives in her writing, describing Bella as caring and the teddy she found as old and tatty.



Independent Write



Sohie's discovery.  
Once there was  
a boy called  
Sohie and he was  
sad fast,  
and he's so happy,  
and he's ~~him~~  
and he visits ~~him~~  
in a farm.  
Sohie was  
lost in bed room.  
While ~~in~~ ~~the~~ ~~room~~  
and it was his father  
how he played with  
it along time and  
he's green and he  
he ~~he~~ was  
in the yard up  
Sohie lost it in  
the tree he went  
to chop it  
down. he's ~~he~~ off.

and he's chop  
papa ~~the~~ ~~the~~ ~~the~~  
for down.  
he was short.  
Next to stop  
was a bear.  
he fed to him  
about the bear  
he short and  
he turned.



Sonic visited his uncle on a farm with his favourite toy, Hulk. Whilst playing in the garden he discovered an old toy his uncle had lost. Harry has used lots of super adjectives in his story to describe, telling us that his character is happy and blue, and that The Hulk is brave and green.

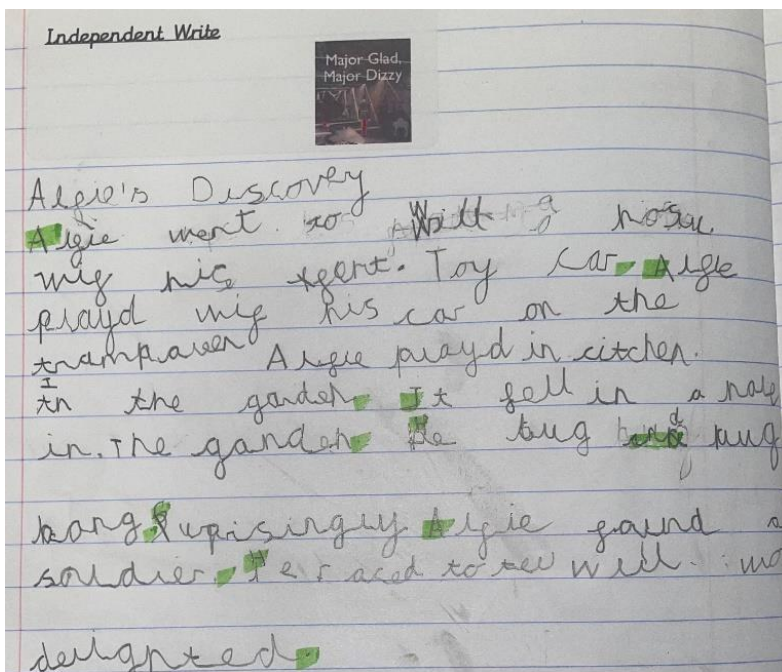
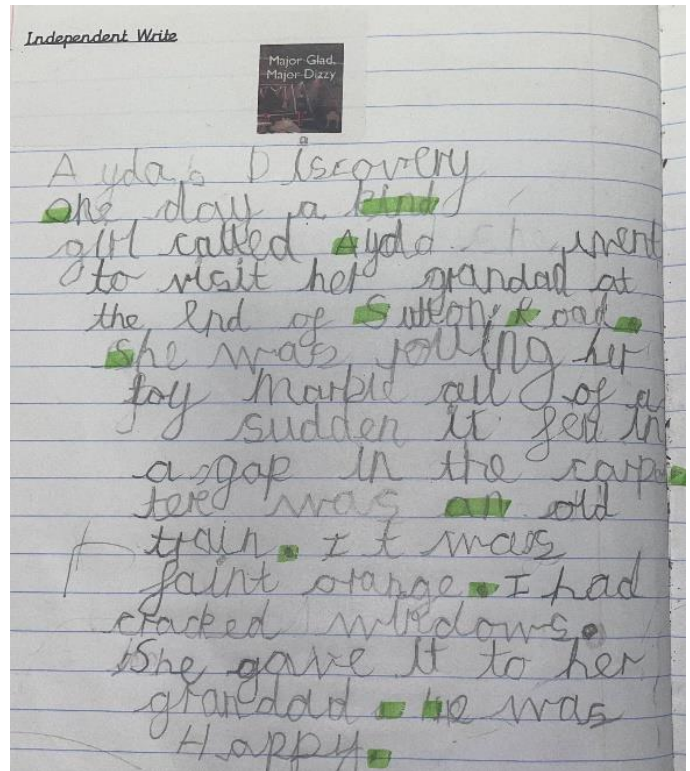
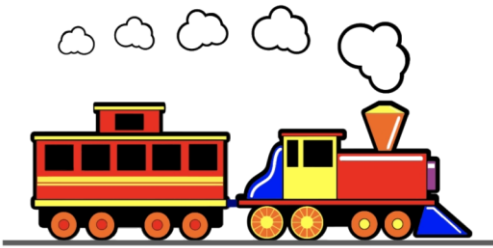
# class 5

# Inspired to write

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

## Abigail wrote 'Ayda's Discovery'.

Abigail thought carefully about the structure of her story and ensured it followed the structure of Albert's Discovery. She has included capital letters and full stops and she has started to consider her character's feelings.



## Alfie wrote 'Alfie's Discovery'.

Alfie's character visited his cousin Will's house. Alfie thought carefully about where his character has been playing with his toy car. Alfie then thought about his character's feelings when he realised the toy belonged to his cousin.



# Inspired to write

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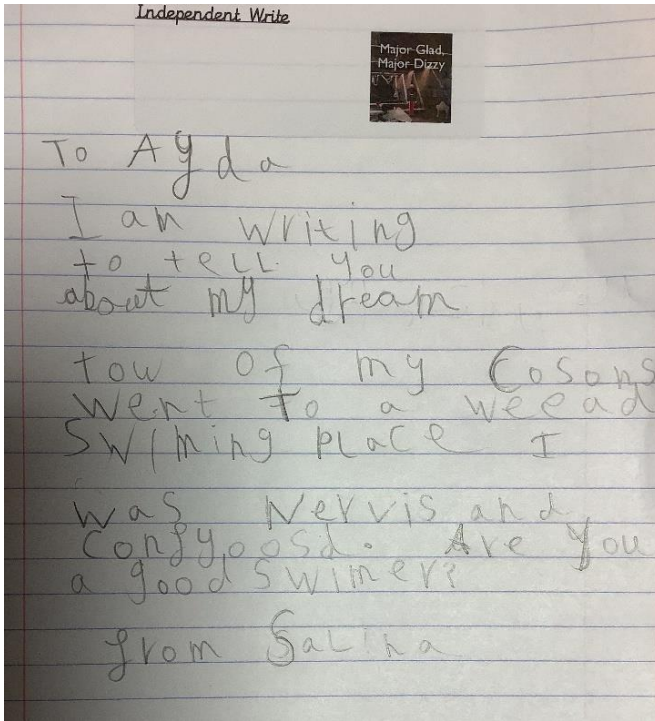




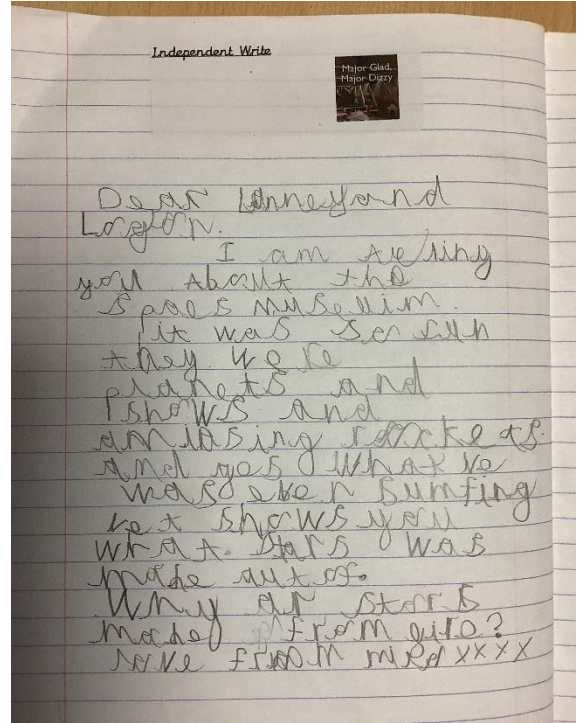
## class 4

# Inspired to Write

Letters inspired by *Major Glad, Major Dizzy*

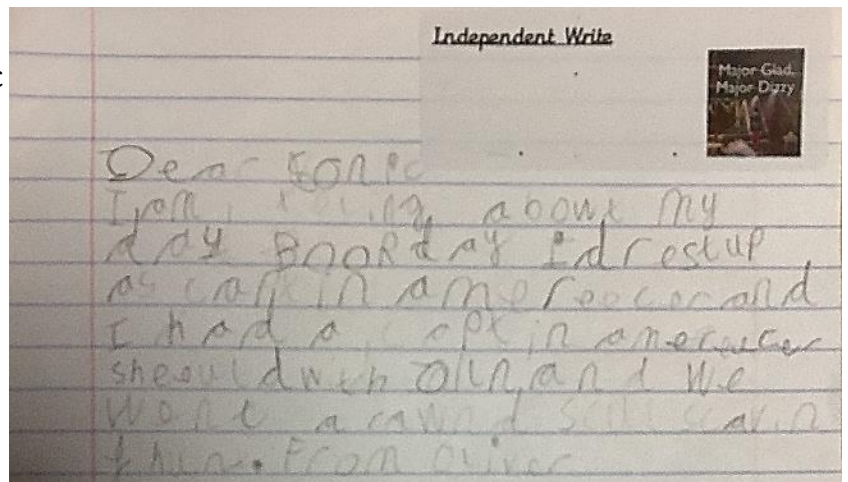


**Saliha** wrote to her friend, Ayda, to tell her about a strange dream she had. She added a great question at the end complete with a question mark. She uses the great words 'confused' and 'nervous' to describe how she was feeling.



**Mila** has been trying really hard to join her letters and use our cursive script. She successfully uses the pronoun I and adds a question at the end. She writes to her two cousins about her trip to the Space Museum.

**Oliver** writes his letter to Sonic about World Book Day, telling him he dressed up as Captain America. He uses the conjunction 'and' to connect phrases and remembers to use capitals for names.



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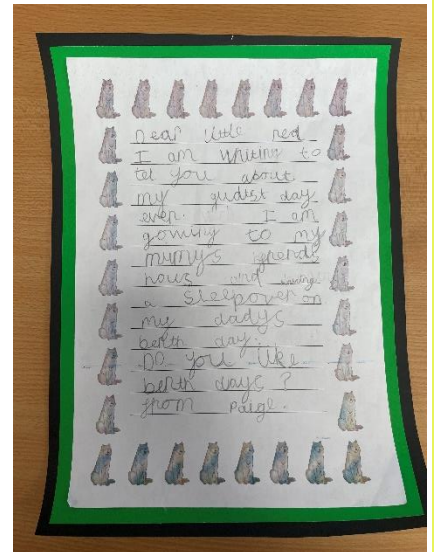
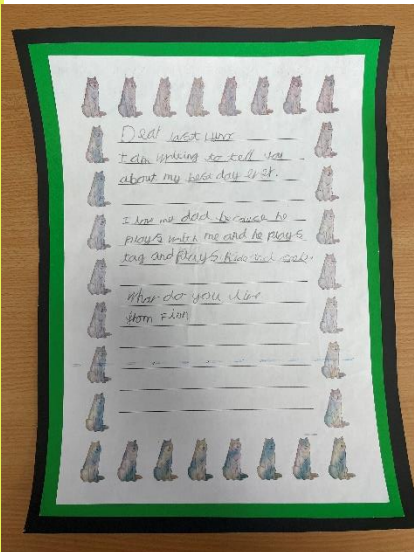
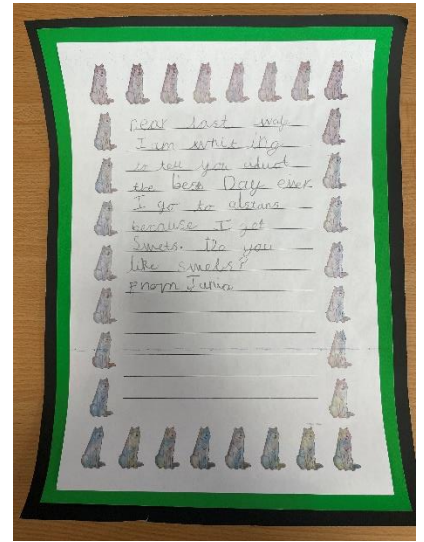
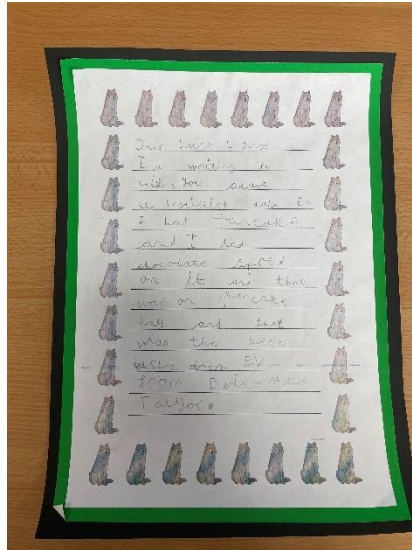
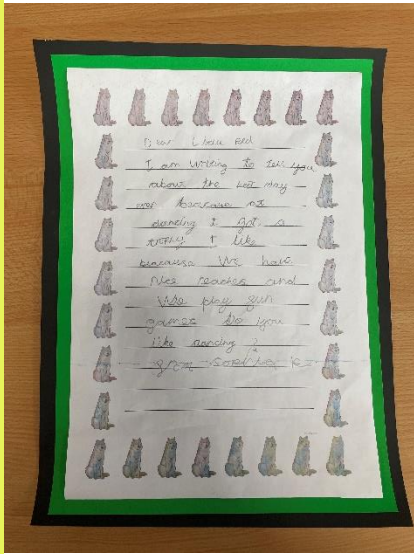




class 5

# Inspired to write

## Letters




Junia, Paige, Sophia, Finn and Evie-Mae have all been practising perfect presentation this term. They have been trying really hard to learn all the joins and apply this important skill in all lessons. They all did a fantastic job when writing a letter to one of the characters from The Last Wolf! They even included a question so the characters can write back.

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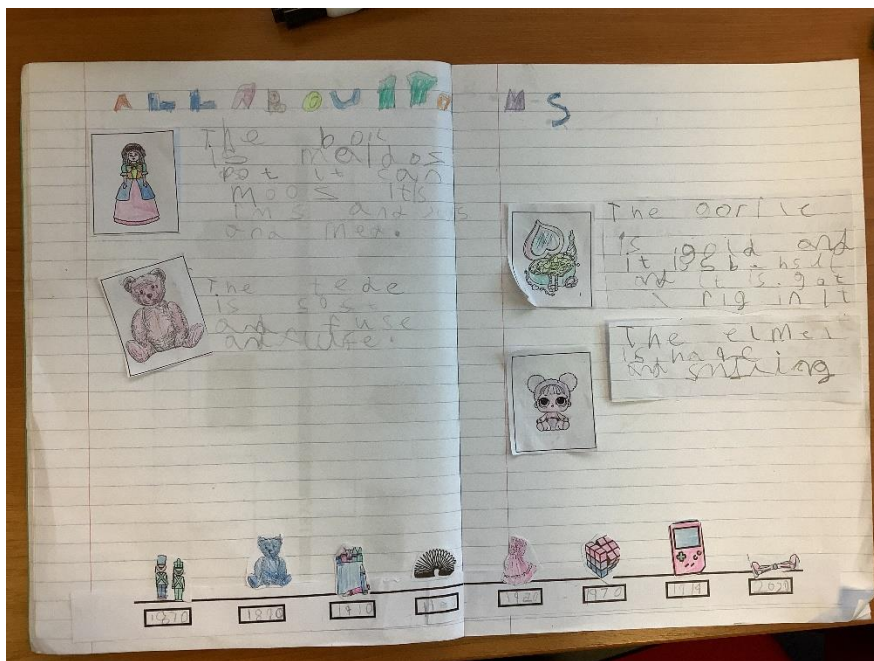




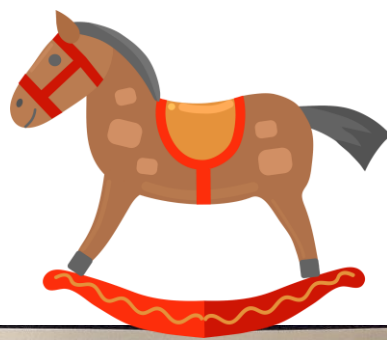
class 4

# Inspired to write

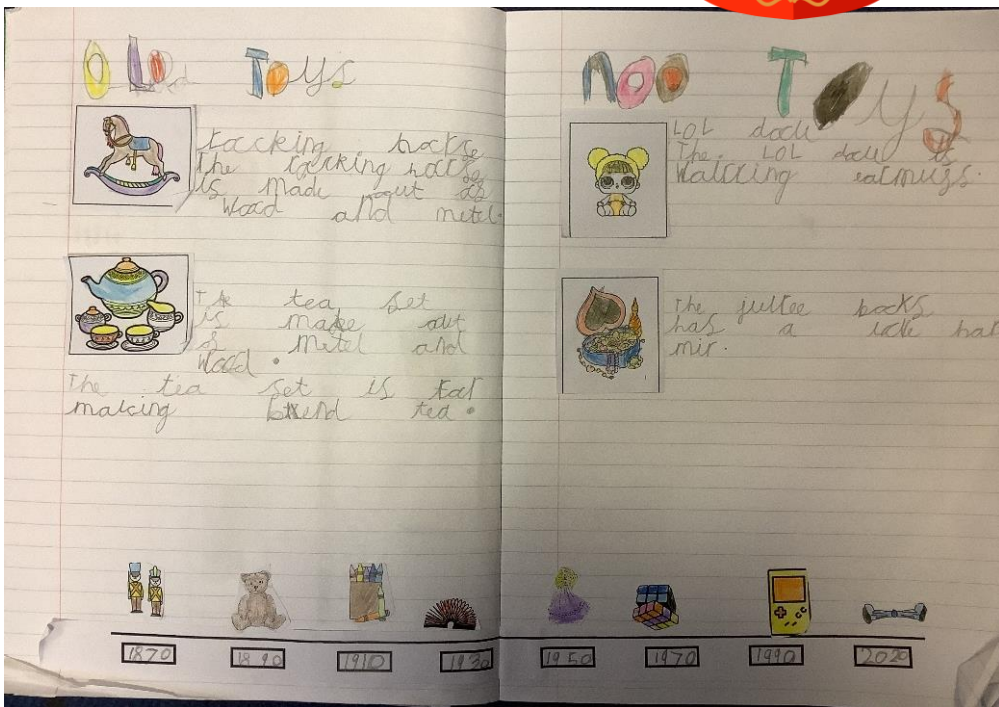
# An Information Page about Toys Past and Present



**Eadie** described the toys using capitals and full stops for all her sentences. She uses the conjunction 'and' to join phrases, and words like soft and fluffy to describe.



**Harper** has linked her project work to science by saying what materials the toys are made from. She has used capitals and full stops for all her sentences.



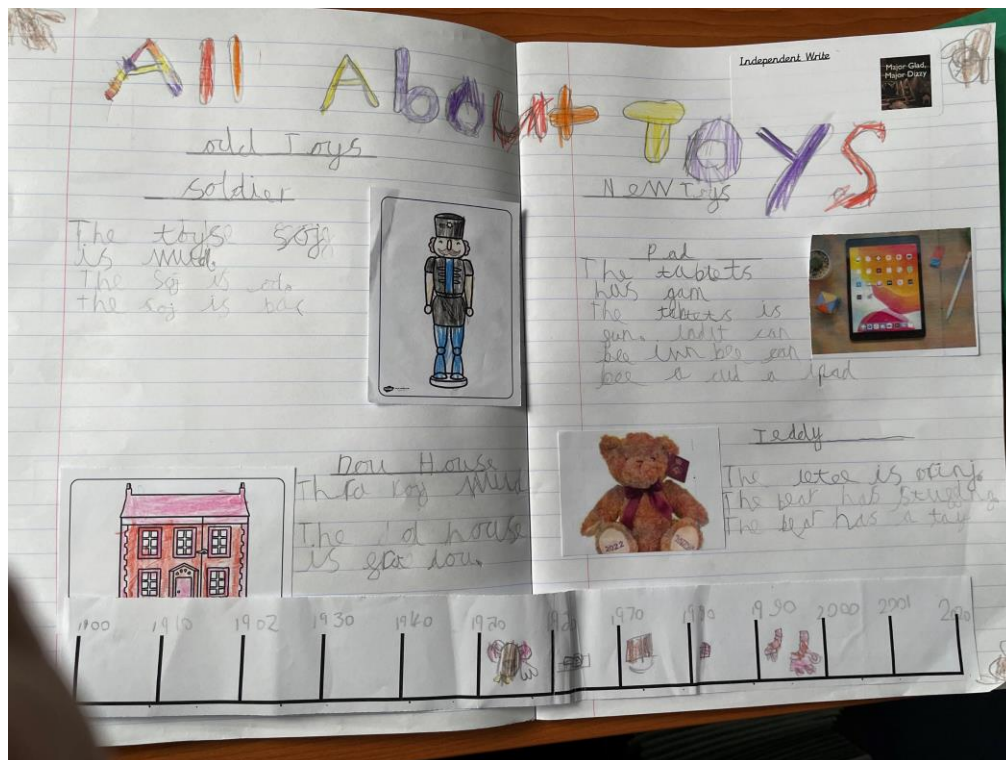
# Inspired to Write



class 5

# Inspired to Write

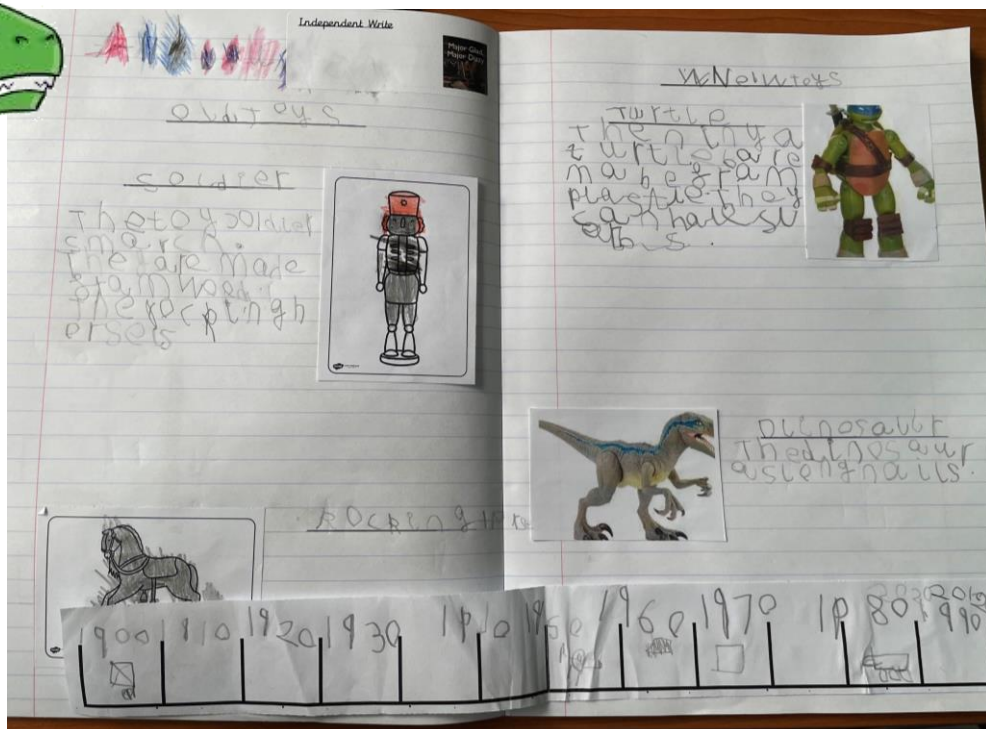
## An Information Page about Toys Past and Present



Sophia compared old and new toys by using her senses to describe them. Sophia tried really hard to focus on her capital letters and full stops.



Seth has been working really hard on his letter formation. He has been saying his sentences and then segmenting each sound to help him with his writing.



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## class 6

# Inspired to Write

Class 6 have been writing their own stories inspired by 'The Owl who was afraid of the Dark' by Jill Tomlinson. We looked at adjectives, expanded noun phrases, alliteration and other skills before writing our own tales of fear.

Some of us will even: write about the character's senses using conjunctions to extend senses sentences.

Some of us: will write about the character's senses using expanded noun phrases.

Most of us: will write about the character's senses using some adjectives.

All of us: will talk about and use senses vocabulary.



Plop look up at the sky and saw the sparkling stars shining brightly. Plop can hear the church bells ringing close by as he is sat on a brown hard roof. Plop could smell some porridge cooking from the house where he lived on the roof.

Annalise has used her senses and thought carefully about the character to create expanded noun phrases.



Sofiya has used adjectives to describe in detail what the character can see and feel.

Some of us will even: write about the character's senses using conjunctions to extend senses sentences.

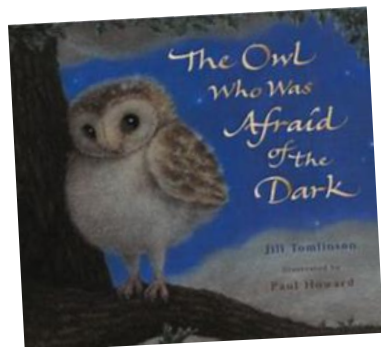
Some of us: will write about the character's senses using expanded noun phrases.

Most of us: will write about the character's senses using some adjectives.

All of us: will talk about and use senses vocabulary.



Plop saw the sky he looked round he felt like he was with his mum and dad he Smelt good and he was so scared that he hooted like a real night bird. The owl was cold but Plop was not the water the cat and plop hugged each other they loved exploring plop asked if the cat could go exploring with him the cat said yes.



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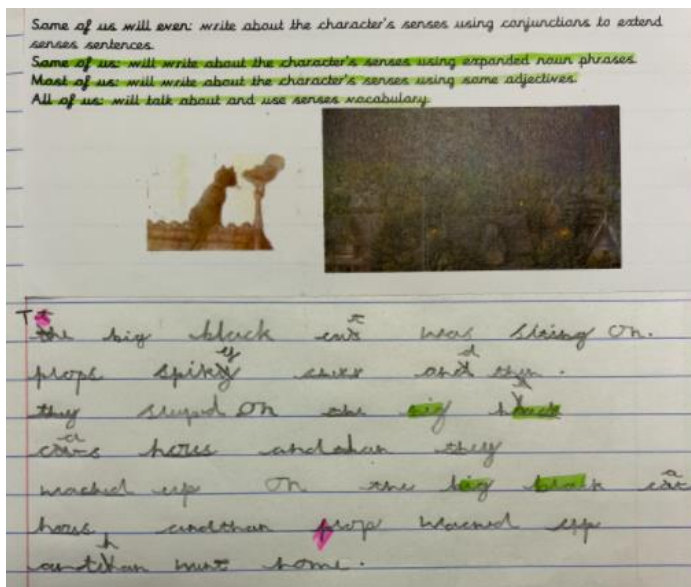


class 6

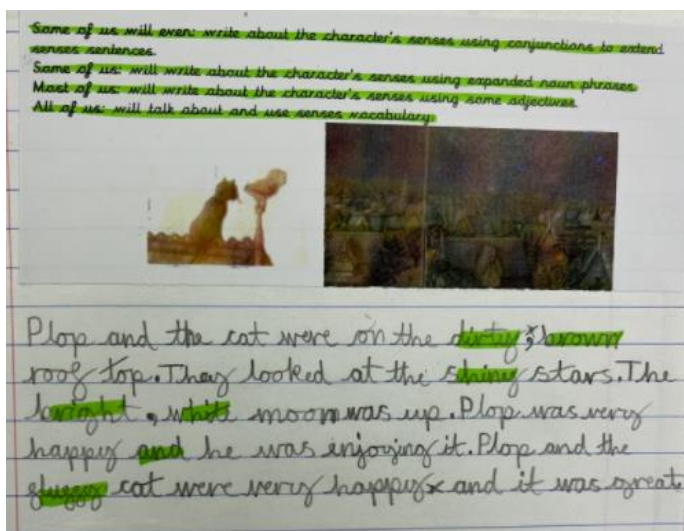
# Inspired to Write



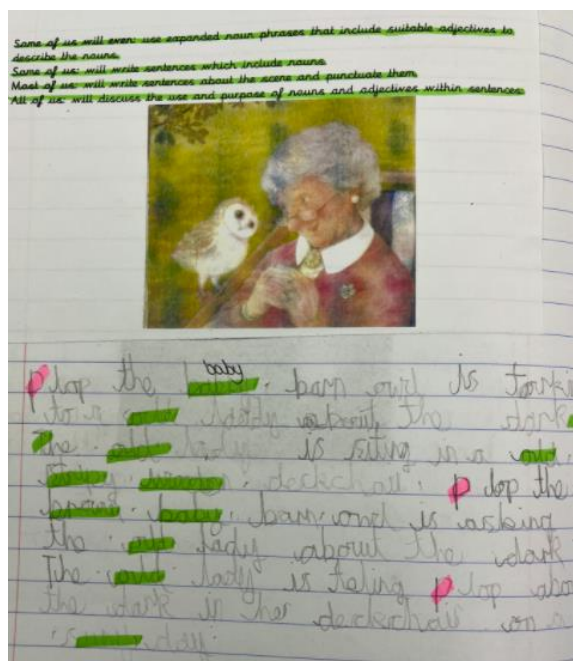
Shakti has used his senses to create expanded noun phrases, thinking about how the character may be feeling.



Rosie has used her senses to describe the characters thoughts and feeling and has extended her sentences using conjunctions.



Lewis has worked to describe the scene from the story using expanded noun phrases.



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## class 6

# Inspired to Write

Ruby and Joshua F have used expanded noun phrases, choosing suitable adjectives to describe the noun.

Some of us will even use expanded noun phrases that include suitable adjectives to describe the nouns.  
Some of us will write sentences which include nouns.  
Most of us will write sentences about the scene and punctuate them.  
All of us will discuss the use and purpose of nouns and adjectives within sentences.



She was talking to plop about the dark but the lovely lady said the dark is kind. The old lady wore glasses and wore to small glasses too. She was sitting in her wooden striped deckchair on a sunny day. She is so diligent and so beautiful. The old lady has glasses and she has white earrings.

Some of us will even use expanded noun phrases that include suitable adjectives to describe the nouns.  
Some of us will write sentences which include nouns.  
Most of us will write sentences about the scene and punctuate them.  
All of us will discuss the use and purpose of nouns and adjectives within sentences.



He lovely lady is talking to plop about the dark. The lovely lady is lovely and kind. Plop is talking to a lady in a striped deckchair. The lady has glasses and earrings. Plop is kind to the lady. The lady is beautiful. Plop is talking beautifully to the lady. The lady is talking to plop beautifully. There is a tree in there. The lady and plop are talking and the old lady is sitting to the lady.

Some of us will even include expanded noun phrases and conjunctions in our correctly punctuated sentence types.  
Some of us will be able to use ? and ! correctly for different types of sentences.  
Most of us will be able to write different types of sentences: statements, questions, exclamations and commands.  
All of us will be able to say different sentence forms.



What is the book about? Plop is looking at the beautiful forest. Why is his eyes closed at night? Plop's mum is surprised that plop brought a sock. Plop is hugging his mum bright sunny day.

Teya has used a variety of different sentence types to think about the story and describe what has happened so far.

## class 6

# Inspired to write

Once the children in class 6 had learnt all about The Owl Who Was Afraid of the Dark, they chose their own character and setting and wrote their own 'Tale of Fear'

Some of us will even write using nouns, adjectives, verbs and adverbs to add detail to our stories.  
Some of us will write using a variety of correctly punctuated and extended sentence types.  
Most of us will write a tale of fear story using mostly punctuated sentences.  
All of us will say what we want to write for our stories.

Once upon a time there was a lion called Leo. He lived in a cosy little cave near the jungle. Leo felt scared when he was in the dark, gloomy cave. He was a very smart lion and he had large, sharp teeth. But he had a secret. He was frightened of the jungle. What was he going to do?

"I wish I wasn't a lion", Leo told his mum. "The jungle is nasty." "You don't know that," said his mum. "I spy a tiger in the bushes. Why don't you go?" "No mum, I'm not going into the jungle." "You must go, otherwise you will never go hunting for your children when you're older." "I'm still not going. I'll threaten you or then I'll go."

So off he went prowling towards the jungle. And he said to the tiger "I've come to ask some questions about the jungle." "The

William has written about Leo the Lion who was afraid of the jungle! He has included lots of detail and description and has even reviewed his work and improved it by including speech and ambitious vocabulary.

This is just an extract from his story – because he wrote three pages!



Inspired to write  
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# Inspired to write

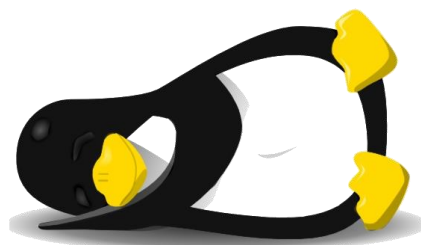
Elsie has written about a penguin called Star who was afraid of the cold. She has included adjectives, expanded noun phrases and various sentence types.



Some of us will even write using nouns, adjectives, verbs and adverbs to add detail to our stories.  
Some of us will write using a variety of correctly punctuated and extended sentence types.  
Most of us will write a tale of fear story using mostly punctuated sentences.  
All of us will say what we want to write for our class.

one open a time there was a penguin <sup>there is</sup> beautiful  
 called ~~she~~ she ~~was~~ in a big and very ~~big~~ <sup>big</sup> hole it was a big hole  
 she lived with her mum. DAD baby's brother and baby sister  
 they were a happy family they they lived in a beautiful home and  
 place but star was some or any penguin except for  
 one thing she didn't like the cold.  
 winter <sup>and now</sup> is a <sup>beautiful and snowy</sup> snowy time but I am a penguin  
 so my mum didn't want star to be afraid of  
 the cold but she did feel sorry for star because  
 she is new in the family star is seven years old  
 when star was a baby she didn't know what cold is?  
 Then star decided to ask people then she spotted  
 a polar bear so she went over to the big hole  
 when the polar bear says to star cold is fun  
 so star went back home in the cold weather the white  
 polar bear said cold is fun.  
 So star got off she spotted a seal he was playing with  
 with a ball. then said star I have come to find about  
 the cold cold is beautiful they are having lights tonight  
 also it has to be dark replied star or else said the seal  
 so star went home in the big snow the seal  
 said cold is beautiful. later that day star spotted  
 a <sup>very</sup> beautiful seal and is amazing said AHA  
 it is so much fun when it snows.

"Graily said star?" yeah you got to build snowmans  
~~but~~ why ~~does~~ like the cold because it is cozy  
~~but~~ we live in the cold we won't change the  
cold weather we live in it true star walked  
home with her cold <sup>foot</sup> and a says cold is amazing  
star went ~~and~~ into bed the first morning star  
woke up only she had her blanket and then  
got out got a walk but as she guffit about  
the walk she ~~was~~ said after she had a ~~walk~~  
work she went home sat down near her desk  
and she opened her ~~scribble~~ <sup>scribble</sup> and wrote down  
the words that people said to describe the cold  
star opened her laptop and there was going to  
be a medium show so the family went ~~scribble~~  
there they got there star spent a penguin cold  
is missing we live in the cold she told her  
mom and dad that she ~~scribble~~ and ~~scribble~~ what do you think  
dad asked ~~scribble~~ think cold is safer than they all needed  
the medium show for an best of stars life she ~~scribble~~ ~~scribble~~  
and when ~~scribble~~ a medium horror comic ~~scribble~~ ~~scribble~~  
always think of the penguin who was afraid  
of the cold and she was a happy penguin  
she had a ~~scribble~~ and ~~scribble~~ bunny and she had  
black fur on the outside and she loved the got no  
reca of her life the End ~~scribble~~



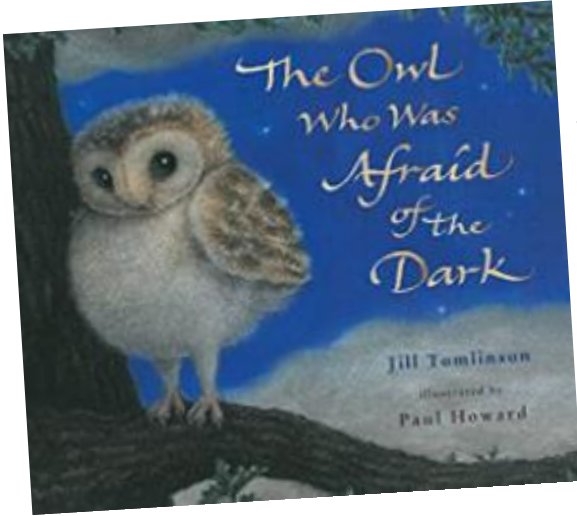
# Inspired to Write



## class 7

# Inspired to Write

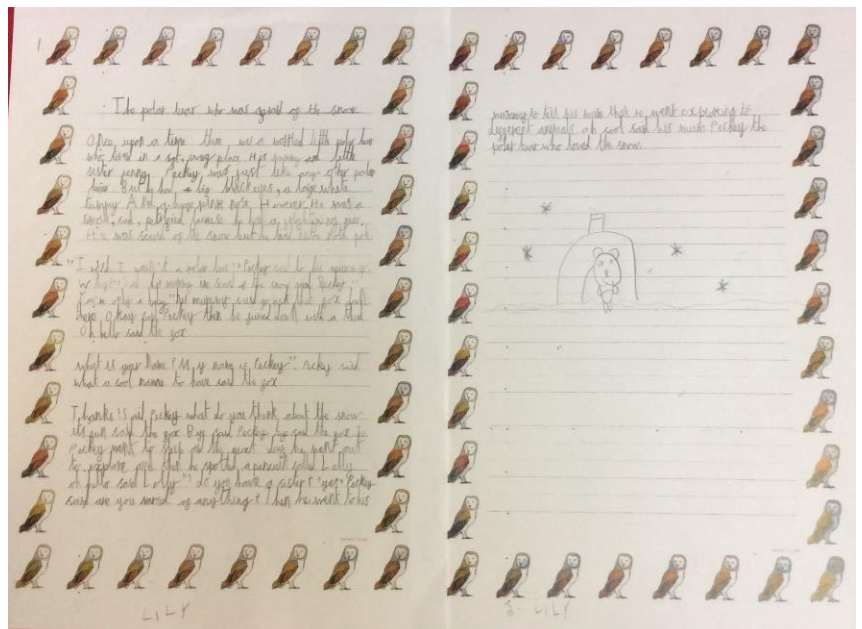
Class 7 have been studying 'The Owl who was Afraid of the Dark' by Jill Tomlinson. We have done so much work looking at a tale of fear including character descriptions, settings, using our senses to describe and planning and writing our own tale of fear. The children had to pick a character and decide on a fear that they usually wouldn't be scared of.




Have a look at just a few examples of our own fear tales.



Lily wrote about a worried, little polar bear called Pecky who was afraid of the snow. She included a range of punctuation, wrote her tale in paragraphs and used beautifully joined handwriting.





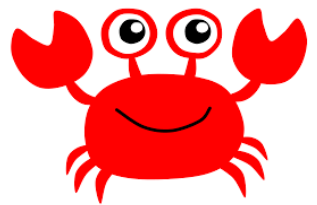


class 7

# Inspired to write

**Matilda** wrote about Layla the Leopard who was afraid of the zoo. Read about the

characters  
Layla meets  
along the way  
and find out if  
she overcomes  
her fear. Matilda  
included  
questions and  
conjunctions in  
her tale.



Have a read of **Ruben's** tale of fear about Fred the crab who was scared of the sand. His writing is in clear paragraphs and he has included lots of adjectives.

The crab who was afraid of the sand  
Once there was a red crab named Fred. Fred was afraid of the gold and yellow sand. Fred lived in the water and his son Fred like living in the sea. Fred has black beady eyes and a white belly and a ~~big~~ red body.

The next day Fred said to his Mummy I don't want to be a crab because I am afraid of the sand. Why said Fred's Mummy it is nasty and scary.

The next day Fred met a frog and white claspfish. Hello said Fred I came here to learn about the sand can you help? I see said the claspfish. I see other crabs escape go on the sand and they're not scared anyway do you like the sand. NOT AT ALL! Bye said Fred. That young Fred met a jellyfish. Hello said Fred I came here to learn more about the sand.

Ruben 1.

I look up and I feel the sand it is smooth. Fred did not like it at all. The next day Fred met a fisherman. Hello said the fisherman. Hello said Fred I came here to learn more about the shiny sand. You should have a go. NOT AT ALL! Bye said Fred. Oh Fred what that clownfish said Fred I came here to learn more about the shiny sand. I think sand is messy. When did I go to the sand said I went to the water. It I landed on my head. This is a big hole a go Fred said YES I will Bye said Fred. The next day Fred told his Mummy I love the sand it is smooth. The crab who loved the sand

Ruben 2.

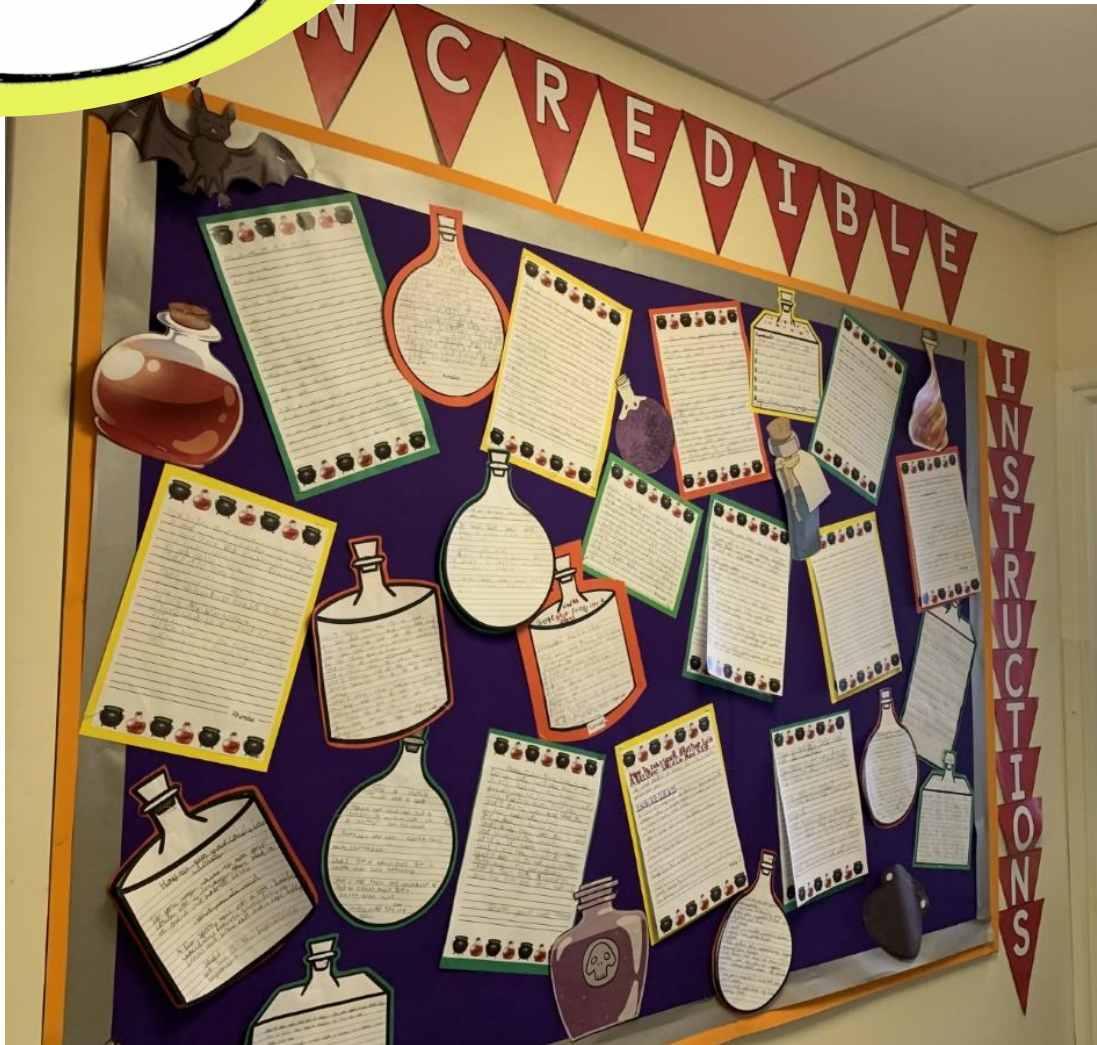
# Inspired to Write

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class 8&9

# Inspired to Write



Year 3 have been writing instructions as you can see from our proudly displayed writing.

We worked on lots of different instruction like how to make slime, how to make a chocolate cake, how to make an angry bird and even looked at following other instructions within magic tricks.

Our final piece of work was to write instructions for how to turn someone you know into something funny!

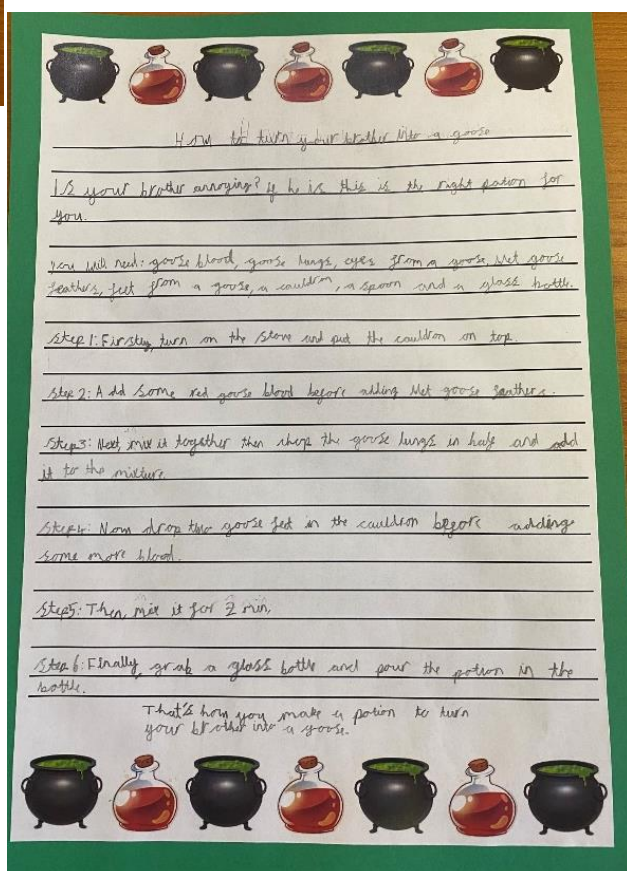
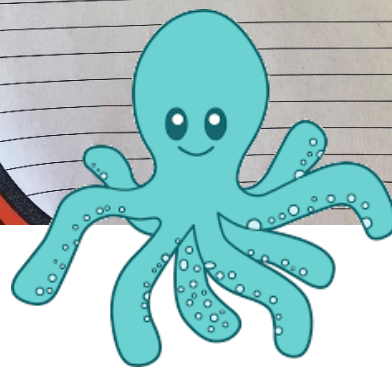
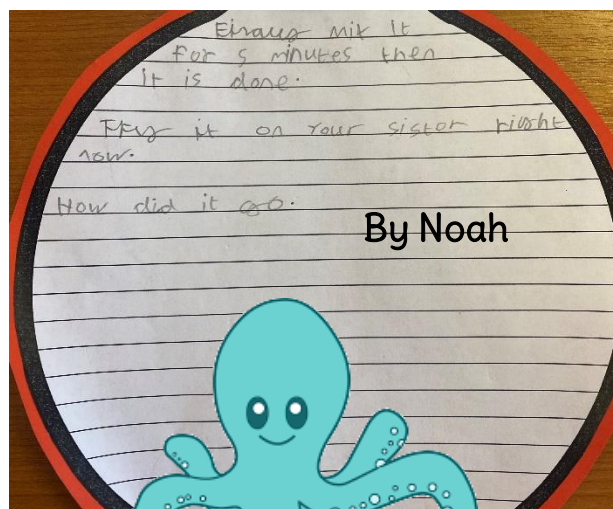
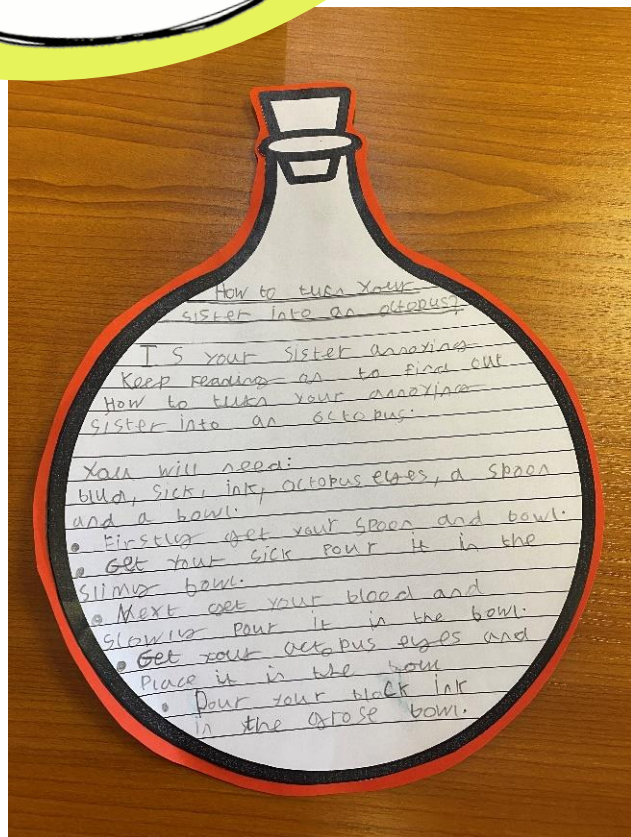
Inspired to Write  
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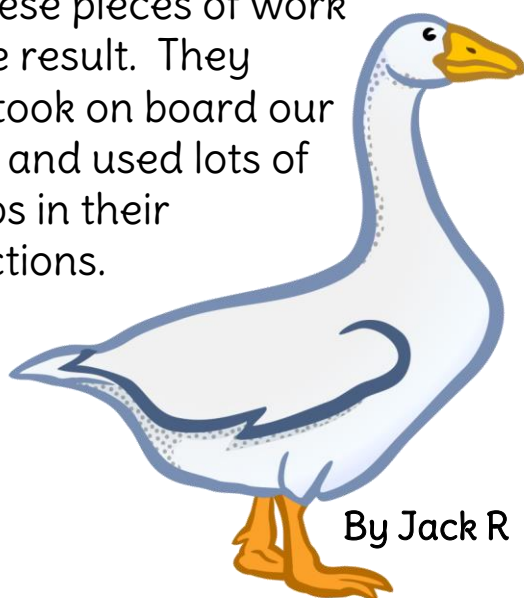


class 8&9

# Inspired to write



Both Noah and Jack have listened well in lessons and these pieces of work are the result. They really took on board our advice and used lots of adverbs in their instructions.



By Jack R

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class 8&9

# Inspired to Write

## How to turn Sophia into an ant

Are you sick of a mean friend who bosses you around? If you are read on to find out how to turn them into an ant.

You will need a cauldron, a spoon, 5 ants, 2 dead worms, 2 Phoenix feathers, 5 drops of ant blood and 4 hair from heads.

### Steps

1. Gather your ingredients and place the cauldron on the stove and turn it on.
2. Boil some hot water and add 2 dead worms in.
3. Then, add 3 ants into the mixture and add 2 drops of ant blood in.
4. Add the phoenix feathers and then the left-over ant.

5. Drop the other dead worm in and the 3 drops of ant blood then add 4 hair from head.

6. Stir the mixture with the spoon till it bubbles.

Enjoy not being bothered by your mean friend.

By Niamh



By Harper

## How To turn your mum into a green smelly frog.

If your mum is really boring do this.

### INGREDIENTS

cup of coffee, spoon, frog spit, frog's eyeballs, frog's brain, venom from snake and a bowl.

Step 1 Drop 3 frog's eyeballs

Step 2 Mix with a frog's brain into cauldron

Step 3 put venom from snake

Step 4 put in bit of frog's spit.

Step 5 mix it quickly.

Step 6 put in coffee.

Conclusion I hope this helped get your mum drunk why not try it on your dad!

Both Harper and Niamh have enjoyed writing their instructions. They have carefully chosen relevant adjectives as well as including many different imperative verbs. This has made their writing more interesting for the reader.

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class 8&9

# Inspired to Write

How to turn somebody into a zombie for twenty four hours

## Introduction

If there's someone who usually annoys you then this is the enchantment for you

## Ingredients

Cauldron, a brain, torn clothes, eyeballs, rotten flesh, the tail of a rat and finally a glass bottle

## Step 1

Slowly squeeze the brain juice out of the brain over the cauldron.



## Step 2

Gently tip the rotten flesh and eyeballs into the brain juice.

## Step 3

Quickly throw the torn clothes into the cauldron whilst stirring.

## Step 4

Carefully chop the rat's tail into tiny pieces and pour them in the cauldron.

## Step 5

Finally tip the potion into the bottle.

## Conclusion

Did your friend change back after twenty four hours if not then you did it wrong.



George has yet again written an excellent instructional text.

To make his writing flow, he has used apostrophes for contraction whilst working hard to include apostrophes for singular possession.

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class 8&9

# Inspired to Write

Joey has been working hard on his presentation and produced a beautifully written instructional text about how to turn his friend into a skeleton. Concentrating on presentation, he used sub-headings and short, meaningful paragraphs – and he's used a range of imperative verbs to make his instructions clear.

## How to turn Sam into a skeleton

### Introduction

If you want to turn your friend into a skeleton then this is the epic spell for you. It really does work.

### What you need:

Dog's skull & bat's wings > gongolus & eyeballs > Blood & Spoons & cauldrons & bottle.

### Step 1

carefully put the dog's skull into the cauldron.

### Step 2

put the bat's wings into the bottle. Step 3

Stick eyeballs into bottle. Step 4

Add all the things that were in the bottle into the cauldron.

### Step 5

Stir with a spoon carefully. Step 6  
Add blood.

### Conclusion

did you know you could try this spell on anyone so have fun!



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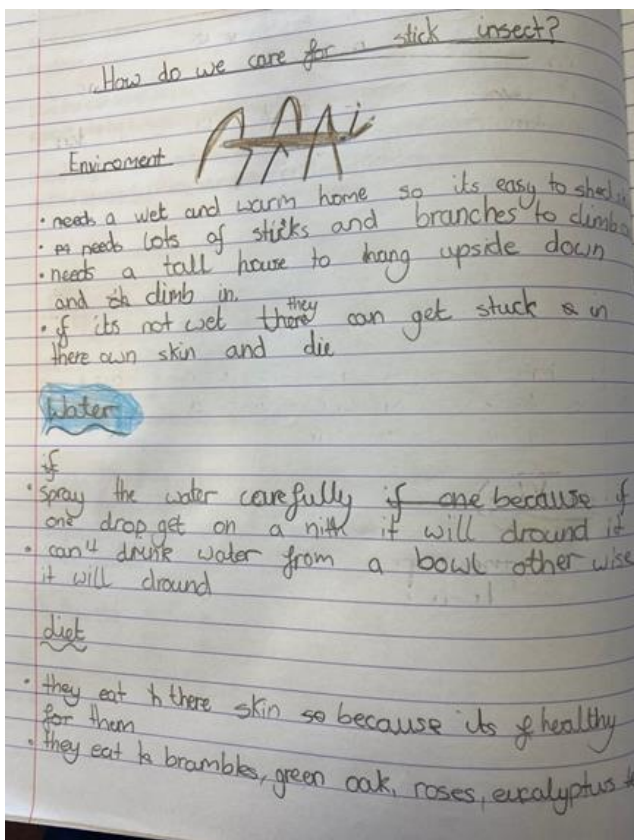
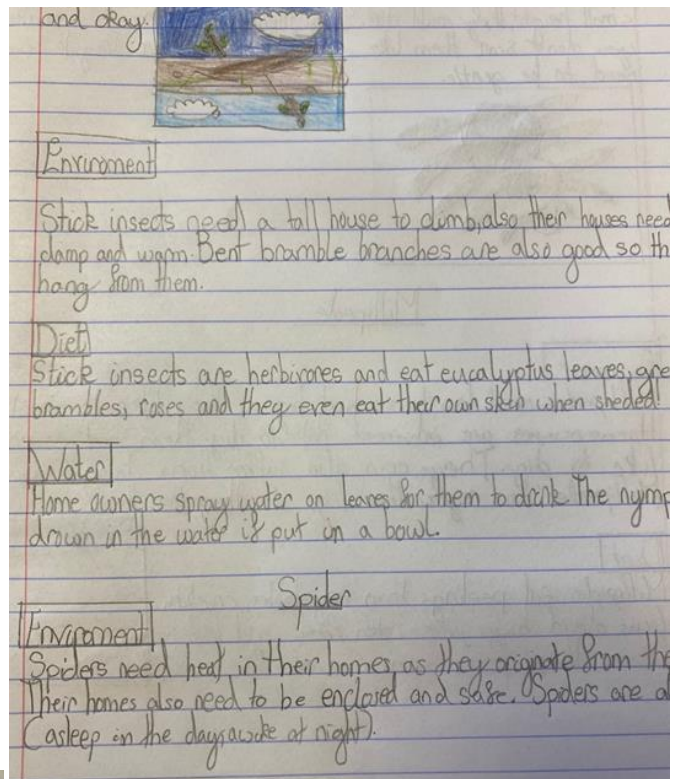
# class 10

# Inspired to write

Class 10 were amazed by our visit from Jungle Jo and her amazing animals!

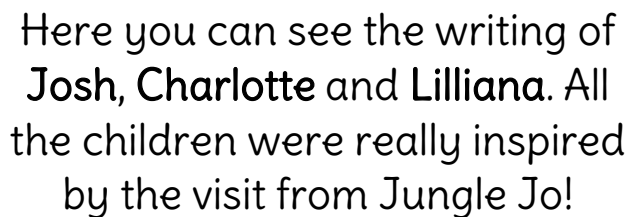
The children have written guides on how to look after stick insects, spiders and millipedes.

These explanation texts were written by Freya and Poppy.





# Inspired to write




Thursday 10<sup>th</sup> March

How do we care for bugs?

Spiders are very fragile. If you drop a spider from a low height it will die. It needs a low and a non-specious habitat.

Insects have 6-8 legs.


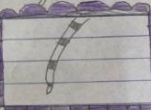


Feeding

The spiders eggs has to be heated for a trencher or comes from the sunspace. They also need soil about 3cm high so they can burrow. Spiders are nocturnal so don't put them in a room where it's bright.

Diet

- Spiders can eat anything smaller than their front leg.
- mice
- Smaller spiders
- cockroaches
- Toads



Handling


No need to be gentle and calm.  
No sudden movements.  
Scrape it up don't pick it up by the back like

Thursday 10th March 2022

How do we care for bug

Spiders

Spiders need a small environment so they feel safe and secure. They need heat because they come from the desert and jungle. You have to be careful handling them because if you drop them they can die. They eat mice, toads, cockroaches, etc. As they are carnivores they like their food as long as their front legs and home ones only feed one bug a week. If the spider doesn't eat it, take it out.



Stick Insect

The stick insect eats its own skin, you have to spray the leaves with water you can't put a bowl in front of it or it will drown. They need a tall habitat because they don't burrow. Their front body is water proof and well protected.



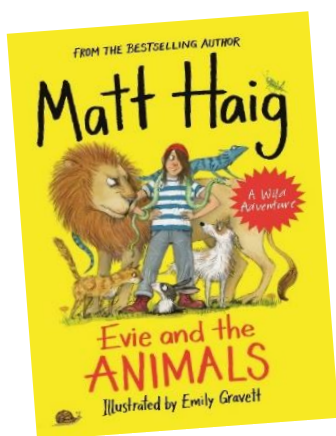


## class 10

# Inspired to write

Stanley wrote a fantastic setting description

Year 4 loved 'Evie and the Animals'. It was a fantastic book. The children were able to write great character and setting descriptions, as well as amazing action!



Thursday 3<sup>rd</sup> February  
The busy chimpanzees were inside the monkey cage.  
At the entrance of the zoo was tall gates that spell out 'letting zoo in gold words'.  
In the distance, Evie could see a child in the lion cage. All around Evie was animals in cages and tanks. The strong, screechy lion with a long tail roared loudly. Close by was a green parrot.  
Monday 7<sup>th</sup> February

Ella included dialogue in her writing.

Evie held the birthday certificate and stammered "D-d-dad, what's this? It has the same birth date as me?" Dad answered "It's fine, your original name was Isabella Eva Navarro. I'm sorry, I should have told you." Evie's blood froze, "Y-you changed my name. Why? And yes you should have told me." "You may want to sit down. Evie you were born in Ecuador - Amazon rainforest. Your mum called you Evie as a nick name. So you became Evie Tienich." dad said sorrowfully, looking down.

Abdullah described Mortimer J. Mortimer with prepositional phrases.

Around his neck, was a snake stern and waiting for prey. He also had a long twisted a to the edge of his mustache. He has a long sharp machete in his belt. His hair was slick back and behind his ears he had large pests with two of deep pockets filled with mystery. He was a terrible monster who could talk to animals and even control their wishes. Mortimer J. Mortimer's face was a devilish smile.

- Stern
- Tattoo
- A sword three bad coats
- Machete
- Large pests
- Boots

Jack has included fronted adverbials and conjunctions to describe a dream Evie had.

Evie knew she had to help the snake because it would die if not. Last night, I had a very strange dream about a snake and a frog in the Amazon rainforest. The big snake touched the most poisonous frog in the world. It would eventually die. I was warning that it wasn't with Granny Frodo. Although I felt very scared in the small dream, it wasn't because of the snake. Since wasn't thinking I urged the snake not to touch the frog.

# Inspired to write

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## class 10

# Inspired to Write

Ismaeel and Eva created brilliant stories of their own.

Thursday the 10th of February  
Hiedi's animal friends  
 One bright sunny day, a girl called Hiedi went to a zoo called Mansfield Zoo. She could talk to animals using her mind and wanted to practise. As she approached the zoo she saw a tall, wrought iron set of gates with one metre tall letters spelling out Mansfield Zoo sitting proudly on top. "Wow!" breathed Hiedi. "This is amazing." As she stepped through the gates she saw a huge, grassy enclosure. Sprinting through the enclosure, was a large, golden furred lion with a long, brown mane. Inside a huge, rocky cave, was a big, deadly lioness with soft golden-brown fur cleaning a small, cute lion cub. Opposite the lions was an enormous enclosure with two palm trees and a huge, wooden shed. Drinking from a large, circular pond,

Allysa created her own bad character based on Mortimer J. Mortimer.

• Dark green clothes  
 • Scary, wicked grin  
 • Curly dark hair  
 • Scar on cheek  
 • Brazilian wandering spider used alot - pierced nose  
 The big, black Brazilian spider scurried over her head and face.  
 Her bright, glowing eyes were so bright they would glow at night.  
 The bird on her shoulder hopped deadly, nobody would know how just how deadly these cute animals are, they could kill a mankind in 5 seconds if not less.  
 Inside her pocket, spiders, creepy crawlies, rattlesnakes, King Cobras and more for weapons.

Ollie and the animals  
 Chapter 1: One loss  
 panting heavily, Ollie was being chased by a Jaguar. Ollie was 17 he has animal telepathy known as the talent but doesn't know he has it. He was tall, blond-haired and smart. He was getting chased by a Jaguar. Then his mom came and mind controlled the Jaguar but this was it the end of her.  
 2 weeks later  
 CHAPTER 2:  
 at the funeral  
 Ollie was at his mom's funeral. ~~was~~ sobbing quietly. A few hours later the funeral was over. At home he went to bed. The next morning he found himself in the City. he came downstairs...

Charlie used inverted commas and punctuation for speech.

The boy saw Eerie and looked at her strangely. "It's you isn't it?" Asked the boy.  
 "What?" questioned Eerie.  
 "I saw you. With the dog Scruffy," the boy stated.  
 Eerie's eyes went wide. "Scruffy? How do you know his name?" she inquired.  
 "He told me. He told me your name too, Eerie," the boy explained.  
 "What! Well... can you talk to other animals?" said Eerie.

Inspired to Write  
 @ BERRY HILL





## class 11

# Inspired to Write

Leo H has been working hard to develop the style and fluency of his handwriting.

How intelligent are spiders?

If you are scared of spiders, I would recommend not reading on. However, if you do read on you can figure out loads of awesome facts. There will be many different spiders although it is mostly about the amazing porcupine spider! The most clever spider in this text.

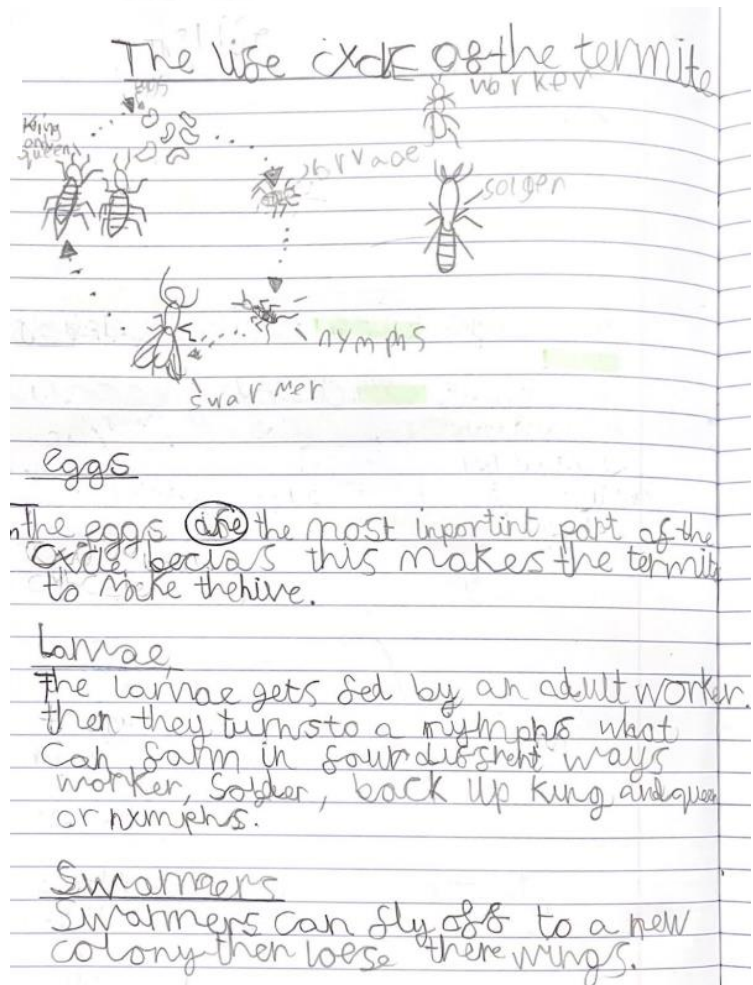
DO YOU KNOW these spider facts?

Keep reading if you want to be amazed and find out if they are a friend or a foe. huge bite & a small brain.

Katie has neatly underlined the subheadings.

Finlay impressed us with his neatly labelled diagram.

Perfect presentation is currently a whole school focus. We are encouraging the children to really try their best when setting their work out on the page, using their best joined handwriting, underlining using a ruler, checking for basic punctuation, editing, responding to feedback and perhaps most importantly, feeling really proud of what they've achieved.

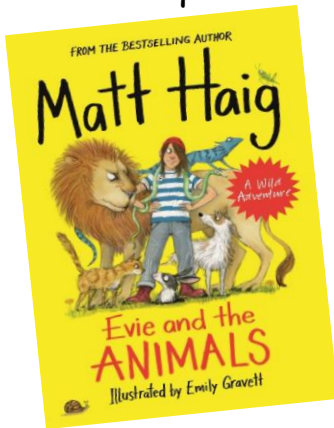


## class 11

# Inspired to Write

Max has used expanded noun phrases to describe his character, Jules.

We have used the fantastic Evie and the Animals text as a model in year 4. This has inspired the children to write some amazing setting and character descriptions.



One Sunday Morning at 8:00 a Teenager  
called Jules who he was no ordinary 16 year old at last  
that's what his mum says. Jules dad died  
when he was 3 years old he was so funny and easy  
he was a so kind man his hobby was golf.  
Walking through the zoo, Jules saw  
his favourite animal the Lion running towards  
the lions cage, he heard the lion on the land. Jules  
new he was special. He has blonde hair blue eyes  
and his worst fear is a Spanish wonder  
cockroach he hated it because it killed his great great  
Grandma called Evie who could talk to animals. Jules  
could read animals minds he got it when he was 4  
what he did was touch a lamb deer in his dream  
when he woke up he had the talent as Evie said it.  
Jules had that flashback. Suddenly as about touched  
his shoulder. He turned around a man with wild wavy  
glacier and muddy yellow teeth and Jules could  
already tell he had no fears but his way  
was killing animals. Horrified, Jules screamed  
but just then he disappeared. "I wish I had been here"  
Jules whispered when Octavio's disappeared.

Eadie has really brought her setting to life in this description.

Berlin zoo a truly wonderful place the oak trees  
surrounding the lake made everyone feel loved and  
welcome. A young child Victoria who she has  
pastel green eyes that shine in the moonlight and  
her mother said she was a "special" child.  
Every day Victoria would go to the zoo and would  
enjoy it. First she would see the pandas in the  
enclosure with the vibrant green bamboo shoots  
bursting out of the ground. Next should have been  
the Axolotls but they were on a walk so they  
weren't there after she saw the red Pandas but  
she couldn't seem to find them because she  
couldn't find them she moved on. Across the path  
were the lions ripping a piece of meat apart.  
Soon after she heard a loud banging noise.  
She ran back at the speed of light she stopped  
at the sight of a tall man with a black  
moustache with a van saying "the animal takers".  
"Oh no!" whispered Victoria.

Charlie has incorporated fronted adverbials into his character description.

One snowy morning  
there was a boy called  
Timothy. Timothy loved  
animals in fact he knew  
cats sleep 20% of their  
lives. He was special. His  
special his mum said because  
he could talk to  
animals. He lived in  
France. Deep in the French  
alps stood a cabin. Timot-  
my's cabin. Inside that is  
cabin was a warmish  
glow from the fire. He  
was an average 12 year  
old boy. He liked making  
his KTM dirt bike his  
favourite food was his  
mother's home made  
dumpling soup.

# Inspired to Write

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class 11

# Inspired to Write



On World Book Day we used the wonderful book, *Journey*, to inspire our setting descriptions. These include similes, expanded noun phrases, fronted adverbials and subordinating conjunctions.

Devon really thought about the senses and what the main character could smell and hear!

There was a smell, a very similar scent it was like all the sadness was glowing away in exchange of rose scents.  
As my heart beats faster I hear a howling sound from a wolf or a fox.

Leo (H) included the character's thoughts and feelings in his description.

The forest was like walking into a dream. It had both blue lanterns and I loved the lights that were as yellow as cheese hanging from tree to tree. Suddenly, I saw a mysterious huge figure in front of me. It looked like it was a bear, a cheetah?

Inspired to Write  
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# Inspired to write

Spiderlike Spiders!

Welcome to the text you shall be reading on about spiders. I'll show if you have any questions you have overcome your basic spider and grasshopper / lap dog trap. I wishy we won't be talking about those until the end before you are going to be reading about environment and then a concluding handlings.

## Enjoyable Environment

Throughout the night, spiders and ants if they live on the floor but if they were above their habitat they need quite a high reputation so don't put us may not work the habitat. Make sure they have some warm habitat make sure to keep it dark in the day because they are nocturnal sleep in the day. (are aware of light)

- Horrible Handling!  
- Warmers Warning  
- Do not drop from <sup>high</sup> heights  
or it will die because they  
are fragile!

how do we create for a stick result?

Today We are going to join host  
to our son a stick insect,  
is you keep one then sold the  
instructor's letter in the  
text. Do not leave your recipients

E  
environnement

4. You need to cut that home wet  
and warm cut branches and  
bark branches is not wet they  
will get stuck in skin and dry  
bark hows because they like  
climbing and hanging

After a fabulous visit from Jungle Jo and her fascinating creatures, year 4 wrote some explanation texts detailing how to take care of spiders, millipedes and stick insects. **Jack B, Yasmin** and **Imogen** have included features such as subheadings and subordinate conjunctions.

spiders enclosure need a low house as they like to make tripwires on the ground they want an enclosed area as because they like to feel safe and secure Be warned provide an enclosure based on behavior NOT Size!

but you must know if its dropped from even a short distance it will die

are      spiders      food

---

spiders      food      mainly      depends  
on      the      speice      some eat insects  
some eat other      spiders!      they don't  
need      to      drink      as      much      as  
us      humans\*      so      therefore  
this      is      quite      a      short  
Paragraph      hm?



Inspired to Write  
@ BERRY HILL





# class 12

# Inspired to write

Class 12 were inspired to write an information page about Mount Everest after looking at the non-fiction text, Mountains.

Ellie has used a rhetorical question effectively in order to grab the reader's attention.



## MOUNT EVEREST

Mountains are a triangle shape, normally made of snow. Being tall, doesn't always have good stuff following. Most of the time, Mount Everest is covered in mist and fog.

Where is it?  
Mount Everest sits on the border of Nepal and Tibet. It was formed over 60 million years ago when India moved northward and bumped into Asia.

History  
Everest is called chomolungma by the Tibetan people. It means Mother goddess of the universe. Everest was also called Sagarmatha by the Nepal Government. It means goddess of the sky.

Climbing in the mountains  
For the body to adjust to the high altitude it takes forty days to climb Mount Everest. Before it or now, there is 66% less oxygen in each breathe on summit of Everest than at sea level. Did you know, there are eighteen different teams to get to the top of Mount Everest?

The breath-taking wind can blow up to 200mph. As it is so high up, the temperature can reach up to -85°. Each year in Mid May, the jet stream moves north causing the winds to calm and temperatures to warm enough for people to summit. Despite the danger they face, people enjoy the climbing during this time for it is called the Summer Window.

## MAGNIFICENT Mt. EVEREST

Geography  
Did you know Everest is about 29,025 feet tall (8848 metres). The summit is home to three borders (Nepal to the south, China and Tibet to the north). Mt. Everest was formed by the crash of Indian and Asian.

Local History  
The British was the first to reach Mt. Everest in the world. In 1802, the British launched what became known as the Great Trigonometrical Survey in order to map the Indian subcontinent. In 1851, the obscure peak was recognised as the tallest, and named after Sir George Everest.

Mount Everest  
This is a map of the Himalayas.

Mount Everest  
On the rock, snowing mountain in the Himalayas, 110 climbing deaths happen in December 2014. In 1923 to 1999, 170 climbing deaths happened but 1169 summits. The colossal, steep mountain in the Himalayas is closing and deadly to climb.

Did you know?  
You have to be 16 and over to climb Mt. Everest.

Climbing  
There are 18 different climbing routes, however they are all very dangerous. It can take up to 40 days to climb to the summit and 40 days to climb down. While the wireless train is hard to connect, many have down it before.

Wind and Weather  
All gear long there is a jet stream above Everest. The warmest temps can be 80°F and some winds can be over 200mph. In Mid May each year, the jet stream moves north causing winds to calm and temperatures to warm enough for people to try to summit.

Mount Everest  
This is the climb at the top.

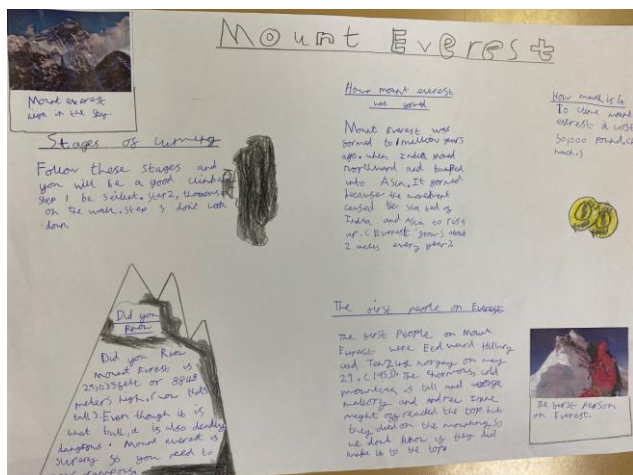
Freddie used alliteration effectively when writing a heading for his work. He's also included a range of interesting facts in his work and used some ambitious vocabulary.



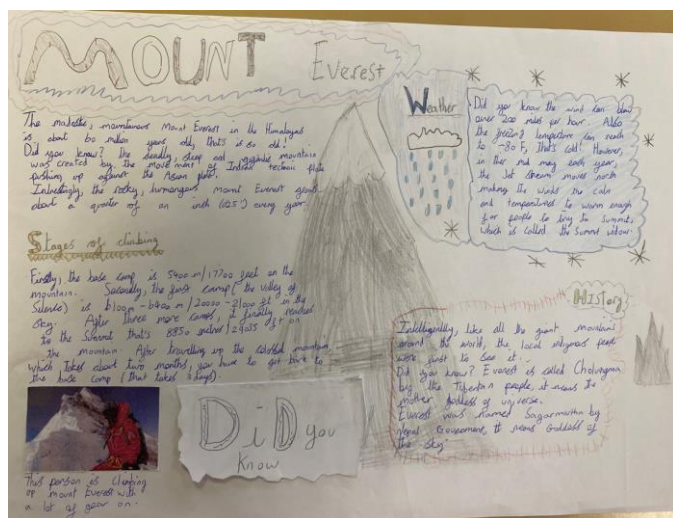
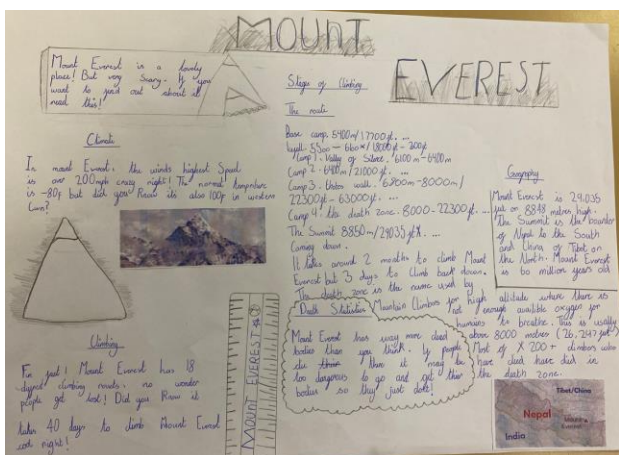
# class 12

# Inspired to Write

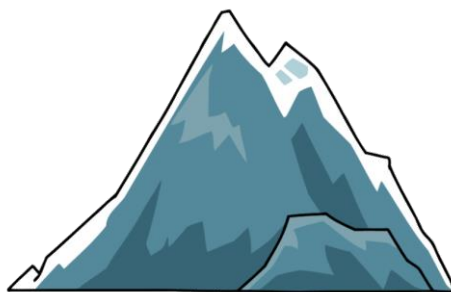
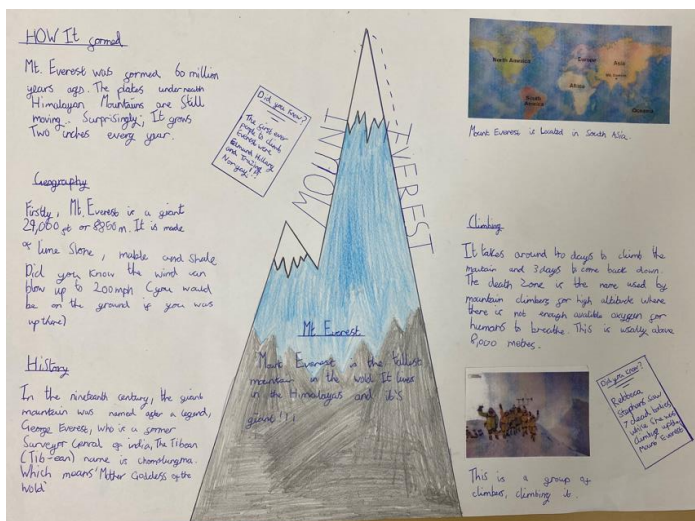
Belle has used expanded noun phrases effectively to describe Mount Everest.



Sofia thought carefully about the layout of their work and ensured the information page was eye-catching.



Lucas has included parenthesis using brackets to add additional detail to his sentences.



Inspired to Write  
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# Inspired to write

The children also enjoyed designing their own holiday destination and writing their own advert to persuade the reader to visit.

Henri used rhetorical questions effectively in their introduction to instantly hook and engage the reader.

**Harmony** used alliteration effectively in the heading and subheadings.

[illegible]

**Ellie** used parenthesis with brackets effectively to add additional detail to her sentences.

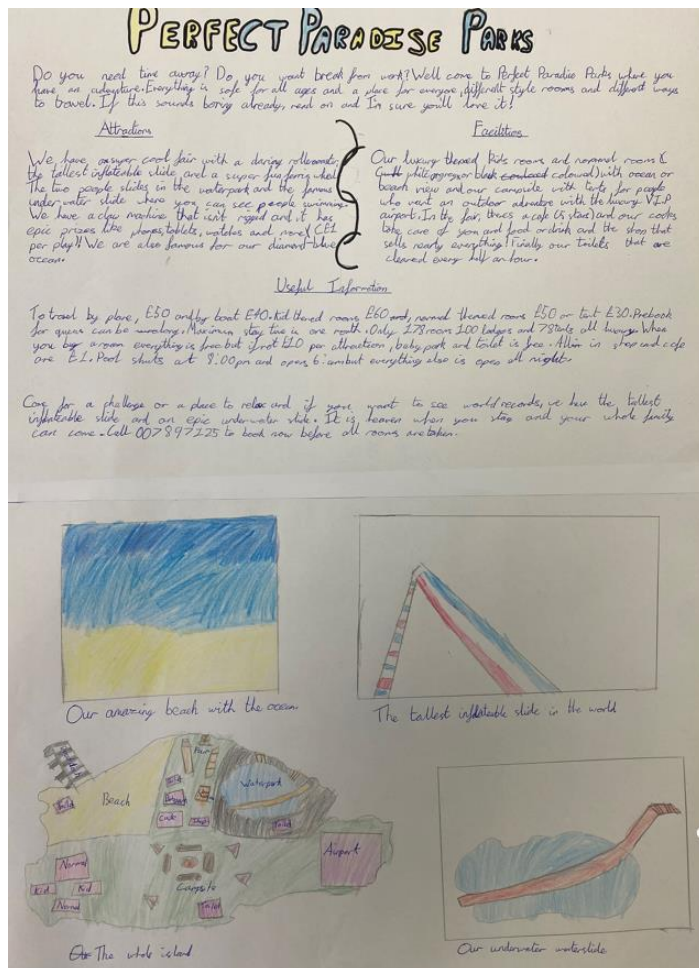
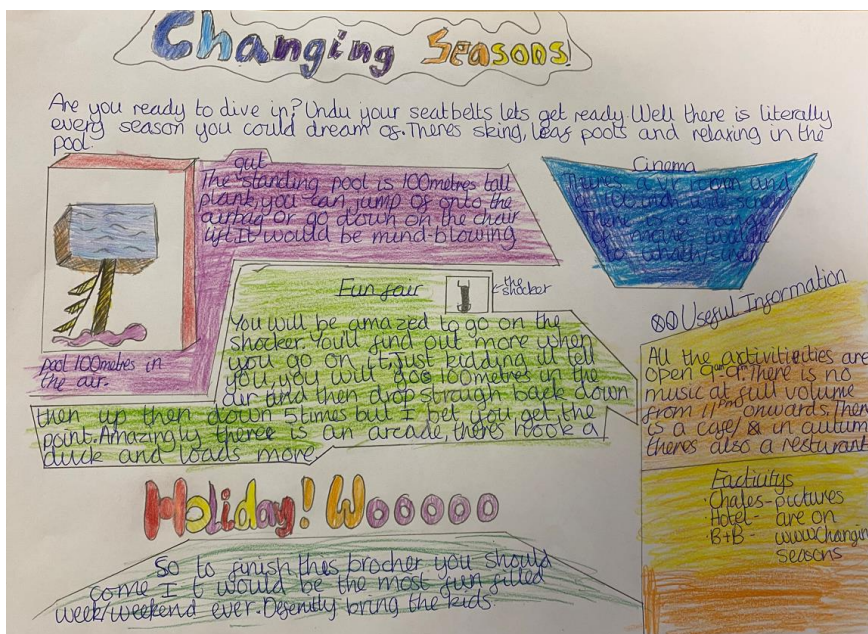
# Inspired to Write



class 12

# Inspired to Write

Emily has used bright colours, bold writing and images to make her advert stand out.



Grace has included lots of pictures and captions to help persuade the reader to visit.



# Inspired to Write

@ BERRY HILL

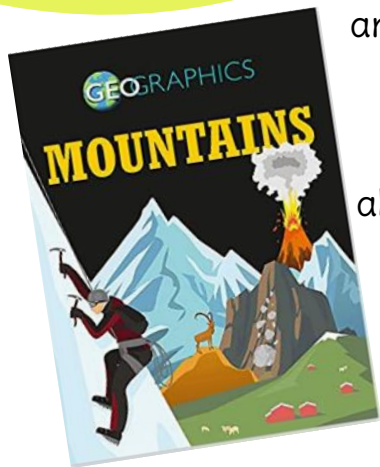




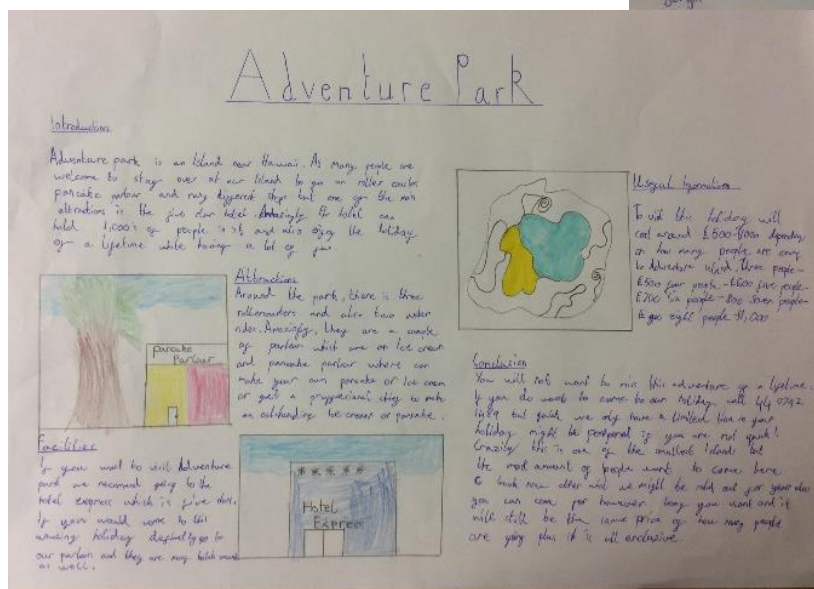
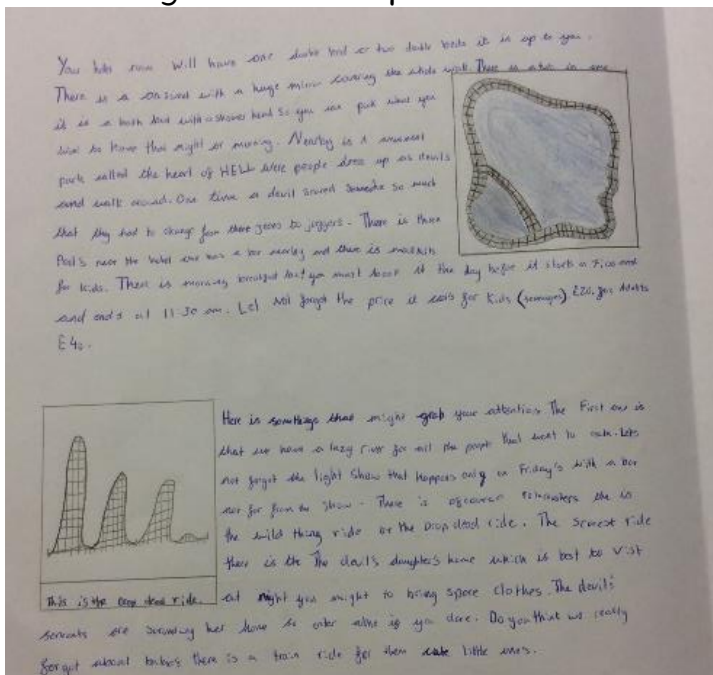
## class 13

# Inspired to Write

Class 13 were inspired to write by our non fiction text this term. We had the chance to look at different Mountains and Rivers around the world. This book motivated us to look into how an informative text is conveyed. As a class, we decided to focus on persuasive writing. Using this knowledge, we have created booklets and brochures all about the most perfect holiday destination. Here are some of the holidays we came up with:



Ava created Paradise Island. Not only has she ensured her work is beautifully presented, she has also included a fantastic amount of persuasive techniques to draw us in. Showcasing Paradise Island's best attractions, Ava has made sure to include pictures to support her information.



Welcome to Adventure Park!  
This was created by Edward.  
In this piece of non-fiction text, Edward ensured he used different fronted adverbials to start each section. His detailed poster gives us all the information we need to book this trip away.

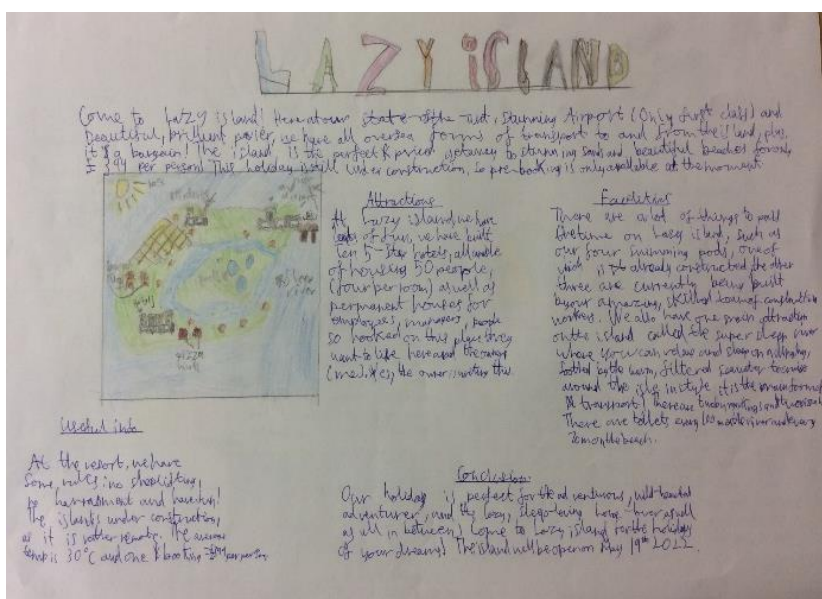
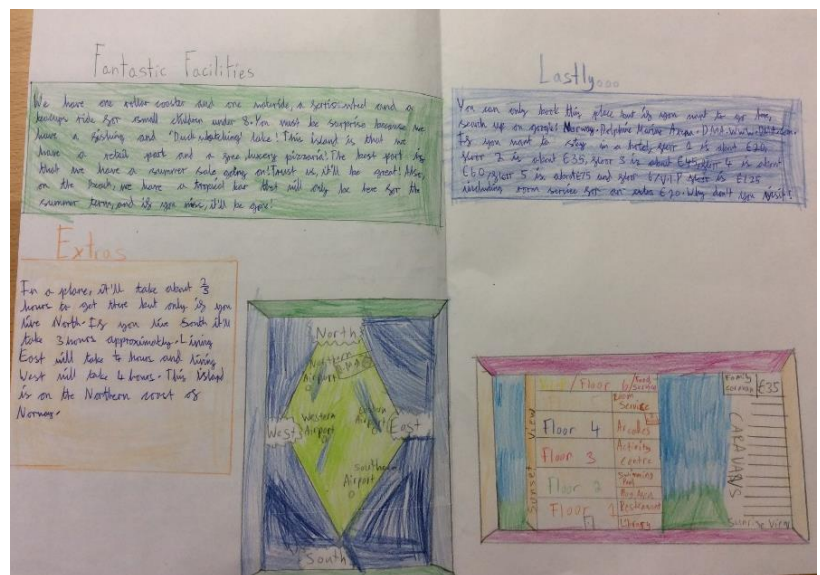
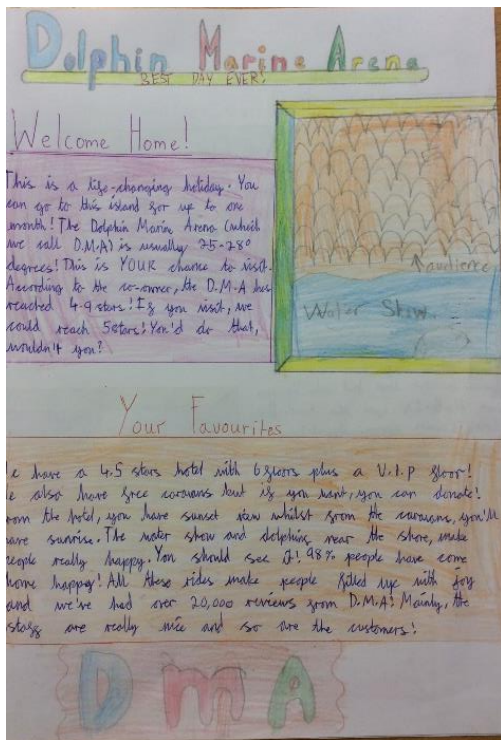
# Inspired to Write

@ BERRY HILL



# Inspired to write

Sienna's dream holiday is the **Dolphin Marine Arena**, or D.M.A for short. She has used a series of different English features that we have been practising over the year, including relative clauses and parentheses. With all this fantastic description, I certainly wouldn't want to miss this trip!



Here is **Louis'**  
independent write. He  
has created **Lazy  
Island**. Using a range of  
different persuasive  
features and most  
importantly a range of  
punctuation, he has  
created a fantastic  
piece of work.

# Inspired to Write



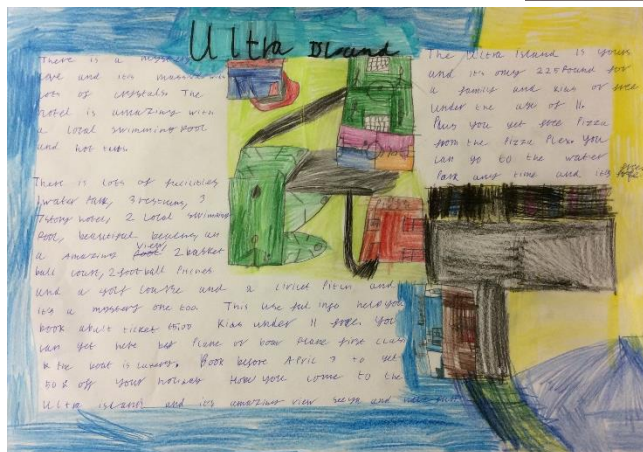
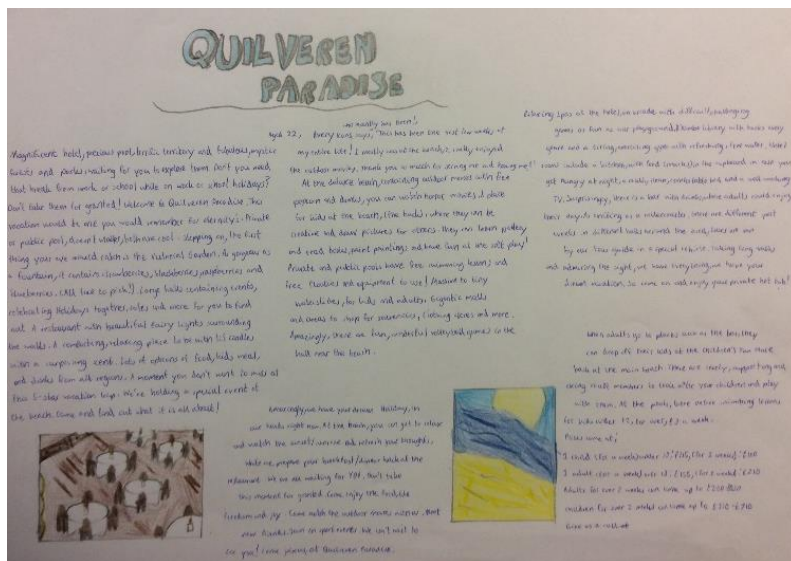


## class 13

# Inspired to write

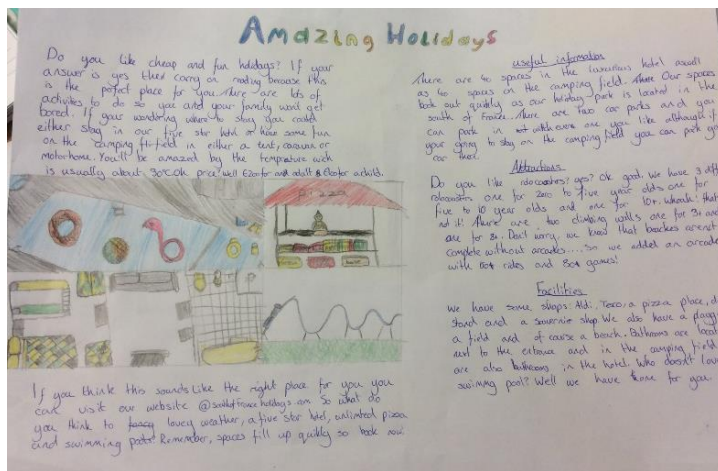
Our whole-school focus this term has been perfect presentation, and this independent write by Kristina has well and truly showcased that!

Kristina's work is descriptive and detailed. She has used a range of figurative language to sell this holiday and it has certainly worked!



Archie has spent time creating Ultra Island. His holiday piece is certainly eye-catching. As a class, we have been working on making sure our sentences are detailed enough to paint the perfect image in the reader's mind, and it is clear from this piece that Archie has done exactly that!

Annabelle has created an 'Amazing Holidays' brochure. Using figurative language and different non-fiction features such as rhetorical questions, she has really been able to understand the purpose of persuasive writing. I am certainly considering booking a holiday with Amazing Holidays!



Inspired to write  
@ BERRY HILL



class 14

# Inspired to Write



The spring term has truly been packed with writing inspiration in Year 6! Our first inspirational text was Holes, which follows Stanley's story as a detainee of Camp Green Lake. He is sent to the juvenile detention facility after been wrongly convicted of stealing a pair of trainers, and the book follows his trials and tribulations.

Here, Oliver has written a reflection piece from Stanley's perspective – and there's lots of complaining! He's worked hard to use a range of ambitious vocabulary in his work.

Why did I chose this place? It's torture. Everything about this place is atrocious. First, of all I have to sleep in a cot which is repugnant, the sleeping tent is confined because the cots are two feet away from each other and that is only about sleeping. When, I wash myself I only have for minutes to wash myself it is diabolical – at least the food is alright. When, I was in the bus for the first bit I thought this place was alright because there was fields. However later it was awful. It was awful because there was a desert, it was all scorched, scorched, desolate and barren. I got off the bus the air was stifling the place where I was supposed to be was vast and it looked like a wasteland. The oak trees were whining in the little breeze, the sun was shimmering in the sky like thousands of diamonds. It is so hot!

Inspired to Write  
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## class 14

# Inspired to write



This extract from Allyssia's writing shows a good understanding of Stanley's character. Allyssia has used senses through her writing to bring the scene to life for the reader. I love how elements of the style of the book have been magpied here.

As I dug my shovel into the dirt, I could feel my blisters burning on my hands. I couldn't remember what hole I was on, but it felt like I had been digging forever. I could smell sweat from all the boys around me. Although I was concentrating on my hole, I was quickly put off by the crunching of Mr Sir's sun-flower seeds behind me. "What did I get myself into?" I whispered to myself.

**Scarlett** has used repetition for effect at the beginning of her writing, reminding us of the boredom the characters experience, before finding something exciting in the dirt! I wonder what it is...

As Stanley dug his shovel into the cracking dirty floor he realised this was his third hole on the third day. As he dug his last piece of dirt out he realised that something with glistening on it. It was a box! it was as detailed as the fish fossil he found yesterday in the sand. It was splintery as a hedgehog he dared himself to go and pick it up. The box was very diminutive and antiquated. The box, that had gold printed patterns on it, was fascinating. It was tied up in thick metal chains.

# Inspired to write

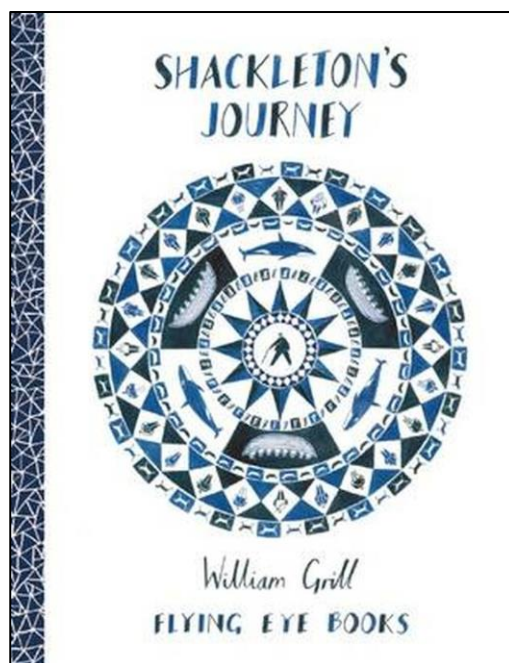
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## class 14

# Inspired to Write

Our non-fiction text this term was the awe-inspiring Shackleton's Journey by William Gill. This beautifully illustrated retelling of Earnest Shackleton's attempted crossing of Antarctica really captured the children's imaginations – especially when things took a turn for the worst and the adventure became a survival mission.



Here, **Frankie** writes as if she were the ship and relives some of the Endurance's experiences. She takes her time to describe, bringing the scene to life.

When the adventurous journey began, everyone slowly boarded the ship. I could feel the seas calmly ripple around me. My heart was beating like a drum with nerves and excitement. My glorious engine turned on and with all my might I blew every bit of air I had in me out my horn. Everybody waved goodbye and that was it. We were off. Quite understandably, the morale was elated and filled with happiness and the men would laugh and talk constantly. This was because there was no ice blockage or ice trapping us. It was just a smooth sailing journey. There was no worry or panic. However no one knew what was bound to come.



## class 14

# Inspired to Write

Charlie imagines how the ship feels being crushed by the ice. He's thought about what the environment would have looked like, and used technical ship vocabulary.

The Wind Was Remorseless. It didn't stop it blew down  
my clove nest. I Was in agony and pain my  
hull Was nearly gone and all I can see  
was white in freezing. there are land slides Overwhere  
the Snow clouds my view I can not see a thing.

They've been trying to dig holes in the ice to save me  
for hours; every time I look at them, it looks like they're  
trying to give up tad by tad. Are they going to leave  
me stranded? Will I break?

As the crew tries to dig me out, the sky starts to  
get darker. If they aren't able to dig me out, I won't  
be able to ~~do~~ sail them across the ocean anymore  
which really worries me. What will they do without me?

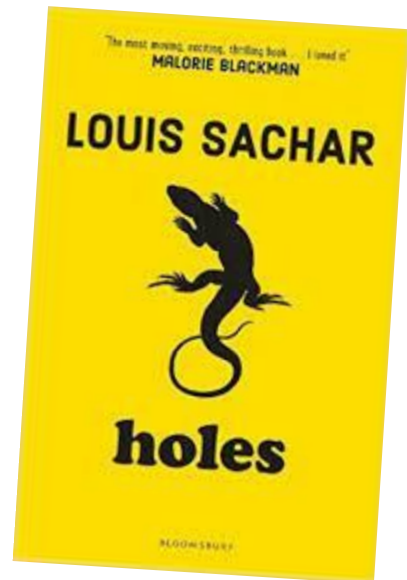
Connor's used  
a range of  
sentence  
openers and  
included a  
semi-colon to  
link two related  
clauses.

Jasper has shown off a variety of structures – I love the mournful tone of his writing as the ship becomes more firmly stuck!

From now on it will be a miracle if I get out in one  
peice. It went from a smooth peaceful journey to a dreadful  
one of getting stuck fast in ice. Growlers surround us. Eager  
to break free, Shackelton commands the crew to break me out  
of the packed ice. If only the smooth holiday-like trip had  
continued. Unfortunately, shackelton probably didn't realise how  
much his idea, to break me free, harms me; he pursues his plan.

class 15

# Inspired to write



The book that has inspired our learning this term is 'Holes'!

The book is about a boy called Stanley Yelnats who is under a curse. Stanley has been unjustly sent to a boys' detention centre, Camp Green Lake, where the boys build character by spending all day, every day digging holes exactly five feet wide and five feet deep.

It doesn't take long for Stanley to realize there's more than character improvement going on at Camp Green Lake. The boys are digging holes because the warden is looking for something. But what could be buried under a dried-up lake? Stanley tries to dig up the truth in this inventive and darkly humorous tale of crime and punishment—and redemption.

We thoroughly enjoyed reading the book and as we did we had a focus on vocabulary and description writing. In addition we learned about moving the action on in our stories with the use of speech and continued to use expanded noun phrases.

Inspired to write  
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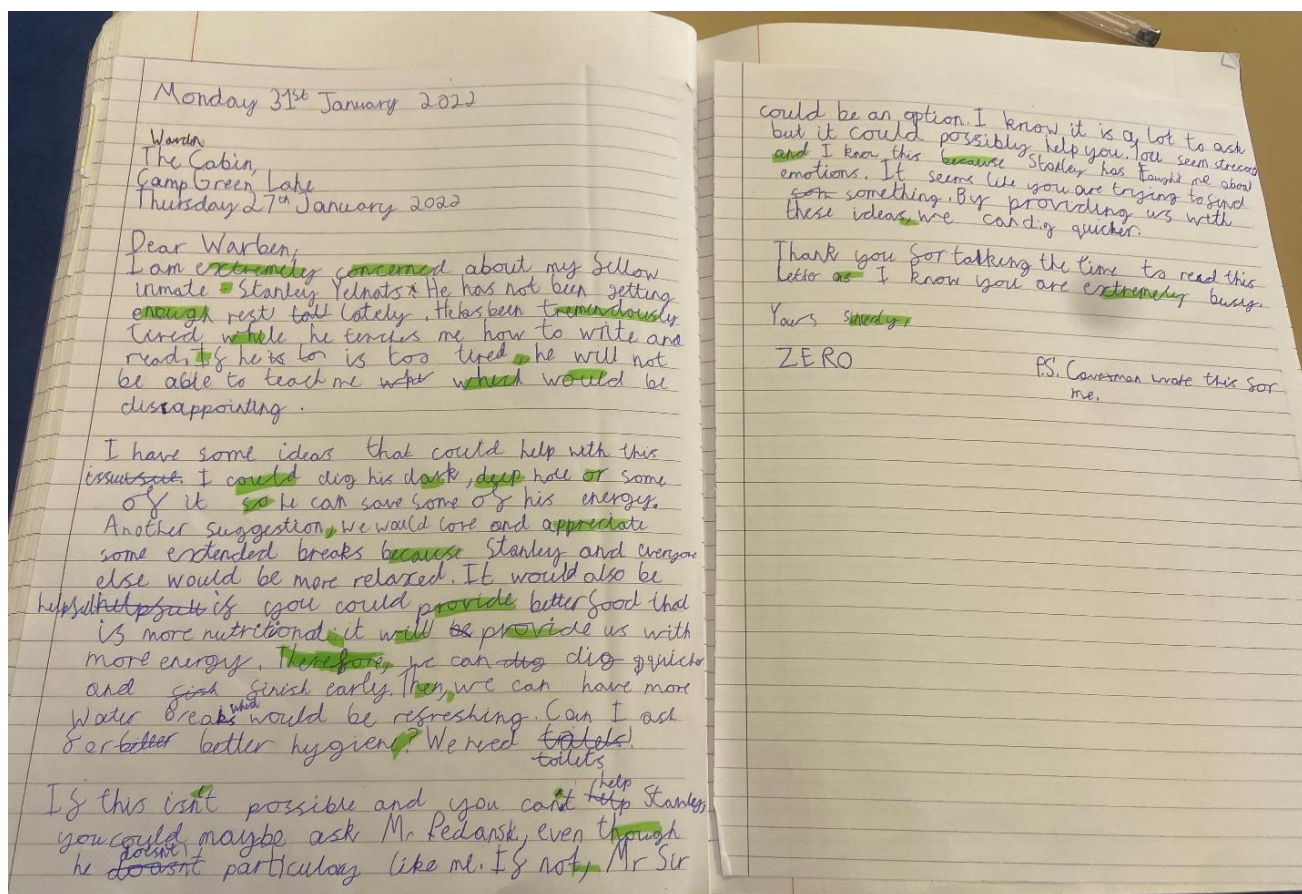


class 15

# Inspired to Write

We realised that the camp was unsuitable for the children working there. It was unacceptable! Therefore, Class 15 wrote letters to the Warden expressing their thoughts about the conditions.

Luke wrote a fantastic letter persuading the warden to make some serious changes. It contained formal language, it was well structured and contained many detailed points! The presentation is fantastic too, which he has been working very hard on.



Inspired to Write  
@ BERRY HILL

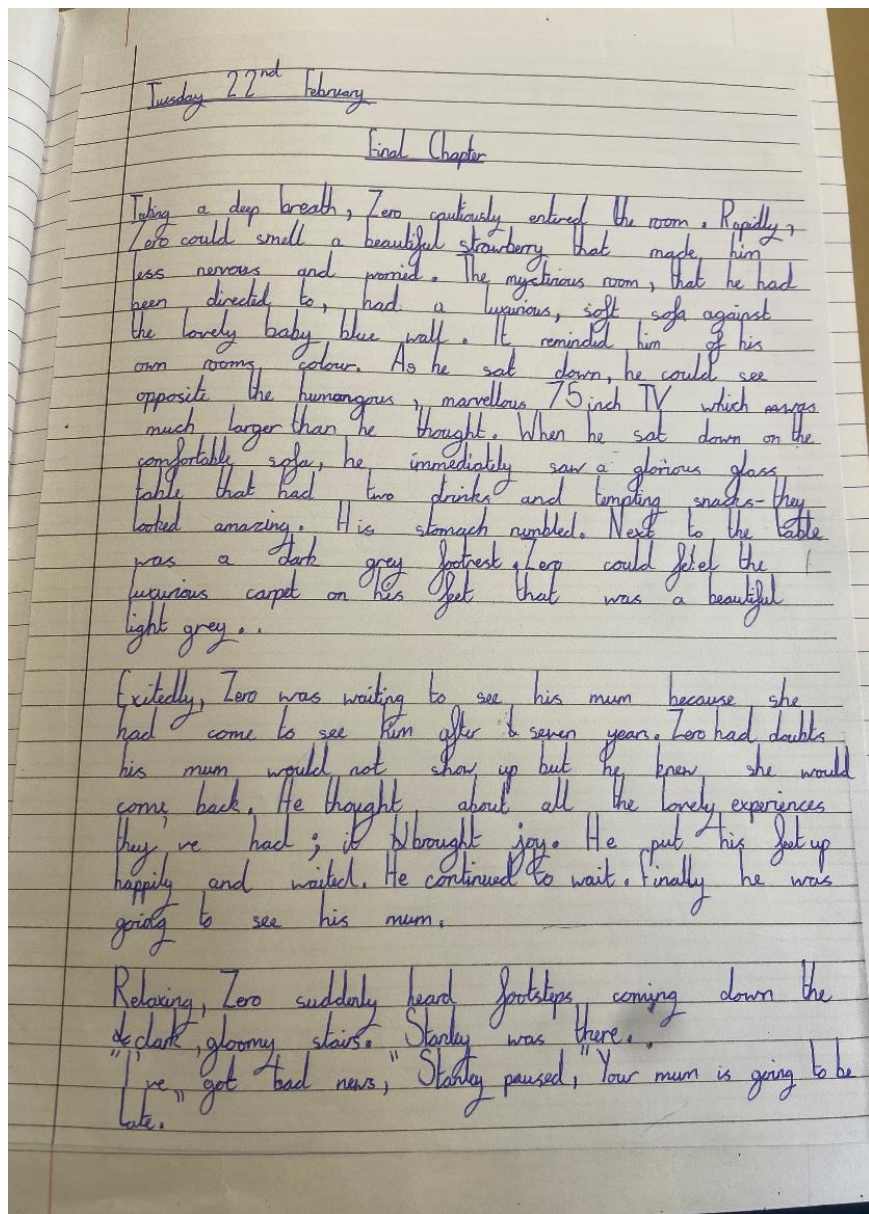


class 15

# Inspired to write

When we finished the book, there were some unanswered questions the class wanted to know. For example, what happened to the Warden?

The children were asked to write a final chapter to the book, allowing them to answer any questions they still had at the end of the story.



**Pearce** answered his question – Did Zero ever find his Mum? He wrote a brilliant chapter! It was detailed and contained superb description. He concentrated really hard on using senses to help with his description. In addition, his use of speech was fantastic to move the story on. His use of conjunctions and fronted adverbials was consistent too.

Inspired to write  
@ BERRY HILL





# Inspired to write

Jenson also wanted to carry on Zero's journey. It was another superb chapter with plenty of detail for the reader. The setting was clearly described for the reader and it was entertaining. He produced a fantastic quantity and quality of work. He used a colon brilliantly for an explanation and his presentation was lovely too, which was a target for Jenson. Well done Jenson

Wednesday 9<sup>th</sup> February

## Final Chapter

Licisusly, Zero-who is 12-opened the odd white door with a golden number on-twelve. As he entered Zero could feel the coolness of the conditioned air which he didn't get in a long time. Excitedly, he entered the living room; he saw scattered pillows across the dark, marvellous sofa that was isolated and ~~isolate~~ isolated from everything else in the room. However, Zero could hear a peculiar ticking noise. Tick-tick, tick-tick, tick, tick, tick, tick went. He realised it was the ancient clock he spotted which was on the narrow, light wall. Eventually, Zero took off his dirty, outworn orange shoes and he immediately angrily put them to the side and he immediately felt the soft carpet. He leaped onto the new, comfortable sofa and turned on the 65 inch large TV that was opposite and secured on the wall. He couldn't believe it! There was Sky Sports! Thrilled, he flicked the channel on and watched watched. fabulous football (Manchester UTD <sup>3-0</sup> Liverpool) while he waited for his Mum in what a fab great experience.

1/ Patiently waiting for his Mum watching Sky Sports, he thought about what had happened. His mother had abandoned him and he was left to fend for himself, alone on the cold dark streets. Alone. He was forced to stand down many shops to survive.

but had eventually been enough and had to speak  
up exclaiming "eight long miserable months  
you've been like that. That's all I wanted  
and discovered your treasure. Suddenly he got a call  
it was his Mum. He would've only got a call  
saying.

He answered the phone with nervousness.  
 "Hello, Hector!" she said in disappointment.  
 "Mum?" I was questioned.  
 She whispered "I'll be late. There is a lot of traffic."  
 "How long will you be?" I asked.  
 "Wait! The bus is here!" she shouted happily as it sat  
 at the stop.  
 Stanley: "I think she's strange because he's late," he shouted when  
 he the tears from his face.  
 Stanley replied, "Oh, so, traffic? I heard that there's a  
 lot from the radio."  
 Suddenly, there was a light gentle knock on  
 the door.  
 "Stanley! She's here!" I exclaimed joyfully.

Exhausted, Zero ran to open the door but forgot the keys so he had to go back and get them.  
"Hello, is it you?" She whispered.  
She had long brown hair that came down to her shoulders, green piercing eyes like his, and was orange and white which was barely visible in the heavy rain. She wore a dark coat covering her tiny body which was soaked. Zero noticed her pure white teeth when she smiled.  
"Yes," he replied as he ran to give her mum a hand.

# Inspired to Write



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@ BERRY HILL



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

## A celebration of writing