EDITION 12:

AUTUMN 2023

Inspired to Write

@ BERRY HILL

A celebration of writing

Welcome

Welcome to the autumn edition of Inspired to Write, which is packed with fantastic examples of children's writing from across school. You will see a variety of new books and carefully chosen stimuli that have spurred our children on to create excellent pieces of writing – from traditional tales with a twist to a memorable train ride. There are stories of love-struck umbrellas, adventures with a paper plane, and even poetic desires to be in charge of a Lamborghini!

As always, thank you to the children for their excellent writing and thank you to their teachers for selecting these superb examples to share with you. I hope you enjoy reading this edition as much as I have enjoyed editing it!

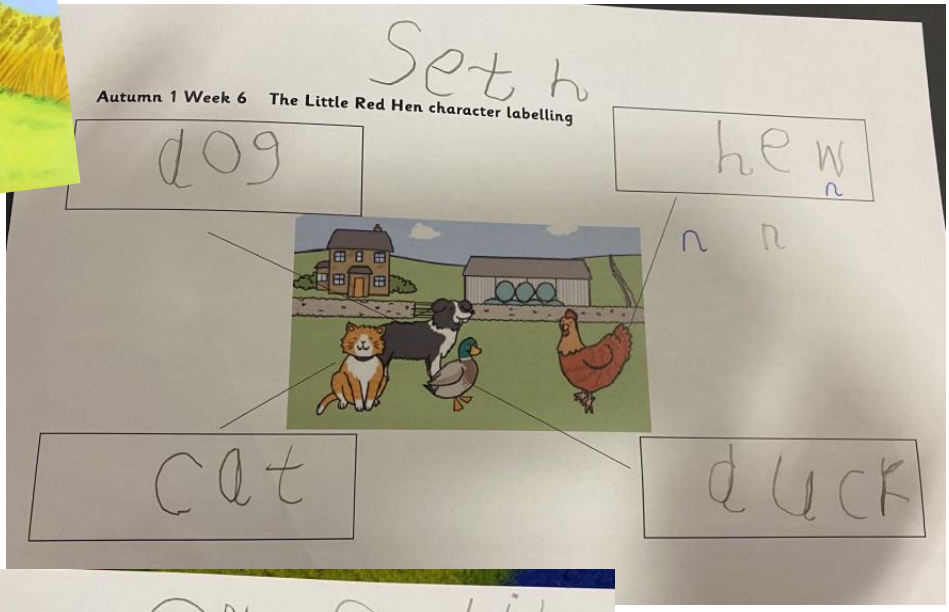
Mrs Stirling-Wood

A celebration of writing

F2

Inspired to write

In F2 this half term we have loved reading the story The Little Red Hen. The children have enjoyed labelling the characters from the story.



Seth used his segmenting fingers to label the characters in the story.

Florence independently wrote about the cat from the story.

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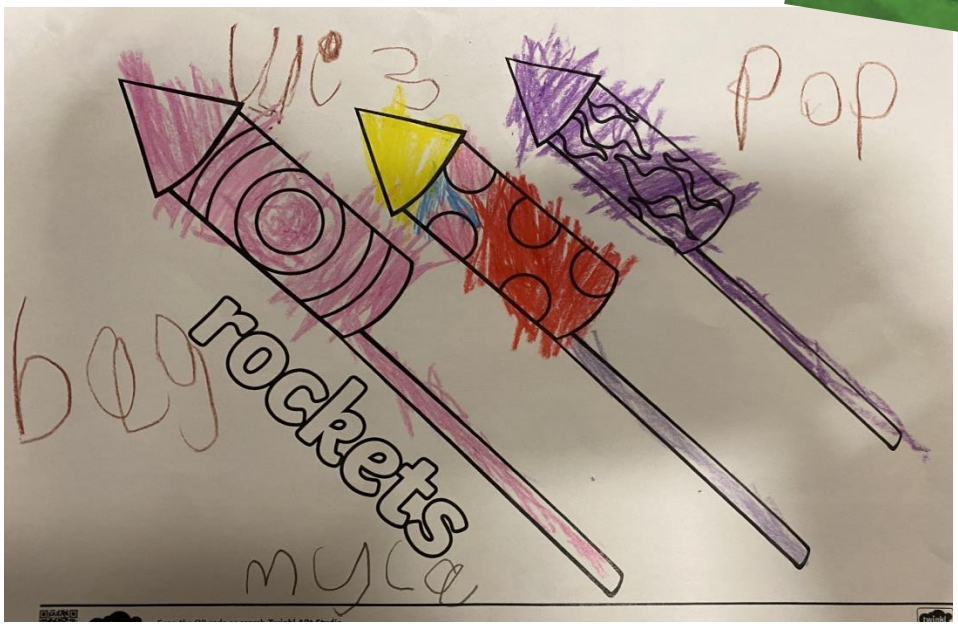
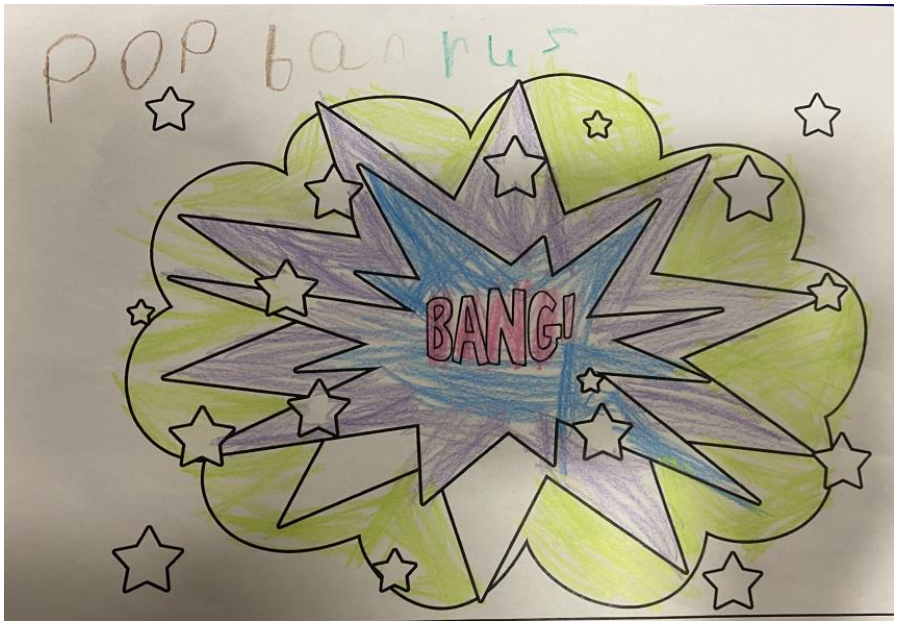
F2

Inspired to write

The children have enjoyed learning all about fireworks and how to stay safe on Bonfire night.



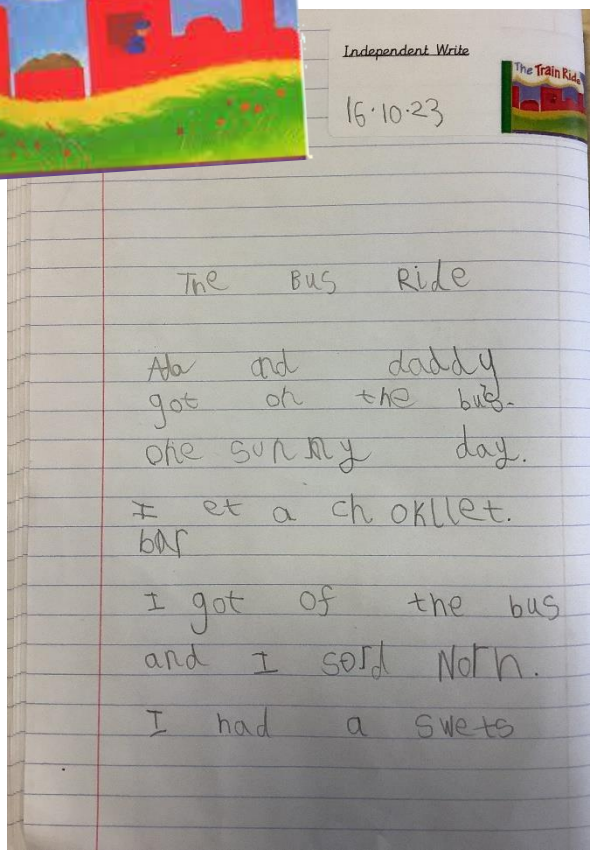
Myla and **Isabella** thought about the sounds that fireworks made and labelled their pictures in Continuous Provision.



ISH

Inspired to write

This term year 1 have been on a train ride with Jane Crebbin and written their own journey stories.

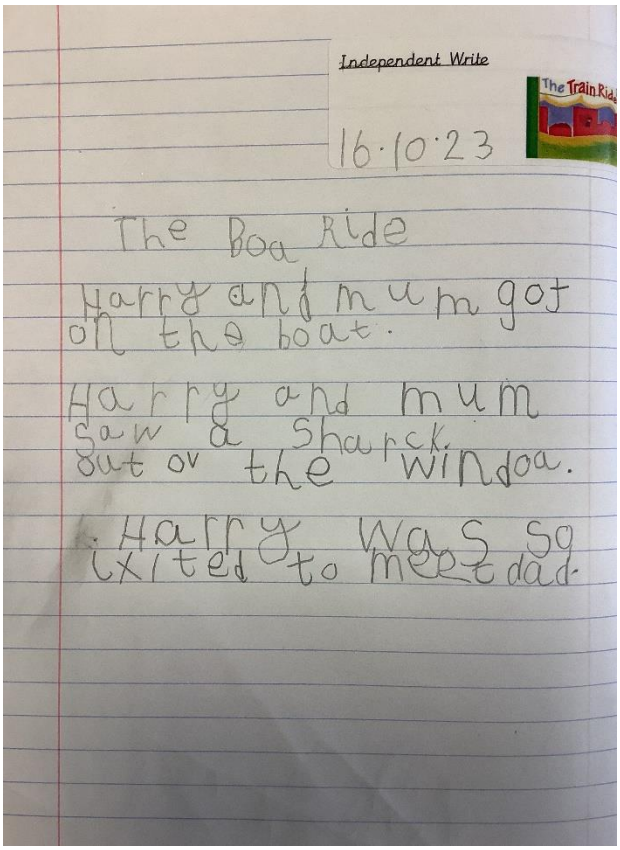


Independent Write

16.10.23

The Bus Ride

Ada and daddy
got on the bus.
one sunny day.
I et a chokllet.
bar
I got of the bus
and I sord Nor.
I had a swets



Independent Write

16.10.23

The Boa Ride
Harry and mum got
on the boat.
Harry and mum
saw a shark.
out or the windoa.
Harry was so
exited to meet dad.

Ada wrote a super story about a bus ride. She used capitals to start her sentences and for the pronoun I. She used the conjunction 'and' to extend her sentence and used full stops at the end of sentences.

Harry wrote his journey story about a boat ride. He used capitals to start his sentences and for his name. He ended all his sentences with full stops and shows good use of his phonics to spell words.

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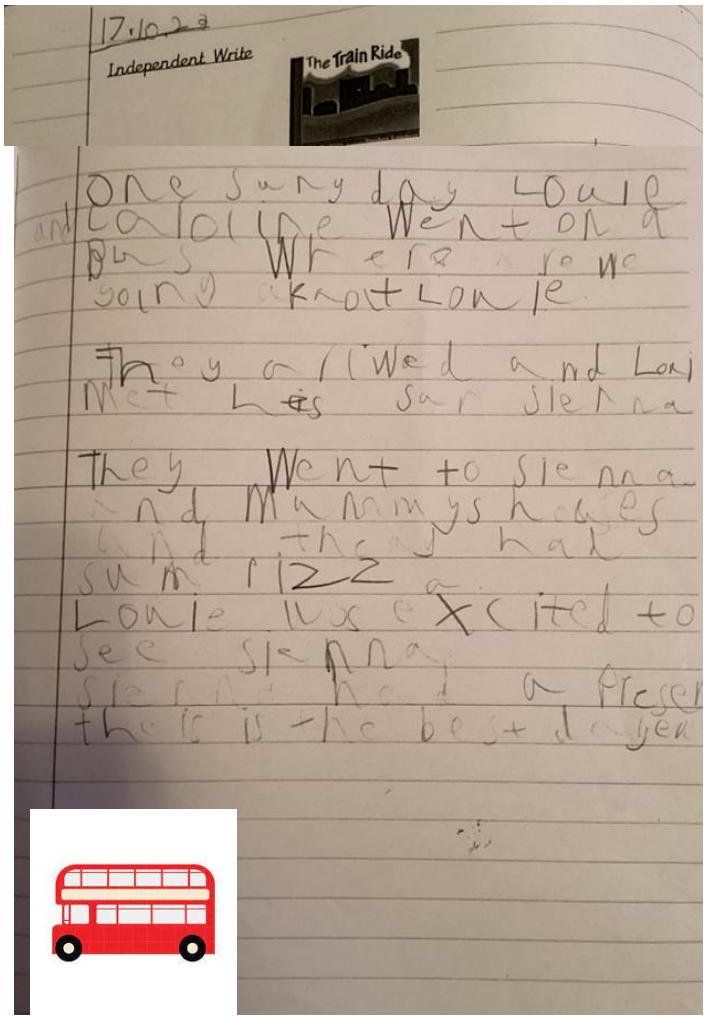
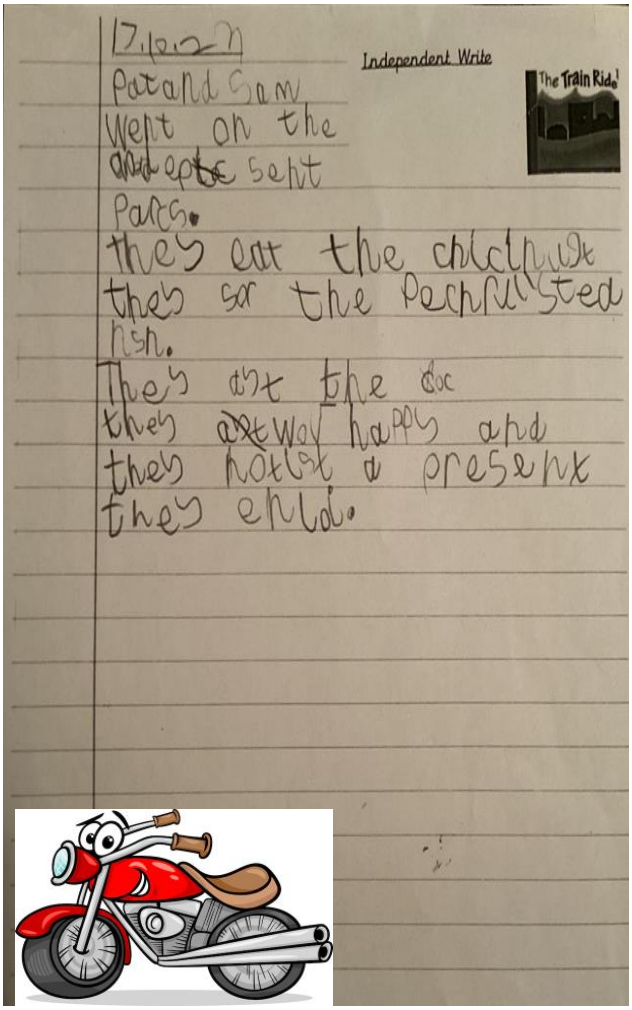
IJM/NK

Inspired to write

The Train Ride Stories





Sienna wrote a lovely story about a journey on a bus. Sienna used a great story opener followed by sentences which used capital letters and full stops. Sienna included a question and the conjunction 'and' to extend her sentences.

Bo wrote a story about a journey to Center Parcs. He used the past tense throughout his story and had clear sentence ideas. Bo included the conjunction 'and' to extend his sentence ideas too.

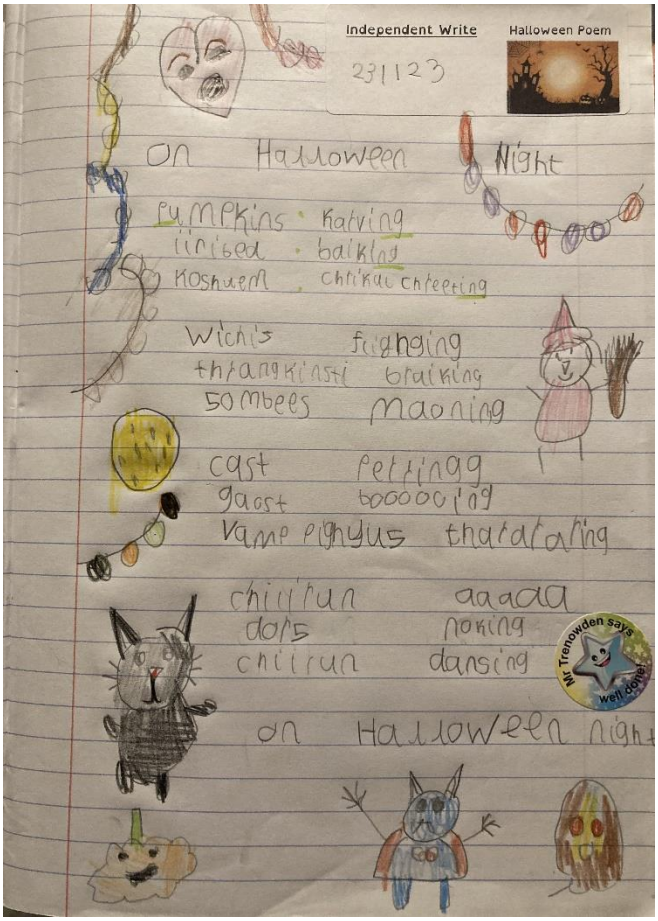
Year 1

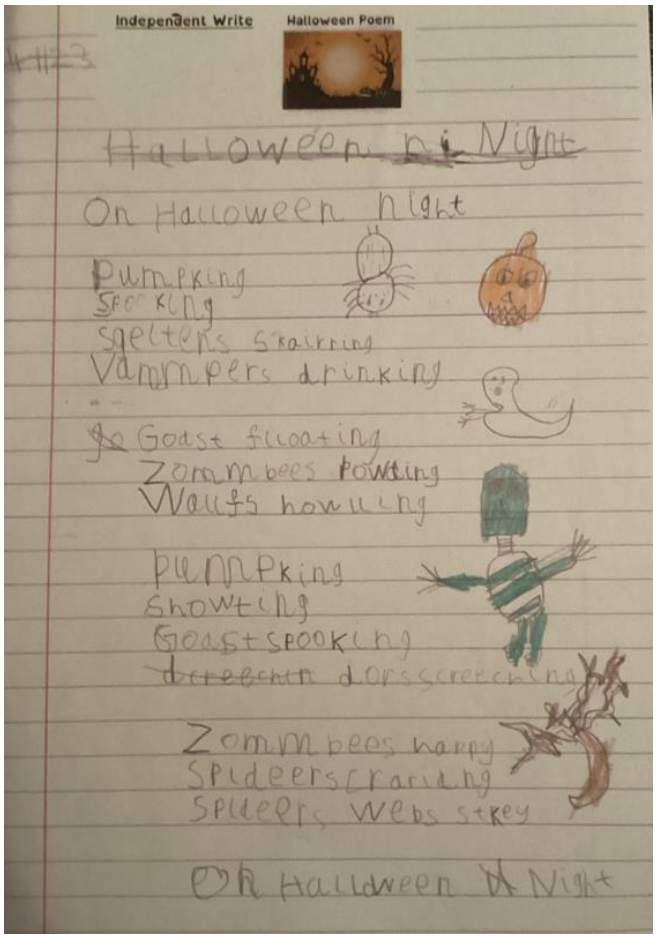
Inspired to write

Halloween Poetry

Enda in 1SH wrote a fantastic poem of four stanzas with three lines in each. She used some fabulous word choices to describe the movements and sounds of some Halloween characters.

Caleb in 1JM/NK wrote a super poem following the poetry structure. He thought of all of his own ideas, spellings and used fantastic word choices to describe what Halloween Night might be like.





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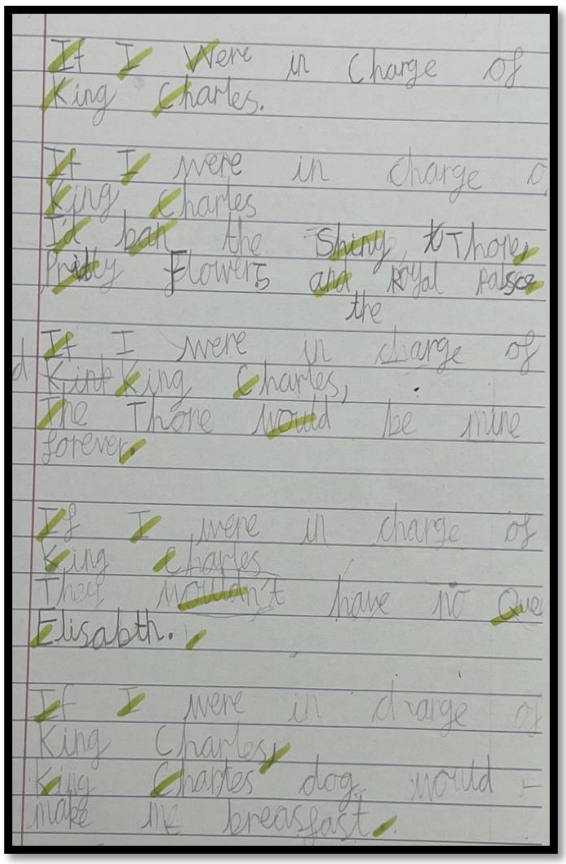
2HK

Inspired to write

Last term, the Year 2 children explored the poem' If I Were in Charge of the World' by Judith Voirst. As a class, we worked collaboratively to construct our own version called 'If I Were in Charge of the School'. This promoted ideas of leadership, values and ambitious ideas. For example, some pupils suggested no more wet breaks or broken pencils and to have OPAL play all day!

This term, the children have been reading 'Little Red Reading Hood' by Lucy Rowland as part of their narrative text. This book takes a fun twist on the traditional tale and brings a love of reading to the classroom. Even Red herself is always reading in the most unusual places. As part of our experience day, we took photographs across the school where we read!



If I were in Charge of
King Charles.

If I were in charge o
King Charles
I'd ban the Shiny Thorn
Pridey Flowers and Royal palace
the

If I were in charge of
Kind King Charles,
The Thone would be mine
forever

If I were in charge of
King charles
Theef wouldn't have no Que
Elisabth.

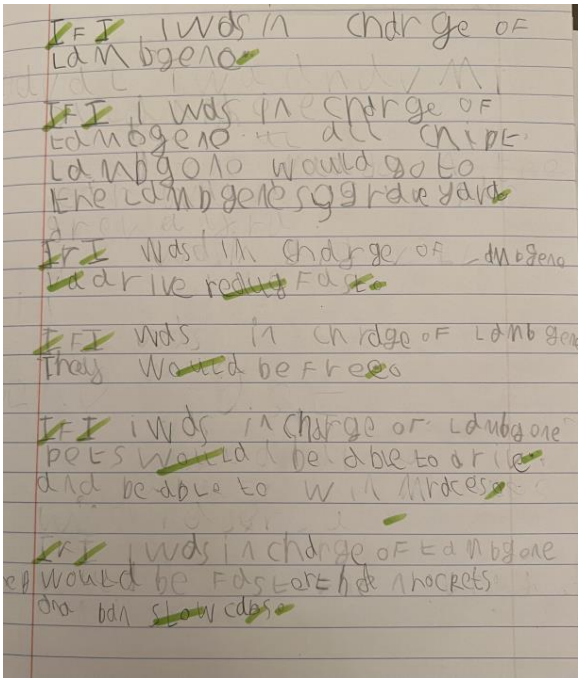
If I were in charge of
King Charles
King Charles dog would
make me breasfast.

Jack demonstrates the elements of a poem that we have learnt by including stanzas, repeated refrain 'If I were in charge of…' and the personal pronoun 'I'.

His own version 'If I Were in Charge of King Charles' highlights his exceptional imaginative skills, particularly in 'The throne would be mine forever…'. Jack continues to show dedication to his work through neat presentation. Good work!

2HK

Inspired to write

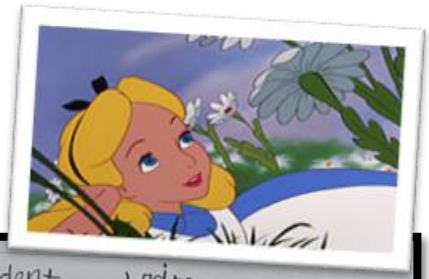


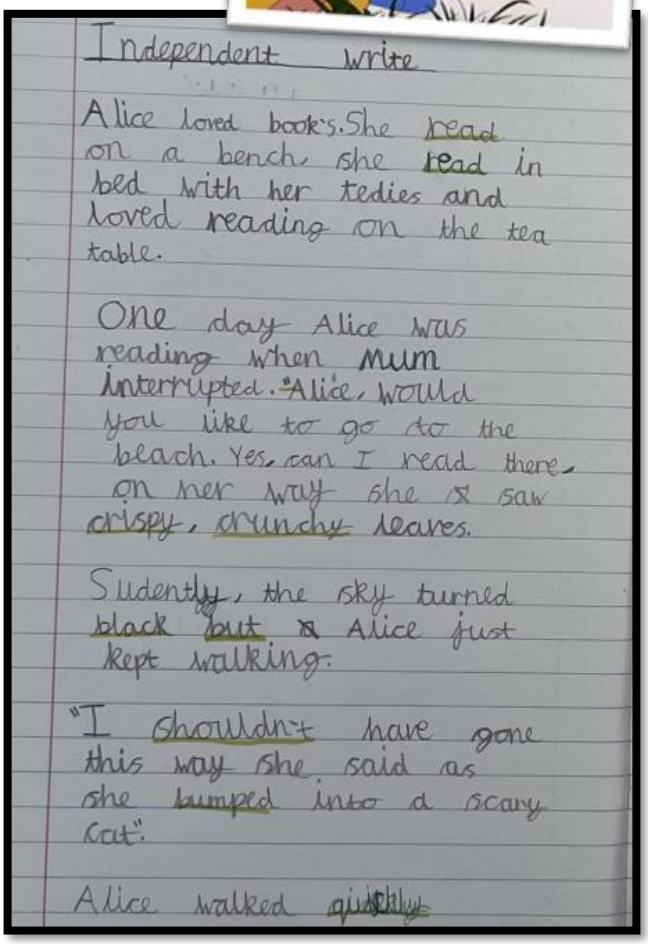
Freddie S has shown a clear understanding through his version 'If I Were in Charge of Lamborghini'.

This piece of work includes the use of repeated refrain, evict words including 'ban'.

Freddie has independently using the simile 'Lamborghinis would be faster than rockets' in his writing. It is clear that he has a real interest in luxurious sports cars. Keep it up!

Florence has confidently shown a creative flare in her narrative piece of work, with Alice as her leading character. Florence has included variety of expanded noun phrases including 'crispy, crunchy leaves'. It felt like we were taking each footstep alongside Alice, as she navigated her way to the beach! What an interesting plot twist, Florence!





Independent write

Alice loved books. She read on a bench, she read in bed with her tedies and loved reading on the tea table.

One day Alice was reading when mum interrupted. "Alice, would you like to go to the beach. Yes, can I read there. on her way she saw crispy, crunchy leaves.

Sudently, the sky turned black but Alice just kept walking.

"I shouldn't have gone this way she said as she bumped into a scary cat".

Alice walked quickly

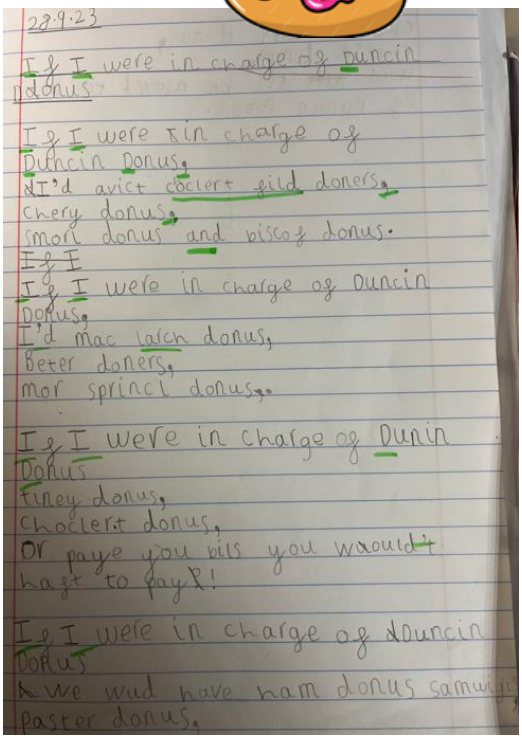
Inspired to Write @ BERRY HILL

Berry Hill Primary & Nursery School

2MM

Inspired to write

This term, class 2MM have been inspired to write by a poem called 'If I were in charge of the school' The children learned about stanzas and repeated refrains during this writing unit.



28.9.23

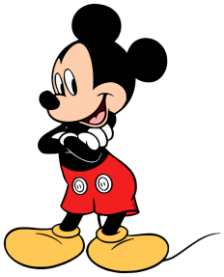
If I were in charge of Duncin Donus

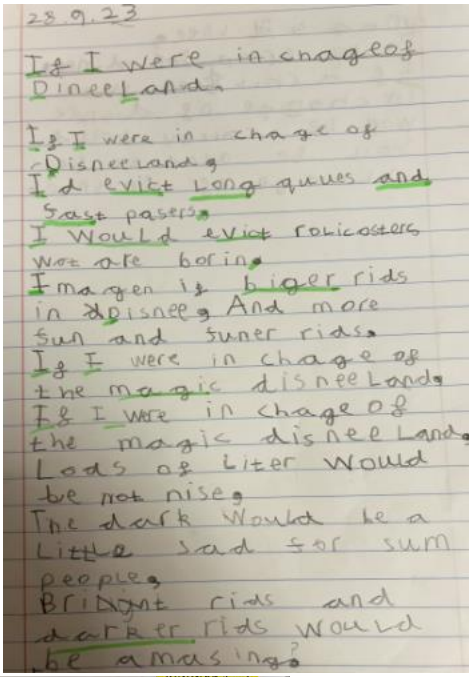
If I were in charge of
Duncin Donus,
I'd avict choclert gild doners,
chery donus,
smor donus and bisco donus.
If I
If I were in charge of Duncin
Donus,
I'd mac larch donus,
Beter doners,
mor sprincl donus.

If I were in charge of Dunin
Donus
Finey donus,
Choclert donus,
Or paye you bils you would
hagt to pay!

If I were in charge of Dduncin
Donus
& we wud have ham donus samwi
Paster donus,

Ewan was inspired to write a poem called 'If I were in charge of Disneyland'. He included expanded noun phrases and used commas at the end of each line.



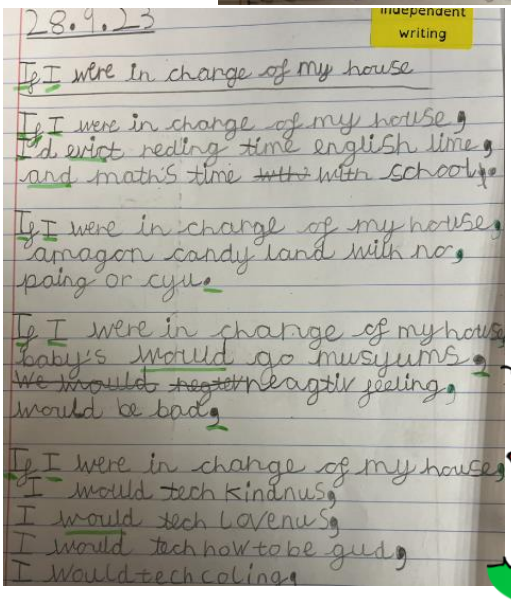


28 9.23

If I were in chage of
DineeLand.

If I were in chage of
Disneeland.
I d evict Long quues and
fast pasers.
I Would evict rolicosters
wot are boring.
Imagen is biger rids
in Disnee. And more
fun and funer rids.
If I were in chage of
the magic disneeLand.
If I were in chage of
the magic disneeLand.
Lots of liter would
be not nise.
The dark Would be a
Little sad for sum
people.
Brignt rids and
darker rids would
be amasing.

Annabelle was inspired to write a poem called 'If I were in charge of Dunkin Doughnuts'. She was able to use expanded noun phrases to describe as well as remembering to use apostrophes for contraction.



Independent writing

28.9.23

If I were in charge of my house

If I were in charge of my house,
I'd evict reding time english time,
and math's time ~~with~~ with school.

If I were in charge of my house,
amagon candy land with no
paing or cyu.

If I were in charge of my house,
baby's would go musyums.
~~We would~~ ~~negativ~~ negativ feeling,
would be bad.

If I were in charge of my house,
I would tech kindnus,
I would tech Lavenus,
I would tech how to be gud,
I would tech coling.

Nicole wrote a poem called 'If I were in charge of my house', She remembered to use neat, joined handwriting and included commas to mark the end of each line.

Inspired to Write @ BERRY HILL

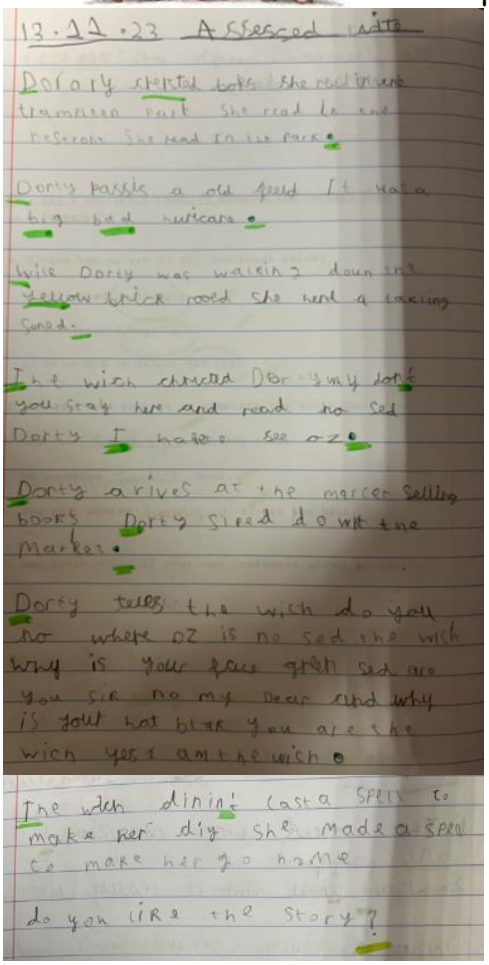
Berry Hill Primary & Nursery School

2MM

Inspired to write

The children have also been inspired to write by the narrative 'Little Red Reading Hood' and enjoyed thinking about ways to write their own traditional tale, with a twist.

Austin was inspired to write The Three Little Pigs narrative with a twist. He used commas in a list and adverbs effectively



13.11.23 Assessed write

Dorothy started to walk. She read in the tramoline park. She read to the reserve. She read in the park.

Dorty passes a old speed. It has a big bad hurricane.

While Dorty was walkin down the yellow brick road she hard a talking sound.

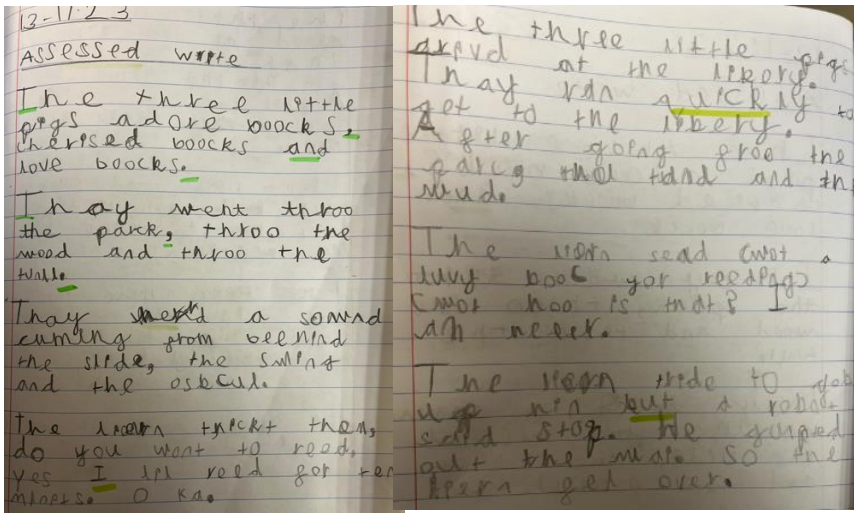
The wich chuckled Dorty why don't you stay here and read no sed Dorty I have to see oz.

Dorty arives at the market selling books. Dorty sleed down the market.

Dorty tells the wich do you no where oz is no sed the wich why is your face green sed are you sir no my dear sed why is your hat blue you are the wich yes I am the wich.

The wich dinin' cast a spell to make her dry. She made a spell to make her go home.

do you like the story?



13-11-23

Assessed write

The three little pigs adore books, cherised books and love books.

Thay went throo the park, throo the wood and throo the wall.

Thay heard a sound cuming from beehind the slide, the swing and the obscul.

The leaern trick then, do you want to read, yes I ill read for ten minets. O ka.

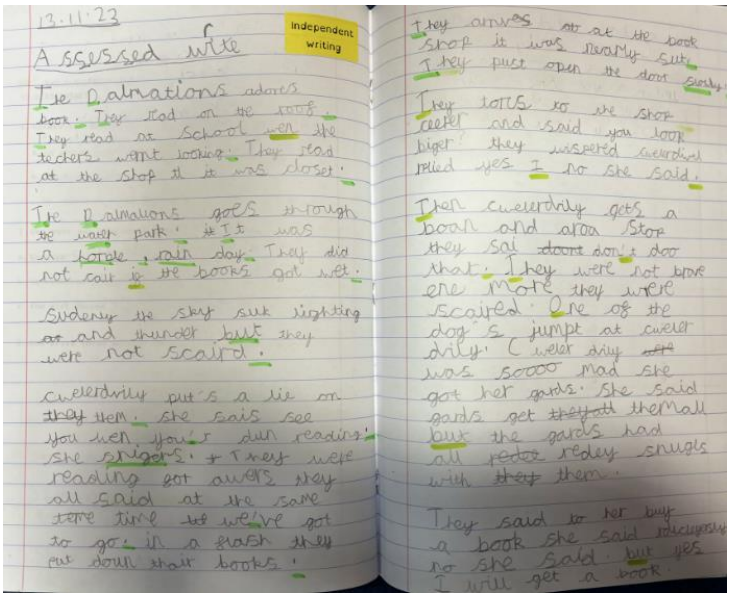
The three little pigs arived at the library. Thay ran quickly to get to the library. After going throo the park, the wood and the mud.

The leern said what a luvy book you reading what hoo is that? I am neek.

The leern trede to get up in but a robot said stop. He jumped out the mat. So the leern get over.

Hannah S's story (right) was inspired by 101 Dalmatians. She used some fantastic vocabulary in her work.

Hanna R's story (above) included the character Dorothy from the Wizard of Oz. She used expanded noun phrases and included a question at the end to engage the reader.



13.11.23

Independent writing

Assessed write

The Dalmations adores book. They read on the roof. They read at School when the teachers wont looking. They read at the shop if it was closed.

The Dalmations goes through the water park. It was a horrible rain day. They did not care if the books got wet.

Sudenly the sky suk lightning and thunder but they were not scaird.

Cuelerdrilly put's a lie on them. She sais see you men you's dun reading. She singers. They were reading got awers they all said at the same time. We've got to go. In a flash they put doull their books.

They arives at the book shop it was nearly sut. They puct open the door quickly.

They lots to the shop keeper and said you look liger they wispered cuerdlind replied yes I no she said.

Then cuerdrilly gets a book and aron Stop they sai ~~doore don't~~ doo that. They were not love ene more they were scaired. One of the dog's jumpt at cuelerdrily. Cuelerdrily was scooo mad she got her gards. She said gards get ~~they all~~ them all but the gards had all ~~redee~~ redey snugls with ~~they~~ them.

They said to her buy a book she said ridiculously no she said but yes I will get a book.

Inspired to Write @ Berry Hill

Berry Hill Primary & Nursery School

3AT

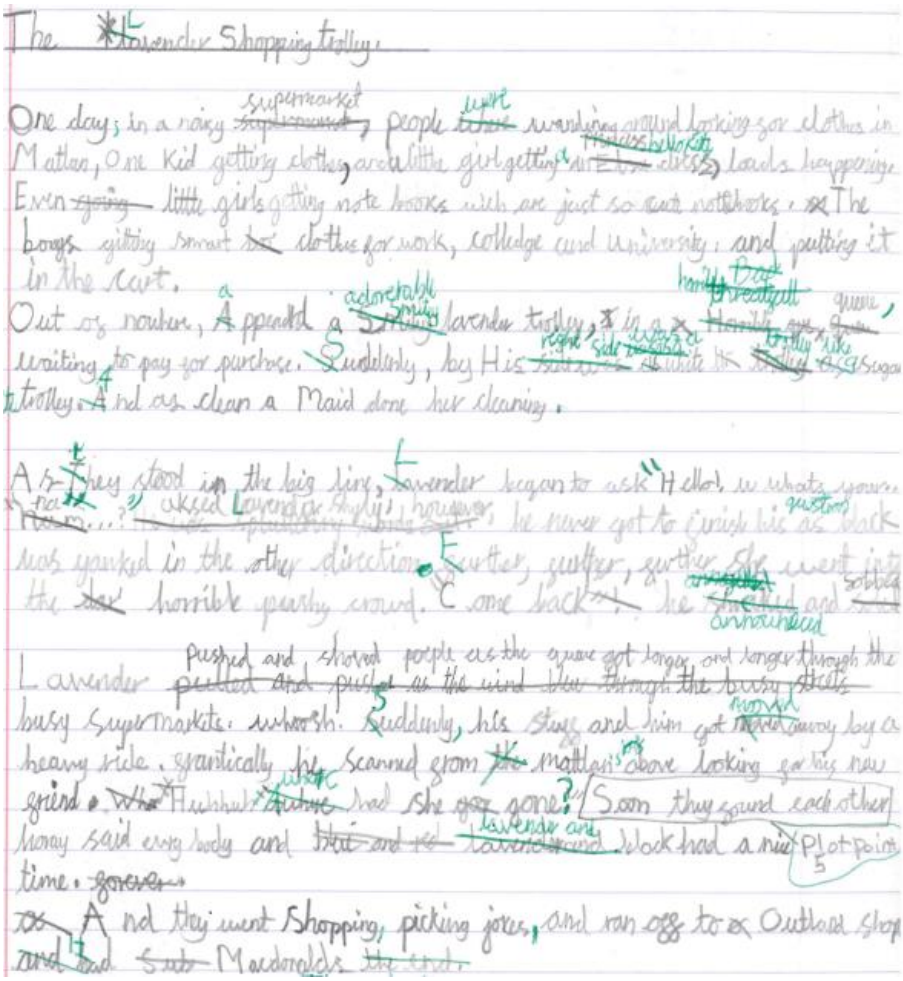
Inspired to write

Our first writing stimulus this year was a heart-warming short film by Pixar called 'The Blue Umbrella'. This wordless love story follows Blue on his journey to find Red. The children used this to inspire their own story where two characters overcome adversity to find that special someone.

We focused on building setting descriptions and characters through paragraphs rich with similes and powerful adjectives.

Using speech, we moved the story along and imagined what the characters might say to each other.

This fantastic example is from **Saliha**.



The Lavender Shopping trolley.

One day, in a noisy supermarket, people were wandering around looking for clothes in Matlan, One Kid getting clothes, and a little girl getting dress. Loads happening. Even little girls getting note books with are just so cute notebooks. The boys getting smart clothes for work, college and university. and putting it in the cart.

Out of nowhere, A pendd a adorable lavender trolley, in a Hurry, quite, waiting to pay for purchase. Suddenly, by His side trolley like trolley. And as clean a Maid done her cleaning.

As they stood in the big line, Lavender began to ask "Hello! u whats your name?" asked Lavender shyly, however, he never got to finish his question as black was yanked in the other direction. further, further, further. She went into the horrible pushy crowd. Come back! he screamed and sobbing unnoticed.

Lavender pushed and shoved people as the queue got longer and longer through the busy Supermarkets. whoosh. Suddenly, his stuff and him got moved away by a heavy tide. frantically he scanned from matlan above looking for his new friend. Hubhub what had she gone? Soon they found each other. Lavender and black had a nice time. Plot point 5

And they went Shopping, picking jokes, and ran off to Outlet Shop and Macdonalds.

Inspired to Write @ BERRY HILL

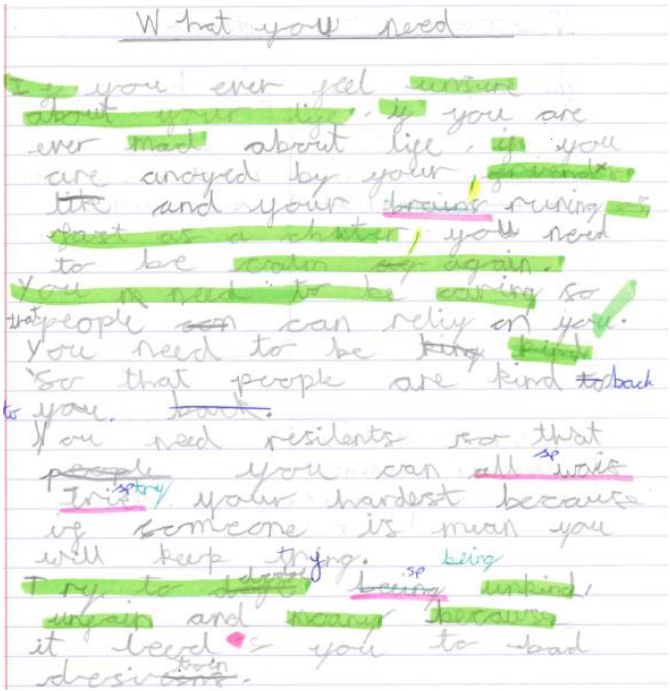
Berry Hill Primary & Nursery School

3AT

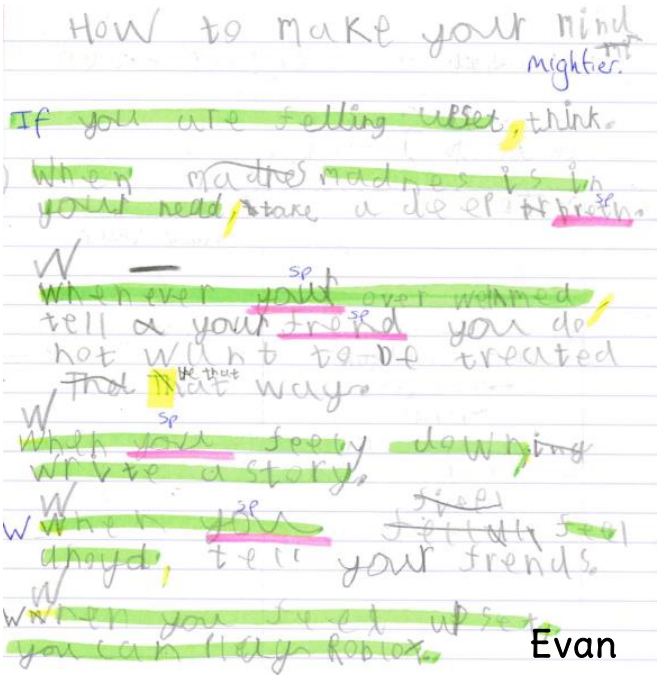
Inspired to write

This half term, we have been working on building a strong mind. As a hook, we have shared the book 'My Strong Mind' by Niels van Hove.

We have worked together to create a guide on what you can do to help strengthen your own mind and what to look for in others who might need a hand making their minds mightier.



Harper



Evan

As a class, we have unpicked a range of instructions to see what features need to be included in our writing. Rhetorical questions have been used to hook and engage the reader. A variety of sentence openers have enabled us to create complex sentences and develop our writing skills.

Inspired to Write @ BERRY HILL

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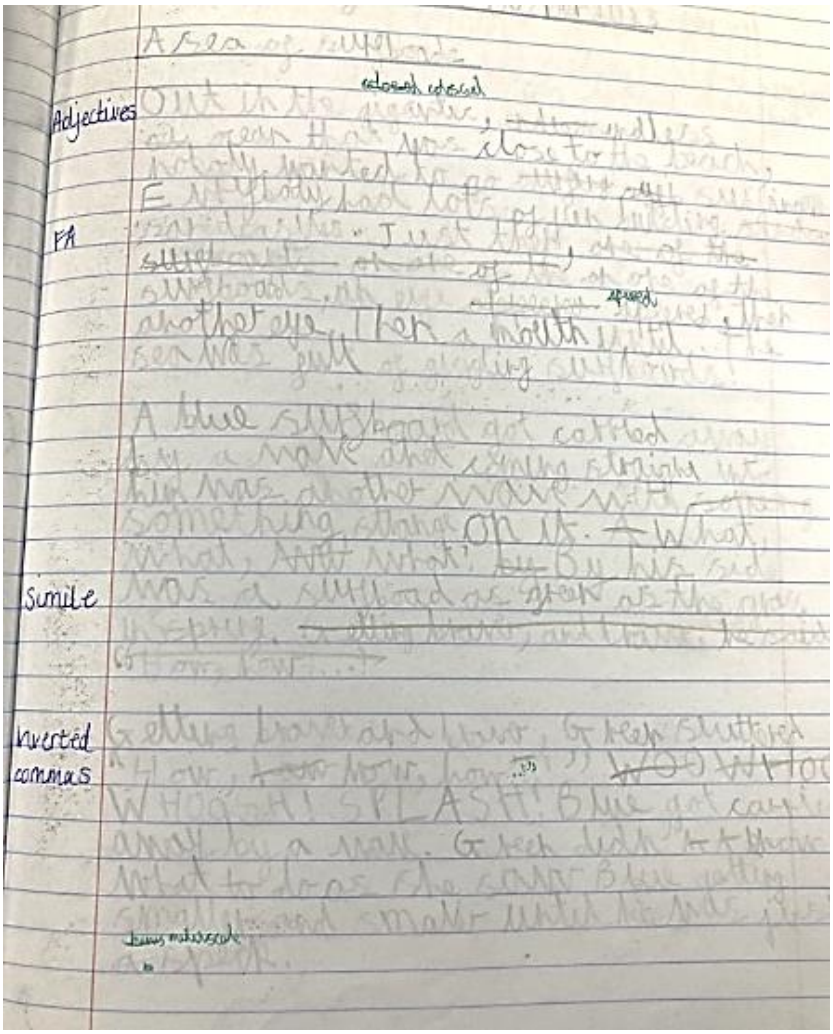
3EC

Inspired to write

Our first writing stimulus this year was a heart-warming short film by Pixar called 'The Blue Umbrella'. This wordless love story follows Blue on his journey to find Red. Children used this to inspire their own story where two characters overcome adversity to find that special someone.



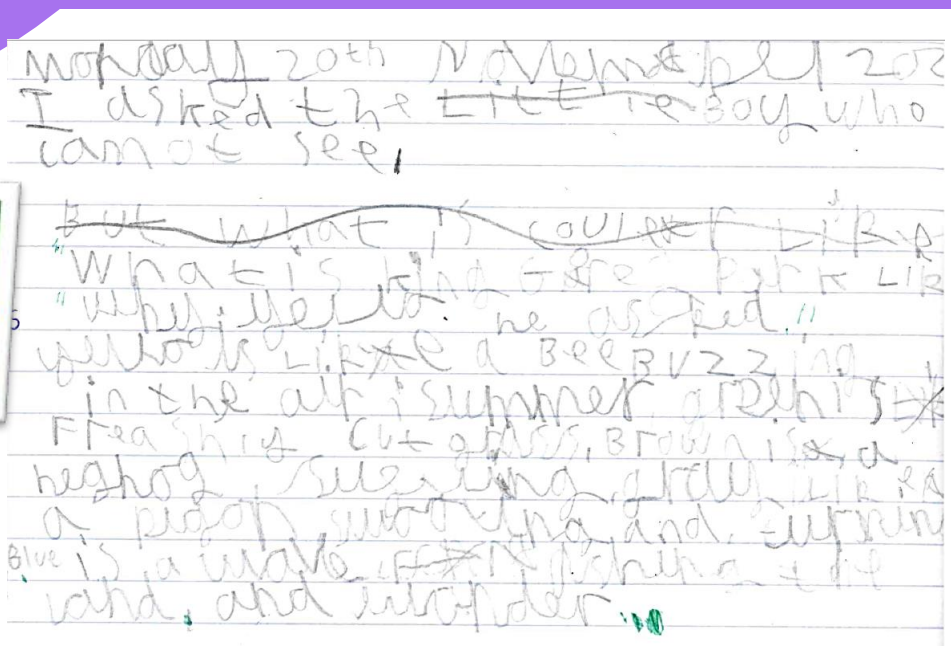
We focused on building setting descriptions and characters through paragraphs rich with similes and powerful adjectives.

Using speech, we moved the story along and imagined what the characters might say to each other.

Abigail has used a range of structures in her writing, and you can see she's worked hard on building her character.

3EC

Inspired to write

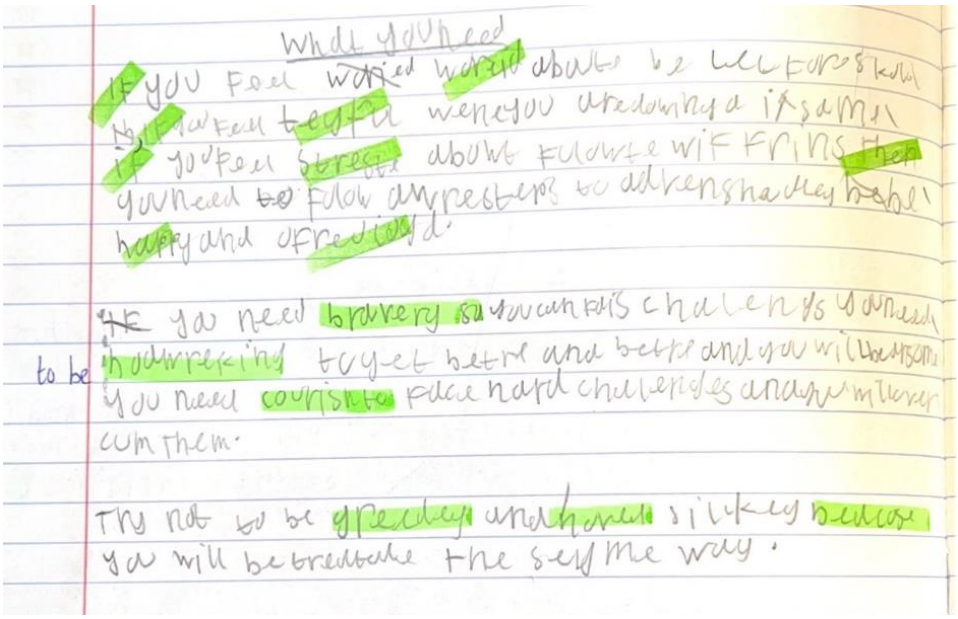


I asked the little boy who
cannot see,

"What is blue?" he asked.
"Why, it looks like a bee buzzing
in the air in summer green is
fresh as cut grass, brown is a
hedgehog snuffling around like a
a pigeon swooping and soaring
Blue is a wave
land, and wonder."

At the start of this half term, we looked at a poem called 'I Asked The Little Boy Who Cannot See'. The boy in the poem is blind and can only describe colours through what they feel like, taste like, sound like and smell like. **Freddie** has used similes and metaphors to write his own poem where he described his favourite place in nature to a friend who could not see.

This half term, we have been working on building a strong mind. As a hook, we have shared the book 'My Strong Mind' by Niels van Hove. **Annabelle** has used a variety of sentence structures and conjunctions.



What you need

If you feel worried about be lectors school
If you feel tempted when you are doing a is same
If you feel stress about future wif frins then
you need to follow a presters to advens shadey babe!
happy and offrediyd.

If you need bravery so you can his challenges you need
to be hardworking to get better and better and you will be wisom
you need courisita face hard challenges and you will over
cum them.

Try not to be greedy and honest silly because
you will be treated the sey me way.

MY STRONG MIND
A STORY ABOUT DEVELOPING MENTAL STRENGTH
by NIELS VAN HOVE

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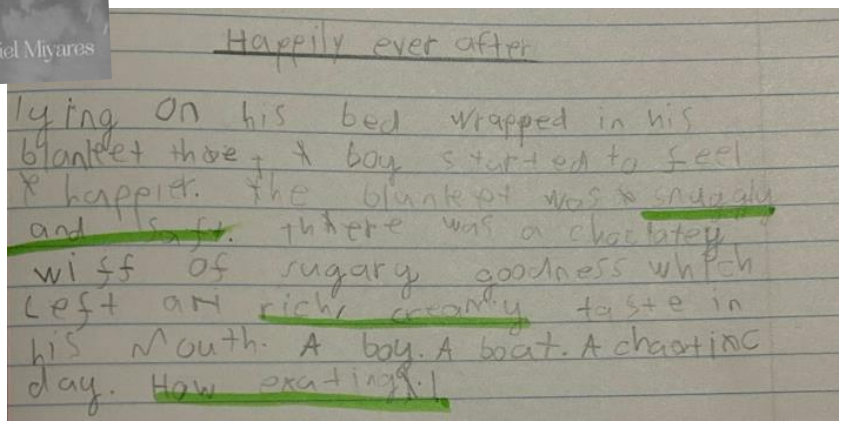
4CS

Inspired to write

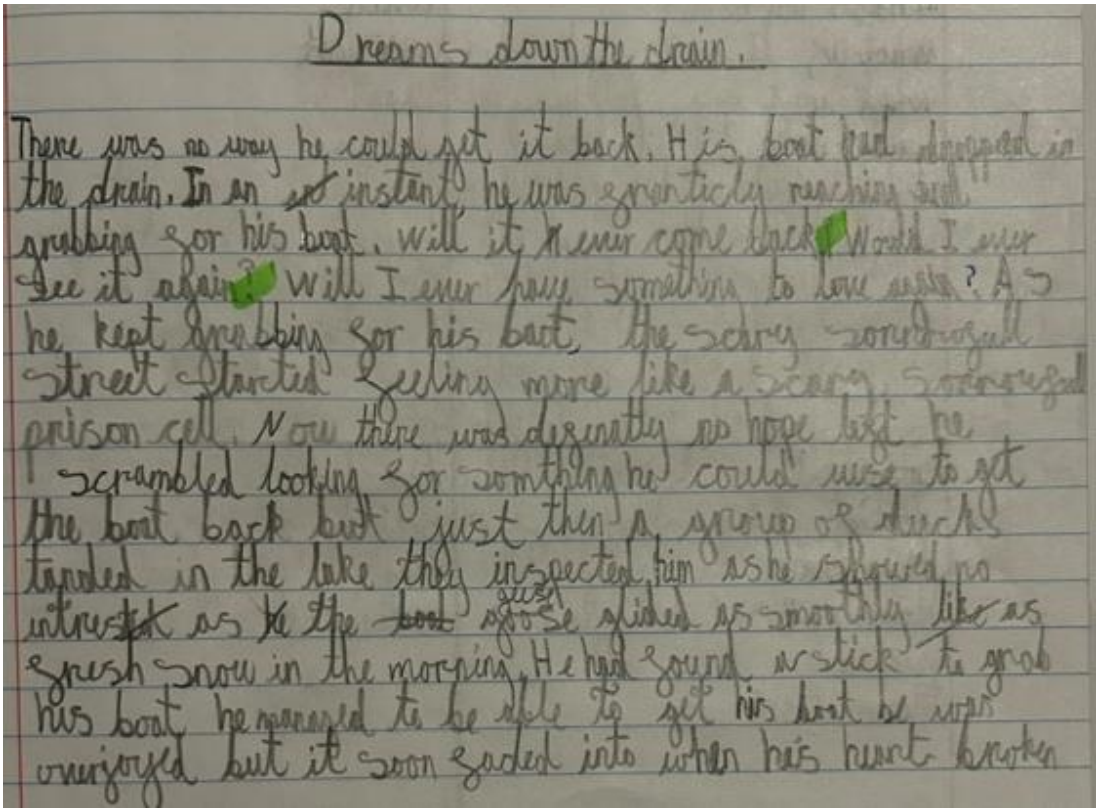
This term the children have enjoyed using the picture book Float to inspire their own writing. We have focused on a range of grammatical features as well as using the images in the book to infer the feelings of the character.

Jack and **Sofiya** have included some ambitious vocabulary within their sentences to bring their stories to life!



Happily ever after

lying on his bed wrapped in his blanket the boy started to feel happier. the blanket was snuggly and soft. there was a chocolatey wiff of sugary goodness which left an rich creamy taste in his mouth. A boy. A boat. A chaotic day. How exciting!



Dreams down the drain.

There was no way he could get it back. His boat had dropped in the drain. In an instant he was frantically reaching and grabbing for his boat. will it never come back? Would I ever see it again? Will I ever have something to love again? As he kept grabbing for his boat, the scary sorrowfull street started feeling more like a scary, sorrowfull prison cell. Now there was digenatly no hope left he scrambled looking for something he could use to get the boat back but just then a group of ducks landed in the lake they inspected him as he showed no interest as the ~~boat~~ goose glided as smoothly like as fresh snow in the morning. He had found a stick to grab his boat he managed to be able to get his boat he was overjoyed but it soon faded into when his heart broken

Inspired to Write @ BERRY HILL

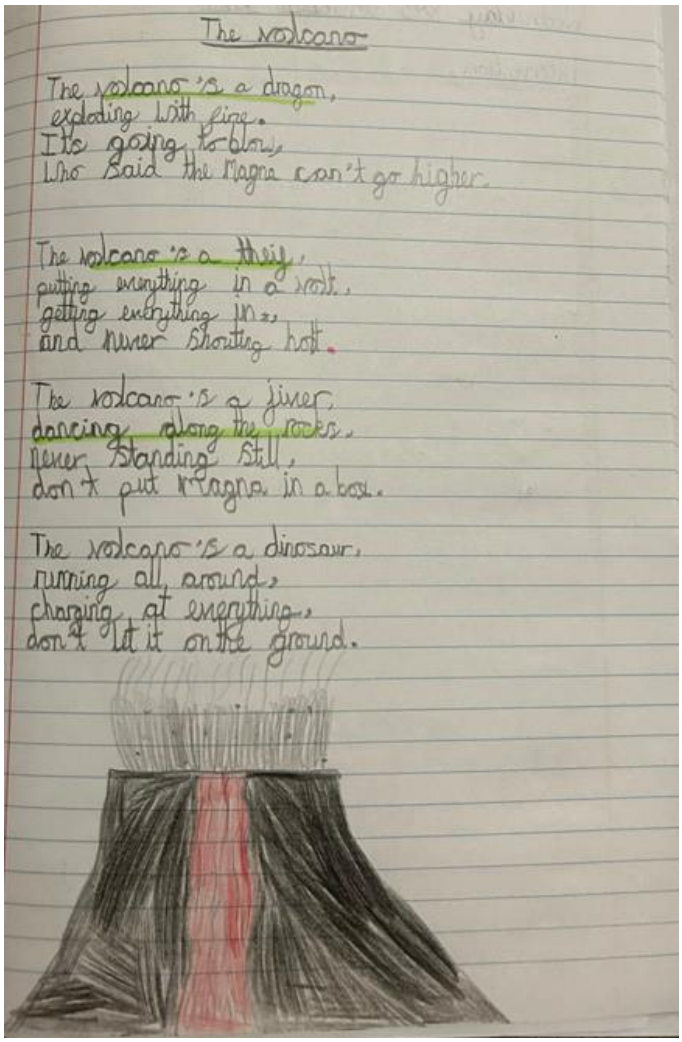
Berry Hill Primary & Nursery School

4CS

Inspired to write

During the Autumn term the children enjoyed exploring a range of different texts. As well as non-fiction texts, we explored the different features of poetry.

The children enjoyed learning and writing different poems. It was brilliant to hear the children perform poetry.



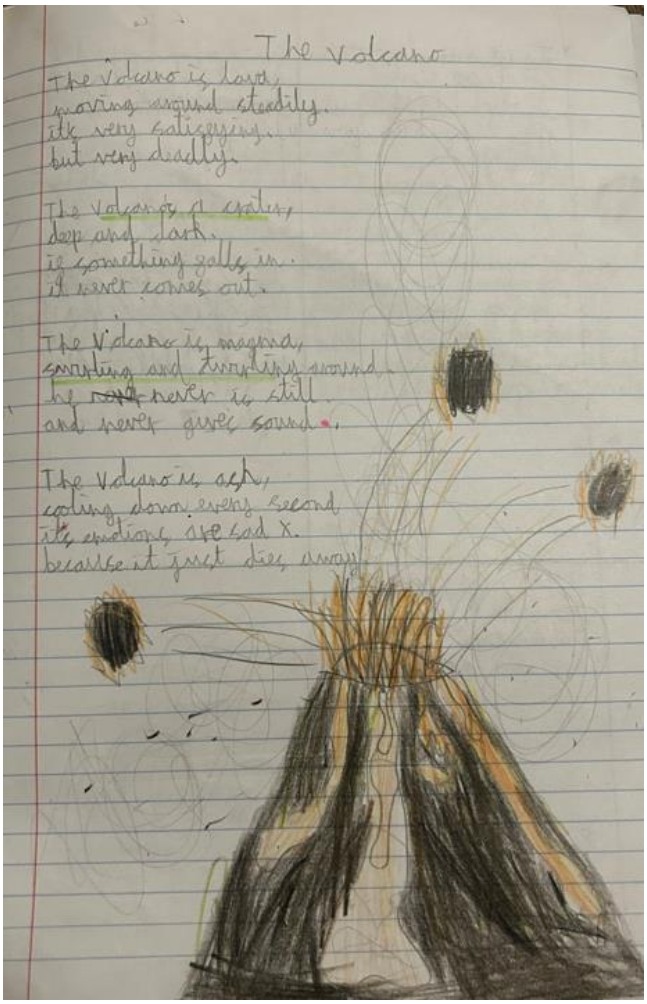
The volcano

The volcano is a dragon,
exploding with fire.
It's going to blow,
Who said the Magma can't go higher.

The volcano is a thief,
putting everything in a rot.
getting everything in,
and never shouting hot.

The volcano is a liver,
dancing along the rocks.
never standing still,
don't put Magma in a box.

The volcano is a dinosaur,
running all around,
charging at everything,
don't let it on the ground.



The volcano

The volcano is lava,
moving around steadily.
its very satisfying.
but very deadly.

The volcano is a crater,
deep and dark.
its something falls in.
it never comes out.

The volcano is magma,
swirling and twirling around.
the ~~rock~~ never is still
and never gives sound.

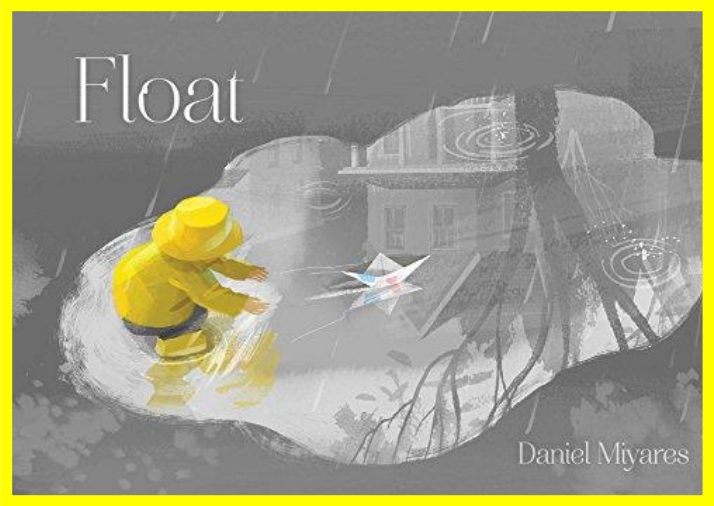
The volcano is ash,
cooling down every second
its emotions are sad x.
because it just dies away.

Grace and **Nathan** wrote some fantastic poems about volcanoes inspired by poems based on 'The River' by Valerie Bloom.

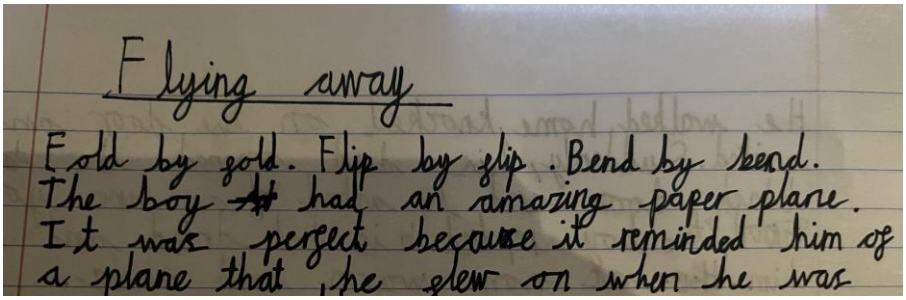
4LD

Inspired to write

4LD have taken their inspiration to write from a picture book, Float. This book is about a little boy who takes a boat made of newspaper out for a rainy-day adventure.



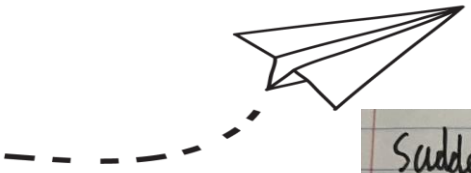
Our class have looked at many writing features this term and practised using them before writing our own story about a paper aeroplane. Prepare to be impressed!

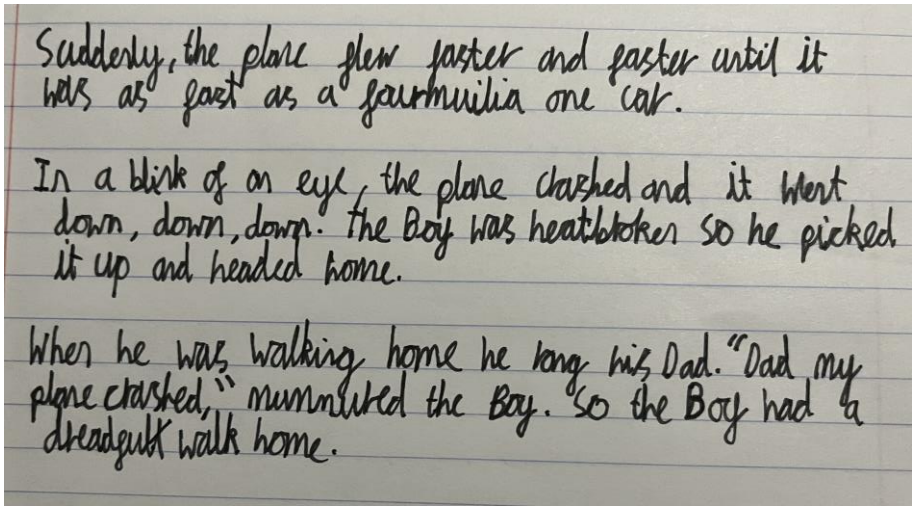


Flying away

Fold by fold. Flip by flip. Bend by bend. The boy ~~at~~ had an amazing paper plane. It was perfect because it reminded him of a plane that he flew on when he was

Josh worked hard to use the power of three in the opening to his story. He also decided to use alliteration to make his plane sound more interesting.





Suddenly, the plane flew faster and faster until it was as fast as a fourmuilia one car.

In a blink of an eye, the plane crashed and it went down, down, down. The Boy was heartbroken so he picked it up and headed home.

When he was walking home he rang his Dad. "Dad my plane crashed," mumbled the Boy. So the Boy had a dreadful walk home.

Dylan worked hard on his story, using a simile to compare his plane to a F1 car.

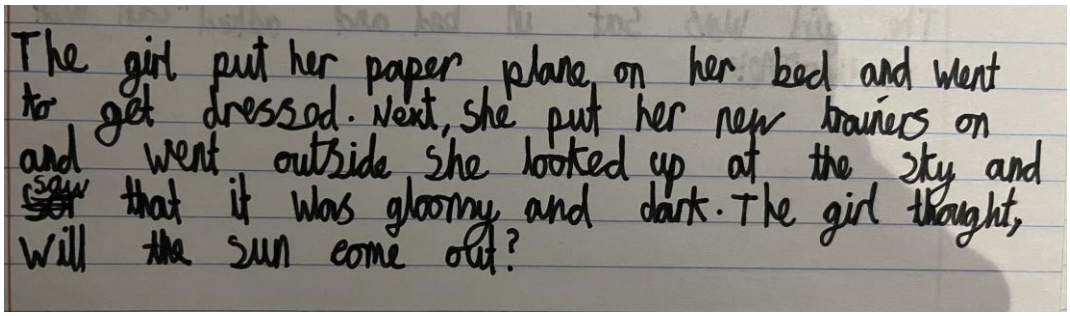
Inspired to Write @ BERRY HILL

Berry Hill Primary & Nursery School

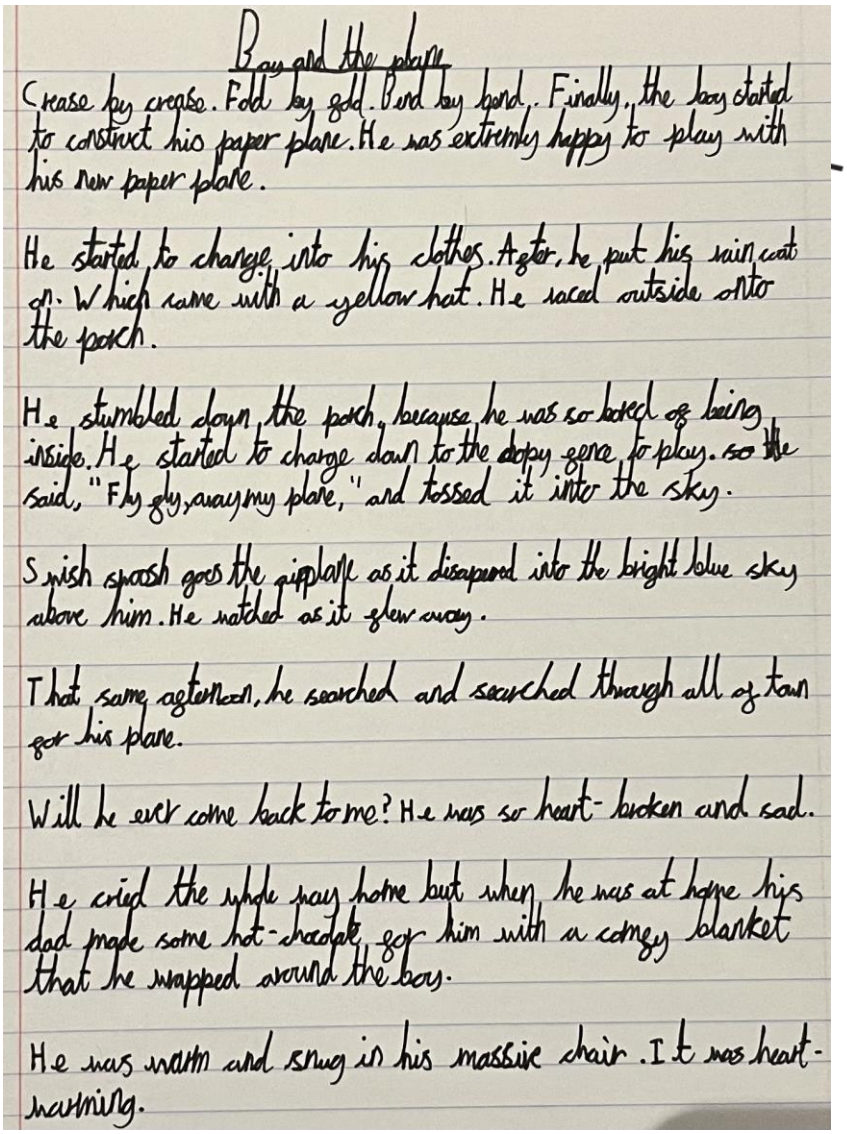
4LD

Inspired to write

This is **Poppy's** second paragraph. She is extremely proud of her story, and so she should be, using a time adverbial and a rhetorical question brilliantly.



The girl put her paper plane on her bed and went to get dressed. Next, she put her new trainers on and went outside She looked up at the sky and ~~see~~ saw that it was gloomy and dark. The girl thought, Will the sun come out?



Boy and the plane

Crease by crease. Fold by fold. Bend by bend. Finally, the boy started to construct his paper plane. He was extremly happy to play with his new paper plane.

He started to change into his clothes. After, he put his rain coat on. Which came with a yellow hat. He raced outside onto the porch.

He stumbled down the porch, because he was so bored of being inside. He started to charge down to the dopy gene to play. so the said, "Fly fly, away my plane," and tossed it into the sky.

Swish swash goes the airplane as it disapeared into the bright blue sky above him. He watched as it flew away.

That same afternoon, he searched and searched through all of town for his plane.

Will he ever come back to me? He was so heart-broken and sad.

He cried the whole way home but when he was at home his dad made some hot-chocolate for him with a comfy blanket that he wrapped around the boy.

He was warm and snug in his massive chair. It was heart-warming.

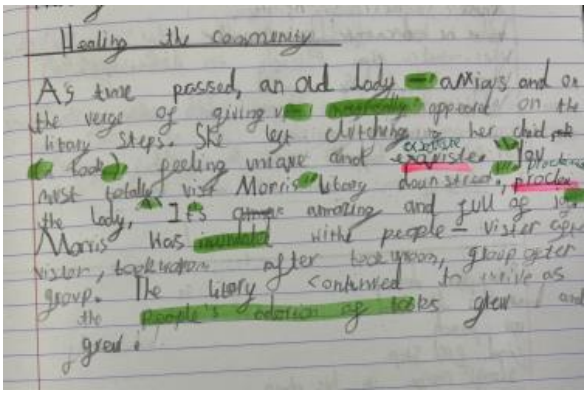
Finally, a piece from **Lily**. She managed to include many of the writing features we had been practising in our writing lessons including speech, a rhetorical question and time adverbials.

5JT

Inspired to write

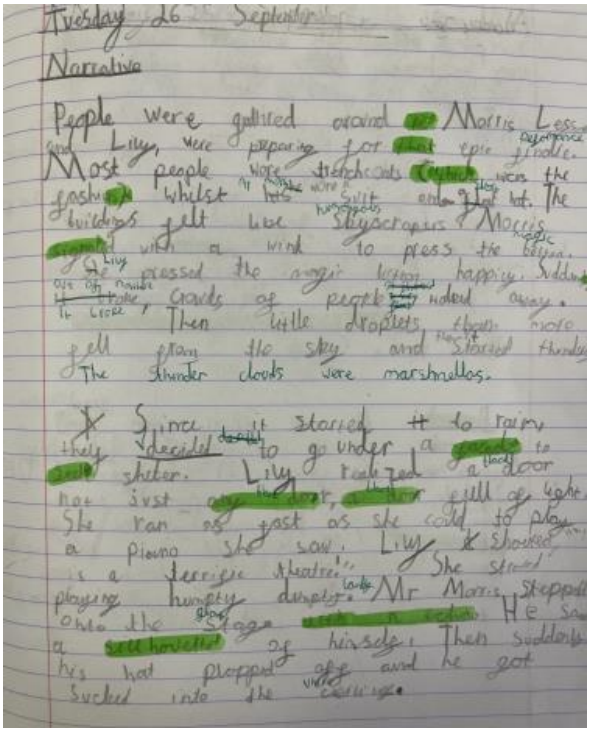
Year 5 have been using 'The Fantastic Flying Books of Mr Morris' as their inspiration for writing. We have been writing a first-person narrative.

Bear (left) has focused on using a variety of punctuation with careful consideration of her excellent vocabulary. The setting description at the beginning of the story is also brilliant.



Healing the community

As time passed, an old lady anxious and on the verge of giving up appeared on the library steps. She left clutching her child and feeling unsure and exhausted. Knocking first totally visit Morris Library down street, proclaiming the lady, It's amazing and full of life. Morris Has mended with people – visiter after visitor, bookworm after bookworm, group after group. The library continued to invite as the people's collection of books grew and grew.



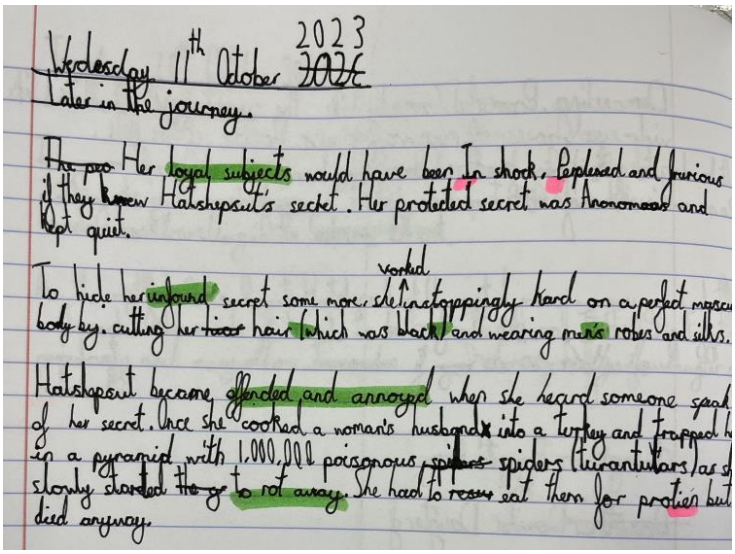
Tuesday 26 September

Narrative

People were gathered around Morris Lessmore and Lily, were preparing for that epic performance. Most people wore trenchcoats, ties the fashion whilst his suit and hat hat. The buildings felt like Skyscrapers. Morris with a wind to press the button. Lily pressed the magic button happily. Suddenly, crowds of people ~~fell~~ walked away. Then little droplets, then more fell from the sky and started thunder. The thunder clouds were marshmallows.

Since it started to rain, they decided to go under a door to shelter. Lily realized a door not just a door, filled of light. She ran as fast as she could to play a piano she saw. Lily showed. She street is a terrific theatre. Mr Morris stepped playing humpty dumpty. He sat on the stage. He sat a bookworm of himself. Then suddenly his hat popped off and he got sucked into the carriage.

In our non-fiction unit, we focused on the life of Hatshepsut – a fierce female pharaoh. In our independent write, we created our own ruthless rulers. **Erin** (below)has organised her paragraphs by using suitable subheadings. She has used a range of sentence lengths to allow her writing to flow.



Wedesday 11th October ~~2026~~ 2023

Later in the journey.

~~The pro~~ Her loyal subjects would have been in shock, perplexed and furious if they knew Hatshepsut's secret. Her protected secret was Anonymous and kept quiet.

To hide her unfound secret some more, she worked stoppingly hard on a perfect masculine body by cutting her ~~hair~~ hair (which was black) and wearing men's robes and silks.

Hatshepsut became offended and annoyed when she heard someone speak of her secret. Once she cooked a woman's husband into a turkey and trapped him in a pyramid with 1,000,000 poisonous ~~spiders~~ spiders (tarantulas) as she slowly starved ~~the~~ to rot away. She had to ~~reay~~ eat them for protien but died anyway.

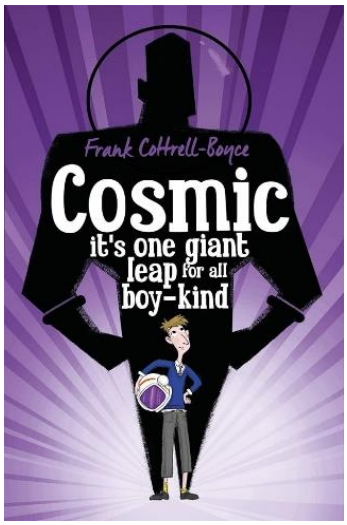
Inspired to Write @ Berry Hill

Berry Hill Primary & Nursery School

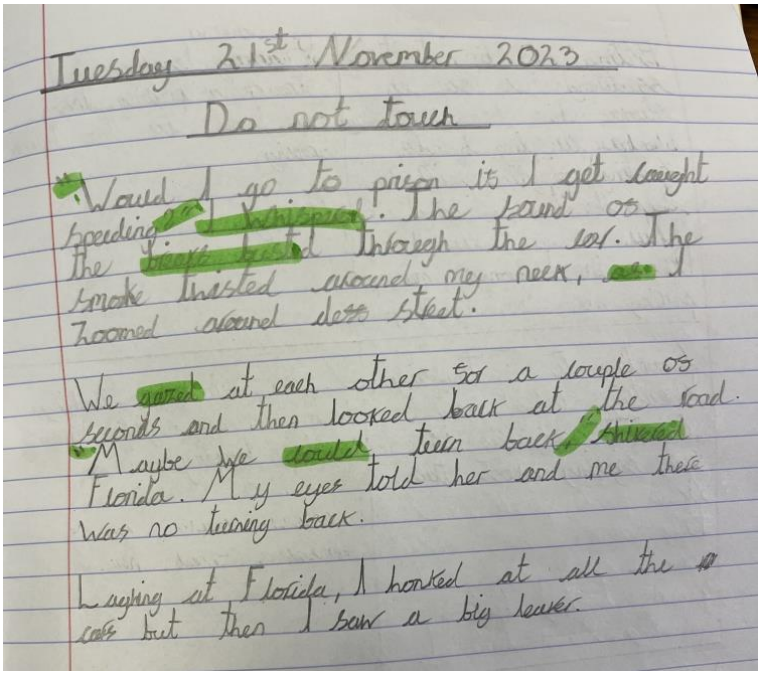
5JT

Inspired to write

In our most recent piece, we have used the book 'Cosmic' by Frank Cottrell-Boyce to inspire our writing. This text finds Liam, a twelve-year-old boy somehow driving a car that turns into a rocket.



In **Noah's** independent write, he has a clear emphasis on using dialogue to advance the story, with carefully chosen speech to make the interaction as realistic as possible. We have been focusing on how we can show character emotion by exploring actions.



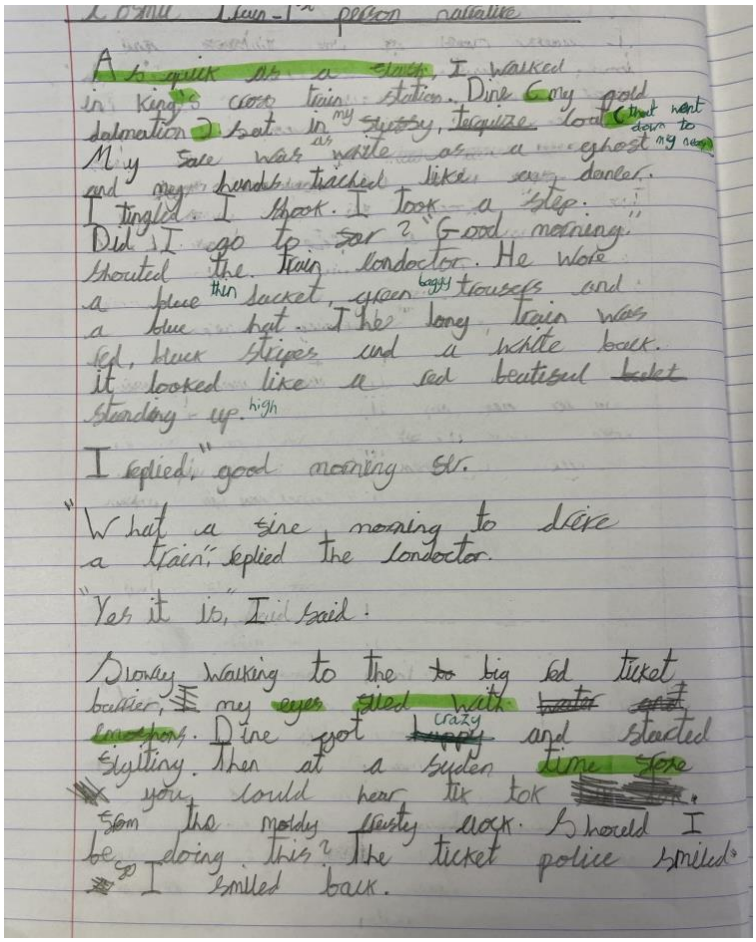
Tuesday 21st November 2023

Do not touch

"Would I go to prison if I get caught speeding?" I whispered. The sound of the brakes twisted through the car. The smoke twisted around my neck, as I zoomed around dese street.

We stared at each other for a couple of seconds and then looked back at the road. "Maybe we could turn back" shivered Florida. My eyes told her and me there was no turning back.

Laughing at Florida, I honked at all the cars but then I saw a big lever.



Cosmic Train - 1st person narrative

As quick as a flash I walked in King's cross train station. Dine my gold dalmation I sat in my sweaty, terquize coat that went down to my ankles. My face was as white as a ghost and my hands tracked like a dancer. I tingled. I shook. I took a step. Did I go to sar? "Good morning" shouted the train londoctor. He wore a blue thin jacket, green baggy trousers and a blue hat. The long train was red, black stripes and a white back. It looked like a red beutiful ~~ticket~~ standing up high.

I replied, "good morning sir.

"What a fine morning to drive a train" replied the londoctor.

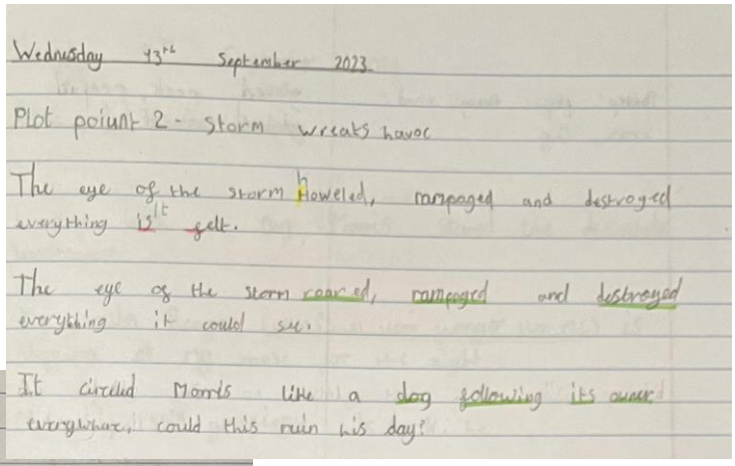
"Yes it is," I said.

Slowly walking to the ~~to~~ big red ticket barrier, my eyes filled with ~~hate and emotions~~ crazy. Dine got ~~happy~~ and started shyiting. Then at a sudden time time stone you could hear tik tok ~~[illegible]~~ from the moldy rusty clock. Should I be doing this? The ticket police smiled. I smiled back.

SMT

Inspired to write

Year 5 have thoroughly enjoyed looking at the story of 'The Fantastic Flying Books of Mr Morris' and were inspired to write a fiction piece about overcoming adversity and becoming successful.



Wednesday 13th September 2023

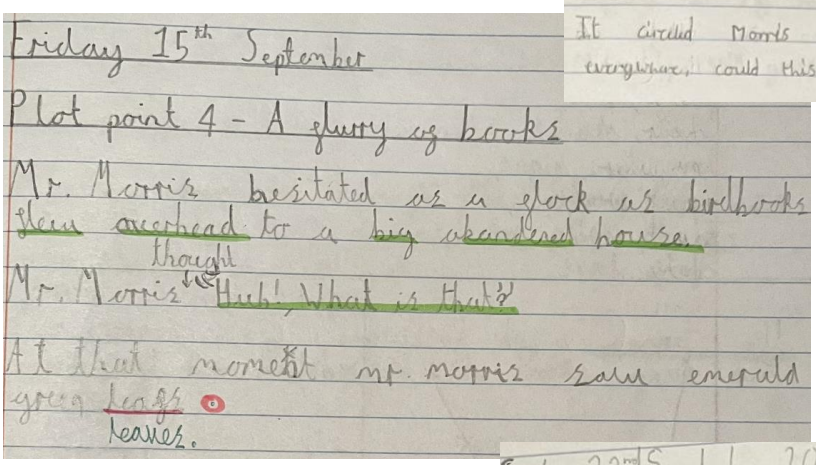
Plot point 2 - Storm wreaks havoc

The eye of the storm howled, rampaged and destroyed everything it felt.

The eye of the storm roared, rampaged and destroyed everything it could see.

It circled Morris like a dog following its owner everywhere. could this ruin his day?

I really love **Sadie's** description of the storm in this piece and how it may impact Morris.



Friday 15th September

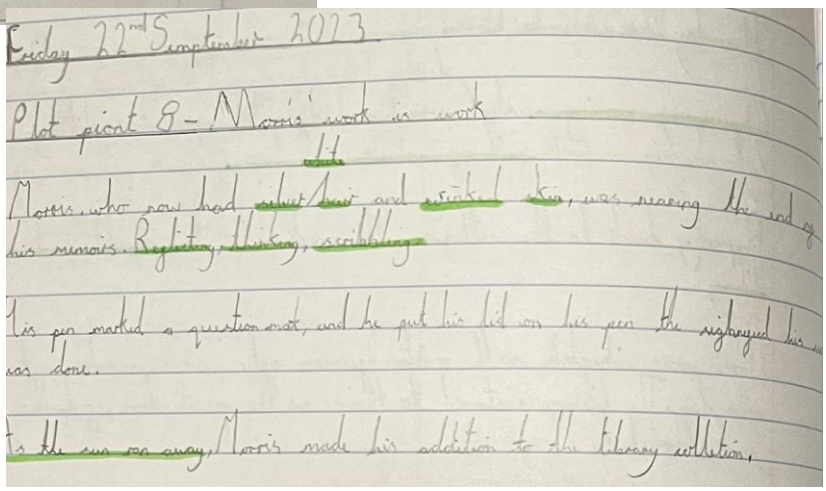
Plot point 4 - A flurry of books

Mr. Morris hesitated as a flock of birdbooks flew overhead to a big abandoned house.

Mr. Morris thought "Huh! What is that?"

At that moment mr. morris saw emerald green leaves.

I really enjoyed reading the descriptive language and Morris' inner thoughts in this piece by **Jack**.



Friday 22nd September 2023

Plot point 8 - Morris work is work done

Morris, who now had silver hair and wrinkled skin, was nearing the end of his memoirs. Reflecting, thinking, scribbling.

His pen marked a question mark, and he put his lid on his pen the sighed his work was done.

As the sun ran away, Morris made his addition to the library collection.

Oliver has thought carefully about the character Morris and has though about how his work may end.

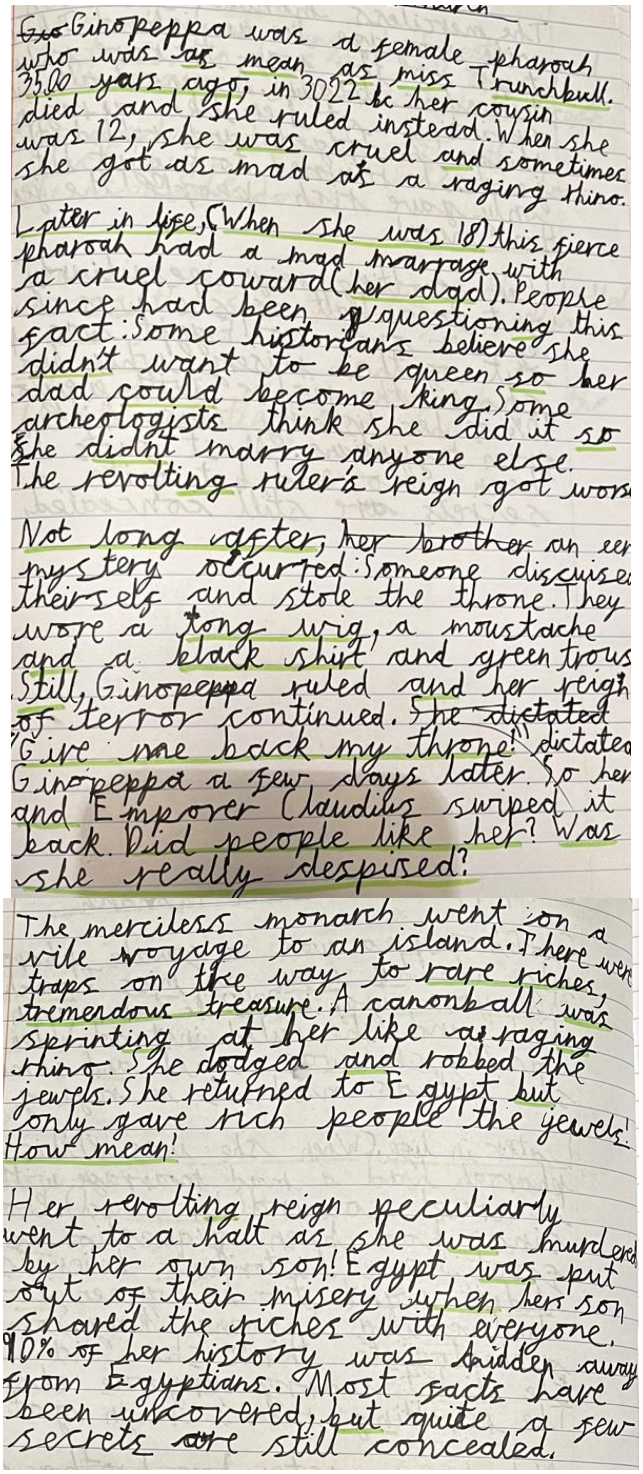
Inspired to Write @ Berry Hill

Berry Hill Primary & Nursery School

5MT

Inspired to write

Children in 5MT have enjoyed learning about pharaohs, in order for them to write a biography about their own



~~Gin~~ Ginopeppa was a female pharoah who was as mean as miss Trunchbull. 3500 years ago, in 3022 bc her cousin died and she ruled instead. When she was 12, she was cruel and sometimes she got as mad as a raging rhino.

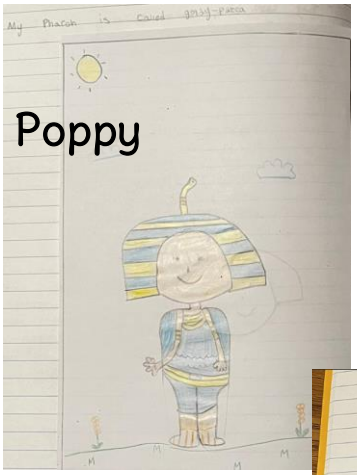
Later in life, (When she was 18) this fierce pharoah had a mad marrage with a cruel coward (her dad). People since had been questioning this fact: Some historians believe she didn't want to be queen so her dad could become king. Some archeologists think she did it so she didnt marry anyone else. The revolting ruler's reign got worse.

Not long after, her brother an eer mystery occurred: Someone discuised theirself and stole the throne. They wore a long wig, a moustache and a black shirt and green trous Still, Ginopeppa ruled and her reign of terror continued. She dictated "Give me back my throne!" dictated Ginopeppa a few days later. So her and Emporer Claudius swiped it back. Did people like her? Was she really despised?

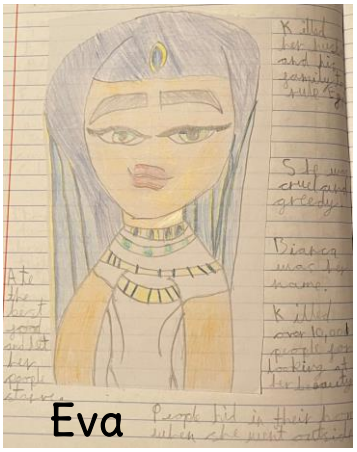
The merciless monarch went on a vile voyage to an island. There were traps on the way to rare riches, tremendous treasure. A canonball was sprinting at her like a raging rhino. She dodged and robbed the jewels. She returned to Egypt but only gave rich people the jewels. How mean!

Her revolting reign peculiarly went to a halt as she was murdered by her own son! Egypt was put out of their misery when her son shared the riches with everyone. 90% of her history was hidden away from Egyptians. Most facts have been uncovered, but quite a few secrets are still concealed.

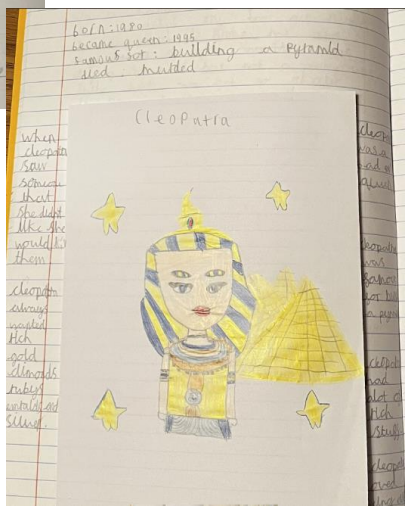
The children learnt the structure of a biography whilst learning about Hatshepsut; a famous pharaoh and included devices learnt during lessons including, time adverbials, alliteration and rhetorical questions.



Poppy



Eva



Indie E

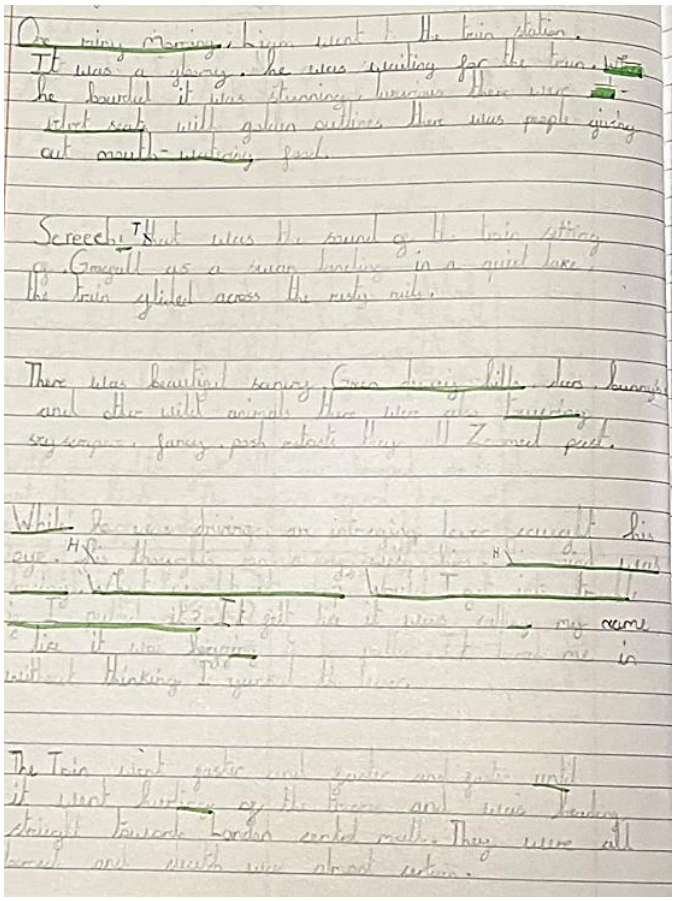
Zack has used parenthesis in his writing to include additional information.

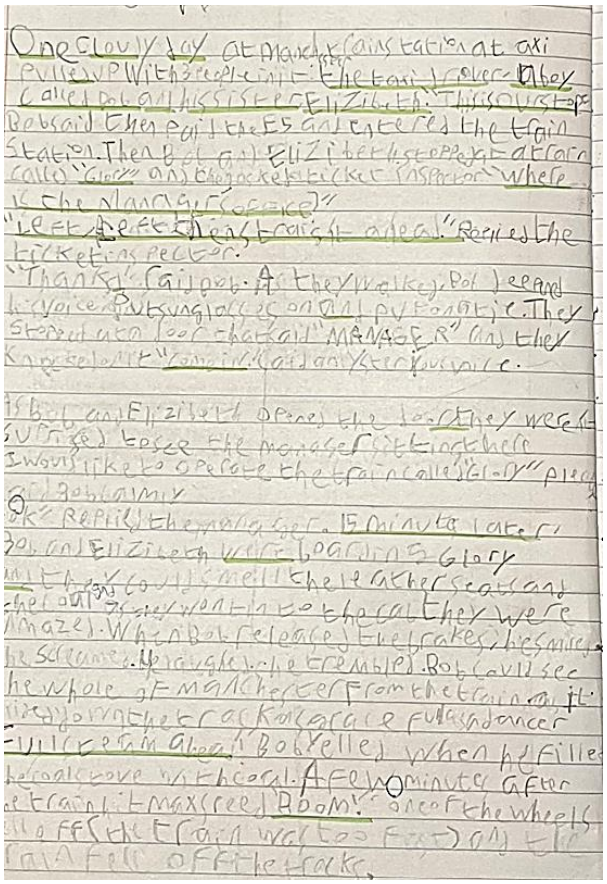
SMT

Inspired to write

We were certainly inspired by the text 'Cosmic – one giant leap for boy-kind' by Frank Cotterill Boyce and children loved the opportunity to predict what may happen next.

Jannie not only wrote a wonderful story but also shared it with the rest of the class to inspire them.





Marissa has used descriptive vocabulary to really engage the reader and has included many of the features discussed in her final piece.

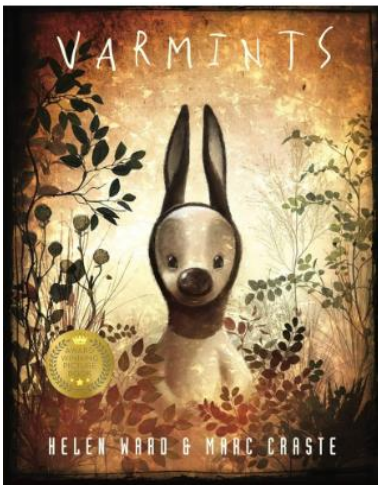
Inspired to Write @ Berry Hill

Berry Hill Primary & Nursery School

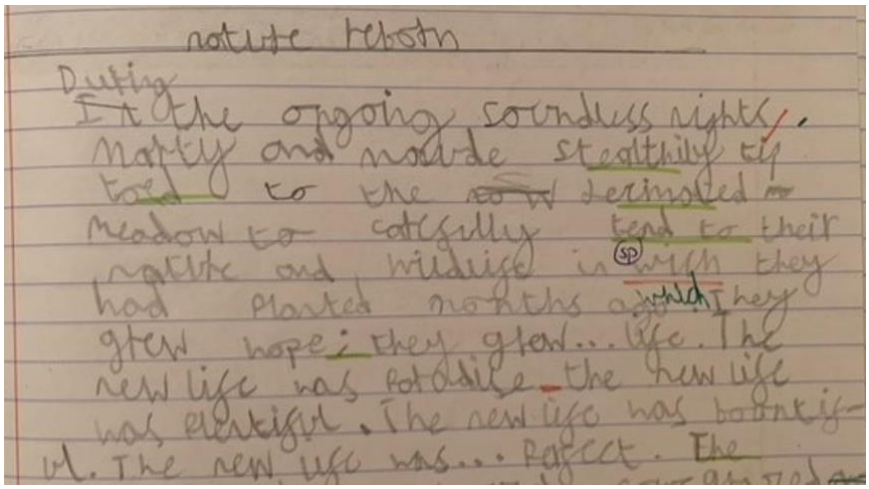
6AA

Inspired to write

This term, 6AA have been inspired by 'Varmints' which has captured the children's imagination. They have been able to create many compelling pieces of work and it is our pleasure to have the opportunity to share them with you!



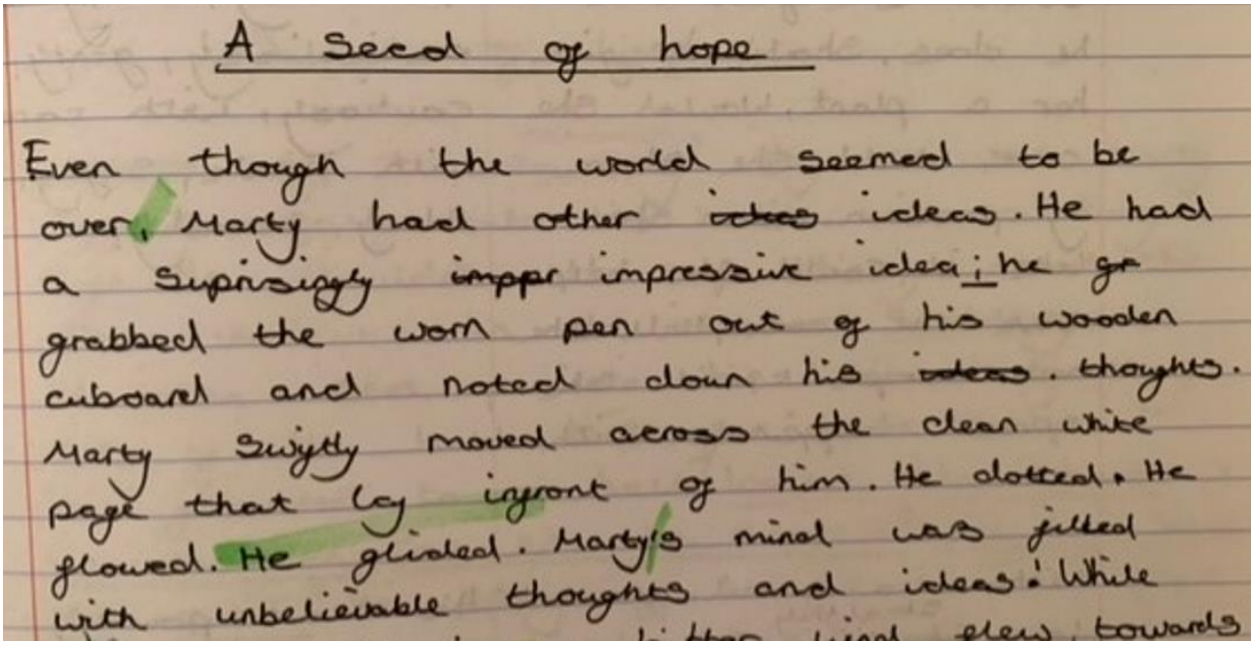
Charlie has managed to weave a positive feeling in his writing with some ambitious vocabulary. Furthermore, there is repetition for effect giving his piece of work more impact.



nature rebirth

During the ongoing soundless nights, Marty and Noelle stealthily tip toed to the ~~so w~~ derinoted meadow to carefully tend to their nature and wildlife in which they had planted months ago. They grew hope; they grew... life. The new life was fabulous. The new life was elegant. The new life was bountiful. The new life was... perfect. The

Devon sets a beautiful picture of how Marty gains inspiration which forms a seed of hope.

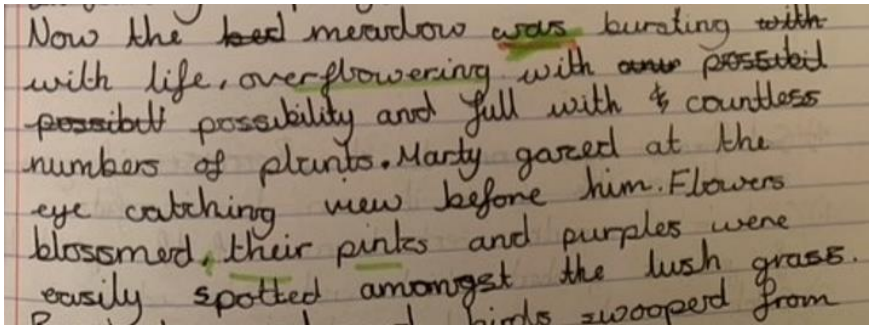


A Seed of hope

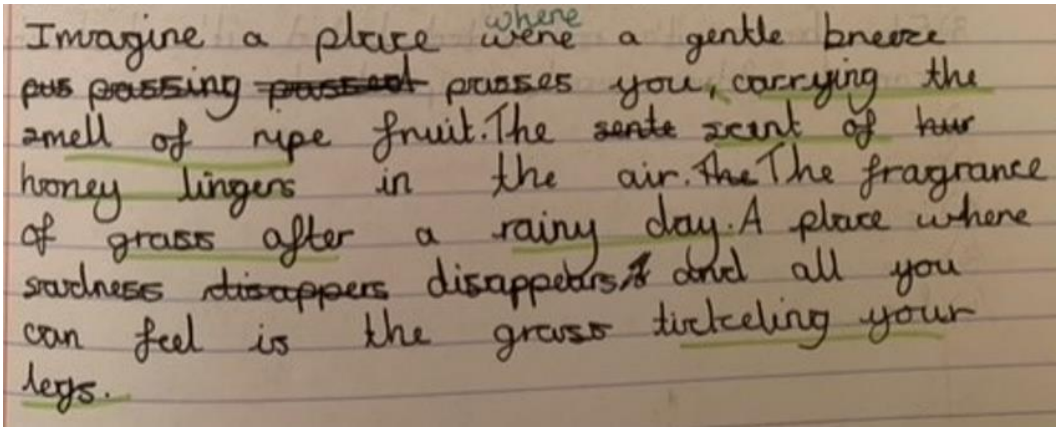
Even though the world seemed to be over, Marty had other ~~ideas~~ ideas. He had a Supriszgly ~~impper~~ impressive idea; he ~~go~~ grabbed the worn pen out of his wooden cuboard and noted down his ~~ideas~~. thoughts. Marty swiftly moved across the clean white page that lay ingront of him. He dotted. He flowed. He glided. Marty's mind was filled with unbelievable thoughts and ideas! While

6AA

Inspired to write

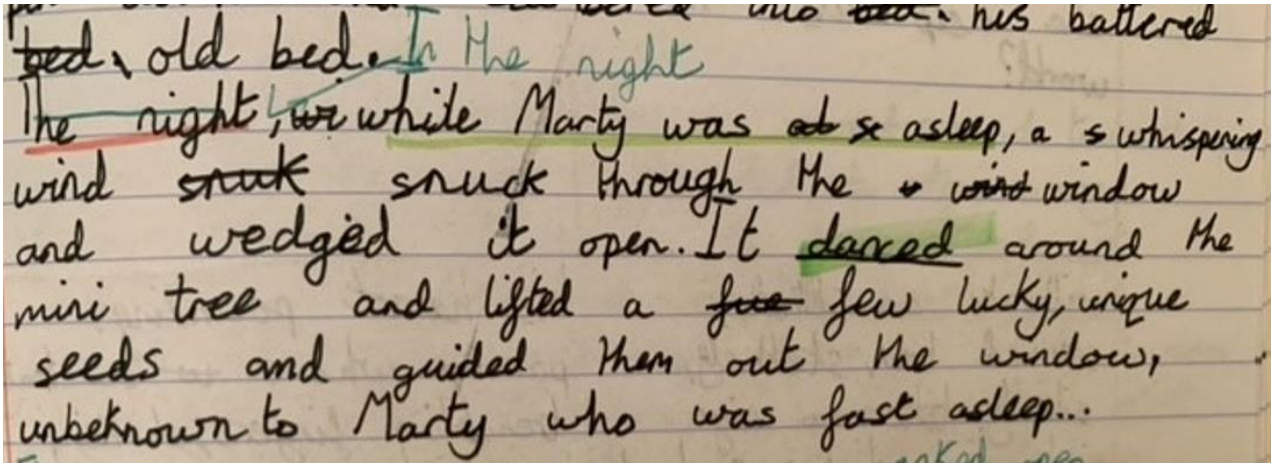

Now the ~~bed~~ meadow was bursting ~~with~~ with life, overflowering with ~~anu~~ possibil ~~possibil~~ possibility and full with ~~&~~ countless numbers of plants. Marty gazed at the eye catching view before him. Flowers blossomed, their pinks and purples were easily spotted amongst the lush grass. [illegible] birds swooped from

Poppy has continued the story by describing the colours and the plant life that could possibly be present.


Imagine a place where a gentle breeze ~~pus~~ ~~passing~~ ~~passed~~ passes you, carrying the smell of ripe fruit. The ~~sente~~ scent of ~~hur~~ honey lingers in the air. ~~The~~ The fragrance of grass after a rainy day. A place where sadness ~~disappers~~ disappears, and all you can feel is the grass tickeling your legs.

Towards the end, there is further description focusing on the different senses.

Personification was added by **Ella** for the wind, increasing the overall quality of the piece.


~~bed~~, old bed. In the night
~~The night~~, ~~wr~~ while Marty was ~~ab~~ ~~s~~ asleep, a ~~s~~ whispering wind ~~snuk~~ snuck through the ~~w~~ ~~wind~~ window and wedged it open. It danced around the mini tree and lifted a ~~fue~~ few lucky, unique seeds and guided them out the window, unbeknown to Marty who was fast asleep...

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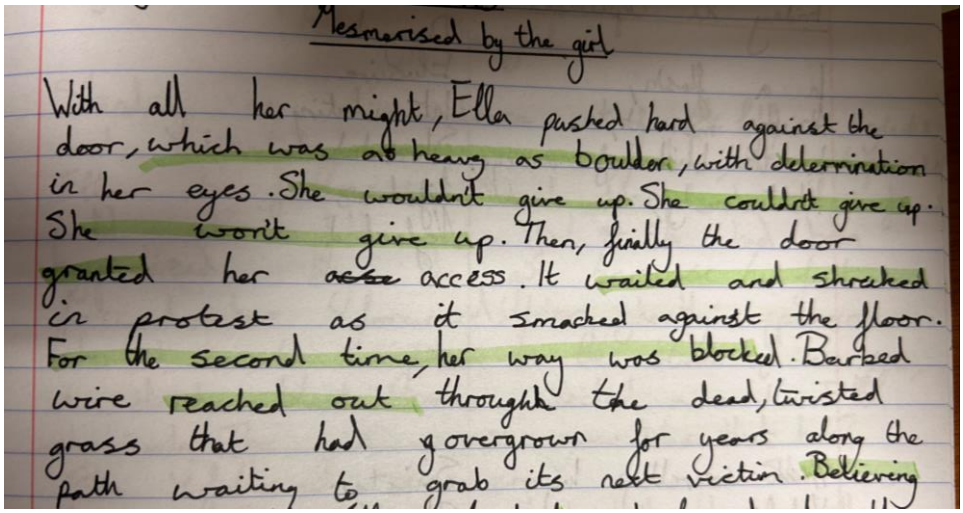
6HSW

Inspired to write

Year 6 started the year with a scary story about a girl who discovered an abandoned house and followed a strange girl into it. We focused on building tension and making the reader want to read on.

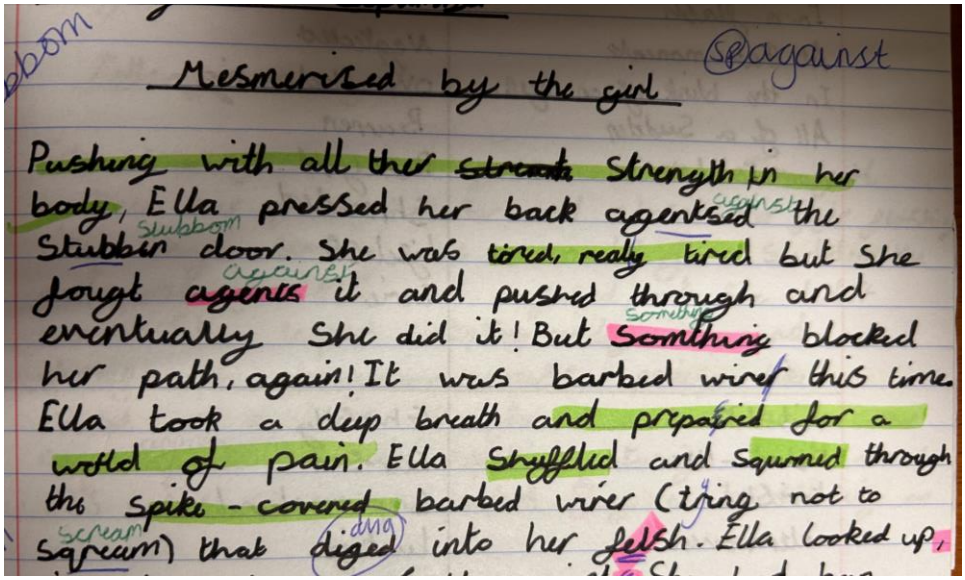
Phoebe has crafted some beautifully spooky sentences in her writing. She uses personification effectively to bring life to the door and make it feel as if the house itself is trying to keep Ella out. Her use of fronted adverbials build tension too as they keep the reader waiting.



Mesmerised by the girl

With all her might, Ella pushed hard against the door, which was as heavy as boulder, with determination in her eyes. She wouldn't give up. She couldn't give up. She won't give up. Then, finally the door granted her ~~acce~~ access. It wailed and shrieked in protest as it smacked against the floor. For the second time, her way was blocked. Barbed wire reached out through the dead, twisted grass that had overgrown for years along the path waiting to grab its next victim. Believing

Finleigh's writing about Ella trying to follow the mysterious girl draws the reader in. He has used vague language like 'sometimes' to leave the reader wondering, and his repetition and specific verbs help to create tension.



Mesmerised by the girl

Pushing with all ther ~~strength~~ Strength in her body, Ella pressed her back agenkset the Stubbin door. She was tired, realy tired but she fought agenis it and pushed through and eventually She did it! But Somthing blocked her path, again! It was barbed wire this time. Ella took a deep breath and prepared for a world of pain. Ella Shuffled and squirmed through the spike-covered barbed wire (tring not to sqream) that diged into her felsh. Ella looked up,

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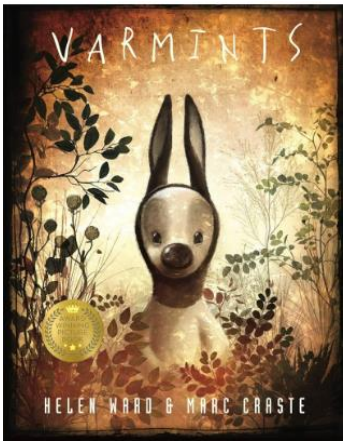
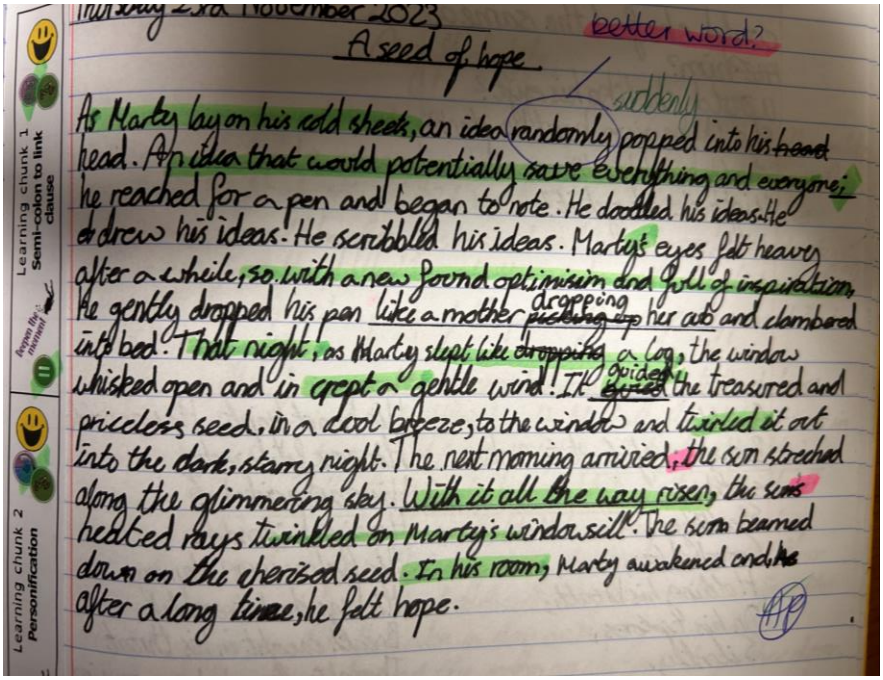
Inspired to write

The Varmints video clip inspired our writing in the middle of the autumn term. We wrote about a beautiful world turning dark and chaotic, and one brave soul believing in his idea enough to change the world – for the better.



Freya has created a sense of optimism in this piece, with her pacy sentences. I love how she's made the wind into a key player in this story as it carries away the precious seed.



Thursday 23rd November 2023

better word?

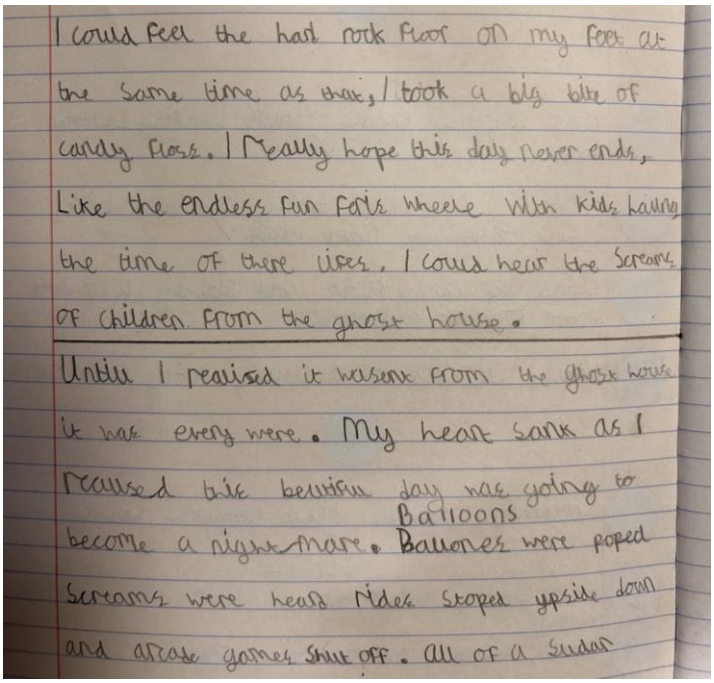
A seed of hope

suddenly

As Marty lay on his cold sheets, an idea randomly popped into his ~~head~~ head. An idea that would potentially save everything and everyone; he reached for a pen and began to note. He doodled his ideas. He drew his ideas. He scribbled his ideas. Marty's eyes felt heavy after a while, so with a new found optimism and full of inspiration, he gently dropped his pen like a mother ~~pushing~~ dropping her cub and clambered into bed. That night, as Marty slept like dropping a log, the window whisked open and in crept a gentle wind. It ~~guided~~ guided the treasured and priceless seed, in a cool breeze, to the window and twirled it out into the dark, starry night. The next morning arrived, the sun stretched along the glimmering sky. With it all the way risen, the sun's heated rays twinkled on Marty's windowsill. The sun beamed down on the cherished seed. In his room, Marty awakened and ~~he~~ after a long time, he felt hope.

Learning chunk 1 Semi-colon to link clause

Learning chunk 2 Personification



I could feel the hard rock floor on my feet at the same time as that, I took a big bite of candy floss. I really hope this day never ends, Like the endless fun fair where with kids having the time of there lives. I could hear the screams of children from the ghost house.

Until I realised it wasn't from the ghost house it was every were. My heart sank as I realised this beautiful day was going to become a night mare. Balloons Balloones were poped Screams were heard rides stoped upside down and arcade games shut off. all of a sudan

This is an extract from **Joshua's** setting description, where he describes a perfect day in a perfect place… and then something happens to make it a day from a nightmare. I love how he transitions from the positive to the negative – it's so clever! His use of language relating to sound helps the reader to imagine they are in this scene with him.

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

A celebration of writing