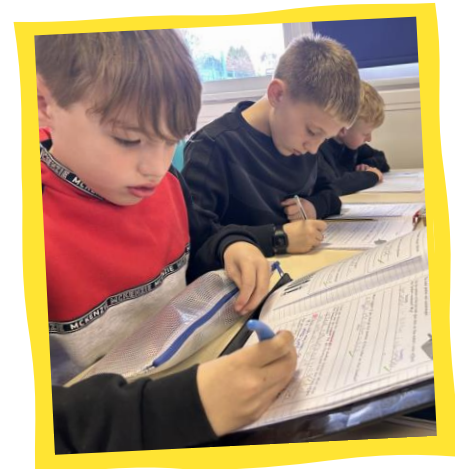
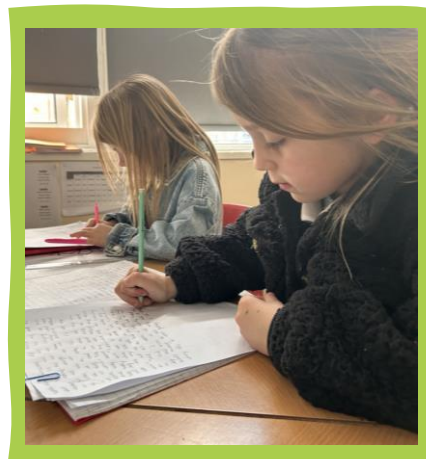


A dense, overlapping collage of various letters and symbols in different fonts and sizes, creating a chaotic and abstract composition. The letters are in various styles, including serif, sans-serif, and script, and are arranged in a way that they appear to be floating and overlapping each other. The colors are primarily black and white, with some letters in shades of gray. The overall effect is a complex, textured pattern of typography.



Inspired to Write @Berry Hill
A celebration of writing

Inspired to Write @Berry Hill



Welcome to a new-look *Inspired to Write*. Our whole school writing magazine has been going strong since 2020 and is a real showcase for the inspired writing that the children at Berry Hill produce.

So, what's changed?

We've streamlined the layout to allow more space for the children's brilliant writing.

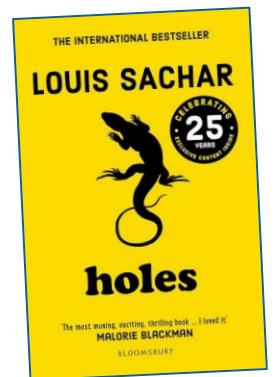
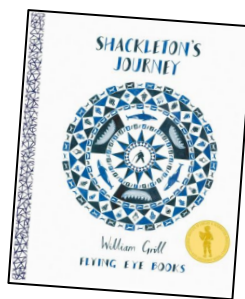
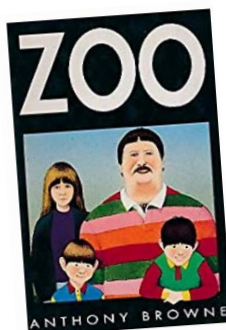
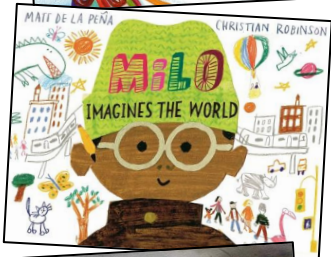
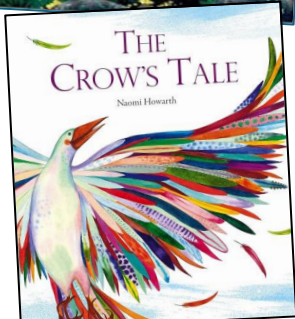
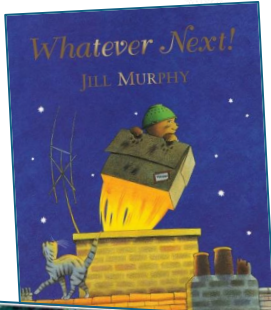
What hasn't changed?

The exceptional writing that has been collated from every year group in school, of course!

This edition is packed with excellent examples of writing from English lessons and subjects across the curriculum: our youngest children in EYFS lead with their out-of-this-world creations; Year 2 delight with their adventures inspired by *The Crow's Tale*; the budding authors in Year 4 craft excellent information texts about the water cycle; and Year 6 shine with their tales of adversity in the frozen Antarctic.

It always fills me with joy to read the children's writing, and this edition of *Inspired to Write* is no exception.

I hope you enjoy our writing,
Mrs Stirling-Wood

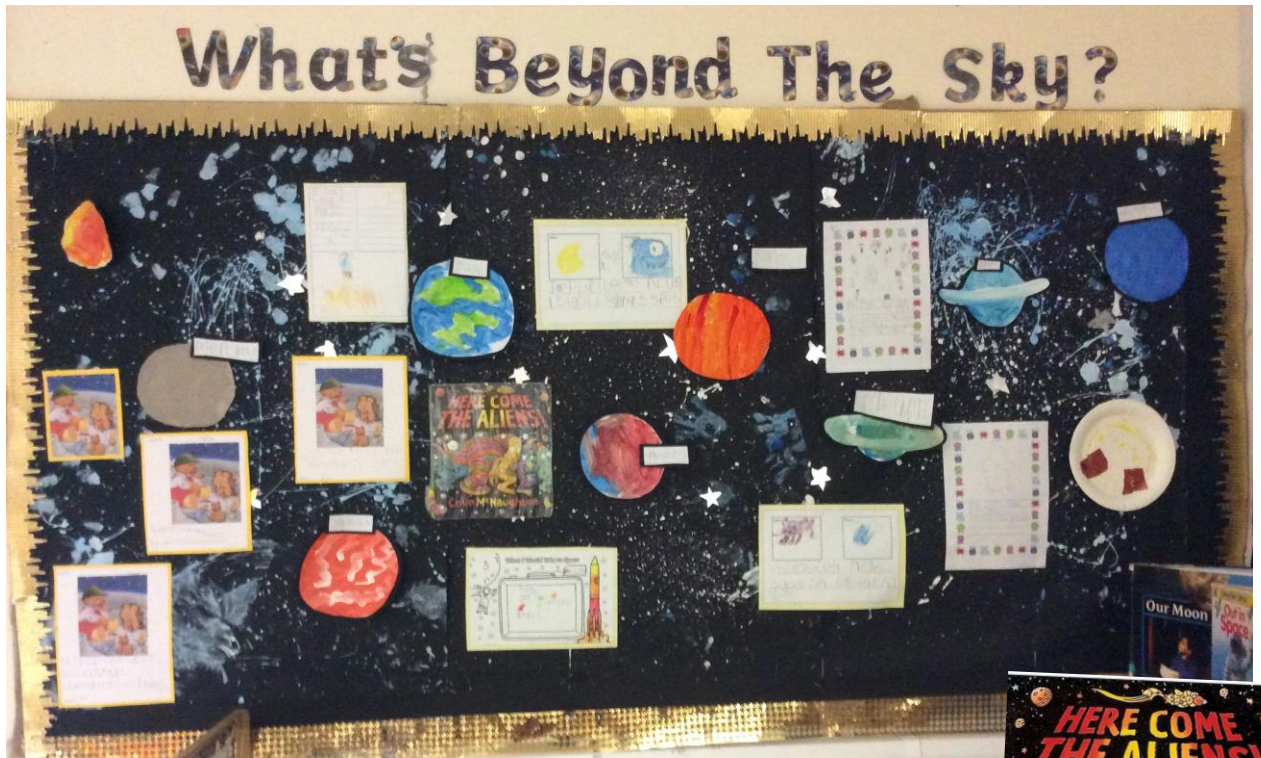


yearRfzAI

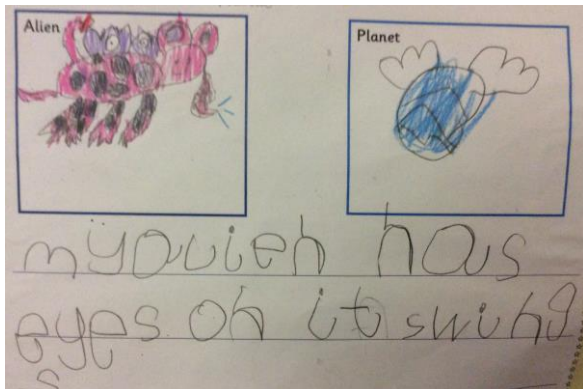
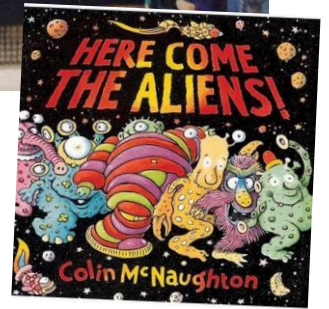
Inspired to Write @ BERRY HILL



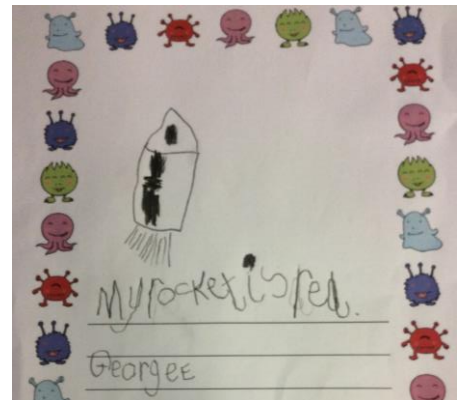
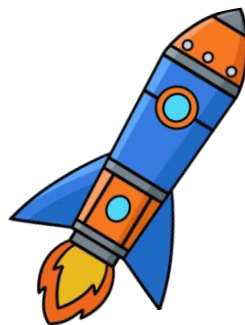
This half term, F2 have been learning all about Space and thinking about our learning question "What's beyond the sky?". We have proudly displayed some of our work in our classroom.



F2 have enjoyed reading the book *Here come the Aliens* by Colin McNaughton. The children have enjoyed designing and creating weird and wonderful aliens and planets to decorate the classroom.



Klinta was inspired to design her own alien with 'eyes on it's wings' and a blue planet.



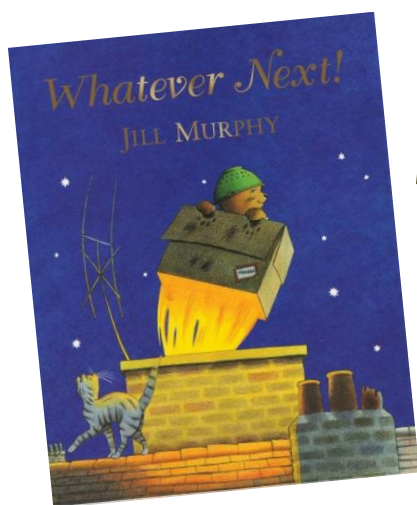
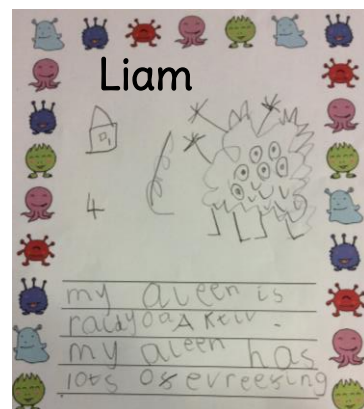
George E designed a rocket and described its colour. He remembered how we use a capital letter to start our sentence and a full stop to finish.

Inspired to Write @ BERRY HILL



Maya described her alien as having 'six legs' and 'four eyes'. Maya has started to remember to use finger spaces between her words.

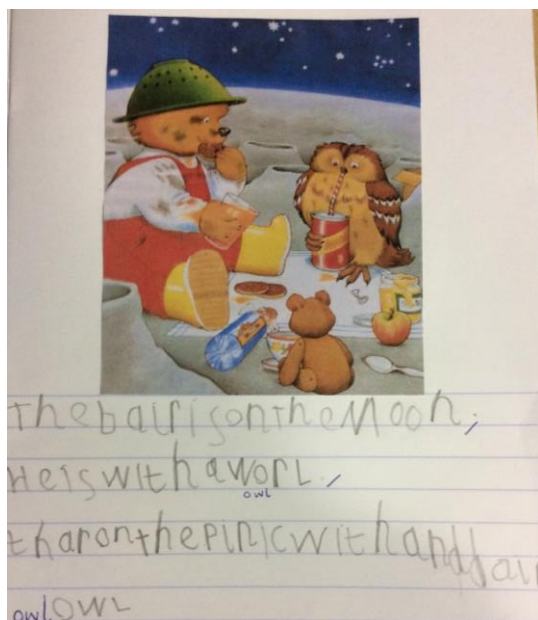
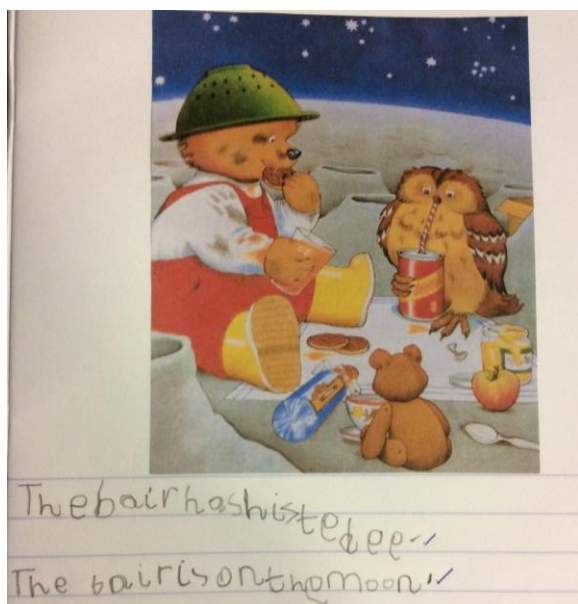
Liam has used some very adventurous vocabulary to describe his alien. He described his alien as 'radioactive'.



F2 have also been reading *Whatever Next* by Jill Murphy. The children have been writing postcards from space and creating lists of what they need to take with them in their rockets.

Sophia (below) wrote some sentences about a picture from the story. She has used lots of diagraphs in her writing.

Oliver (below) wrote some sentences about a picture from the story. He has used lots of tricky words in his writing.





During the Spring Term, F2 read a range of Traditional Tales. Reading inspired the children to tell their own stories and write for a range of purposes. The children described characters, settings and events.



F2 Children particularly enjoyed the tale of 'Little Red Riding Hood'

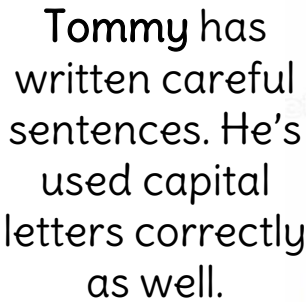
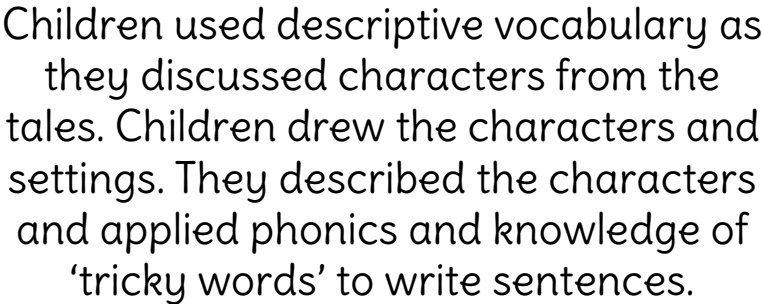
Julian and Annie created baskets for Little Red Riding Hood to take to her Grandma. Children used their knowledge of phonics to segment words and label the contents.



Julian



Annie



Children wrote 'Get Well Soon' cards for Grandma. **Emily** is working hard to form her letters correctly. What beautiful presentation!



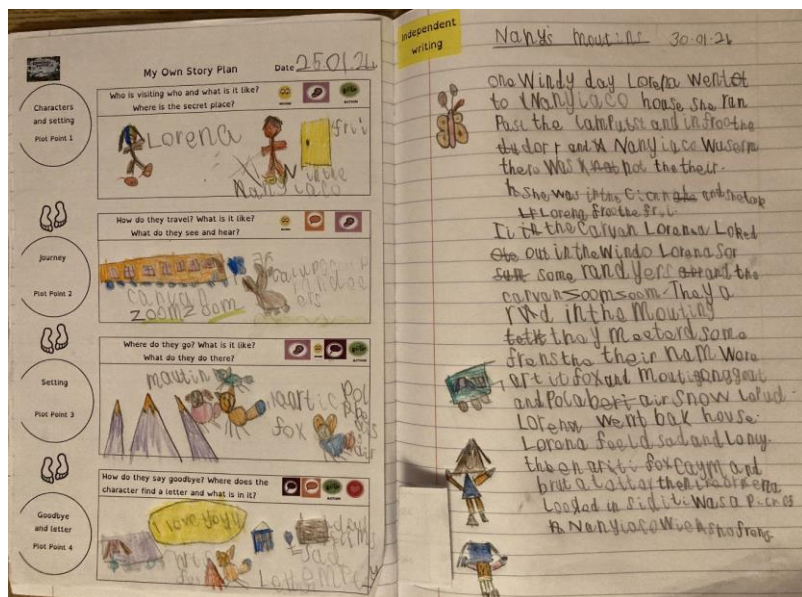


Inspired to Write

@ BERRY HILL



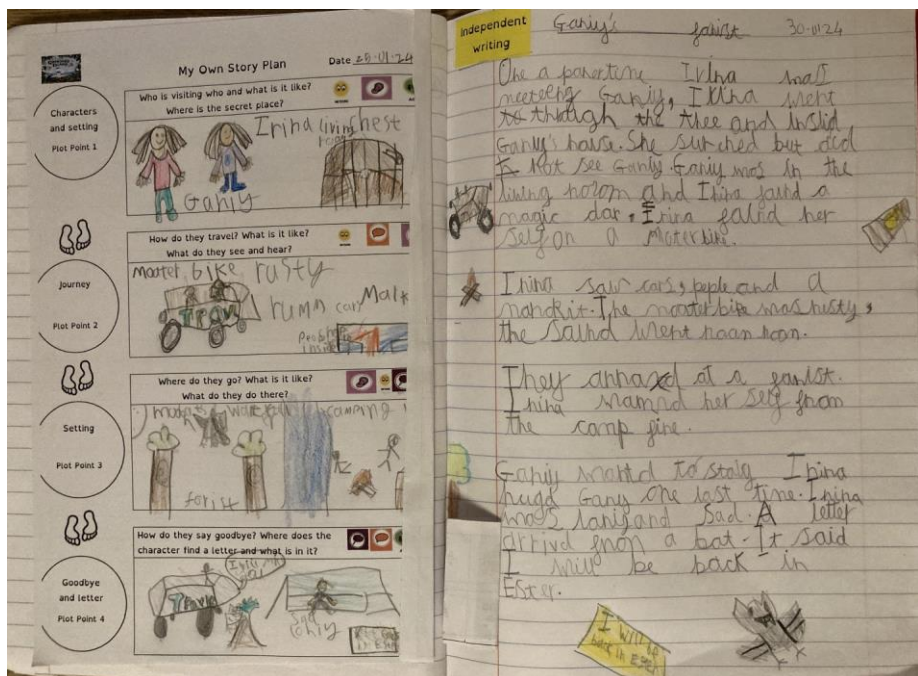
This term in year 1 we based our story writing on 'Grandad's Journey'. This is an emotional story about a boy called Sam who travels with his Grandad to a tropical island. The children changed the characters, the method of transport and where their characters travelled to.



Tia has used a fabulous opener for her story. She expressed the emotions her character would be feeling on leaving her Nanny behind brilliantly. She has a clear beginning, middle and end to her story. Throughout, Tia has used many capital letters and full stops in the right places too as well as a capital for her character's names. A wonderful story, Tia.



Alex was inspired by his sister and used her for his main character. He wrote a super story where he changed the ship for a rusty motorbike and took his characters to a forest. He has remembered to use capital letters for his character's names and uses full stops throughout. He even uses a comma in a list and is beginning to join his writing.



[illegible]

Amelia has written about the adventures of a little girl and her Granny. They set off on an aeroplane and find themselves in a forest. Amelia describes them feeling nervous but happy. Throughout her story, Amelia extends her sentences well using conjunctions like 'and' and 'but'.



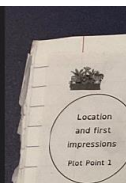
TRAVEL JOURNAL

On the 6th March 2024, Year 1 children visited Yorkshire Wildlife Park. They then wrote a travel journal about their trip.

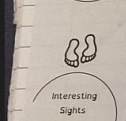


Ines planned her own journal ideas based on her thoughts about the trip. She then wrote her journal using adjectives to describe her two favourite animals. At the end, she used bossy verbs telling other people to go and visit too!

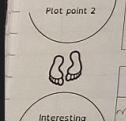




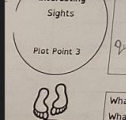
Location and first impressions
Plot Point 1



Interesting Sights
Plot point 2



Interesting Sights
Plot Point 3



Recommendation
Plot Point 4

My Own Travel Journal Plan

Date 08.03.21

Where have you visited and what it like?

Yorkshire wide lies park

Wednesday 2024

What did you see and hear? What animal facts can you share? How did it make you feel?

thigher

big running sharp teeth

steeple orkney

working

What did you see and hear? What animal facts can you share? How did it make you feel?

meerkats

quiet

brown

little lies

What question could you ask to hook the readers? What would you tell others to do? Should they go too?

would you like to go to a meerkat park?

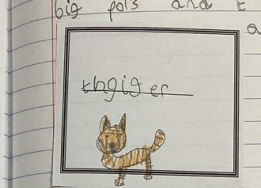
Yorkshire wide lies park

08.03.21 Travel Journey

March 2024

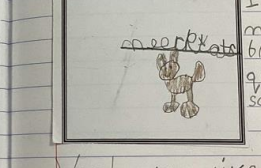
First Impressions

when I arrived I was so scared and amazed the rhinos had big pots and it had steeple and it was running



rhino

I sure little lies meerkats they were brown they were quiet. They were skinner



meerkat

would you like to go to? pack your bags. get your bottle. get your bus. get on the bus.



Inspired to Write

@ BERRY HILL

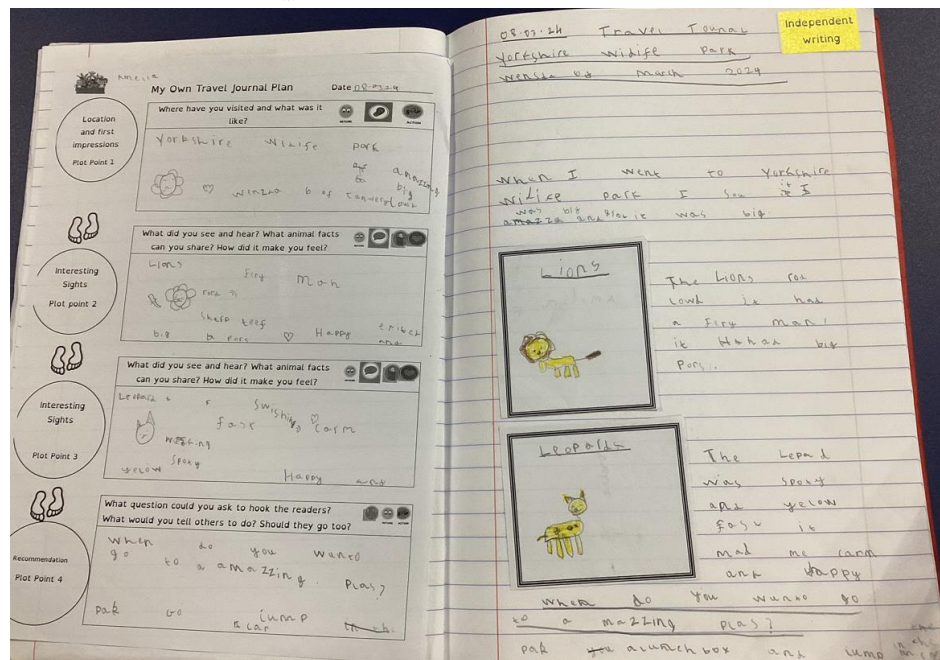
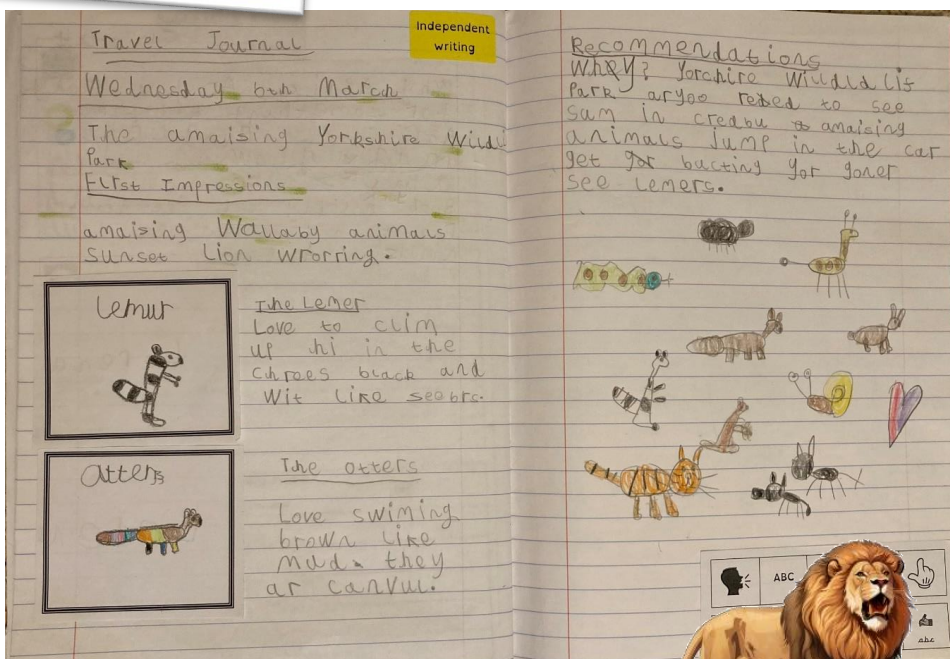


TRAVEL JOURNAL

Year 1 had such a great day out at Yorkshire Wildlife Park. Read on to see some more travel journal writing.



Lorena (1SH) presented her journal beautifully by underlining her titles and using capitals for each word. She wrote about her two favourite animals from the trip and used synonyms to describe them. Finally, she used some bossy language at the end to encourage you to visit.



Amelia F (1JM/NK) wrote about seeing the lions and the leopard. She used good adjectives to describe what they were like and how they made her feel. Amelia finished her journal writing with a recommendation for others to visit the park too. She used a question sentence as a subheading and then followed it up with some bossy verbs telling others to go too!



Poppy continued the plot by writing about a cheetah who goes on another journey to fetch water for the animals back home. Her work showed excellent use of adverbs to describe how the cheetah was in a desperate hurry to return to the animals. It was a lovely read - well done, Poppy!



Oliver

A cartoon illustration of a hedgehog with brown spines and a light brown body, facing left.

The animals chattered in a circle thinking were to get water. The T-rex said "someone needs to go to the water-sall to get water. One of them said 'I will go to get the water ball from the water-sall'." The Hespero, each Hespero said that so he went and after that a hurricane got in front of him and he lost his spikes. Then he made it to the magical, sparkling, and fresh water-sall. And he made it back just in time so all the animals there got lots of water. The next when he got there the T-rex said "well done!" and the Stegosaurus said "that was ~~the~~ some next time can I do it?" "yes" said the T-rex. So now that we have all of this water-sall we make a swimming pool. The T-rex said the Stego, got and eggle.

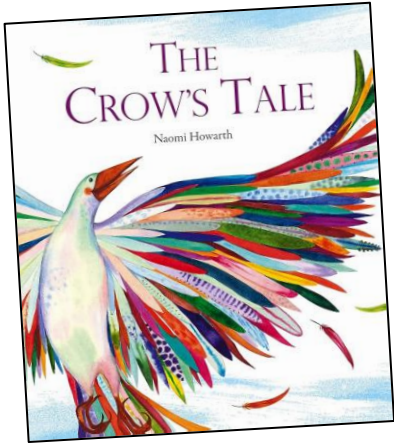
Independent
writing

Berry Hill Primary
School Black Scotch
Lane ~~NA~~ Mansfield
NG18 4JW
Monday 26th February 2024

Dear Miss King,

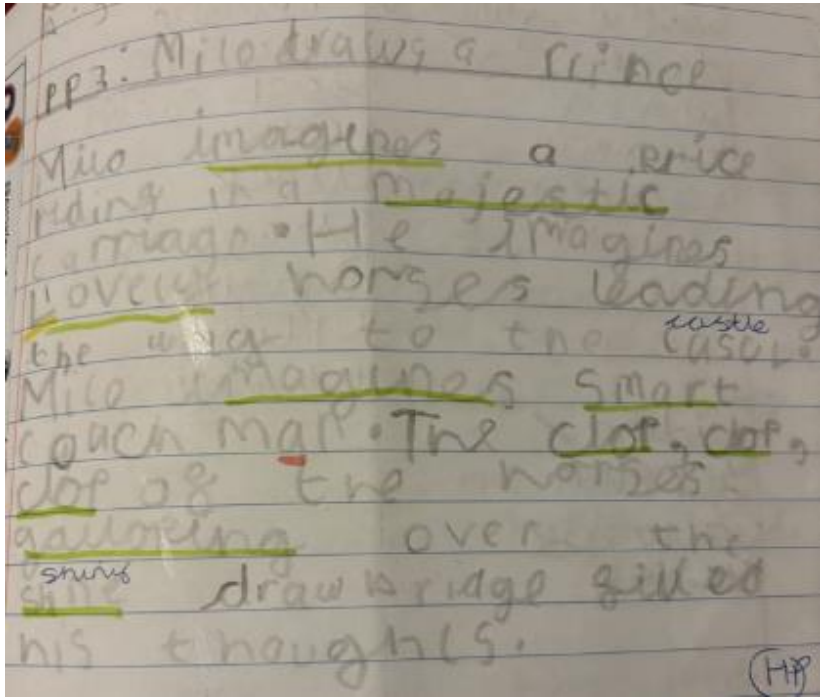
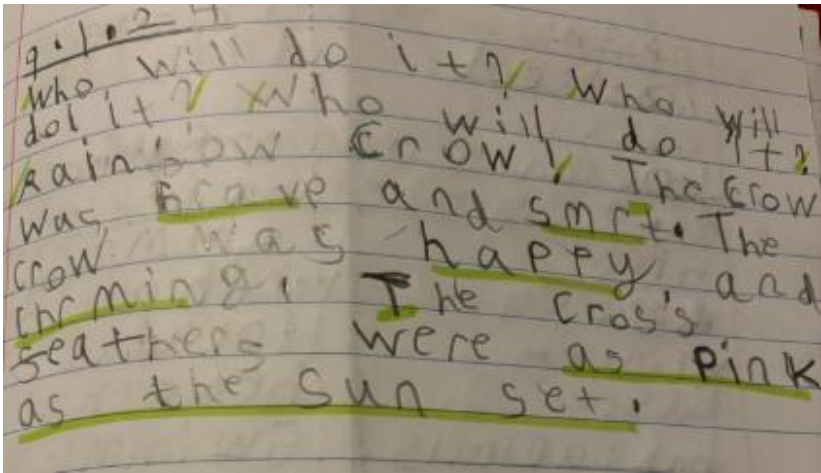
my favorite place is...
Lego Land. You I
travel, year is in a car.
I spot trees and cars and
Homes, and gas even
the he's. I would
Went to the tower, Lego
world. The ride got the
fantastic surprise. I had
a ham and cheese
sandwich and a slice of
cake and a wonderful
slice of lime pop & slice
watermelon.

In Lego Land my
favorite part is the
water park the best
is the harmless slides
my favorite slide blue air

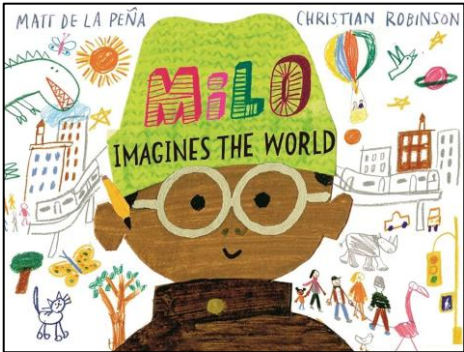


The **The Crow's Tale** written by Naomi Howarth has been the inspiration for our narrative unit this term.

Alexa wrote this short piece while we were practising using question marks and exclamation. I loved the simile she used to describe the colour pink.



Evie wrote a descriptive piece of writing, writing about Milo imagining one of the passengers on the train being a Prince. She used some ambitious adjectives to describe him, as well as onomatopoeia.



Milo Imagines the World is the second narrative to inspire our writing this term.



Monday 26th
February 2024

Dear Miss McIntyre

When I go to Turkey
I go to the plane.
I see sun and
clouds and sea.
I wear shorts because
the weather is hot.
I eat toast in my
holiday house kitchen.
My favourite place is
swimming pool.

Yours sincerely
Mahir

Abel Monday 26th February
Dear Miss McCarthy
When I went to
Gloucebury to
travel by train.
I saw sky and
~~grey~~ clouds. I had to
wait for my hover
and we means my mum
went and milled and
nana and my Granddad.
I wear my shoes and
a T shirt and because it
hot. I would eat pizza
and some chips and
slush singers and
pizzer. go in the sea
go to the arcade have
some paid rock

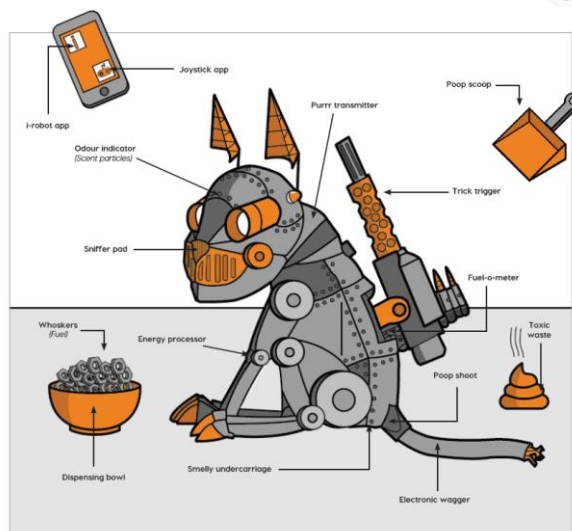
Abel wrote a letter about his favourite place, Gran Canaria. I was impressed by his use of conjunctions to extend his sentences.



Monday 26th February
When I go to MSC
Crewship I travel on a
• six biggest crewship in the
world and I like to go
in Summa and I'm
getting Sumtims. I wear
red shorts, exilant re shorts
and beautiful shoes and
socks. I wear a jumper,
jeans and nicksy. When I
go get at the air port I go
in a crew ship it was
nine o'clock I got on the
crewship and I was so
tired. The next day I went to
the park to have a piggy

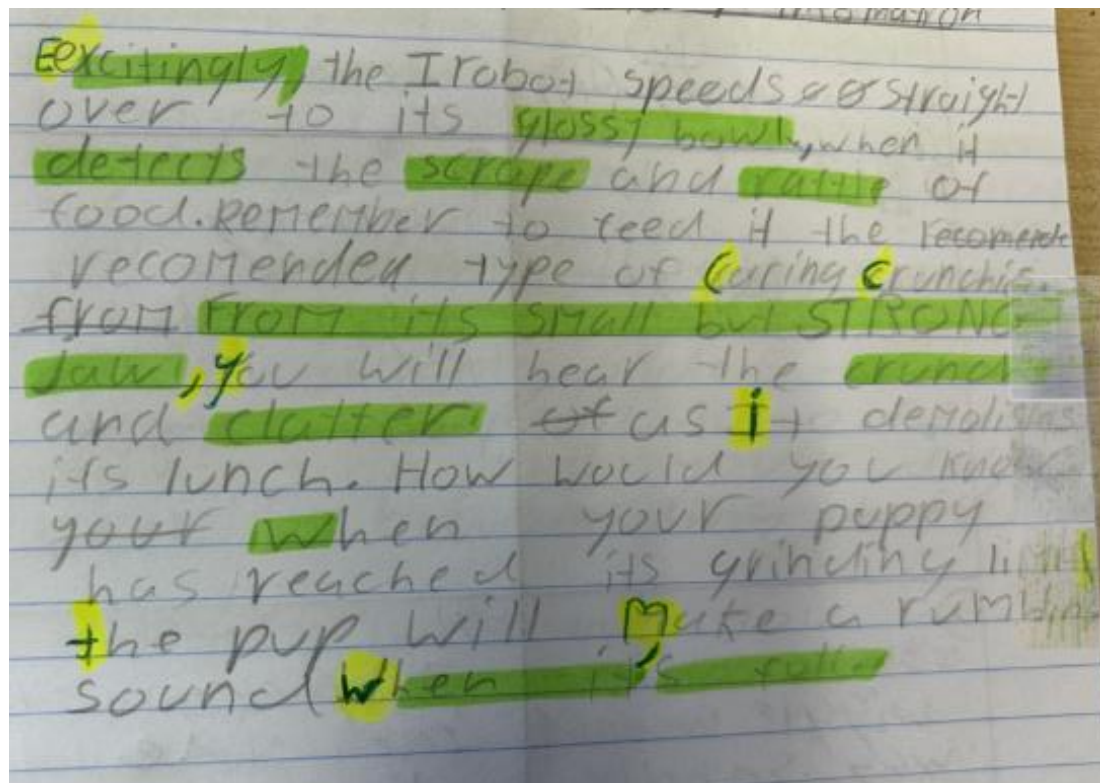
noodles and Meerbrood. I
also eat Sausage and meat
I am beef and gammon.
I like to bill legs, carts and
crafts. I like to go in the
outside swimming pool and in
swimming pool when it is
very hot. I play football,
bumper cars and basket ball
also I play in the arc
ade, golf and football
table. I learnt on the
musick school I learnt
very, very good from
George Gammon. **George G**

George G wrote about his holiday on the MSC Cruise. I was impressed by his use of adjectives to describe as well as his use of commas in a list.



This term, one of the texts we have taken inspiration from is all about how to care for a robotic pet.

This explanation text has helped scaffold our writing and has enabled us to write our own explanation of how to care for our own unique robopet.

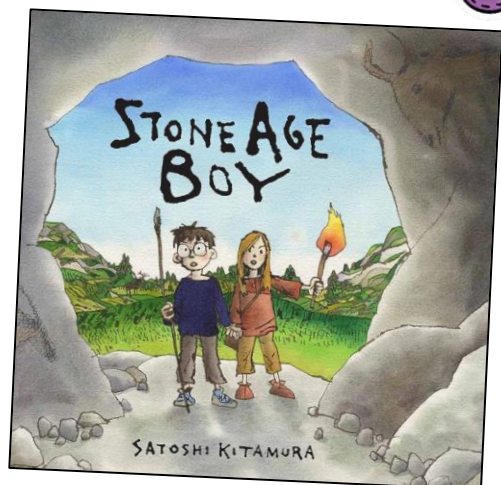


In this paragraph, **Paige** has explained to the potential owner how to take care of their metal munching mutt. She has used fronted adverbials and complex sentences in her work and has successfully deepened the moment by adding onomatopoeia to her description.

Warning and advice - pps
is full
When the good chamber is the & good is gradually
burnt. This process is as degenerating as Hulk's
has smash but do not worry. It is completely
normal in the updated model. S. Suddenly,
the turbo tail of rapidly rises rises nearly
for the no bottom, as quick as lightning
A few each exception, reward your puppy
with a treat or a positive praise. Great
work doggy dog you did a doo doo!

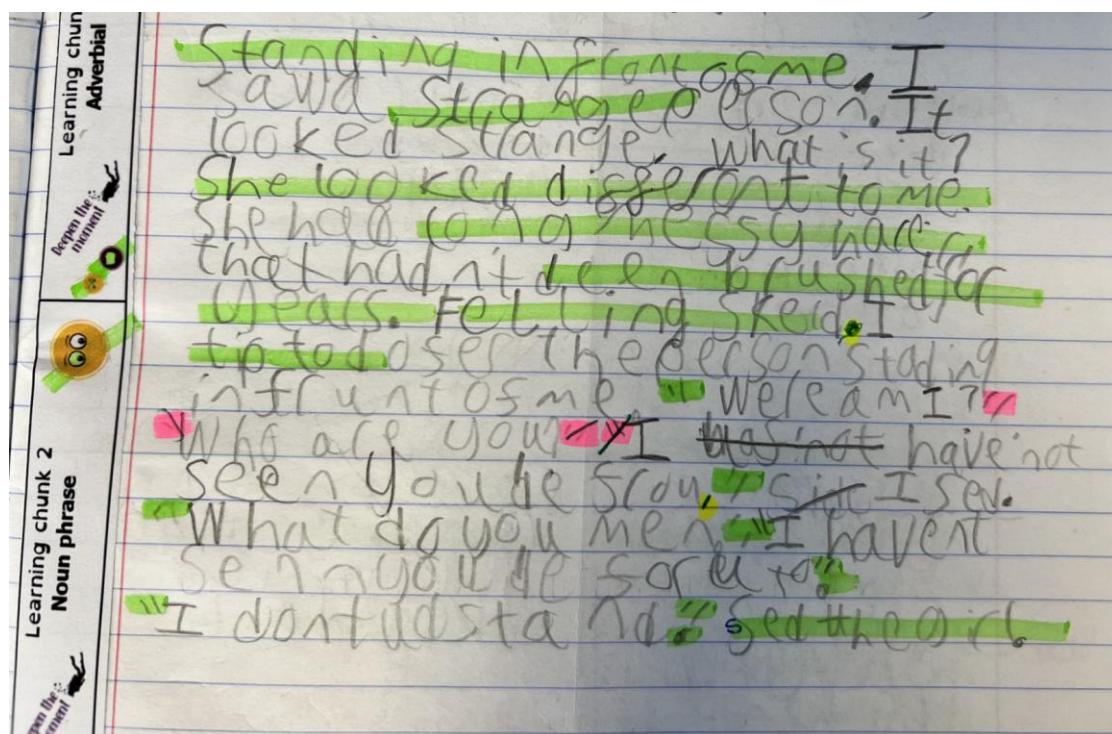


In the final stage of our unit, **Muhammad** has used technical language, special features and his brilliant imagination to create his unique pet ready for his independent write.



This term, we took inspiration from a book called 'Stone Age Boy'. This book follows a young boy who finds himself on an unplanned adventure, travelling back in time to The Stone Age.

We used this as a starting point to retell our own journey to a mysterious and unknown planet!

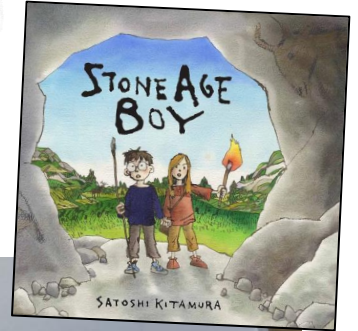


Shown by Jacob's work, we used adjectives and expanded noun phrases to describe the Stone Age child we meet. Jacob also uses some inverted commas for dialogue between the two characters.



y e a r 3 3 E C @ BERRY HILL Berry Hill Primary & Nursery School

Lawrence used fronted adverbials, similes and exciting verbs in his work to describe the thrilling events that happen to the Stone Age boy!



Monday 22nd January 2024
 catching a reindeer-PP7
 As the sky grew orange, I & we glanced
 on a reindeer galping in the
 field. There spears were gliding
 out the air & like rockets
 and I can hear men yelling,
 hoves clattering and gras
 going woosh. What a feeling!
 I need to change my
 lenses? so unbelievable.

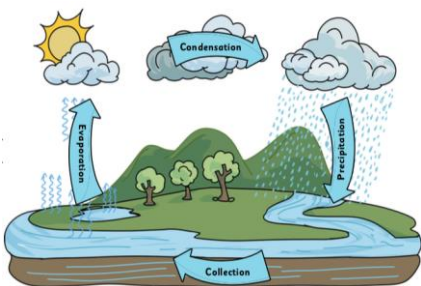
Hello my name is Jack and
 here is my story. Once a fore
 was walking in the woods.
 And all of a sudden I fell down, down,
 down. I found my self in a
 place a place that's glass. glass was as
 sharp as a knives I found my self
 in a different world. Where
 some thing appeared in front of
 me. It came closer and closer and closer.
 I was getting scared I did not
 know what to do.



Niya used some effective repetition in her work to create a gripping opening paragraph. She has written an effective simile, and her spelling is accurate. Well done!

Lucas included a great simile to compare the journey of the food in the stomach to a tornado.

Casper and William focused on ensuring the information which they wanted to include was organised into well-structured paragraphs under the correct subheadings. They have both also included engaging titles!



Casper

The amazing adventure of the water cycle

Introduction
If you don't know what the water cycle is you have got the right book! Today we are going to explore what Evaporation, condensation, precipitation and collection (run off) is. If you don't know what this is they will come later in this book.

Evaporation
Evaporation is the first stage of the water cycle. Mostly this happens at the edge of the water cycle. Evaporation happens when the sun heats a water source and when it heats it turns into water vapour.

Condensation
Condensation is the second stage of the water cycle. Condensation happens after the sea lot of water vapor is turned into a cloud again there is too much water vapor the water falls down but I will write the rest in the next page.

Precipitation
Precipitation is when the water drops fall down it rains, snows and hail but it doesn't get stuck in a stream. It goes to a stream.

Collection (Run off)
Collection is when it makes a stream. It will then flow in a low area and stay like that until also it goes out and our rapidly.

Did you Know?
The atmosphere has thick layers of the earth is covered in water.

Run off
Run off is precipitation.

Diagram:

The diagram illustrates the water cycle with several components: a sun in the top left corner emitting rays; a cloud in the top right corner with rain falling from it; a central globe representing Earth with blue oceans and green landmasses; a stream or river at the bottom left where water is shown flowing; and another cloud at the bottom right with rain falling from it. Arrows indicate the movement of water between these stages.

William R

THE WAY OF WATER

Evaporation
The first step is evaporation. Evaporation is when the water's particles shake or go up to the cloud point.

Condensation
Evaporation is where the the water particles cool down and turn into gas, then clouds.

Evaporation
The water cycle is a magical journey up, out and if you want or know about it read on.

Evaporation
The water we drink disappears can't have drink.

Precipitation
Precipitation is where the water droplets get very very heavy and will down.

Run off
Run off is the water in the lake or. Run off is the water the rain collects into rivers or ponds then back into the ocean or sea. Then the people drink again.

William R

THE WAY OF WATER

Evaporation
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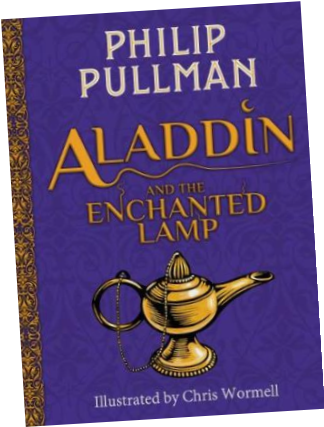
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As well as Aladdin and the Enchanted Lamp, we have explored information texts such as Digestion. This helped us identify which features are necessary to write an information text to inform the reader about a particular topic. We have practised using these features prior to writing our double page spread about the water cycle.

Evaporation
As the sun shines down on accumulated water, it begins to heat up and turns into water vapor. It rises up into the sky and makes clouds.

Runoff
Runoff is when the rain touches the ground and goes down into a river or stream.

THE WATER CYCLE

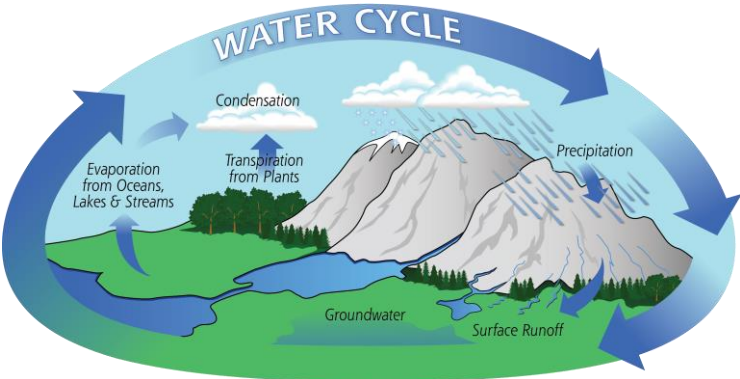
Precipitation
If you think precipitation is just snow your wrong. It's rain, snow, hail and sleet. Precipitation is when rain goes into the runoff.

Fun facts
Did you know $\frac{2}{3}$ of the earth is covered in water. When it's sunny water turns into gas called vapor. Water never leaves the water cycle you know.

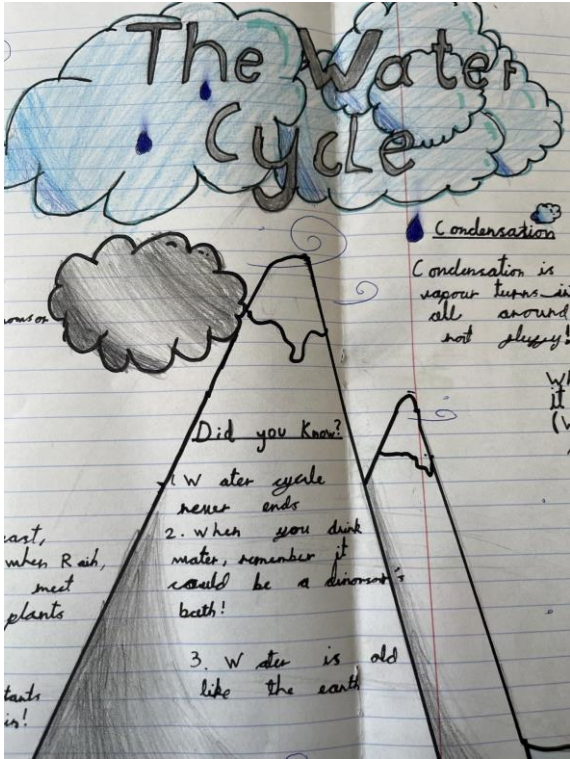
Condensation
Condensation is when a group of droplets come together to form a cloud. When water changes from a gas to a liquid, its called condensation.

Did you know?
The water has been around as long as the earth and dinosaurs.

Aaliyah has worked hard on her writing, carefully choosing her subheadings to introduce the contents of the paragraph below it.

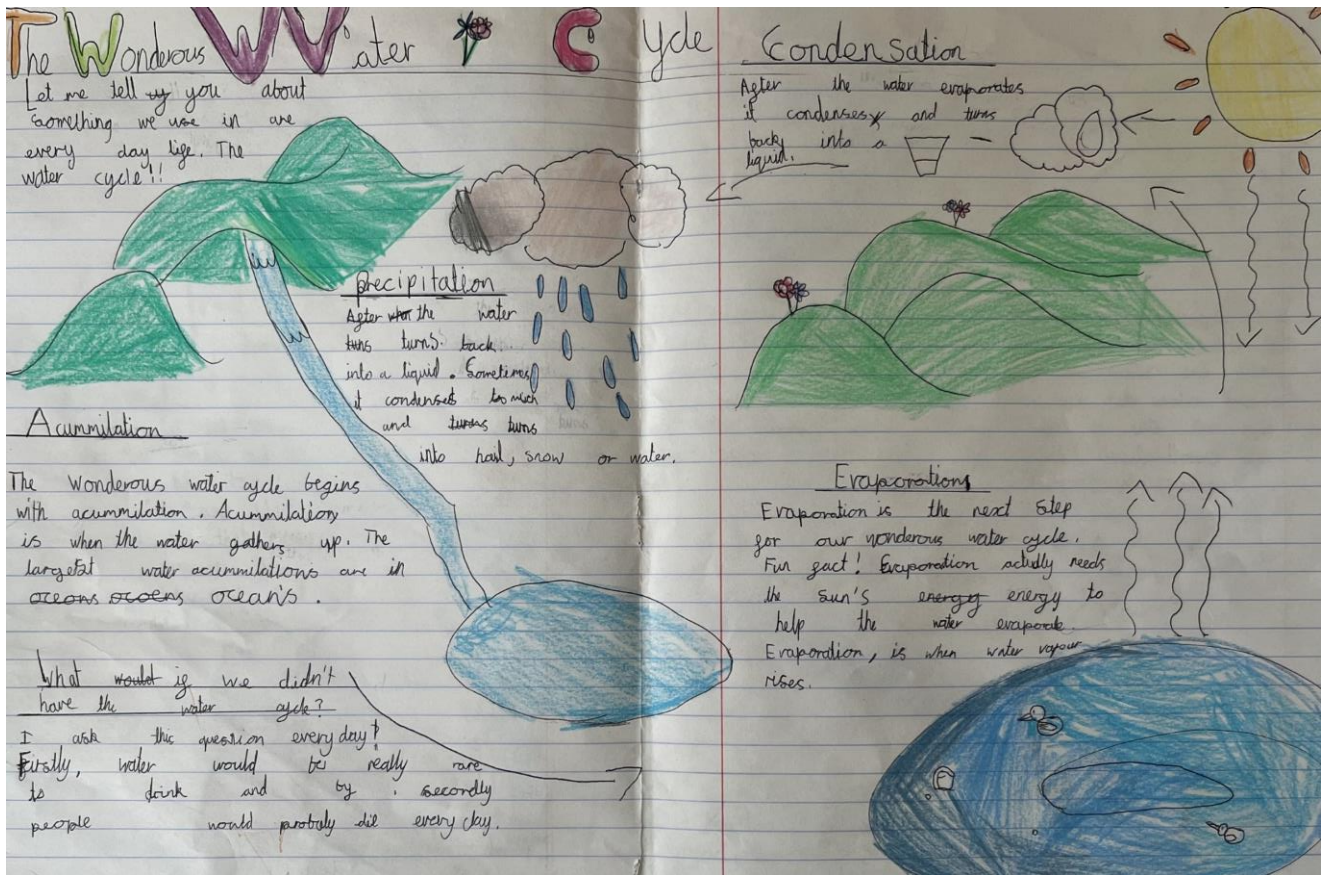


Irina



In this piece Irina has decided to use a ‘Did you know?’ box to grab the reader’s attention. She carefully chose the facts she used to wow the reader.

Teya has worked hard to use the correct vocabulary for the different stages of the water cycle. Not only has she done this, but she has then gone on to describe what happens during each of these stages. I really like how she used alliteration in the title to make her piece sound more enticing.



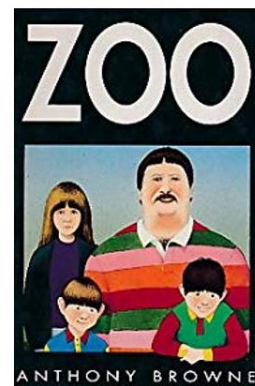
Teya



Inspired to Write @ BERRY HILL



In the Spring term, we have been focussing on two different styles of writing: information texts and first-person narratives. After studying and appreciating the lives of emperor penguins living in the harsh tundra of Antarctica, the children made up their own animal that survives these brutal conditions.



Our first-person narrative was inspired by the classic picture book 'Zoo' by Anthony Browne.

Here, Eryn shows a great example of a 'typical' family day out. Her vocabulary is carefully chosen to show emotions from the characters.



Wednesday 24th January 2024

Eryn

Narrative - Theme park

Space World

Some weeks ago I and my family went to Space World. When the day arrived everyone was happy and we ~~arrived~~ ^{left} with excitement. Me and Lily came down in matching tracksuits ^(how nice) and gave me a big sister hi-five. Mum was ~~in~~ ^{wearing} a summer dress and dad was dressed like the owner of Sports Direct had vomited on him. He climbed into the back of the mini-van as dad ~~scrambled~~ ^{climbed} into the front seat with a very ~~glorious~~ ^{glorious} look. Pointing, 10 minutes later we were stuck in traffic. I could hear the beep of horns and people cursing at the road. Mum warned us to not repeat them.

When we eventually got there we had to stand in such a long queue. We glared around at other families in jealousy as they strolled through the theme park gates. Lily began ~~craning~~ ^{craning} her neck over the tall fence and used me as a periscope. Her son ~~stuck~~ ^{stuck} his head through the fence and every body gave an excited gasp. Lily saw dad had to show the ticket officer, waving an expired coupon in his hand. Dad tried to get us in for half price, but the ticket officer was having none of it as we paid for full money ~~every~~ ^{every} car. Dad went red faced and mumbled something about being sick. Mum looked to keep our spot and had grownls with dad in the corner. When they got back dad pushed us through the gates grumpily. Dad could tell he was sleepy. We were by queue scream by scream group by group, we glided to the top. Mum and Lily were panting with excitement as we ~~climbed~~ ^{climbed} into the roller coaster. As the car climbed up, high pitched screams left our mouths. We started down at dad's sleepy face and tried to get mum's attention. I wasn't very successful because she was on her phone. We strolled around

In Isla's story, she has shown she can use parenthesis and fronted adverbials with real purpose. The characters in her story are looking forward to 'the one and only Ghost Fantom'. She has made excellent progress in her writing this year.

What felt like hours ago but it was actually days ago. Me, Laura, my little sister, Mum and Dad went to ~~the~~ ^{the} Willy Wildlife run. Mum was ~~climbing~~ ^{climbing} out in dungarees and a floral top and bright pink sandals. Dad on the other hand ~~was~~ ^{was} wearing very light jeans, plain black top and adult trainers. 20 minutes we were stuck in traffic with ~~hundreds~~ ^{hundreds} of people in which the ~~main~~ ^{main} warning we not to repeat. Looking around we saw the ~~yellow~~ ^{yellow} ~~glowing~~ ^{glowing} sun.

Finally ~~getting~~ ^{getting} there we parked the ~~the~~ ^{the} messy car and jumped out in excitement. Slowly walking up to the queue I spotted a good friend's friend of mine Building up courage to give them a 'snake wave'. They waved back. I was overwhelmed with joy. 1 hour after that we finally got to the ~~the~~ ^{the} roller coaster. Dad was ~~aged~~ ^{aged}. Arguing with the manager I rode my eyes and my face turned red and embarrassed.

Eventually in the park I saw the ~~the~~ ^{the} one and only GHOST FANTOM. Me and Laura begged mum to go on the ride and after a minute ~~the~~ ^{the} park was full soon ~~the~~ ^{the} ride started. Laura was too too short we all argued with another person but it wasn't good enough.

Isla



Inspired to Write

@ BERRY HILL



This is Alicja's brilliant example of an information text about her fictional creature, 'The Zea'. Alicja has shown she can use colons to introduce lists (and even semicolons in a descriptive list!).

She has also created a good connection with the reader by using rhetorical questions.

Horrible Habitat

Alicja

The Zea is one of the most kindest creatures but they have to live in the ^{Antarctic} ~~Antarctica~~. To live they have to find shelter and survive the bitter winds, glaciers, hail, the ~~do~~ ^{do} ~~gross~~ ^{gross} ~~blitter~~ ^{blitter} glaciers and unbearable blizzards. Despite the weather, the Zea still has the best time of their ^{lives} ~~lives~~. The Antarctic Ocean provides all the food they need and the skies do too. How do they live in this environment? Would you live here? I personally wouldn't. Brrrr! It's like a fridge in Antarctica. Personally.

Brilliant bears

Zeas have a ^{fascinating} ~~fascinating~~ appearance: ^{mouthed} ~~mouthed~~ dense fur; large sharp claws; ^{sharp} ~~sharp~~ teeth; ^{angelic} ~~angelic~~ wings; black ^{managing} ~~managing~~ stripes; ^{beady} ~~beady~~ eyes; tiny ears and small paws. They need all of these features to live against the cruel storms. Even though they look like like ^{sweet} ~~sweet~~ and cuddly creatures, they are actually ^{indimidating} ~~indimidating~~ fierce animals and can kill you in a matter of seconds for fun. They can suck a human's or animal's blood like a vampire. Their life is easy as they ^{kill} ~~kill~~ ^{them} ~~them~~.

Information text - The anger hammer-head shark

Terrible Tundra

George

Antarctica - one of the deadliest places on the planet is ^{inhabited} ~~inhabited~~ by only a handful of creatures: seals, emperor penguins, polar bears, and ~~the~~ ^{the} ~~one and only~~ ^{one and only} anger hammer-head shark. In this climate there are frozen ravens and frost-bitten temperatures. This world of ice is never-ending.

Intelligent individuals

Swimming through the depths, the anger hammer-head shark's appearance is most peculiar; they have thin, ^{scaly} ~~scaly~~ flesh. Their skin is ^{sky} ~~sky~~ blue, a long, overly-flexible spine, teeth as sharp as throwing knives and an anger fish-like lamp dangling in front of its ^{poker} ~~poker~~ hammer-like head.

In this extract, Mia writes about 'The Unique Polar Bear', going into detail about their harsh habitat. She has used brackets for parenthesis, colons for lists and has even used the word 'monochromatic'!



The Anger Hammer-head Shark by George - another great example of writing to inform. George's carefully selected vocabulary makes him

sound like the next David Attenborough. He can use a variety of sentence lengths, dashes for parenthesis and even similes!

The unique polarbear

In the Arctic (is mostly North) these ^{unique} ~~unique~~ polarbears have to ^{live} ~~live~~ in one of the world's most ^{cold} ~~cold~~ countries. The unique polarbear has crazy weather: snow blizzards, snow storms, hail, ^{moosey} ~~moosey~~ rain and ice ^{burge} ~~burge~~ everywhere they go. We all need to help them. They can't keep living like this, it's too ^{extrem} ~~extrem~~. We can all help it's just that some people don't want to.

Cute or cunning?

Standing tall and ^{grace} ~~grace~~ is the unique polar bear in its glory. The unique polar bear ^{may} ~~may~~ look sweet, innocent and harmless but if you ever touch one it will eat you in 0.02 seconds if not, your very lucky but it's best not to touch one ^{every} ~~every~~. The unique polarbear has ^{monochromatic} ~~monochromatic~~ colored fur and ^{glossy} ~~glossy~~ eyes, along with ^{glossy} ~~glossy~~ eyes and a ^{glossy} ~~glossy~~ nose. You better be ^{careful} ~~careful~~ around one (or more). They can harm you ^{regularly} ~~regularly~~. They cause great harm.

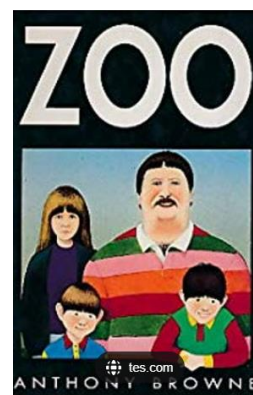
Mia

years SMT

Inspired to Write @ BERRY HILL



During the first half of spring term, we looked at 'The Zoo' by Anthony Browne to inspire our narrative. We began writing collaboratively, looking at a range of grammatical features before children created their own written pieces.



Monday 08th January 2024
^{50 months} A few months ago, ^M Mum, ^{Dad} Dad, & ^{Yassen} older brother all went to the zoo. I was ~~not~~ really sure why. It was the school holiday and ^{Mum} Mum said we had to leave the car for a few hours. I was hoping to see around all the animals and saw lots of new animals and even saw my favourite animals.
^{where} we ~~was~~ in the car ready to go my mom was wearing a bright blue dress, it had ^{white} white spots, and my dad was wearing a red shirt with stars and my brother was wearing blue jeans and a shirt. Sois
^{where} Me and Yassen ~~was~~ ^{where} vibing from the music we ~~was~~ even eating some crisps and after that I watched on my phone.

Jowayriah has used expanded noun phrases to describe what the characters are wearing.

I've ate stuck in traffic, we could hear the shouting people, the honking and even a slight they used their feet until someone brought a chair. A ^{after ten minutes} after ten minutes it moved by ^{centimeter} centimeter to centimeter. I was aching.
 Ellis and I were really tired so we started scrolling through TikTok quickly. Ellis started start kicking the chair we stopped until Bob Siderage used it.
 Anything, Ellis started sobbing (he can be a bit of a moody person). He had a red face and he even started sweating. Dad said stop it or you'll eat the car!

Mike has described exactly what can be seen and heard whilst the family are stuck in the queue of traffic

Lion to lion + cage to cage (Ellis to Ella we suited around the zoo as dad was amazed by the tigers and me and ^{Mum} Mum goaded the animals!
 As we ^{noticed} noticed the animals looked sad like when we started out the tiger it looked back hungrily and the giraffes ~~was~~ looked like they had no energy.
 They looked as bored as a sloth moving, they looked as sad as a Mini shop without his friend I wonder if the Zoo is their true home.

Ellis has used repetition and similes for effect in his description of the animals at the zoo.

"Can we have lunch now?" begged Harry. "We've just got here!" snapped Dad. "But I'm hungry!" I shouted. "I don't care not even our bike, you will have to wait!" Dad hissed. "But I haven't had breakfast!" implored Harry. Fighting back in tears.
 With his veins as his sword all most cutting out Dad knifed to us and hissed "Tough!" New steel whining as we will go home now!! The entire cell - Silence water dripping.
 Mum who could no longer and signed quietly digging around her bag for snacks toxic waste and chewy candy.

Rosa has included dialogue, fronted adverbials and a relative clause in her characters' conversations.

Niamh (left) has used all she has learnt throughout this unit and has written a beautiful narrative piece about her families visit to a theme park and has included dialogue, excellent character description and even a little humour!



Max (left) has worked hard on his narrative piece about a trip to the water park. Max has used dialogue, parenthesis and expanded noun phrases to include additional information, allowing the reader to gain a real insight into the characters and story.

Wednesday 24th January 2024

Last summer holidays we went to a waterpark. Mum told me to go and do something instead of playing on my Xbox. So I asked mum if I could take a friend, and she said "Yes". So I invited Jake (my best friend). I doubled up and had to go on my set off. Jake was wearing grey shorts, grey top and sunglasses. I was wearing a white t-shirt and shorts with sliders. Me and Jake were walking with heads lowered, people saying Dad (because) turned up the chimes and sang all the songs + Council as he and Jake. It was also a bright sunny day.

In the largest traffic jam ever there could hear horns honking, people shouting and pedestrians fishing. Baby's cried at people shied at one another. Great lights with as fast as headlights as they quickly hid away. I and Jake were told - I really strongly pushing him. I made everything worse by making it worse. I could see dad running without looking back. He did check such a lady. Sometimes a few from came who dads felt he was dealing being he shouted, "Enough!"

When we finally got there in the end, we had to stand in the longest biggest queue ever. We looked around and always saw people I tried to be as I could see the wonderful slides. A giant waterslide hill (a smaller one).

During the second half of the spring term, the children began to study the life of penguins in the Antarctic, how they look after the egg and the strategies used to survive the harsh winters. They applied this knowledge whilst looking at the features of a non-chronological report.

Nuclear wars, flooding and extreme weather. Nasty penguins also gave the own battles against climate change. After everything they overcome in nature, these remarkable birds now must now overcome climate change caused by humans. I wonder if they can survive this?

Despite this ~~own~~ environment being mean and brutal it is not this way it is. Conservation have notes that rising sea temperatures, thinning ice and oil spills means the Antarctic that everybody should know today, and could be gone ~~tomorrow~~ tomorrow.

What would you do to help? Don't worry! You can aid all penguins responsibility recharge recycle rubbish, not visiting penguins in their natural habitat, using less electricity at home and also adopting a penguin.

Indie-Rose (above) has used adjectives to describe the weather.

The precious egg

Suddenly, the egg is laid, it could ^{doesn't} die if it ~~doesn't~~ get of the ice ~~quite~~ quick. This significant bond between the ~~collaboration~~ ^{cooperation} of partners ~~that~~ is essential to keep the egg warm over the ~~brutal~~ ^{harsh} winds during the winter.

To find ~~food~~ ^{take} for her ~~chick~~ ^{chick} she must ~~not~~ ^{but} ~~back~~ ^{back} on the physically demanding chuking to go for the wild waved sea and ^{coast} ~~food~~ so she and her ~~chick~~ ^{chick} doesn't starve to ~~be~~ death.

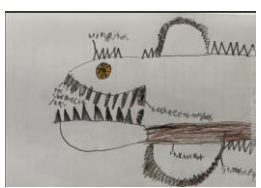
With slippery snow and snow storms, the male must do anything to keep the egg warm. ~~He~~ ^{He} uses his brood pouch to incubate it throughout the harsh weather and slips it on top of his feet.

Oliver (above) has used a relative clause in his writing to describe the environment in the Antarctica.

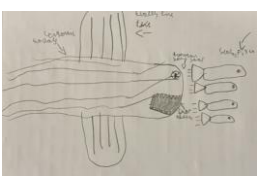
The children were tasked with creating their own fictional Antarctic creature that they would then write about using the features taught during this unit.

<p>dependent writing</p> <p><u>Thursday 29 February</u></p> <p><u>Information text - The Arctic shadow gery</u></p> <p><u>Keeping up with the ^{very} penguins</u></p> <p>The Arctic Shadow gery is a merciless creature, the deep, dark grey is its hiding place. Even though it could be easily spotted by its prey, they are quite cautious creatures. They feed off of baby penguins while they try to swim, the gery, wingers out of the shadows and drags it to its home. Dinner is served.</p> <p><u>Nightmarish features</u></p> <p>These creatures look like they could kill you, and they would. They have fangs sharp and dirty like rusty daggers, old greasy chains draped around its tail and eyes that glow like burning coals. But, nothing would be more valuable than their oversized joint horns that pierce their brains heart like screws. Their gamers, glowing spiky tail is what will get your attention. Its glow is the surely going to put you in a trance.</p>	<p><u>Fern foods</u></p> <p>These mixed reptiles feel hungry too. Shadow gerys eat mostly penguins and polar bears. In most of the months the shadow gery stays in the Arctic Ocean and feeds off of baby penguins who are alone and too slow to escape. Even though they are unlike creatures, in June, they migrate to the Atlantic ocean to impress a mate with their dead polar bears. They then feast on their war meal and go back home July.</p> <p><u>Mating time</u></p> <p>During June, the Arctic gery travels to the Atlantic Ocean to find a mate. Usually, the females would all gather at an iceberg and the males will bring a dead polar bear. If there are two males at the same point, she will pick the youngest bear and mate with the one that brought it to her. They now have a strong bond and will not part until death.</p>
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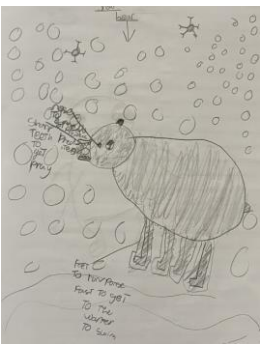
Eva has thought carefully about the features of a non-chronological report and has applied these to her own piece of writing about a fictional Antarctic animal.



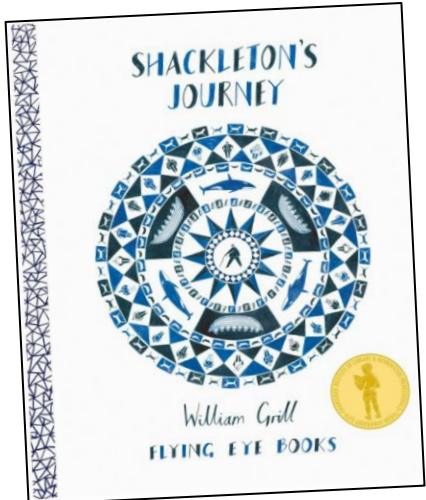
Mason



Tyler



Amelia



Shackleton's journey inspired the children to write many great pieces. We wrote about the optimist the crew members had at the start of their expedition and the struggle that they all had to endure.

Megan (below) has beautifully captured the fury of the Weddell Sea. I love how helpless the crew members seem as they are at the mercy of the water.

The ~~energy~~ energetic crew was short lived. Rolling waves crashed against the hull of the fragile boat and it flooded the boat with every strike causing the crew - who thought this would be relaxing - were constantly throwing the water out with small buckets. The merciless ocean pushed the boat this way and that ~~trung~~ ~~trung~~ ~~trung~~ to push it off of it.

Learning chun

Brackets for par

their legs are to a small and

shining in the moonlight, their

are spent preening their

feathers and huddling is a

if you want to catch these

creatures this is what you will need!

• Bait, a tasty treat for you

friend to enjoy (let them have some fun)

• Cage, a sturdy box so they can't

get away to freedom.

• Rope, a tight strong rope to keep

their legs together (not that they would

get very far huddling.)

You can bring more but these

are nessarity. At all cost don't injure

any injury them the are amazing creatures.



Tierney (left) has written a set of instructions for how to capture a penguin. I enjoy how she describes how the penguins preen their feathers and how mentioning how they huddle together in a group.



During Shackleton's epic journey, the crew made it to the remote Elephant Island, a barren rock in the middle of nowhere. The children wrote a set of instructions on how to survive on Elephant Island.

Abdullah begins his instructions with the importance of creating a fire. His piece of writing flows nicely with the help of sequencing adverbs and ambitious vocabulary.



Step Step 1 - Firstly, you need to create a fire. To do this you need This is very important because if you don't have a fire you will die of frostbite or hypothermia. First of all, try to find small sticks, if you cannot find any, cut thin strips from the top of your boat. Get big rocks - most likely from a mountain - and place them in a circular shape. Once you're done that,

3. After you have completed all of that, you need a source of water that is clean and drinkable. You don't want to be drinking sea water; it is too salty and will make you even more dehydrated. Secondly, you need to find a good spot of snow that looks clean. This really important because once you have found

Rhys continues by explaining how vital it is to have a clean source of drinking water. He also has included a sequencing adverb and a semi-colon.

Eadie

Eadie's writing is superb. She's used a range of features in her writing such as colons and a great range of fronted adverbials. Her vocabulary choices are precise. I love how she's personified the ocean as a 'beast' that consumed the crew's ship, the Endurance.

Rupert has made a villain out of the storm in his writing! His word choices breathe life into this challenging journey.

Rupert

Charlie

Charlie's writing is also about a dangerous journey across the ocean. I absolutely love the thread that he's woven through his writing with the weather a constant threat. What a super piece!

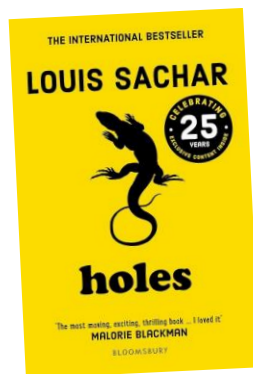


Inspired to Write

@ BERRY HILL



Holes is another firm favourite in Year 6! Stanley Yelnats is (wrongly) sent to a juvenile detention facility in the middle of the desert, where he must dig a five-foot hole every day in the blazing sun – and that's just the beginning. Our writing was truly inspired by this brilliant book, as you can see.



Stanley stood, staring blankly, exhausted. He had proved himself successfully to be hard-working and resilient. Drops of sweat rolled down his face as he panted, breathing heavily; he had been digging for hours, his hands were sore, his body ached. His ~~leaky~~ clothes sagged down as his shoulders slumped. His eyes could barely stay open; he had ^{dark} eye bags and dry lips: he could barely stay awake. The tea towel on his hat also began to sag down as well. His orange jumpsuit was coated in a thick layer of dirt; it was far too small for him anyway. He dropped his shovel, he sighed deeply, "What have I gotten myself into," he mumbled, "this is hell in all its glory. A true desertation." He exhaled. This was not what he had signed up for. His knees shaked. His teeth clattered. His clothes were stained with sweat. He was five feet under the ground, after all. He thought having to dig holes like this was just stupid. How unlucky could he be? There's no way his life could get any worse, right? Right? It had only been two weeks and he was already dreading this, hating every moment. His only use was digging holes that were not in a camp called Camp Greenlake with no lake in the middle of nowhere! He grunted, his ~~eyes~~ bushy eyebrows arched and his ~~headless~~ eyes fixated on the depth of the hole. Just a little deeper. Sighing deeply, he picked up his shovel. He knew what his job was.

Alyssa

Sofia

The barren dry wasteland was the same as it was everyday, empty and hot. He decided it as much as he did everyday. One of the only things Stanley could look forward to was Mr. Sir filling his canteen. He should of started before the sun rose over the horizon but he just couldn't his legs were too much. As he hopped into his hole, his back automatically bent over and his legs ached more than ever. If his legs ached before even starting then this was going to be a long day. Quickly, Stanley's mouth became drier than a desert. He needed water, he was desperate. Even though he knew his canteen wouldn't get refilled for another hour, he wished Mr. Sir would come through any minute. As he shovelled his shovel into the dirt and ~~excavated~~ ^{excavated} another pile of dirt, he looked over and saw how far behind he was from the others. He needed to pick up the pace. He managed to speed up for about thirty seconds until he needed a breath.

As he slumped himself down on his shovel for a quick break he noticed a small drop of water in his canteen. It was this or nothing. He held his bottle above his mouth and one singular drop came out. Out of everywhere in the world, why was this camp here?

Jumping into his hole, he caught Mr. Sir approaching him in the distance. Yes! Finally water! After Mr. Sir refilled his desperate canteen Stanley finally had the energy to finish his hole, but his canteen didn't last long. Within 5 minutes all of it was ~~water~~ ^{water} drunk or dried up. His shovel was in and out of dry ground. At this point he just wished it was out there. He about back when the sun started to set. Stanley finally finished. He dumped his shovel on the ground waiting for the next dreadful day.

super cohesion. I love this

Alyssa's character description of Stanley blew me away! I love her use of short, sharp sentences that punctuate her writing, as well as the punctuation used for effect. She shows great personality in her work!

There is no doubt whatsoever that Max's writing takes place in a desert – his use of language related to the sun, heat and exhaustion are a definite give away. He constantly reminds the reader of the hot conditions and uses repetition for effect well.

Sofia has created cohesion beautifully in this piece and impersonates the style of the author very well. She uses fronted adverbials to link ideas and her sentence fragments make the reader think.

Stanley dug his shovel into the dry barren wasteland. The sun rays were beaming down onto the dunes at 100 degrees. The ground was as hard as a rock under his boiling shovel. The sun was scorching. Stanley's already burnt skin. He dug, he dug and he dug every time his back got weaker from the sun. He was getting slower and slower every time he threw his shovel at the ground.

Max

Then he stopped. The sun was even warmer now because it was midday and it was even warmer now. He looked at his hole it was now now now high and he didn't have to look through the hard crust anymore. He climbed out and sat on the edge he could see group 1 in the distance and he could only see their heads they must be done but done before 12:00 if they are crazy they must be on there 4:00 at hole by now.