

Inspired to Write @Berry Hill  
A celebration of writing

# Inspired to Write @ Berry Hill

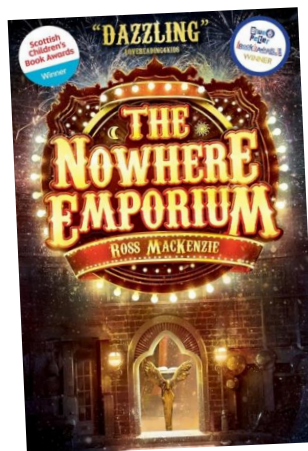
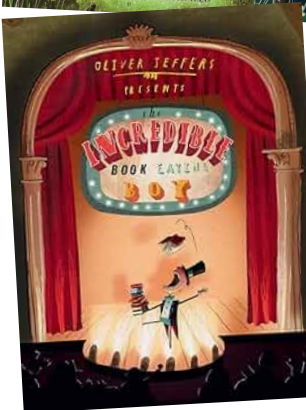
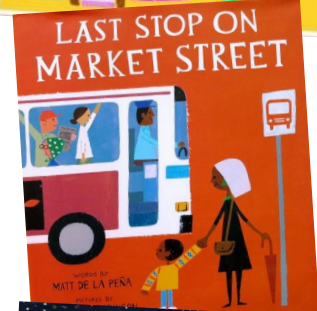
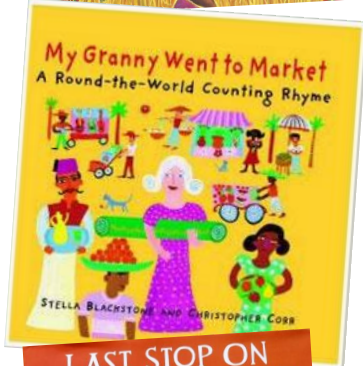
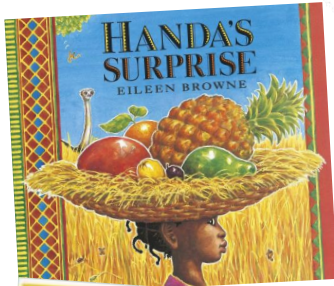


Welcome to another jam-packed edition of *Inspired to Write*. This end-of-year collection of writing captures the brilliant work that has been taking place across school. An exciting array of poetry, stories, non-fiction texts, videos and real-life experiences has inspired our children to write some superb pieces – and superb they are!

We have everything: mischievous creatures stealing fruit, builds that come to life, the end of the chocolate-loving world as we know it, magic carpet rides across the world... and a boy who can't stop eating books! Hold onto your hats when you enter the Nowhere Emporium to embark on a fantastical adventure with Year 5, and delve in to the deliciously spooky writing in Year 6 inspired by a bone-chilling tale if you dare...

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



This half term F2 have been learning about how things grow and observing changes over time. We have been very busy planting seeds and observing how they change.

George wrote a set of instructions explaining how to sow a seed.



**George**

- First, we get some compost
- Then, we pour it into a pot
- Next, we plant our seeds
- Then, we pat the seeds
- Then, we water it
- Finally, we put it on the window

**Poppy**

- First, we put the soil in
- Next, we put the hole
- Then, we put the seed
- after, we pat it
- we water it
- Finally, we put it on the window

Poppy was able to write about the sequence of when we planted seeds in our classroom.




# year FZ FZAI

# Inspired to Write @ BERRY HILL




F2 recently visited the Tropical Butterfly House and had a wonderful time observing the natural world around us. We encountered lots of different types of animals up close and this inspired our writing.




The butterfly  
flights brown.


Lucas (left) wrote sentences about each of the animals and remembered to use capital letters.

The peacock  
is colorful.



The guinea pig  
is furry.



The owl  
has a beak.


Lucas




Orla (below) has used some great adjectives to describe all the animals from our trip.




Paulis (below) has done some fantastic writing using finger spaces and full stops.




The butterfly  
is brown  
and it has a  
eye!




The butterfly  
looks like  
a owl.




The peacock  
and it is big.




The peacock  
is big and  
has big wings.



The guinea pig  
is white and  
brown.



The guinea pig  
is nice.



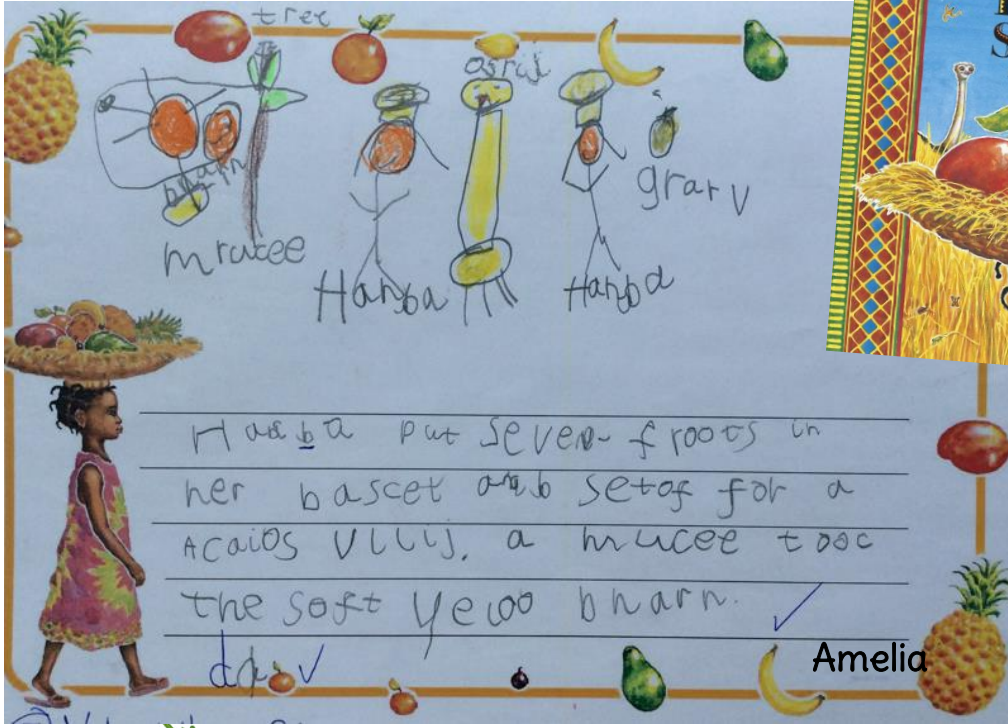
The owl is  
brown and its  
furry.

Orla

The owl is  
in a cage.

Paulis

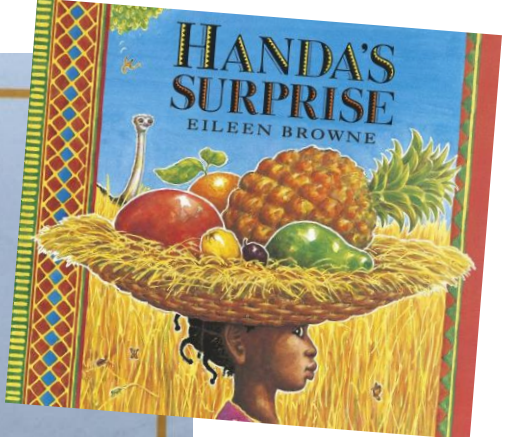
During the Summer Term, F2 were inspired to write through reading books about journeys. Handa's Surprise was one of our favourite books. Handa's Surprise this is the story of Handa, a girl who lives in Kenya. She decides to take seven pieces of delicious fruit to her friend and wonders what he will like best. But along the way a series of sneaky animals steal something from Handa's basket!



tree  
mucee  
Handa  
acaios  
gravy  
banana

Handa put seven fruits in her basket and set off for a acaios village, a mucee too the soft yellow barn.

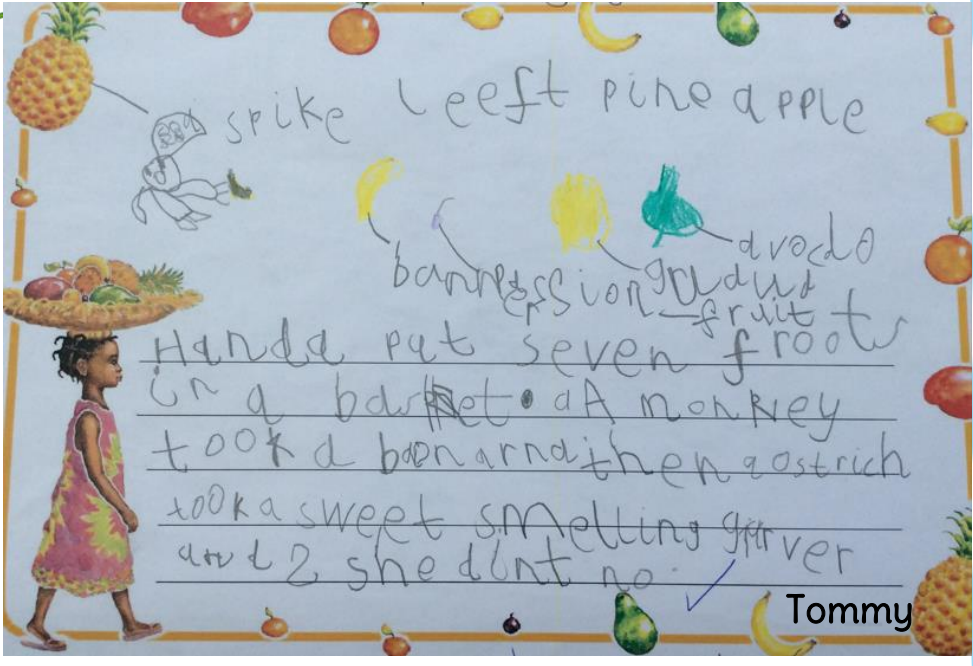
Amelia



Amelia (left) described the events in Handa's Surprise. She carefully drew and labelled the fruits and characters.



Tommy (right) has also explained what happened in the story. What cheeky animals they are!



spike  
banana  
dressed  
fruit  
gravy

Handa put seven fruits in a basket. A monkey took a banana then a ostrich took a sweet smelling grape and 2 she dont no.

Tommy

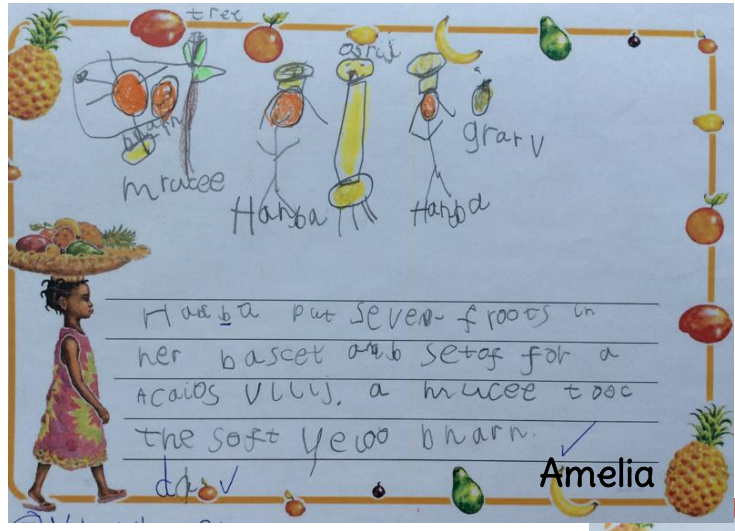
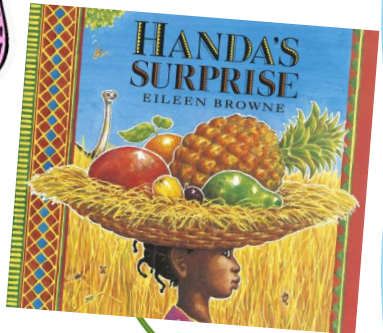
year FZ FZ K M

# Inspired to Write

@ BERRY HILL

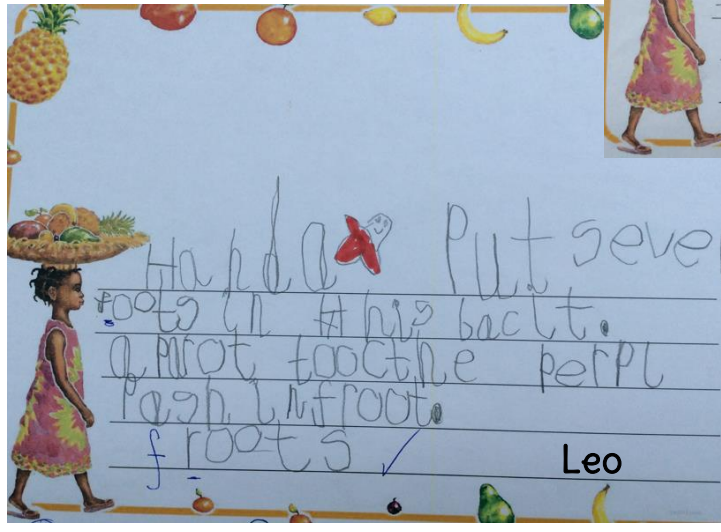
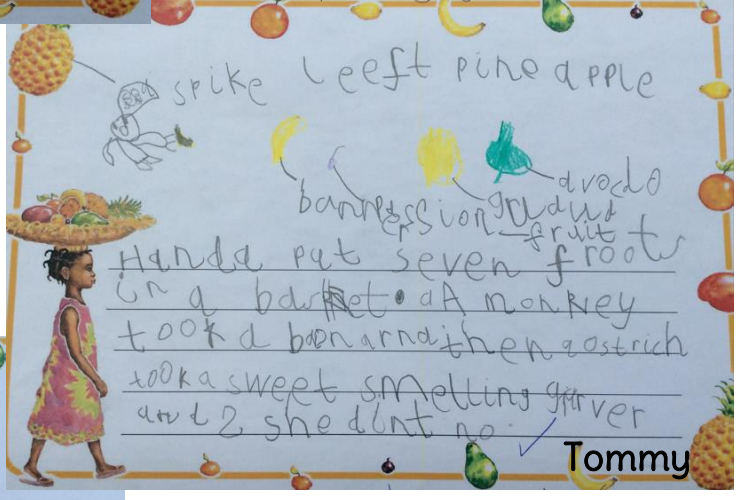


During the Summer Term, F2 were inspired to write through reading books about journeys. Handa's Surprise was one of our favourite books. Handa's Surprise this is the story of Handa, a girl who lives in Kenya. She decides to take seven pieces of delicious fruit to her friend and wonders what he will like best. But along the way a series of sneaky animals steal something from Handa's basket!



Tommy (below) has also explained what happened in the story. What cheeky animals!

Amelia (above) described the events in Handa's Surprise. She carefully drew and labelled the fruits and characters.

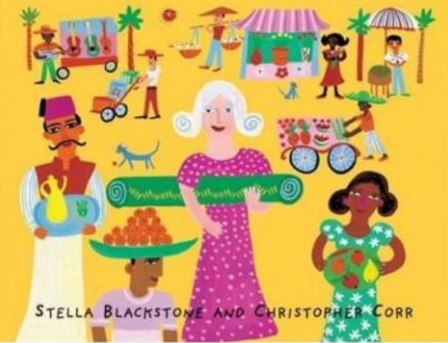


Leo (left) recalled the parrot that took the passion fruit from Handa's basket as she went on her journey.



My Granny Went to Market

A Round-the-World Counting Rhyme



My Granny Went to Market was another of our favourite books this term. Granny flies around the world on a magic carpet, collecting increasing numbers of souvenirs from each place. We love the rhymes in this book!



Summer 1 2024      What can I see in Africa?

I can see the river Nile and a crocodile on the bank.

I can see a lion man jarroo.

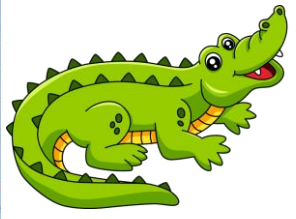
I can get a tree in the savanna. ✓

My Carpet

Africa

Julian

Inspired by the magic carpet ride, **Julian** (left) saw the River Nile, Kilimanjaro, the Savana Desert and a crocodile on his Africa adventure.



**Skylar** (right) adventured to a hot desert in Africa. She described the desert and she saw the forest and a butterfly!

I can see a butterfly light and a forest in the desert.

My Carpet

Africa

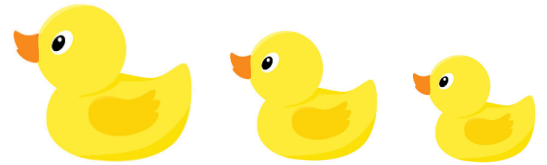
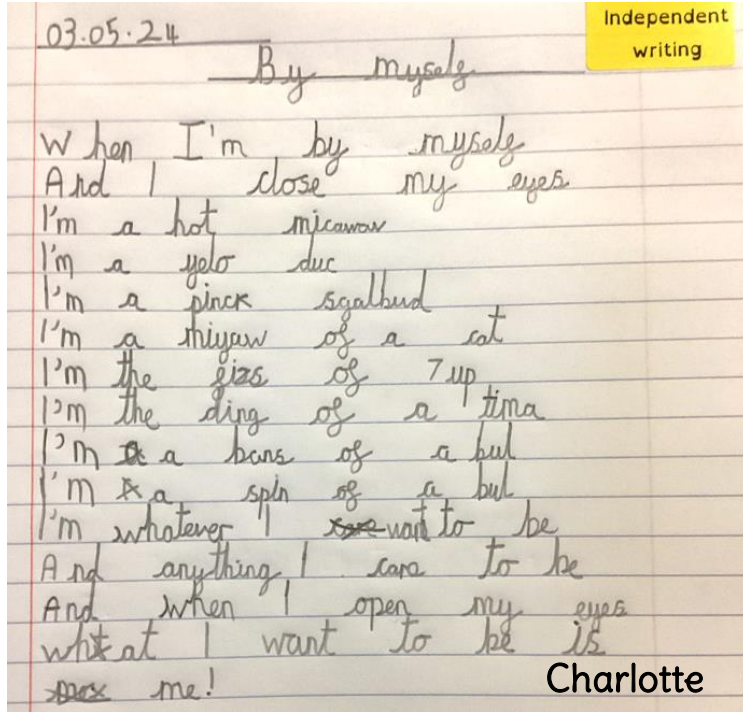
Skylar

# Year 1 I J M N K

## Inspired to Write @ BERRY HILL



This term in year 1 we have looked at some poetry work based on 'When I Close my Eyes' by Eloise Greenfield. We talked about the shape of the poem, rhyming couplets and different sounds and actions that we would like to be.

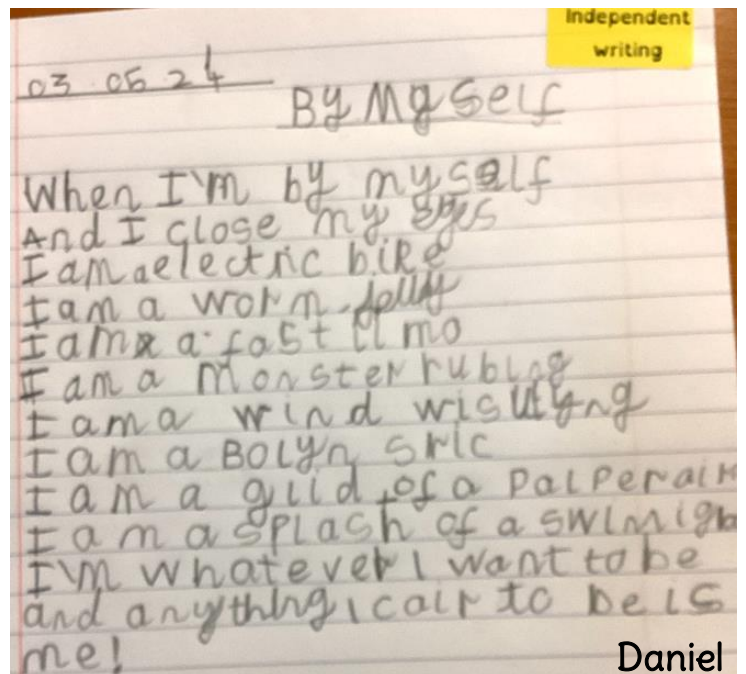


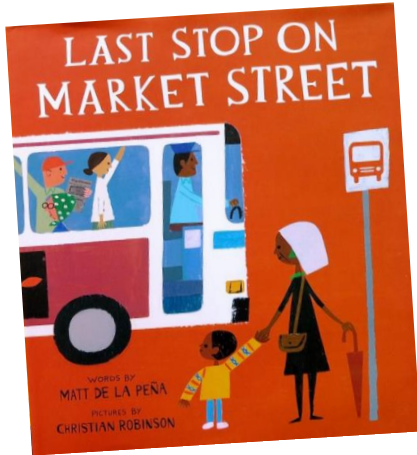
Charlotte (left) has set out her poem beautifully. She has used her neat, joined handwriting to present her work. Her ideas for her poem were all her own and she has used adjectives well to describe her nouns. The class loved this poem, and we hope that you will too.



Daniel (right) also used all of his own ideas for his poem, and we think that he thought of some great things, like a fast limo, the wind whistling and a splash of a swimming pool.

IJM/NK loved thinking of what they'd be when they close their eyes...what would you be?





During the second part of the Summer Term, we enjoyed reading 'Last Stop on Market Street'. This book is all about a boy and his Nana who go on a bus journey to help others at a soup kitchen. It inspired us to write our own stories about a journey that we could take and how we could help others too.

6-24 West Carter Lane

Independent writing

One day Stanley and Finly  
 went at the bus stop at the stop  
 Finly ran to the bus and said  
 high say to me or a child  
 man child boy playing a  
 might soon mess like he was on  
 the road. He saw a shop it was the  
 the toy shop was the bus and  
 he left pages. She felt proud and  
 happy a hen and he and his family.  
 He felt proud of the bus and was happy  
 what a nice day.

Cassian



Cassian (above) has written his own bus journey story where the characters go and help at a toy shop. He has included some speech as well as commas in a list to say who was on the bus. Cassian used capital letters for the character's names as well as for the start of his sentences before finishing them with a full stop. The class liked how he'd included how the characters' felt about helping and used 'and' to extend his sentences.

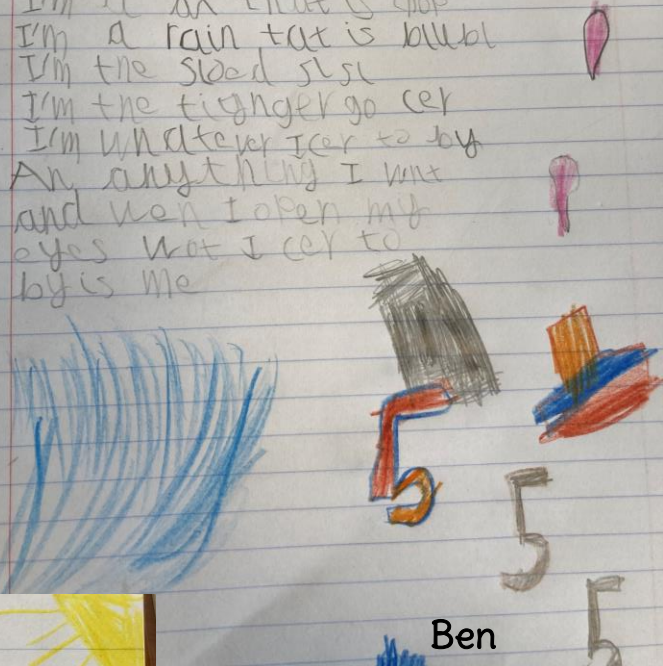
When I'm by myself  
 And I close my eyes  
 I'm a twin  
 I'm a dimple in a chin  
 I'm a room full of toys  
 I'm a squeaky noise  
 I'm a gospel song  
 I'm a gong  
 I'm a leaf turning red  
 I'm a loaf of brown bread  
 I'm a whatever I want to be  
 An anything I care to be  
 And when I open my eyes  
 What I care to be  
 Is me.

During the summer term, year 1 have learnt a poem called 'By Myself' by Elouise Greenfield. The children rehearsed the poem to perform to each other. They have been revisiting rhyming words and writing noun phrases. They practised changing the lines in the poem to things they liked. Finally, they planned and wrote their own poems.

**Ben** (right) has adapted the poem to reflect the things, sounds and actions he likes. He has worked hard to present his poem and formed his letters correctly. I especially liked his originality being the sound of an axe going chop. He practised and then performed his poem to the rest of the class.

02 04 24 BY MYSELF

When I am by myself  
 and I close my eyes  
 I'm a pizza on a plate  
 I'm a train that is go chch  
 I'm a Lumberjack that is chop  
 I'm a Dog that is ruff  
 I'm a ax that is chop  
 I'm a rain that is blubbl  
 I'm the sled slse  
 I'm the tiger go cer  
 I'm whatever I want to be  
 An anything I want  
 and when I open my  
 eyes what I care to  
 be is me

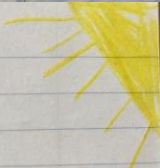


**Ben**



Jackson By myself

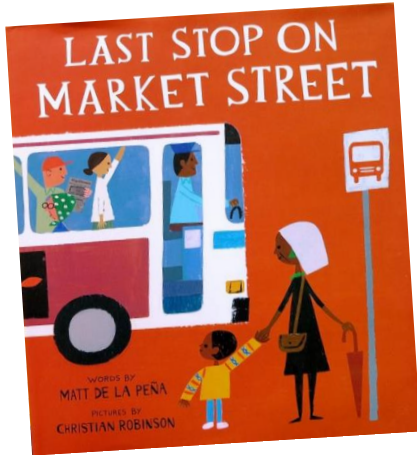
when I'm by myself  
 And I close my eyes  
 I'm the mush of a train  
 I'm a fast cheer  
 I'm a fast cat  
 I'm a horse na  
 I'm a pig snork  
 I'm the erump of a trumpet  
 I'm whatever I want  
 to be An anything I care  
 to be is me



**Jackson** (left) performed his poem beautifully to the rest of the class. He added expression to the sounds whoosh, neigh and snort. He is attempting to join some of his words as practised in handwriting.

# Year 1 WISH

Inspired to Write @ BERRY HILL



During the second part of the Summer Term, we enjoyed reading 'Last Stop on Market Street'. This book is all about a boy and his Nana who go on a bus journey to help others at a soup kitchen. It inspired us to write our own stories about a journey that we could take and how we could help others too.

**Last Stop Story Plan** Date 11.06.24

**Plot Point 1** Waiting for the Bus  
 Jack mumi  
 hot sunny Thursday seaside

**Plot Point 2** The Bus Ride  
 swim in

**Plot Point 3** Getting off the Bus  
 jump excited

**Plot Point 4** Helping Others  
 jump in pool bush

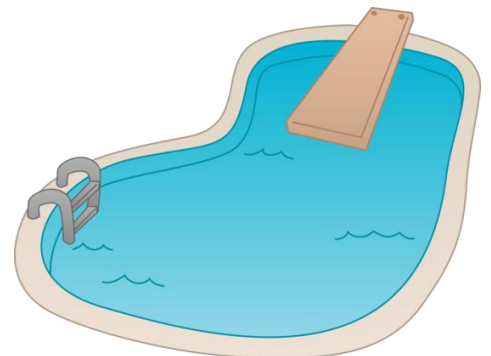
**Last Stop on Swimin Lash**

Independent writing

On Thursday morning Jack and mummy wox up ven we went swimin ven they hoft on the bus. the busdriver said hello and Jack waivd back so they jumt on the bus and they helped them jump in the poole.

Isla

Isla (above) has written a story about a boy called Jack who helps at the pool with his mummy. She has made great progress this year and this piece shows how far she has come. She has a capital for the day of the week and for the name of her character. She has used the conjunctions 'and' and 'so' to link her ideas.



# year 2 Z H K

## Inspired to Write @ BERRY HILL



One of our superb texts this term was 'The Building Boy', which is a story about a boy who builds a giant structure from the materials in his late grandma's garden... and she comes to life! He goes on an epic adventure across fields, through oceans and atop roofs!



20.6.24 Independent writing Francesca

Molly and Francesca had a unbreakable bond. A really really amazing bond.

Molly promised me that she would all ways be my friend no matter what. she she will never break are bond. Molly felt ~~happy~~ happy because she felt she was ever. break are bond.

One day, Molly <sup>grasped</sup> hopped over to my house and brook her arm and even wens she move contrij. I was 'devstated' to her the newis.

I got to work and made the biggest colquist and movies. Mumband so ~~I~~ I coulder can remember her.

It the biggest Mumband every wan & have seen before!



Following our Y2 trip to Attenborough Nature Reserve, Molly (right) wrote a recount of her positive experience throughout the day. She used a variety of verbs to inform the reader of the adventurous activities she did from going into the bird hive, searching for minibeasts and pond dipping!

Francesca (left) wrote her own version of the 'Building Boy' about an unbreakable friendship between two girls, Molly and Francesca. She used a range of vocabulary to describe the exciting places they visited on their travels - from the tallest towers and bluest oceans, to the hottest temperatures in the world!

Attenborough Nature Reserve Recount by 2024



Molly

yesterday I went on a bus to Attenbough. And I did for the first activity I did look at insect and leaves. And the "see activity" was bird watching, and you had to be quiet or the birds would be scared we used binoculars. And then it was dinner time I had a Yummy lunch. we had to follow low people all and some they were kind. Then we did the third activity and we did pond dipping me and my partner francesca caught a seal slug and we caught alot of dragonfly skin did you cactete were a cigirelly Purple? It was nearly home time. then we went back on the bus and we went back to school. and then all gnume and dad picked us up.



Our latest non-fiction write was influenced by our science unit on plants. **Elijas** (below) was able to plan his independent piece by ensuring that he followed the structure using shapes like 'Fascinating facts' and 'Did you know...?' in his writing. Elijas created his own furry friend, 'Puppa-Toby', and describes his appearance using expanded-noun phrases, for example, he is a cute, fluffy animal!

Elijas's target was to use correct finger spacing between words. Great effort, Elijas!

20.6.20 Independent writing

### Reuben

Max and Parker would help each other because they are really kind to each other.

Max promise that he would be a friend to him every day but when Max helps Parker get up the stairs!

Parker the male can say "much love you I wouldn't be able to get food."

How do I get to my food?

Max made a parcel of Parker and him sat at his chair. How big colorful and beautiful how Parker made out of Parker's ginormous parcel and colorful bits.

**Reuben** (above) wrote a short narrative about two dogs (Parker and Max) who look after each other even if one is hurt. He included a range of punctuation including question marks through dialogue when Max asks if Parker needs help. He is trying hard to join using cursive lettering, too! A lovely story, Reuben!

Independent writing



What are pupa-tobys?  
 pupa-tobys are soft, cute and fluffy.

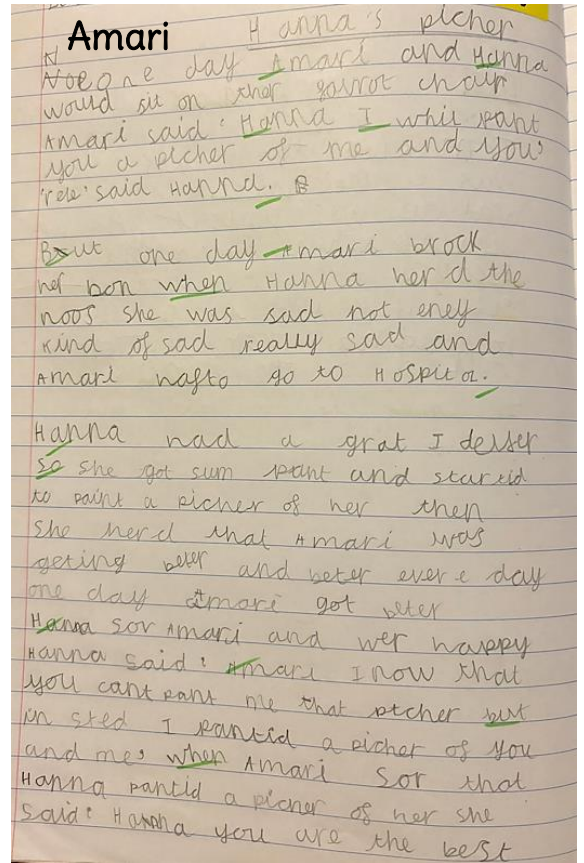
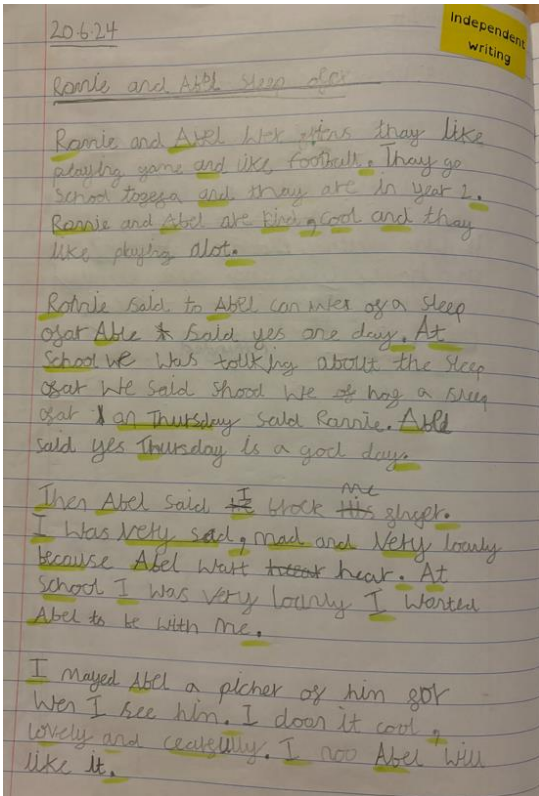
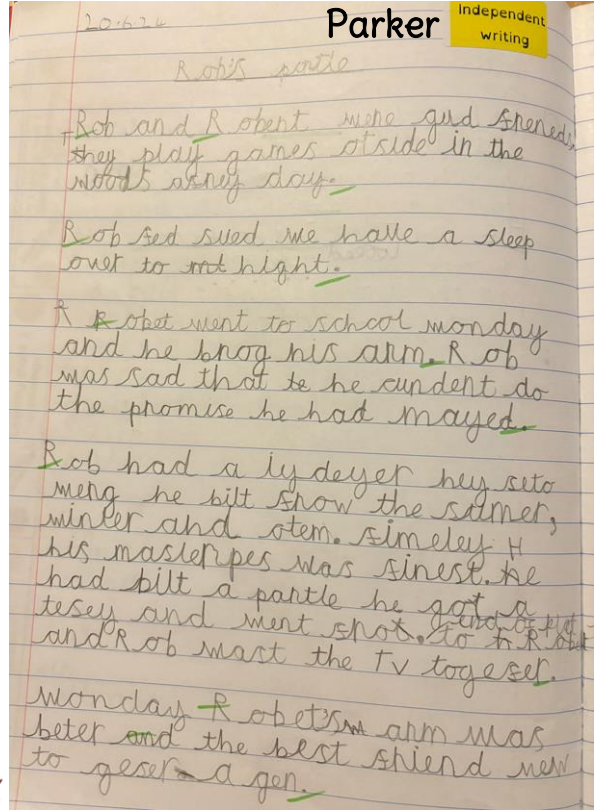
They live in places very soft you don't find them in the desert. Pupa-tobys eat meat and fruit because they are strong. Pupa-tobys don't have a lot of energy so go for a run with them! Did you know pupa-tobys can be found Everest in the seeds? Did you know pupa-tobys can get water and eat the most water. Did you know pupa-tobys can swim 30,000,000 meters under water and found there 20,200,000,000 days and "cool" light "beach"?

**Elijas**



The Building Boy written by Ross Montgomery provided inspiration for class 2MM's writing this term.

Parker (right) has worked hard on his handwriting this year. Look at this story written in beautifully neat handwriting!

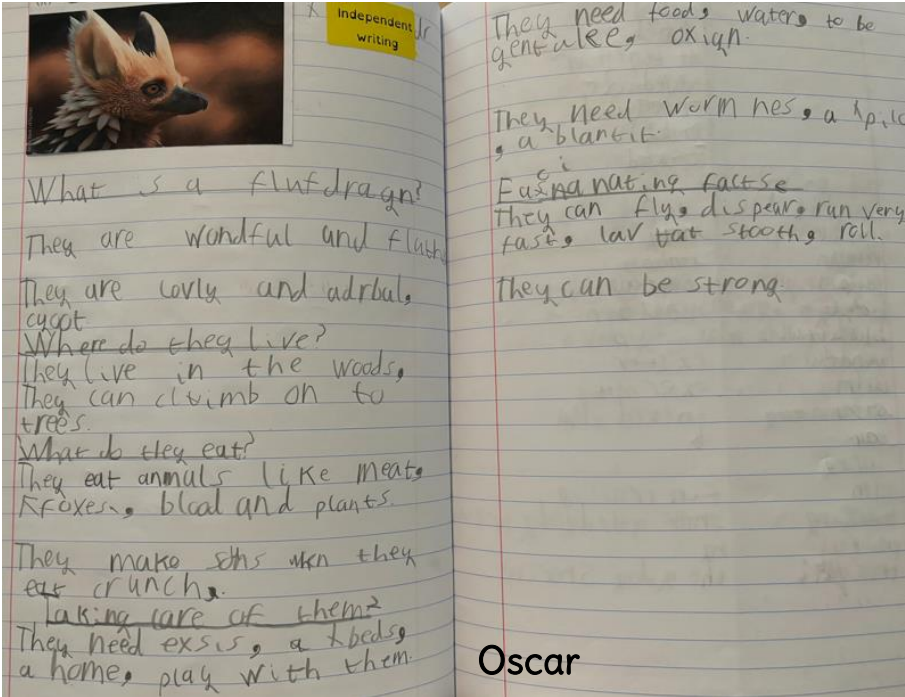


Ronnie (above) has worked hard to ensure that all his sentences are punctuated correctly with full stops and capital letters. This story is a real success!

Amari (right) worked hard in grammar lessons to understand how to use conjunctions in her writing and impressed me with the range of conjunctions she used in her story – but, so and when.

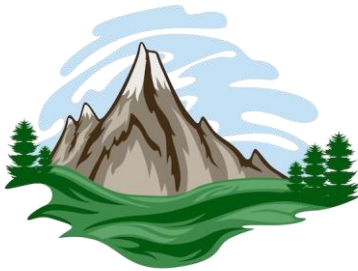


During our non-fiction unit, the children enjoyed writing about a fantasy creature. They learned to organise their writing in paragraphs, use subheadings and questions.

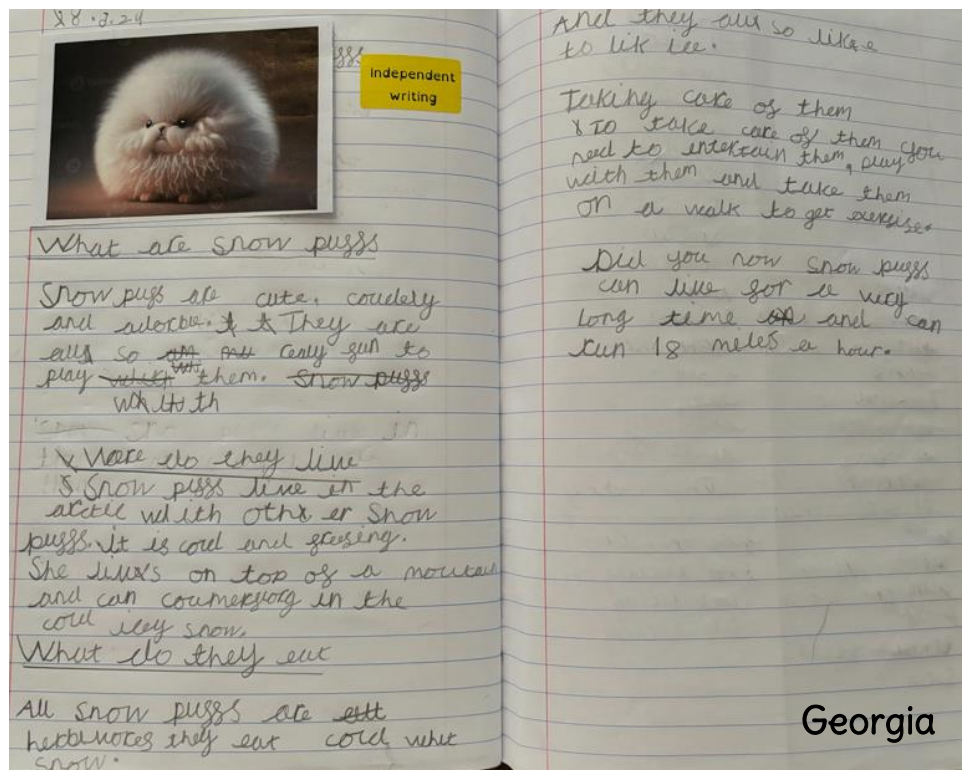


Oscar

Oscar (left) wrote an information page about Fluff Dragons. He used subheadings to organise his writing and used question marks to end his question sentences.



Georgia (right) wrote an information page about Snow Puffs. I really liked her use of adjectives to describe her creature. She also used commas in a list effectively.



Georgia

year 3 SAT

Inspired to Write @ BERRY HILL



This term, we have explored a poem called 'Autumn is here'. We looked at the grammatical features of poetry, gathered rich banks of vocabulary and thought about what areas we can focus on to create the shape and flow of poems. When took these ideas and created our own poems about summer.



Frogs are as green as basil  
and they croak and leap into  
the pond.

Summer is here

I took from a frog and a cat  
beep from a car and a boat  
from a sheep.

Summer is here

The sun is hot and  
the breeze is hot.

Everyone is getting a  
icecream the trees are  
washing peacefully.



Nuran (left) has used some great examples of similes to describe what the animals do in the sunshine.

Nuran

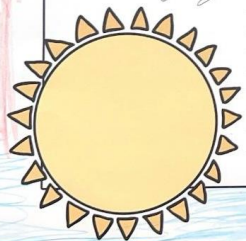


Finn (right) has used exciting descriptive language to build a picture in his verses.

Summer is here  
The blazing sun getting hotter  
corn getting ripe  
is splashy water

Summer is here  
Hares hopping about  
busy bees on flowers  
cats playing and flying

Summer is here  
cars zooming fast  
tractors collecting wheat  
People having Picnic  
Summer is here  
People going to beaches  
Dogs barking happily  
and to play around



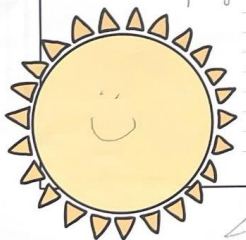
Finn

by HARRY

Summer is here  
cabbage getting picked lettuce still growing  
in the soil and snails eating whats left.

Summer is here  
the sky is bright as blue like sonic  
and the sun is as hot as FIRE!  
everyone plays and has fun.

Summer is here  
cars beeping, birds splashing  
rain dripping, kites chattering.



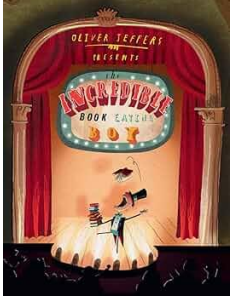
Harry

Harry (left) has used similes and onomatopoeia to create his flowing description.



# Year 3 SAT

## Inspired to Write @ BERRY HILL



This term, our writing has been inspired by the book 'The Incredible Book Eating Boy'. It tells the story of Henry, a normal boy with an unusual love for eating books. We used this book to retell the strange and wonderful events in Henry's story, but with our own twist.

Olive and Roblox **Ayda** Independent writing

Monday 8th July 2024

One very weird Monday night a girl called Olive was wandering around the house she said to her mum. What is for dinner? Soup and chicken! Olive replied gross I want computer games! With one do you want I want... Roblox! let me put it in the oven then! Henry we are having soup and chicken!

This tastes like an easy obby with stairs that disappear behind you with ladders that you jump off of.

It's me man's download core game now totally free ~~more~~ the jaw jumped over the moon.

She shot like she was in space she threw the thing out of her window till she found the paper outside like core game.

Soon she found out that you should enjoy computer games but every now and then she has a little like

**Junia**

Harry was normally playing roblox and noticed he was hungry. Harry was a very naughty child he had blond hair. He loved to eat pizza but he liked something else better than pizza.

One day, he Harry decided to ~~bite~~ eat a piece and chew it up he thought it tasted nice so he began to eat more of roblox and then he chomped up roblox/minicraft, Fortnite and youtube. He could not stop it was impossible to stop!

Harry was saying weird things. "Do you like eating plastic? Did you know slugs move so slow algae grows on them!" He found the 2nd question he found of a website. "Do you like playing poop games?" Harry was saying really strange things. "Do you like apples stuck in your mouth?"

Harry started to do weird things to like you use the chairs to jump across and land on a cushion at the end. He began drawing the lines of a football pitch in the garden and with spray paint.

Harry began to feel a bit sick at first but instead of getting more sick he felt like he had magic powers he walked and when so fast he walked into every thing like he was playing a speed walk game on roblox.

Ayda (above) has used a range of adjectives and similes in her writing.

Junia (above) uses lots of precise verbs and conjunctions to link sentences. I love the repetition for effect!

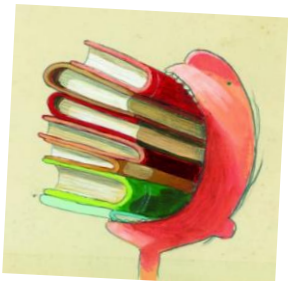
It was a day Ollie that love call - duty. His name was not him just call was black his gudet and his a god day

His had wa sagag his dean was sating lagn

His was dasing a tad hi det off the way like sglde - mah.

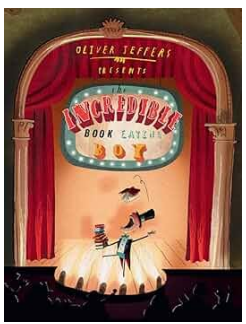
Hi was to daddot soap eat hi day you sorry tok day saag.

Ollie (left) has worked really hard on his handwriting this year - and look how super it is! His story also uses some super similes.



# Year 3 3 E C

# Inspired to Write @ BERRY HILL



This term, our writing has been inspired by the book 'The Incredible Book Eating Boy'. It tells the story of Henry, a normal boy with an unusual love for eating books. We used this book to retell the strange and wonderful events in Henry's story, but with our own twist.

Aaron (right) used some powerful similes to describe Henry malfunctioning due to the huge volume of books he ate! He includes lots of description to bring this crazy scene to life.



PP-4 Regurgitating books

Abruptly, his face got as green as a T-rex then shape shifted to a shade of red like a carolina reaper pepper. His face got puffed and puffed and he felt like he was going to explode. His eyes nearly popped out from how many books he had eaten, he couldn't hold it any longer, Henry started to rapidly charge around the playground. He was moving so fast he was like a car going 200 mph. Abruptly he came to a stop and started to roar like a lion.

Aaron

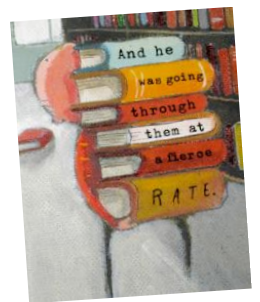
Medical infusion-pp6 Mila

"Owwwww! My head feels numb in pain!" said Henry loudly as he held his head!

"Books shouldn't be a food if you should be illegal! I'm taking you to the doctor's instantly! Shuffled rum!"

"Your rum's right Henry!" exclaimed dad. Henry's parents asked if he wanted some soup on the way to the doctor's - "I want!"

The doctor examined Henry with ~~scissors~~ <sup>exorcists</sup> "It is the rum! I'm taking you to the hospital the disease of brain being squishy!"



Mila (left) used dialogue to move the story forward and a brilliant variety of verbs instead of 'said' to show the characters' emotions.

# Year 3

# 3 E C

# Inspired to Write

@ BERRY HILL



Later in the term, we studied seasonal poems. Through exploring and rewriting a poem called 'Autumn is here', we wrote seasonal poems inspired by the beautiful things in summer.



Olivia (right) used adjectives and alliteration to describe the buzzing bees and the jolly butterflies.



Summer is here

Summer is here.  
golden flowers grow in the warm summer sun whilst waves slowly crash against the shore. Lime green meadows full of gluesnt flowers.

Summer is here.  
Skys full of poogy wight clouds look like marshmallows floating up highy. Morning, sunny, sunny sunrises make the day clere. So deligitful.

Summer is here.  
Bizzzy bees buzz after a hard day of work! Elegant butterflies fly happy, jolly and excited. Hoping tomorrow will be a relly good day.

Summer is here.  
Bees busings to mock more honny for peoople to eat, what good bees! can you here, spiders grotking on lilly pads? e an you? go on tell me!

Olivia

Summer is here

Summer is here.  
Golden Sunflowers spread their seeds as birds tweet all day long.  
Colorful flowers spread across the fields.  
meadows of what are gone away year by some gardeners.  
Some tall elegant trees shade the land.

Summer is here.  
The blue clear sky <sup>looks</sup> ~~looks~~ as the golden sun <sup>shines</sup> ~~looks~~ down.  
But some days the gray duds cover the sun and the terrible happens it rains.  
But other days it's a bit cloudy.

Summer is here.  
bees fast bees go on flower to flower.  
C oful butterflies scatter so glad some flowers left are pale from it.  
@ will hoot they ways in the nite.  
Shiny snails eat all the way can see.

Summer is here.  
Bees buzz from flower to flower all day.  
birds tweet there morning song.  
Froggies, none none of what all day and all nite.  
Spiders grotk in the nite.  
There ah splash on some days.

Alfie



As shown by Alfie (left), we wanted to immerse our reader into a summer's day through describing the nature, the skies, the food and the sounds.

# Year 4 YCS

# Inspired to Write @ BERRY HILL



During the Summer term we have explored writing for a range of different purposes. The children were introduced to balanced arguments through the important question, 'Should we feed animals in National Parks?' During this unit we looked at how to create a good balanced argument and later used these features in our own. The children produced their own questions based on topics they felt strongly about.



I have for many years been deciding whether or not to ride my bike on the roads. But now, children can have lots of fun riding bikes with their friends on roads whether its riding to school, the park or just for some time on the roads outside. So bikes can be a very useful and enjoyable thing to have and to ride on the roads is a good way to teach road sense.

But bikes are also a very dangerous vehicle because if you are doing lots of very risky skills you could fall and a car can hit you and you could get very badly injured. I personally have never ~~fall~~ fell off my bike but if I could have rode on the roads I mite of fall of and got badly injured.

Daisy (above) explored the benefits of bikes whilst also considering the dangers of riding on the road.

Although, it is fun to go to the park alone with yourself and your friends it could also be very dangerous, like if someone ran you over on your way to the park or a kidnapper could take you away. Even if you go out alone and strangers try and talk to you and you answer back you never know what is going to happen next. Even though, you don't know there is an overwhelming amount of evidence to suggest that it is okay to go children can go to the park alone but others don't think it is okay, children can also get hurt and no one will be there to help them.

Children should go to the park alone under the age of 10 because you can make a lot of friends and children can maybe stay at the park as long as they want. It can be an enjoyable experience for kids because you don't need to follow any rules (maybe) or you can do what you want without anyone telling you what to do (maybe).

Eden (above) wrote a strong balanced argument based on her question, 'Should children be allowed to go to the park on their own?'. She uses conjunctions brilliantly.

Should school uniform be banned?

Children that go to school know what its like to wear school uniform. This question has been going on since 1987. Some children think school uniform is uncomfortable and some disagree. So here are some for and against arguments.

For	against
• Some people think that school uniform should be banned because kids find it very uncomfortable.	• Some children find it comfortable.
• Some adults think their children don't look smart.	• Children don't have lots of clothes.
• Some children don't like the look of their school uniform.	• Some schools might have some dress codes that are hard to follow.
• Some schools don't have a dress code so they would rather have no school uniform.	• Some parents don't have enough money to buy clothes for their children.



Taygan (left) decided to create a balanced argument based on school uniform. She came up with some very convincing for and against points.



## IT'S THE END OF CHOCOLATE!

The children were very quickly hooked during this unit when they heard it would be the end of chocolate due to the chocopocalypse. This story follows a young chocolate lover called Jelly and her gran as they set off to investigate what has happened to all the chocolate.



Friday 3<sup>rd</sup> May  
 Arriving at Easter Egg Island.

Growing bigger with the every second, the island started to be clearer before Jelly's own eyes like a dream. A chocolate dream. She saw marshmallow lily pads in white chocolate rivers and a chocolate rainbow.

Jelly and dad strobbled out of the plane to the island. They ran past some marshmallow goo lakes that smelled like <sup>caramel</sup> caramel. Some chocolate volcanoes and some cravy, chocolate mountains. She was confident, she was confident and inspired. She was confident and inspired on having chocolate for everyone who likes it everywhere.

Lewis

Lewis (left) has included a range of chocolate features which were on Easter Egg Island. He has carefully selected a range of vocabulary and certainly made it a place we all want to visit!

Ruby (right) creates a delicious picture inside the reader's head. I love how she creates movement in her description, too.

Jelly and her loyal dad started to walk gram the plane. They walked past caramel scented puddles with chocolate raindrops glower travelling down the caramel puddles. They slowly walked past the lovely <sup>gooey</sup> gloopy marshmallow tree branches scented like whip cream, Brightly coloured easter eggs slawy draped of easter eggs bushes which were coveted with white chocolate.

Jelly was unstopabuk. She was unstopabuk and had a strong <sup>was</sup> ~~mind~~ <sup>mind</sup> ~~mind~~. She was unstopabuk and was Strong minded to try and solve this chocopocalypse news. She would save chocolate for all of differnt types of chocolate lovens everywhere around the world.

Ruby









Our final piece of writing this term is based on a Disney clip called The Feast. The children engaged in the clip quickly and this gave them a fabulous base from which to start writing.

Charlie (right) has used emotive language well to show feelings of the characters. Charlie's growing maturity in writing is highlighted by his description of the sadness of the man by using the phrase 'the darkness taking control of Dad's face'.

Missing her  
 When did our love disappear?  
 As soon as he blinked, the noticed  
 a sudden change. Trees got  
 extinguished then something  
 caught his eye, the darkness taking  
 control of Dad's face.  
 Russell's tail dropped and he  
 started to whimper. Dad's sorrow  
 eyes glared at the butterfly. Then  
 he realised it was not about food but  
 love and he didn't like the food  
 anymore.

Charlie

Breakfast in a new bowl.  
 At the side of him, he saw a bowl that  
 was bright yellow with the word 'Doug'  
 that was written in big orange letters on its side.  
 In the blink of an eye, the bowl was filled  
 back up to the top with cherry, soft biscuits,  
 which tasted delicious. He began to eat.  
 Out of the blue, the friendly fingers came down  
 and dropped some pancakes with syrup. A  
 fantastic taste! A feast! Doug felt great.

Ruben (left) has tried extremely hard to include everything we asked him to. He opened with a prepositional phrase. He then continued his paragraph by using adjectives to describe the dog bowl which brought it to life. I really like the way Ruben opened the final paragraph with 'out of the blue' to show Doug had been given an unexpected treat.

year 5

Inspired to Write

@ BERRY HILL



5JT have accessed a range of stimuli in writing throughout the Summer Term. Our first piece of writing was a narrative, which told our own versions of 'The Present' – an animation created by Jacob Frey. The children have been consolidating their use

of dialogue to advance action within the story.

The room was filled with cartoon noises: Pow, Pop, Pew, bash, bang, boak! Haylee loved cartoons. Mum walked in and dumped a box on the table. It yapped and whined. Haylee did not care. "Switch that off and look at your Gift!" Mum yelled.

Haylee was oblivious to the box being there and turned the cartoons up. Mum did the look. She felt the eyes piercing the back of her head. "My bad! I wasn't listening!" She got up and opened the box.

chocolate

And inside was a chocolate brown fuzz ball with big blue eyes and a pink button nose. "A puppy!" Haylee squealed. She looked up and the puppy had a chunk out of its left ear. "Eugh!" she thought. She showed the puppy away and turned the cartoons up again.

Daisy

Daisy (above) has written a super piece about receiving a puppy. She has used precise verbs and carefully selected vocabulary. I love the parts where mum did 'the look'!

# years S J T

# Inspired to Write @ BERRY HILL



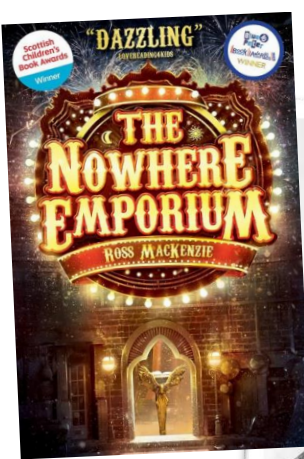
We also had the opportunity to study the diary entries written by the fearless Robert Falcon Scott. The children gained an insight into the perilous journeys and sacrifices that humans make to explore the unknown. In this piece of writing, produced by Mia (right), we got into the shoes of our very own explorers, leaving a sad, but grim ending.

1st November 1911 Mia

The special day had come. It felt like it had years to come! (Even though I knew it would take time) so we can be ready for the extreme heat. But I was going to go insane! I don't have much time to write this but here I am. This weather so far is amazing so we are getting our supplies ready. sand goggles, thick snow + a pair pair, and a blanket to sit on while we have a break. After many steeping signs, this group contains 18 men, 8 tents, 5 pairs, to dogs, 8 <sup>best of winter</sup> sledges and many, many sleds along with 18 sand goggles. We are setting off. I hope this is worth it.

18th December 1911

Last week we've had to carry the amazingly heavy bags that contained: tents, food and ice packed bricks which was like carrying a building to another street! Consequently, our journey hit a road block. The crew were desperate for a cold breeze, and was miserably until it night came. Our bodies are getting worse and worse as the day goes by the by. Regrettably, the scorching sun is being stung while the heat. The sun had made us hike back to the start... again. Should we go back home? Or stay?



The nowhere Emporium - Third person narrative

On a cold and crisp winter morning, busy people <sup>marched</sup> ~~strayed~~ to work their way to work work. Birds chirped and a shop just randomly teleported in pure daylight. A crowd built up in a blink of an eye they were discussing loads of ~~that~~ things like the red black bricks or the magical ~~cube~~ <sup>cube</sup>. But what settled <sup>everyone</sup> it were the doors ~~of~~ <sup>exploding</sup> making a ~~scene~~ <sup>scentence</sup> of Ft Garry's Emporium is open for ~~business~~ <sup>business</sup> bring your imagination.

As the moon I jumped out of the pool and the sun jump in people were getting bored but that boredom soon ended when a man came charging past where the doors once sat. With a proud smile and a cape behind his back and a suit of the color of a bat.

Paper rolled into paper airplanes and took off. ~~to B~~ <sup>to B</sup> ~~orks~~ <sup>orks</sup> turned into all kinds of animals, dogs, rabbits, Gaur pigs, cats, cows, pigeons and lions. And then adding the smells. Lemons, limes, strawberries and oranges. ~~filled~~ <sup>filled</sup> the air like a swimming pool.

Oliver

The Nowhere Emporium by Ross Mackenzie inspires this piece by Oliver (left). This story follows a boy called Daniel, who accidentally stumbles upon a shop full of wonder, awe and imagination. Oliver has thought carefully about the impact of his vocabulary and included some lovely descriptive writing.



'The Present', an animation created by Jacob Frey inspired some brilliant writing this term. The video is about a boy who loves video games. He opens a present that his mother gifts him, which turns out to be a one-legged puppy that jumps out of the box and changes his entire world!

Rejection **Jack**

Ben opened the box without hesitation. Inside, a ~~to gather~~ majestic puppy popped out. It's eyes shimmered in the twilight, delicate ears flopped around and it's snout drooled on Ben. The puppy barked, yipped and rolled around. "It's a PUPPY!" Ben screamed with joy.

Ben's smile spread ~~gather~~ and gather. His eyes shone. He was gobsmacked by the precious puppy. He felt excitement pump through himself like he was at a rock concert.

"Hello little one!"

Ben's joy lasted a minute. He glimpsed and saw the dog had three legs. Horrified, Ben yipped and kicked the dog away on the floor. It landed with a bang and a crash.

This is a lovely piece of writing by **Jack** (left) about Ben, who had just received a new puppy. He uses show not tell language to bring the character's emotions to life for the reader. I especially love the way the mood changes from joy to horror.

**Zack** (right) has included dialogue and parenthesis along with wonderful description about how the puppy had changed Ben's life. He uses precise verbs brilliantly.

A changed life **Zack**

Ben stood up with a wobble and also a groan. He grabbed his crutches and limped towards the door. The cute puppy, who was holding his toy, leapt, spun and wagged its short tail joyfully.

"Mum, well be outside!" shouted ~~to~~ Ben in joy. In the garden, the birds was ~~an~~ choir singing in a tune. The scent of cut grass hit him in the heart like a boxer, and the leaves rustled rapidly.

**Lucas** (left) has included similes to describe how mum feels when he ignores her, and he's used speech as well. He cleverly leaves his writing on a cliffhanger, so we have to wait to find out what's inside the box!

The box **Lucas**

Ben didn't care about the box, he totally ignored it as he kept ~~focus~~ focusing on the game. He said "Not now, im playing at the minute". "Ben there's something good inside that box why not open it?" Ben still ignored the strange box beside him.

He could tell Mum was annoyed, she did a long sigh and her face began to look as red as a tomato. Ben knew Mum was unhappy. His tired eyes widened as he shook his head. "The Mum is angry as a bear" still.

He looked up at Mum and then back down at the box. "Woah!" "Is it mine?"

Ben started to get nervous and excited as his heart beat faster than ever, as quick as a cheetah. He started to open the box and...



# years SMT

# Inspired to Write @ BERRY HILL



As a part of our work in English, children in year 5 have been looking at the diary entries of Scott of the Antarctic, who was an intrepid explorer. He bravely ventured across the frozen continent over 100 years ago, but sadly perished.



7<sup>th</sup> January 1911 Sadie  
 To those who read this...  
 After surging our vicious zodiac through the huge layers of ice, trawling through the snow, telling stories and playing in holes, we finally moved into our hut at Cape Evans today.  
 Calling it a <sup>little</sup> bit unfair, as I'm simply shocked by its size - having ~~two~~ rooms for the animals and three rooms for the scientists.  
 Cape Evans, which was at the end of a <sup>chunky</sup> small block of ice was an ideal spot for the stand of our track.  
 Frank-sized pieces of ice was an ideal spot for the stand of our track.

Sadie (left) describes the place well in her diary entry about the arrival at Cape Evans. She uses a relative clause and a range of precise, effective vocabulary choices.

Niamh (right) has written a diary entry about the team's resilience. She has made excellent vocabulary choices that make it sound like it was written at the time, and she uses personification to bring the storm to life.


7<sup>th</sup> January 1912 Hope and Play Niamh  
 At after midnight, one of the men said that "we have come too far to turn back now, we must carry on." And so, with storms waiting to pounce we took a vote and decided decided to continue our perilous journey.  
 In spite of the pitiful weather me and the team men have said that it is vital to persevere resume our quest to the heart of the so South Pole.  
 I only wish for better weather and it to make home alive. I can't tell you how determined we all are, to reach the South Pole just, but I can tell you one thing, I've never been more exhausted.

29<sup>th</sup> March 1912 Marissa  
 A worful day. Despite all our efforts, our gear supplies disappeared days ago. Every day we have planned to start for the depot 11 miles away, however outside remains a barren, seethly cruel and malicious furnace of snow drifts.  
 I can hardly write. The relthless ice queen is unforgiving. I'm sorrowful, downcast, despondent and dejected. I want all of my friends and family to know that I love them all.


Marissa (left) has used adjectives beautifully to describe the place and some of the team in this diary entry. She has put herself into the character's shoes very well!



# JAMAICA



Medals  
Jamaica have come 1<sup>st</sup> 24 times, 2<sup>nd</sup> 26 times and 3<sup>rd</sup> 26 times  
times at the olympics in all competitions




Fun fact  
Jamaica have been in the olympics since 1928

At that time when Jamaica there first gold medal in the olympics to win the world

Jamaica has been at the olympics 20 times in winter olympics


Jamaica has been at the olympics since 1928

Jamaica has been at the olympics since 1928



Jamaica has been at the olympics since 1928

Jamaica has been at the olympics since 1928



Max



Year 5 have spent some time learning about the Olympics and the Jamaican team. They have used their previous skills and knowledge and applied it to researching and writing a non-chronological report.

# JAMAICA



TRACK AND FIELD  
Jamaican athletes are internationally known to be the best track and field people in the world  
Jamaican people are very good at track and field sports. The word Jamaican comes from the word Jamaica.

CRICKET  
The captain is great player. It was founded in 1889 and the captain is 77000



Bolt was the champion runner in Jamaica.

Fun Facts  
The oldest in Jamaica things are made all year round. The first Olympic Games took place in 776BC. In 393AD the Olympic games were cancelled and didn't start again for 1500 years. The olympics have a reminder of the greek olympics



Indie-Rose

Max and Indie-Rose have set out their work using headings, subheadings and images in the style of the non-fiction text



# Inspired to Write @ BERRY HILL



This term, 6AA have been inspired by 'The Haunting of Aveline Jones' which has captured the children's spooky and creepy imagination. They have been able to create several thrilling pieces of work and it is our pleasure to have the opportunity to share them with you!



Charlotte (below) uses vague language to create tense and a spooky feeling about this mysterious figure. This is a great beginning to her work which makes the reader yearn to read more.

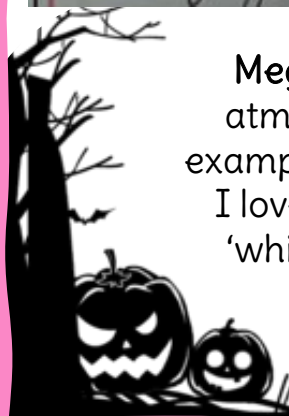
Charlotte

Metres away, Aveline could barely see a wonky outline of a human just out of sight of anyone else. It was unclear when whether it was a boy or a girl but then she saw dead eyes staring back at her; it was definitely a boy. He had a pale face as white as snow, a skinny body, a cruel smile and malnourished legs - ~~they~~ <sup>he</sup> was also very dishevelled.

Her skin pricked, she felt like that when she was outside alone and surrounded by low hanging mist and the whistling wind broke the eerie silence. She felt her hair tingle. She also got that feeling when passing by mysterious people or abandoned areas. The figure seemed otherworldly.

Megan

Megan (above) has written an atmospheric piece, using some examples of show not tell language. I love the 'hanging mist' and the 'whistling wind' which create a sinister feel.



Tierney (below) has many examples of powerful language in her paragraph which adds an extra layer of variety to her work. She brings the violent storm to life with carefully chosen vocabulary.

Tierney

Going back to the house, she tried to see the cover of her new book but the ~~deafening~~ <sup>deafening</sup> storm couldn't be ignored. Looking over her head, she saw the gust of wind sway the trees and the shower of rain rolled down her face. Her eye ~~darted~~ <sup>darted</sup> across the sky yet she didn't let her fear stop her from getting home. The ~~darkening~~ <sup>darkening</sup> clouds ~~shone~~ <sup>turned</sup> into a ~~blur~~ <sup>blur</sup>. Aveline was petrified.

*nice short sentence.*

Imogen (below) uses a relative clause in her work and a complex sentence. I love how she takes her time to describe the creepy scarecrows in detail, making the reader wait. Her use of short, sharp sentences help to build tension.

Imogen

Scarecrows  
 Aveline, who was curious to learn more, headed back to the bookshop to withdraw more information on the subject. As she left the cottage, something caught her attention. There were scarecrows. A lot of them. One had a graduation cap for a head, another had arms that drooped down below its knees. And some others had tattered, and ripped aprons for shirts. Aveline felt her heart thumping violently inside of her chest as she



This term, lots of our writing has been inspired by the deliciously spooky Haunting of Aveline Jones. Aveline is an inquisitive character who loves things that go bump in the night. Whilst staying with her aunt, she finds herself embroiled in a tragic a 30-year-old missing person' story... and things quickly go from bad to worse.



As Aveline left the warmth of the house to venture outside, she paused. She stopped. She gasped for as a pile of uncan scarecrows met her wide eyes. They looked like a group of neglected ventriloquist puppets waiting to come and scare you. One had ~~limp~~ limp limbs and a grimace that flowed over its face, as the inferno ~~was~~ was caught by the rain. Another looked like it was in the middle of scurrying towards her. She bucked up. The scarecrow

Lucy (left) has written a lovely tense piece. She uses short sentences to keep the pace and I love her language choices to describe the scarecrow's face.

Jack B (right) uses vague language to create suspense. He uses a range of conjunctions to slow his writing down, making it even more creepy!

As she opened the door, Aveline noticed that Charlie wasn't there to greet her nor was Aunt Lillian. When she walked towards the kitchen, she even found no indication as to where they were. She thought nothing of it until she went to sit down and found someone there already. This was a ~~marvel~~ <sup>most</sup> strange to Aveline, as she wasn't told that one of her Aunt's students was coming today. They began to speak, "How you're there." Aveline noticed on the unexpected depress of their voice.

The car rolled closer and Aveline stared at the boy trying to figure out what it actually was. It glared at her and she glared at it. Whatever it was, it was only moving with the wind. Here it was she thought with a gasp. It was just made of scrap from a house, brooms, paper, and torn cloths. Since she noticed she hasn't worried once. Aveline jumped into the bathroom which was approximately the size of an 1800s igloo. She quickly brushed her teeth whilst running to her bedroom so she could jump right into her bed. Her toothpaste spilled over her floor leaving smelly stains. She tried to fully cover herself but when she got to her head it would uncover her feet. So, she just had to cover herself up to her head but atleast she could cover her ear.

Jack S (left) writes about Aveline hiding herself under the duvet to read her new ghost book. I love the extra little details he adds, like the duvet not being long enough to over all of her and cleaning her teeth whilst rushing around. He shows the reader that she is in a hurry to read this book!

# Year 6 6HSW

## Inspired to Write @ BERRY HILL



Moving closer and closer, slower and slower Aveline stand out of the window. The boy wasn't even real! A sigh of relief ~~came out of~~ <sup>was prepared</sup> to be ~~let~~ let out. The boy was made out of torn clothes, button eyes and a lot of shadows - the body was just a manquin with a burst football. Aveline finally let the sigh of ~~relief~~ <sup>relief</sup> out. When Aveline crept into her bed, she was ~~so~~ silent as a mouse and heard pipes popping, stairs creaking <sup>and</sup> wild winds. Somewhere nearby she heard a laugh that sent a shiver up her spine and goosebumps ~~to~~ washed all over her body. She pulled the quilt and the blankets as far as they could go and shut her eyes tightly like gooda glue.

Kaitlyn (left) brings a superb level of spooky to her writing. She uses fronted adverbials to slow the reader down, and her use of show not tell language is lovely.



Finlay (right) has done a great job of describing a scary moment in the night. He uses parenthesis to add extra details. I love how he ends with Aveline hiding! Wouldn't you hide if someone had left handprints on your window in the middle of the night?!

That night, Aveline was awoken by a scratchy sound. A chill went through her spine. Whatever it was, it was from down stairs. She crept down stairs footstep after footstep a creak came from the stairs. It sounded like scratching a chalk board. Stood in the kitchen. She looked around and as she was about to leave she saw it a handprint no bigger than hers. She blocked her mouth stopping the scream coming out. Her heart, that was thumping louder than a drum, told her to run. She ~~started~~ She darted back to her room and hid under her covers.

While being dragged back home by her aunt, Aveline had seen a small flash of lightning in the black clouds. Without warning she heard the deafening rumble of thunder rippling through the sky like an enraged elephant. The rain ~~potential~~ <sup>torrential</sup> rain hammered the battered pavement as the lightning forked and dashed in the distance wildly. Like a wild boar, the weather ~~it~~ <sup>it</sup> ~~even~~ <sup>even</sup> ~~crashed~~ <sup>crashed</sup> and crashing, the sea made it ~~clear~~ <sup>clear</sup> it wasn't safe for even a massive ship when it crashed and dashed like a hungry shark chasing its prey generously. The small boats at the docks were ~~thrown~~ <sup>thrown</sup> in the air by the terrific tide like a ~~big~~ ball.

Thomas (left) here has brought the terrible storm to life! He has used powerful verbs to describe the thunder and lightning. He makes good use of similes as well.