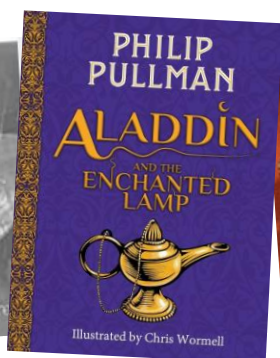
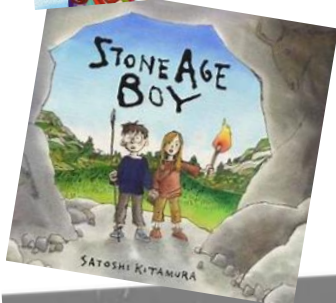
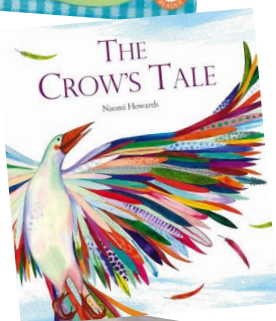
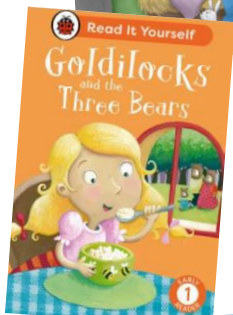


**Inspired to Write** @Berry Hill  
A celebration of writing

# Inspired to Write @ Berry Hill



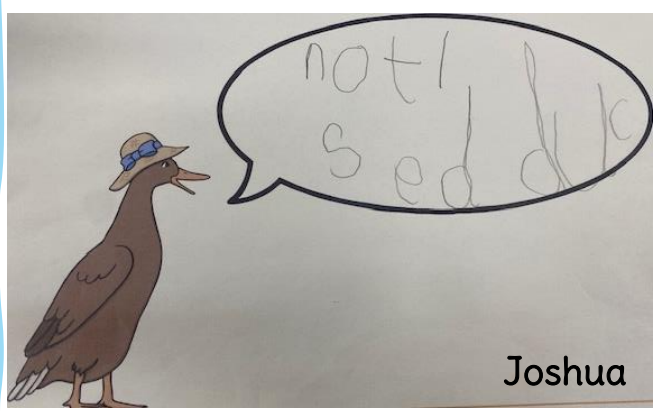
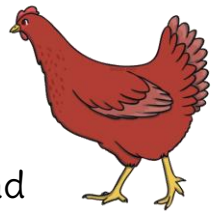
Welcome to the fifteenth edition of *Inspired to Write...* and the children have certainly been inspired to write! This autumn-term compilation of writing comprises pieces from across school, from our youngest writers in EYFS through to the most experienced authors in Year 6 – and everyone in between. A huge variety of books, short videos, non-fiction pieces and real-life experiences has sparked the writers in us to put pen to paper and bring words to life on the page.

There's something here for everyone. Traditional tales lead us on journeys to bake delicious bread (with or without the help of our friends) and sneakily steal the three bears' breakfast – and there's something spooky going on in Year 2 with their creepy Halloween poetry! We time travel to a prehistoric settlement and imagine life in the deep past. A rainy day of sailing a paper boat in a puddle becomes an unexpected (and very wet) adventure. Year 5 wow with their superb non-fiction pieces about Emperor Penguins and fearsome pharaohs as well as beautifully atmospheric narratives based on the timeless winter classic, *The Snowman*. And be prepared to chuckle at the subtly comical bird who just wants some peace and quiet!

I hope you enjoy the writing of the children at Berry Hill Primary School as much as I did.

Mrs Stirling-Wood

In F2 we enjoyed reading the traditional tale of *The Little Red Hen*. The children have labelled the characters from the story and remembering repeated language from the story.



Joshua

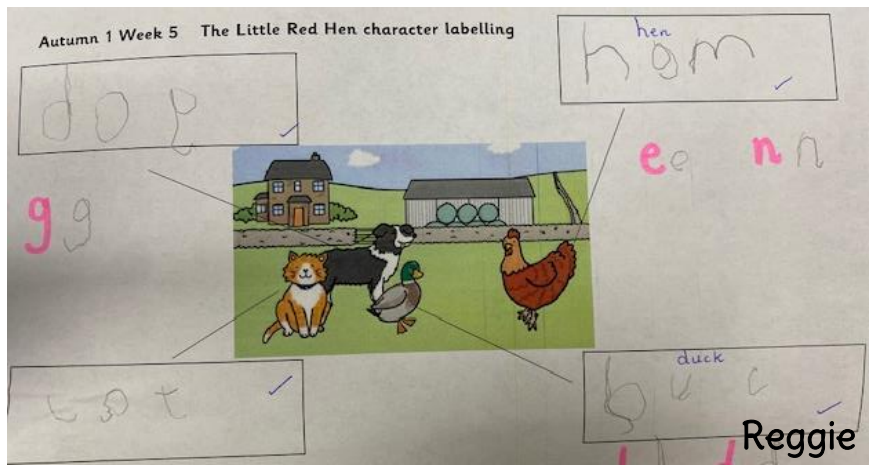
Joshua (left) remembered what the characters had said to the Little Red Hen and wrote language from the story.



Aliza (right) used her phonemes to write what the cat said, remembering a capital for I.

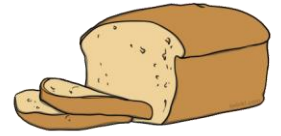


Aliza

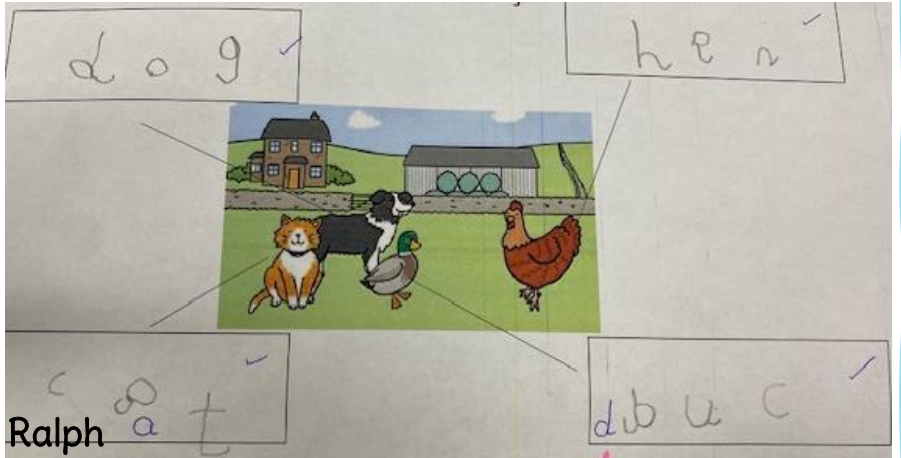


Reggie

Reggie (left) labelled the characters from the story using his fingers to segment the phonemes he could hear in the words.



Ralph (right) worked hard on forming his letters correctly using a grapheme mat.




Ralph





This half term the children learnt about Guy Fawkes, fireworks and how to stay safe on Bonfire night.




Oliver

 It's a hat.

 It's a bat.

 It is red.

 It is a log.

Oliver (left) was able to segment and blend the CVC words to write a sentence for each picture.





Rudy (right) wrote sentences to match the pictures and remembered to use finger spaces between his words.





Rudy

Autumn 2 Week 1 - Firework CVC words

 It is a hat.

 It is a bat.

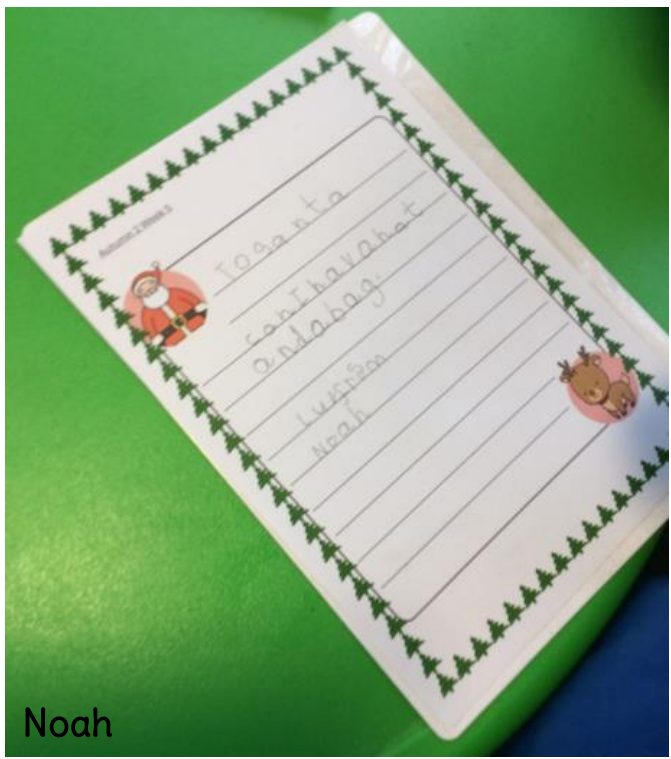
 It is red.

 It is a log.

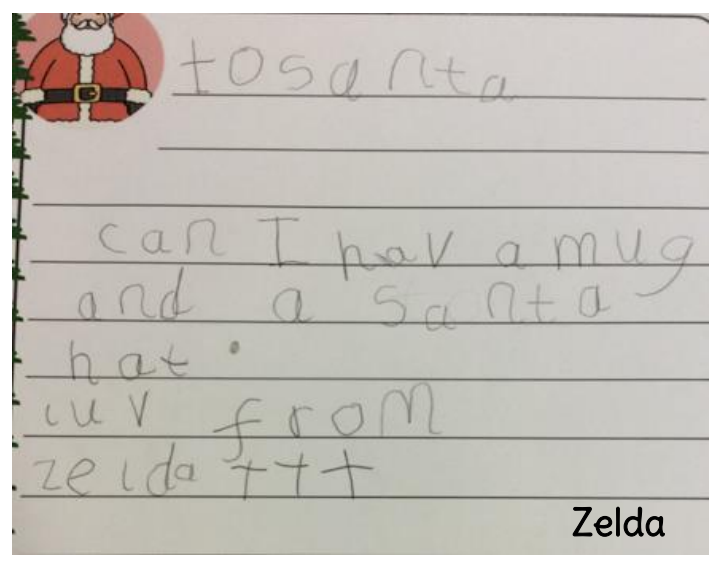


This term, children in F2 have been learning about different celebrations. One of the celebrations we learnt about was Christmas, so we listened to the story of 'The First Christmas' and wrote letters to Santa.

Noah (below) has written his letter to Santa asking for a hat and a bag. He has worked hard on his letter formation!



Noah

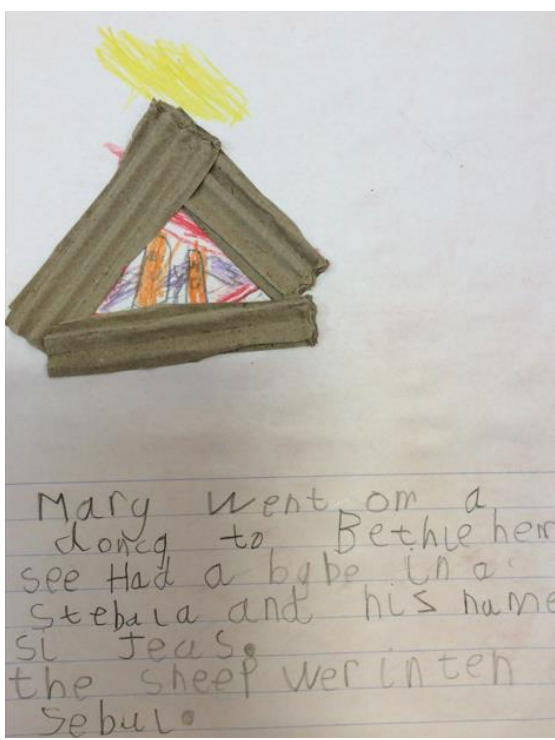


Zelda

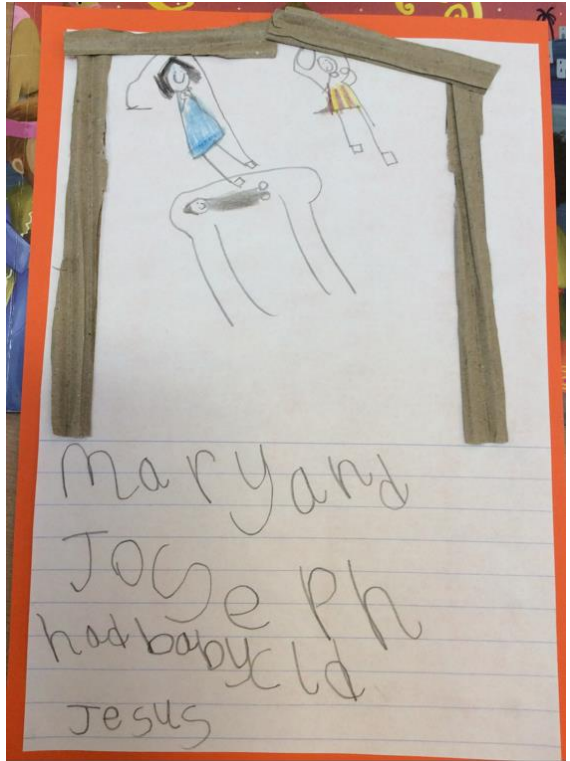
Zelda (above) segmented the sounds in words to ask Santa for gifts from his sack. She has written her letters sitting on the line and even has a capital letter for her name.



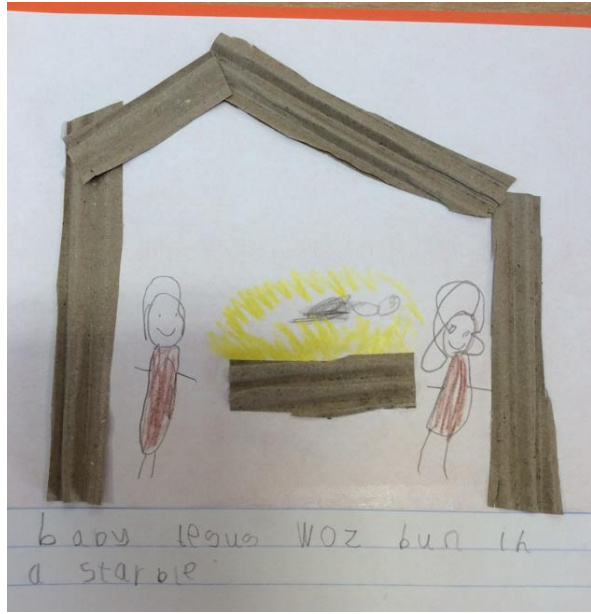
Children in F2 studied the Nativity Scene. They used a word mat and wrote about events in The Christmas Story.



Henry (above) recalled that Mary rode on a donkey and Baby Jesus was born in the stable.



Orla (above) used capital letters for Mary, Joseph and baby Jesus.

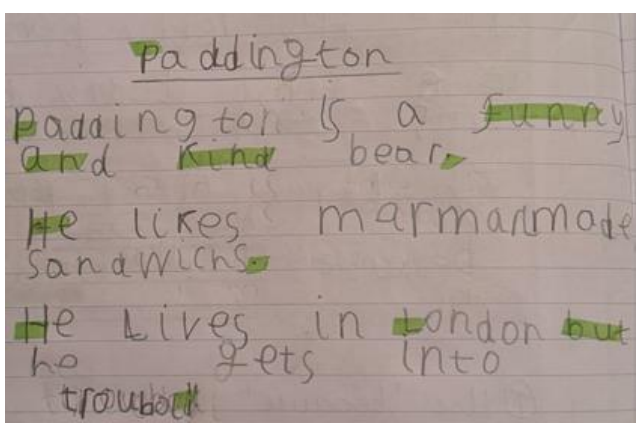
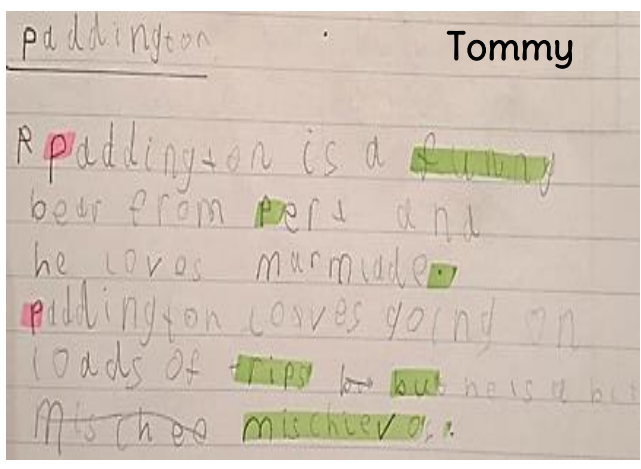


Zelda (left) formed letters carefully and wrote on the lines.

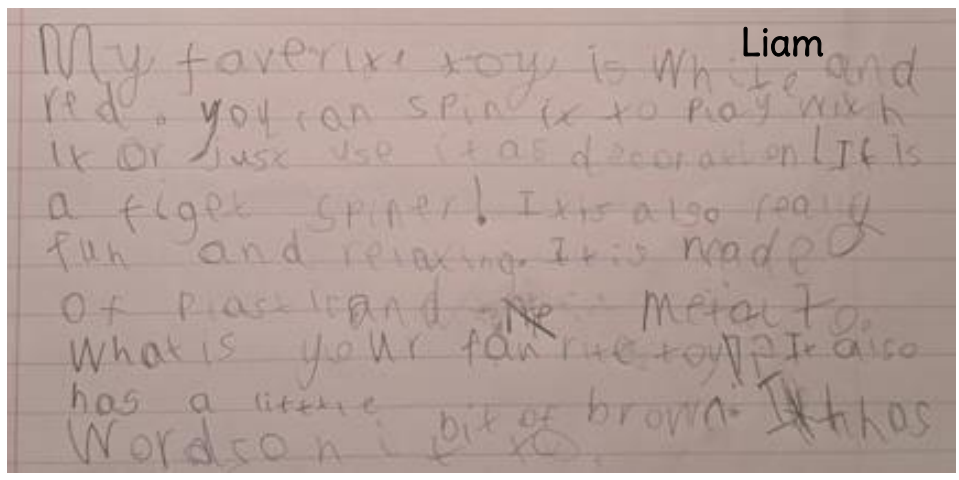


In Autumn 2, we began our first non-fiction unit all about 'Toys of the Past.' We loved exploring the history of iconic toys, from the very first teddy bear to the first ride-on toy, and even learning about Paddington Bear!

Tommy (right) impressed me with his clear and detailed sentences when describing Paddington. He even used the conjunction 'but' to highlight how Paddington can sometimes be a little mischievous. Super work, Tommy!



Sophia (left) impressed with her consistent use of capital letters for names and places throughout her writing. She also wrote a detailed description of Paddington Bear, providing clear and informative details to engage the reader.



Liam (above) wrote a fantastic piece about his favourite toy, the fidget spinner. He described how it moves and what it is made from in detail. He even included an exclamation mark and a question mark in his writing, showing brilliant punctuation skills.

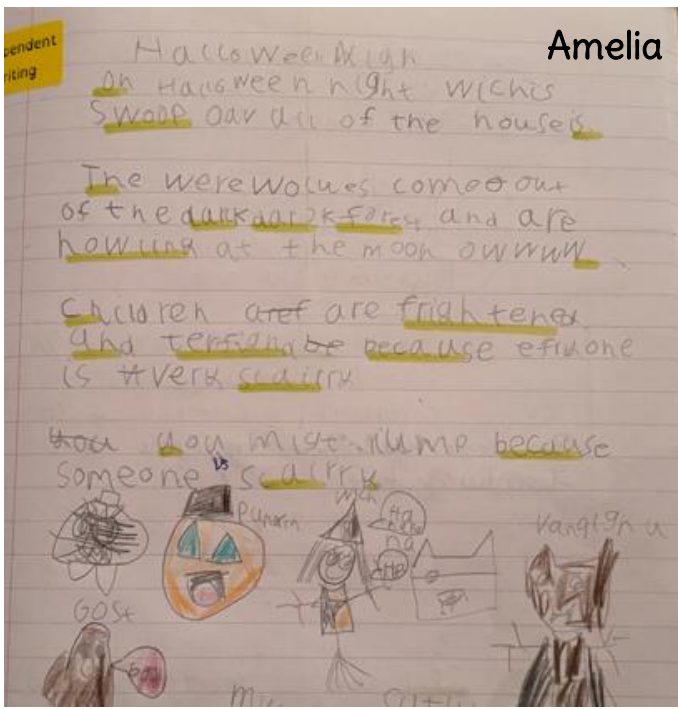
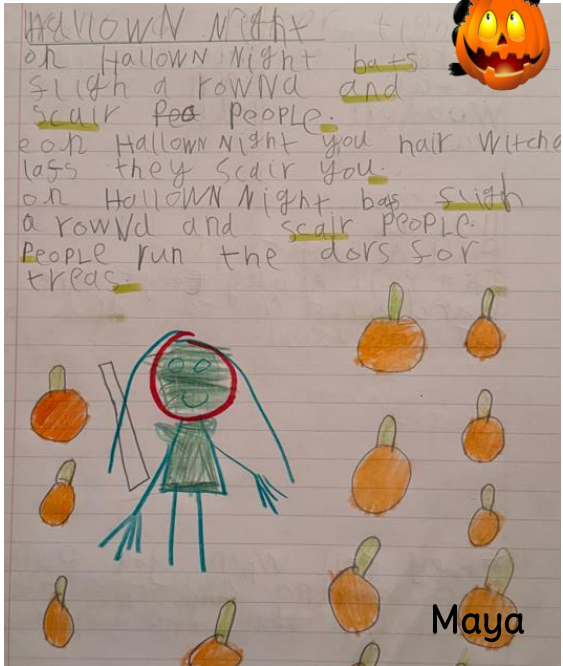




We explored the 'Firework Night' poem and even performed it with enthusiasm!

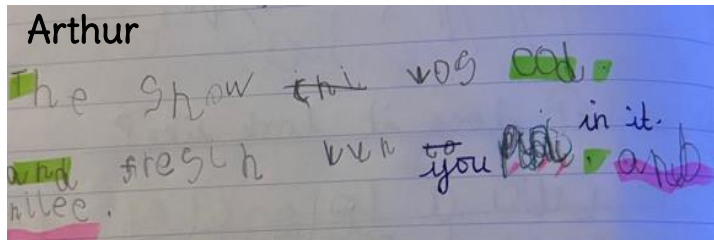
Following this, we collected lots of Halloween-inspired vocabulary to use in our own Halloween poems.

**Maya** (right) used ambitious adjectives to paint vivid pictures of spooky sights that left her characters feeling truly frightened.



**Amelia** (left) wrote a Halloween poem that showcased her creativity and imagination. She confidently read it to the Year 6 children, impressing everyone with her clear and expressive delivery.

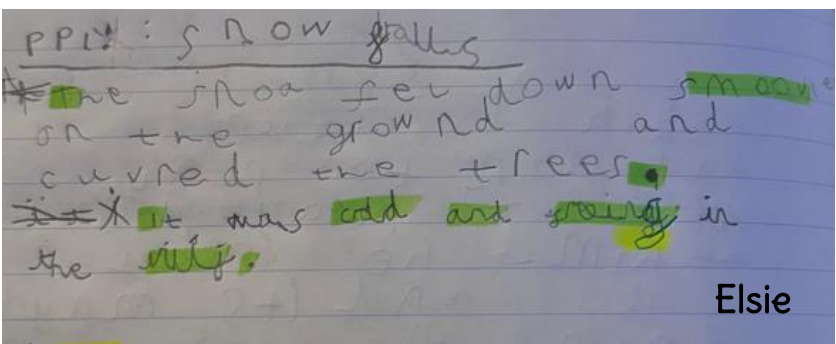
More recently, our writing has been inspired by winter.



**Arthur** (left) has written in sentences with capital letters and punctuation.



**Elsie** (right) beautifully describes how snow falls gently onto the ground. Her words evoke the coldness of the snow and the peacefulness of a village in winter.



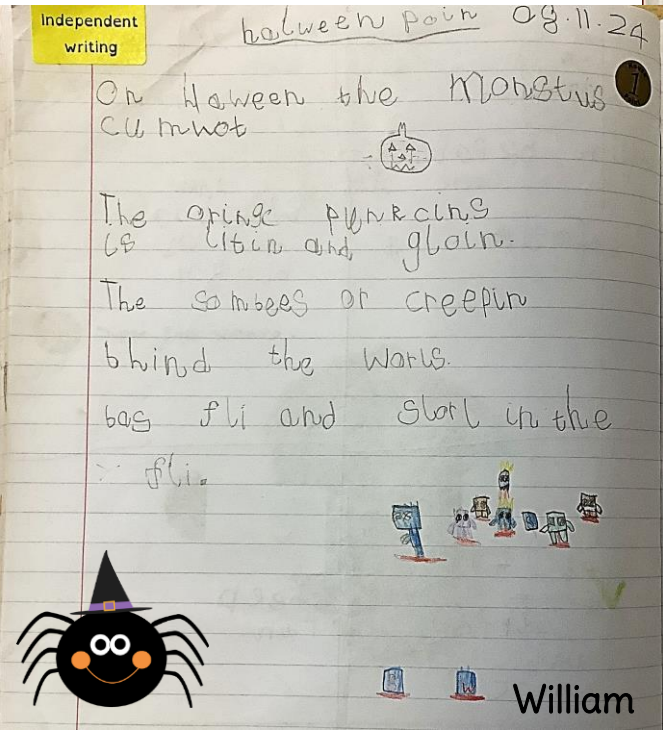
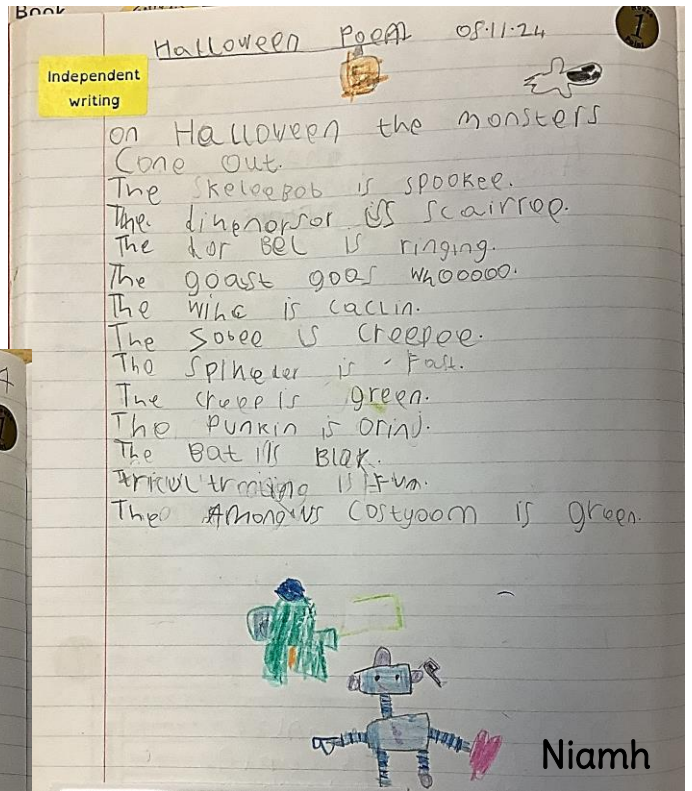
**Elsie**

# year 1 WISH

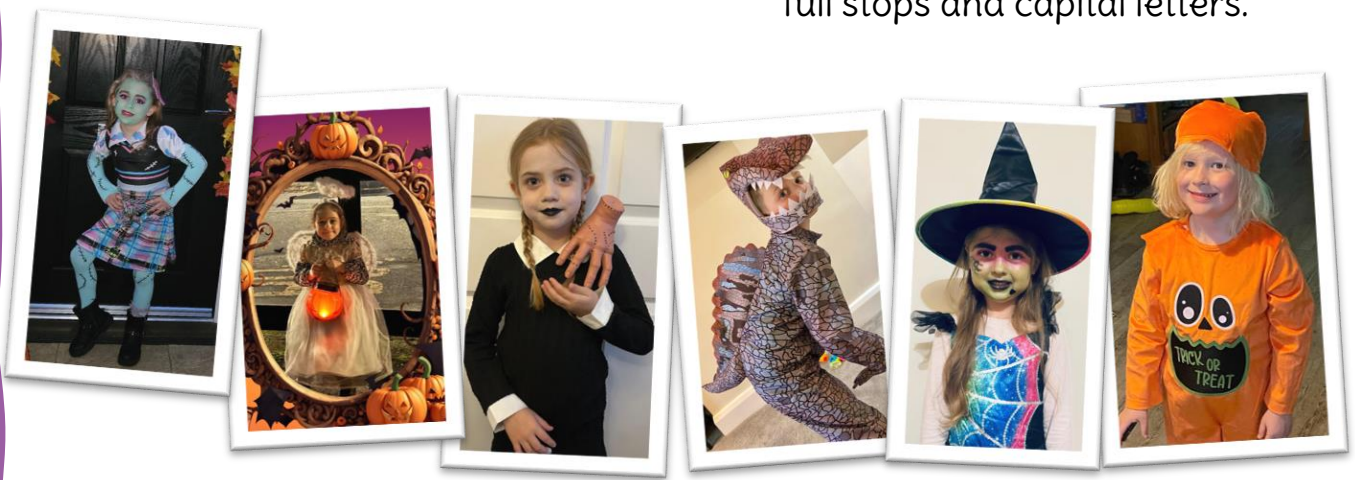


We explored a poem about bonfire night, then we wrote our own poems about Halloween. The children sent in some photos of their Halloween costumes to inspire our poetry!

Niamh (right) wrote a fantastic poem that is beautifully presented. She began each new line with a capital and made some great word choices to describe each Halloween monster.

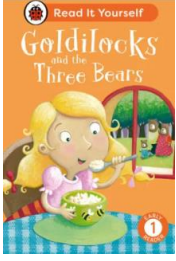


William (left) wrote three super lines for his poem. He added extra detail by using 'and' in two lines and then describing where the zombies were in another. He remembered most of his full stops and capital letters.



# Year 1 WISH

## Inspired to Write @ BERRY HILL



We read Goldilocks and The Three Bears, which inspired us to adapt the story to make it our own.



Independent writing 17.10.24

Lily and the Three goats  
 one a pona tim Lily  
 and the three goats went  
 for a walk.

one day Lily said what  
 is in they.

whos been tih my jam  
 said the goats

Jasmine

Jasmine (right) wrote a lovely story, changing the bears to goats and the porridge for jam. In her story, she used the traditional tale story starter of *Once upon a time* as well as an 'and' to add more detail. There are three clear sentences most punctuated with a full stop.

Independent writing 17.10.24 Julian

Rench and The Three Dinos

once a pona tighm  
 Thair wer Three Dinos  
 and The Three Dinos  
 loved too eat meat.

Rench caim he sed  
 said

This meat is too  
 hot said Rench.  
 This meat is too  
 hard said Rench.  
 This meat is  
 just right yum yum

The Dinos came  
 huam!  
 who has bin  
 eating migh meat

For Grow!

Is tin  
 99.

Julian (left) wrote a fabulous story about Three Dinosaurs and a boy called Rench. He used some adjectives to explain why Rench didn't eat the first two pieces of meat he tried. Throughout his story, he punctuated each sentence with a full stop and for one sentence he used an exclamation mark. When writing about his characters, he remembered to use capital letters for their names.

Our non-fiction unit this term was all about toys. The children explored toys from the past, as well as toys they play with today.

What it looks like is  
 it is red and blue.  
 it is like a Nintendo  
 I like to play Minecraft  
 it is fun to play  
 I play Minecraft at 5 o'clock.

I has a black screen  
 I love to play it.  
 It was 300 pons.

George



George (above) wrote lots of great sentences about his favourite toy. He has full stops at the end of his sentences, he remembered to use a capital when writing the pronoun, I and used 'and'. He clearly enjoys playing this £300 toy!

# Year 2 ZEC

## Inspired to Write @ BERRY HILL



To inspire our writing in Year 2, we studied a poem called 'If I Were In Charge Of The World'. This poem was an exciting starting point for the children to think about what they would do if they were in charge of somewhere.



If I was in charge of a space station  
 I would cancel  
 big meteors clashing to each  
 hard meteors with holes  
 long hard work  
 little rocks.

I would have new amazing planets  
 galaxies that glow  
 inventing cool things  
 colorful stars that are cold.

We wouldn't have nasty meteors  
 big rocks  
 fiery asteroids.

We would have  
 cool space flying  
 inviting crazy things  
 crazy work

And a person who  
 invent amazing things  
 is happy to fly.

Alexandru

**Alexandru** (left) imagined what he would do if he were in charge of a space station. He had some great ideas, including cancelling big meteors and having new, amazing planets instead! He has used a range of adjectives in his poem.

**Tia-Mae** (below) thought of some creative things she would ban and change if she were in charge of the school! She's starting to use apostrophes for contraction in her sentences. We think Tia-Mae might be a fan of sweet treats!

I'd ban tight socks. I'd ban pens. Is (1hp)  
 I'd ~~the~~ make the teacher's cake  
 I'd make the table candy floss  
 I'd make ~~draw~~ the books sweets  
 I'd make the bottles chocolate

Tia-Mae

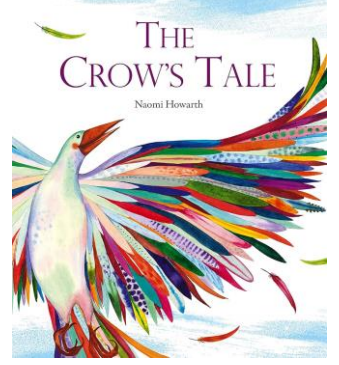
Learning chunk 2  
 Imagining - repetition

# year 2 Z E C

# Inspired to Write @ BERRY HILL



Later in the half term, we explored a narrative called 'The Crow's Tale'. This fable retold the story of a courageous crow who went on a perilous journey to the sun to help save the animals. When he returned, he had sadly lost his rainbow feathers.

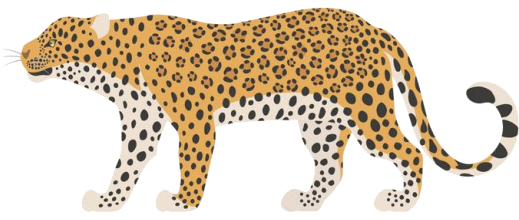


We used the plot of this book as a starting point for writing our own narrative about an animal of our choice who is sent on another dangerous journey to the waterfall to collect water.

Harry (left) used lots of adjectives to narrate his story of Leo the panther who lost some of his fur on his brave journey.

Once upon a time there was a panther called Leo. And Leo had beautiful fur, his fur was shining, it was diamond. The animals appreciated it, the animals said you are the one to go on the journey to the waterfall of the life. Then Leo was at the waterfall he was terrified, horrible and scared. Leo got pulled off his feet into the river he went zooming down the river and into a nother one and then Leo managed to get out but when he got out ungratefully Leo lost a bit of fur and Leo was upset. And then Leo walked 200 miles and when Leo got home the animals still was happy for Leo having a great try.

Harry



Ada (right) retold a gripping story of a spotty leopard, who was swept away in the waterfall and lost its spots. She has used conjunctions 'and', 'but' and 'because' to link her sentences.

Once a poor time, there where a spotty leped. All the animals adored her. One morning she heard a nois from the distins. She go on a scary jorney to the waterfall. She set off on her jorney. She got to the waterfall and then the water swiped her away and she realized her spots disperd. The leped tried to run awye from the lion but she cudent because the lion was to fast and yeerst. She came back with the water and all the animals calpetred. The leped was acsitered to come back home because she was so so tired. She sets off the fiber so all the animals where so warm and hot. All the animals had some cooc at night for a street. After coo they gathered around the fiber to sail wat water did you see on your scary jorney! Where are your spots go sad a said the chester.

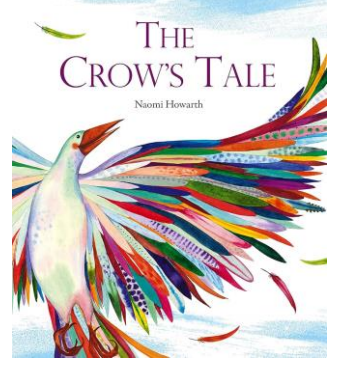
Ada



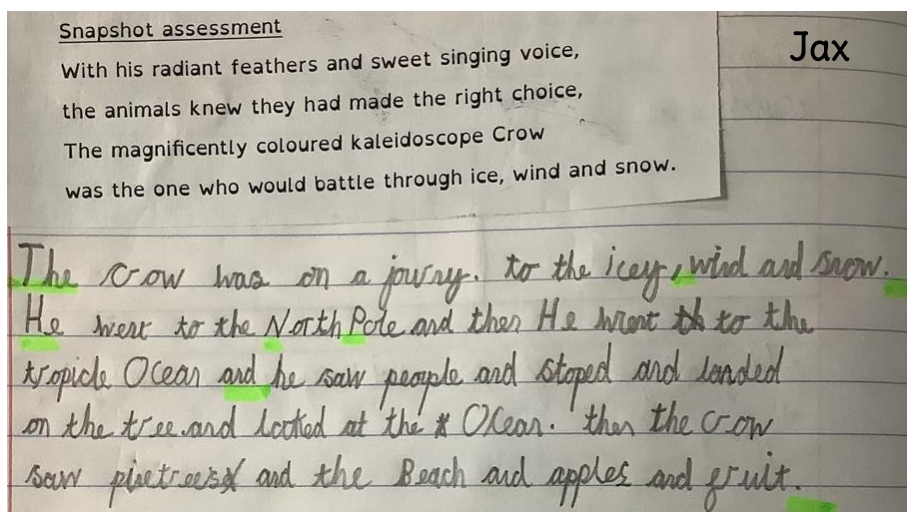
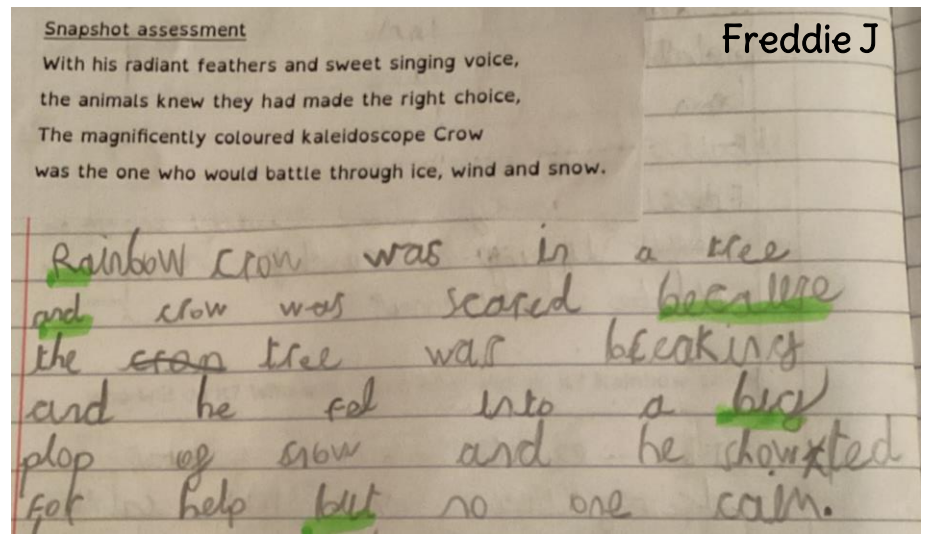
# Inspired to Write @ BERRY HILL



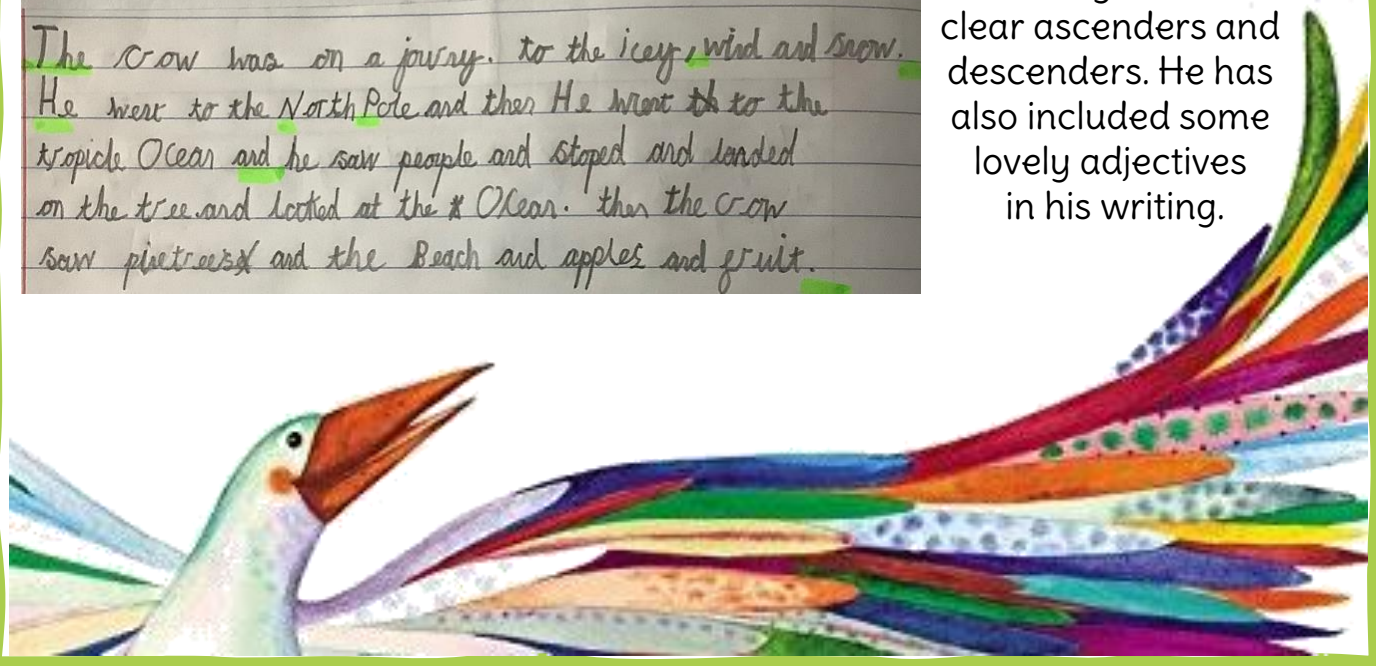
During the second half term in Year 2, we looked at a narrative based on a book called The Crow's Tale. It was about a courageous crow who went on a perilous journey to save the sun. Sadly, he lost his rainbow feathers but his friends saw the beauty within him.



**Freddie J** (right) worked hard to write on his base line. He used adjectives to add description and he extended his sentences using conjunctions such as 'and', 'because' and 'but'.



**Jax** (left) has set his work out beautifully for his narrative. He has joined his letters carefully and has clear ascenders and descenders. He has also included some lovely adjectives in his writing.



The children were inspired to tell their own stories based on The Crow's Tale. They wrote about animals in a hot climate needing to find some water.

**Zac** (right) wrote about a giraffe who was brave enough to get some water from a fountain. He has remembered to use punctuation in his sentences.

Zak

21.11.24 The Giraffe, tale

One ed hot day some animals need some water. A giraffe was brave enou to get the water it was at a fountain.

The giraffe was swimming across a lake he gets wet bigger because of the lake. The giraffe slid the bucket from <sup>him</sup> he picked it up with his feet he bended his head down and then he went back across the river. He had the bucket of water they was walking <sup>quietly</sup> and east non of it spilled and when the giraffe got back they eat happily ever after.

The animals in **Freddie B's** story (below) were thirsty for water. Freddie has included a question in his narrative and a conjunction to extend his sentences.

One day there was animals <sup>who</sup> were hot and thirsty for water. They gathered around thinking about water and who will go to get water. The animals <sup>were</sup> to thirsty to wait. He was about to give up hope <sup>but</sup> he saw a man he went through it when he saw sunshing sharp his tale touch it then his tale fell off, what will happen to him?



**Florence**



that nobody can

This bridge calapped in a earthquake and cannot be used anymore this is why earthquakes are extremely dangerous. This is a natural disaster that help.



Now this road is wrecked during a fierce earthquake and now cars cannot go on this once amazing road. This has destroyed this incredible road.



A local person is looking at the where here their snugly little house and was before a earthquake swallowed it up.

Florence (above) has produced emotive captions to explain what is happening in each of these photographs whilst engaging the reader through the descriptive language she has chosen.

Parker (right) has created an excellent piece of independent writing inspired by this picture. He has worked hard to mostly use full stops, capital letters and question marks correctly, and he has added lots of extra details for his reader.

This term Year 3 have explored a variety of texts, images and a short films. We have been honing our skills so that we are able to write our own pieces that have accurate punctuation but are also interesting and entertaining to read.

Linked to our Geography topic, we have developed our non-fiction writing skills when creating non-fiction texts to inform about earthquakes. We have also written fast-paced fiction pieces inspired by images.



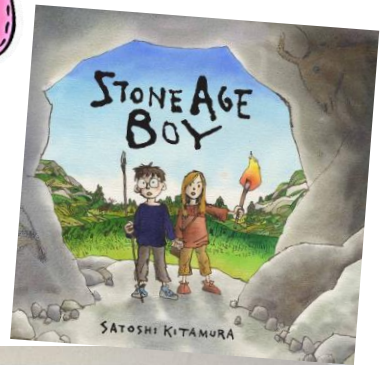
**Parker**

The eating dinosaur

one day ther was an old mis man called tom! Tom was a Tennager he was 21 yers old he

One fine tom loved the most was a DINOSAUR ROURT Tom had alhosas beds, dinesyn pefermes and even a dinosaur in his paper Tom had enitly dingsony in the hole entag mild milled Tom cud not igett eney more he cot his cot and mis he was con! ner was tom coming! basin tane! tom fiasig wold? THE AT'S LT. HE AT fiasig mald wonderous readers! HE'S AT DRASIC WOL hely Tom a geneses? yes you

We read and enjoyed 'Stone Age Boy' by Satoshi Kitamura towards the end of the autumn term. It follows the adventures of a boy who falls through time and wakes up during the Stone Age.



The boy to rose his head up and saw someone. A girl. A girl. She didn't seem to look like any anyone he knew. She was wore a tunic, wolf skin, teeth and bones as jewelry. Animalhide and cosy, fussy reindeer skin with face paints. She took seams awkward to me he said. Your so strange and wierd, you don't look like an ordinary girl that the boy had known.

Nicole

Nicole (above) has written a detailed character description of the person she met when she landed in the Stone Age. I love the extra information she gives, such as her clothes being made from reindeer hide!

George

One dark night, the people needed some food. So they got a spear and went out. I don't know what they went out for. They got fish. and they got every thing in the river.

Swoosh! The man stabed a TOO NER! That fish was 21 pounds it was about 48 cm long.

George (right) has included a fronted adverbial with a comma in his writing as well as conjunctions 'so' and 'and';





We started the year by looking at the short film 'The Blue Umbrella'. We explored the use of expanded noun phrases, personification and adverbs. The children applied these to their own writing to produce a story of 'Lost and found.'

Annabelle

One sunny day, it was time for Evie to go to school. She was going to walk with her best friend, Sarah, but she was already at school. When Evie got to school she was late. Only 1 minute late then she put her backpack down and went to class. She did maths, handwriting and spellings. In the cloakroom Evie's backpack saw a beautiful blue backpack. But suddenly a child moaned. Pink said 'Blue! Blue! is hopeless! Pink sided cried. All of a sudden Pink heard all she heard was an lost an lost! But then it was lunch time when the cloakroom was empty Pink looked for Blue but Blue was not there when all of the kids got back Miss H... into class. Pink thought she found Blue but she did not. Pink was sad. Blue was getting there by Elliott and only the next day class 3 were were going on a trip to the beach. Evie was



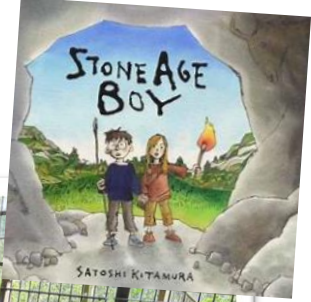
Annabelle (right top) has thought about her own characters and has written a story using a range of conjunctions and sentence types in her writing. I love how she chooses language to affect the reader. She wrote lots more than this, but here's an extract for you to enjoy.



Quick as a the click of a gymnast kick, The the lamppost pushed him back.  
In a thoughtful attempt to save Blue a ge kind meaning vent gave a brave push.  
Swish splash! Smash! Woosh! The world turned black.

Jack (left) has used similes and onomatopoeia in his descriptive writing. His careful punctuation guides the reader and, because of his word choices, his writing sounds great when he reads it aloud!

This half term, we have enjoyed 'The Stone Age Boy' by Satoshi Kitamura, which tells the story of a boy who falls into a hole and wakes up in the stone age. This text has inspired some slow, detailed writes. Our history focus was also the Stone Age so we visited Creswell Crags to deepen our understanding of the era and discovered what life was like locally during this time. We have had lots of factual knowledge to draw on when bringing our fictional narratives to life!



Adri (right) has used adjectives to describe clothing and tools that were made. She uses commas in a list to give information concisely, and she has used apostrophes for contraction and omission accurately.

camp life

Adri

At early morning, om wake me up and took me to go see the camp. Om showed me how to make sharp poon, skin a deer and pence a hole to blend with everyone.

Om's friends and family he didn't wear comfy clothes like we do. Om's family had hand necklaces, animal skin and smooth, funny. They had sharp weapons and spears that would help them food.



Ronnie (left) has used an expanded noun phrase in his writing to describe Om's cave.

An invitation home

Om took me to her her big, dark cave. Her dad and mum made us dinner. They were very kind. After dinner we made games with her mum and her dad. The only thing I could think of is good.



One of our writing units was inspired by 'Float', which tells the story of one boy's joy at taking his newspaper boat on a rainy-day adventure. Sadly, things take a turn for the worst due to adverse weather conditions, and as he frantically attempts to rescue his boat, he finds himself on a new adventure!



**Mila**

Flushing out of the front garden, the boy thought where in the universe ~~the~~ the boat could glide. The tree was ~~as~~ as sharp as a clam in the stormy dangerous ocean. ~~the~~ Next to the tree was a puddle large enough for you to swim in. In a flash! The sky turned on a colour like ~~the~~ soil and a ball of ~~various~~ <sup>only</sup> lightning comes along with it **POP!** The boy was ~~sure~~ <sup>excited</sup> and intrigued. **Tip-Tip!** The rain ~~with~~ <sup>with</sup> **POP!** **Crack!** **Tip-Tap!** The ~~most~~ <sup>rain</sup> **POP!** **Crack!** The boy wondered what the sounds could be for, but he was <sup>excited</sup> to find out.

Mila (left) used powerful onomatopoeias in her writing which enhanced the overall quality of her work. Her language choices help her to capture how quickly the weather changed and the ominous storm drew closer and closer.

Oliver (below) has described how the boy would be feeling during the torrential downpour. He changes the tone of his writing to reflect the emotions that his character he would feel once the rain stopped, and a slither of blue sky appeared once again.



**Oliver**

Crashed ~~from~~ <sup>poored</sup> plummeted  
 I'm a glass, rain pounded ~~from~~ the sky. It trapped the boy in a soggy cage and refused to let him go. ~~It~~ felt like the lake was never going to end. The boy felt both glad and thankful that it was calming down and down. Until some grey clouds flew away and a bit of blue sky appeared.



Rio (below) wrote about how worried the boy felt as he watched his paper boat get further away. She has included expanded noun phrases and is some fronted adverbials with commas. I love how she mentioned that the boy was now friendless without his boat – what an interesting way to show the character’s feelings!

Rio

Learning beside the beautiful stream, the boy gently placed the paper boat into the stream. In a blink of an eye the paper boat flew away. He wondered if he would ever see it again? Feeling worried, the boy stood on the misty & gloomy street with no pretty colours, just dark, dark and dark colours. In that minute he felt ~~grind~~ ~~less~~ friendless.

felt felt f fe felt felt felt felt felt & felt



Abigail (below) used a conjunction to link her clauses together. There is excellent use of alliteration and repetitive sentences towards the end of the passage which gives her work an added element, and she chooses precise vocabulary to entertain her reader.



A Fox nearby studied the boy's paper boat as the boy happily set his craft off for the very initial time. The boy grinned from ear to ear because he was ~~too~~ buzzing as an olympian who received a gold medal. In the reflection of the puddle, there were wonky wonky walls, bobbing bins and hopping houses. Then it all ~~set~~ came to him - he needed to leap in the puddle! Skip by skip. Leap by leap. Sploosh!

Abigail

# Year 4 4CS

## Inspired to Write @ BERRY HILL



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



Paige (right) discussed the benefits that interacting with and observing animals offers to children. She uses conjunctions in her writing, as well as some specific vocabulary.

Paige

Child view

Children enjoy seeing animals because they get to observe and discover new ways to explore wildlife in a more detailed way also its a fun way to learn.

When kids show respect to animals, they are more likely to keep seeing them as time goes on. They might ~~feel~~ <sup>more</sup> feel more motivated to become <sup>more</sup> supportive and kind.

A rather reason you should not keep animals in zoos is because they can't enjoy life trapped in a cage but if there are zoos they can run and be free and enjoy life more.

We should keep animals in zoos because children can learn new things about animals see new animals and can feed animals and you can watch animals.

Another reason we should keep animals in zoos is because if they were out of zoos then people kill or hurt children very badly and could scare children ~~scare~~ or give them a heart attack.

Harry (left) provided some very convincing points as to why we *should* keep animals in zoos. He uses conjunctions in his writing to link his sentences, making them longer and more detailed. He's certainly persuasive!

Braxson (right) carefully considered the dangers of getting too close to the animals in national parks.

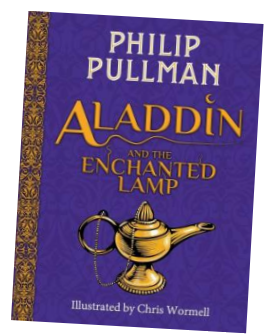
On the other hand, the threat of getting too close <sup>is high because</sup> to the dangerous animals ~~and~~ they might hurt you.

# Year 4 4CS

## Inspired to Write @ BERRY HILL



Our final piece of writing this term has been inspired by Aladdin and the Enchanted Lamp by Philip Pullman. The children have used a range of ambitious vocabulary and grammatical features to make their writing exciting.



**Junia** *Into the cave*

Aladdin stood at the opening of the gloomy cave. He was tempted to creep into the cave but felt petrified and cautious. He thought to himself what he might be down there. He was also excited because he could find loads of money and gems. Eventhough he was excited, he was not sure.

Aladdin carefully & shuffled toward towards a place to grip. ~~with~~ with his heart pounding every second. He staggered down a slope. luckily, it was only little. He yelled, "HELP!" for slipping and sliding he got back up.

Junia (left) has included a range of emotions to describe Aladdin's feelings as he first approached the cave. She uses adverbs beautifully to add extra detail to her narrative.



Sahlia (right) has used brilliant examples of show not tell language to convey her character's emotions without directly telling the reader how Aladdin feels. She uses some excellent, precise verbs, too.

**Sahlia** *into the cave P1*

Aladdin stood at the edge of the dark cave. He felt intrigued intrigued because of the treasures and gold he might find but also a little cautious. He was approaching to enter the cave even though he obviously knew this could be his big chance for a big adventure.

Aladdin anxiously plodded forward into the ~~stagnant~~ dark cave with his ~~to~~ heart pumping with each step. He periously shuffled over loose stones and wind whistling. Slowly he gripped and strolled deeper into the damp, ~~dark~~ dusty, crusty, muddy cave. With that stubborn behavior he set off to see more.

Quietly, the water dripped and it startled Aladdin. It started crumbling, bubbling and thudding. Where are these sounds coming from? It stopped for a minute then he heard footsteps. Soon enough he started to hear whispers and what caught his eye was that there was 10 dollars on the floor! "What's this" he picked it up off the floor not knowing what was going to happen next because Aladdin being Aladdin if he sees money or anything as valuable as that he immediately snatches it no matter how dangerous it is.

**Sophia** 1HP

Sophia (left) has described the various sounds which Aladdin could hear whilst in the cave. Doing this has enabled her to write an engaging descriptions.

# year 5 S J T

# Inspired to Write @ BERRY HILL



Our first piece of writing this year was inspired by The Fantastic Flying Books of Mr Morris Lessmore. We then used Dante's Lunch, a Disney short, to inspire our independent writing.



Pablo licked his lips the skeleton had gleaming white bones and Lucas was hungry. Lets rewind Lucas was scrabbling around wishing for food. Just then he tumbled out of the bin landing with a thud! And scattering waste, <sup>Finally</sup> just then he saw a bone (yep gleaming <sup>irresistible</sup> brightest of white). Something he could eat.

Pablo ~~then~~ scampered over to the bone and curled his body round it so other dogs couldn't take it off him. It smelt of juicy, fresh, meat and made Lucas mouth drooping wet. He ~~then~~ went to the bone and snatched his clamper his jaws shut. But his mouth shut on thin ~~air~~ <sup>meat</sup>. He opened his eyes to see the bone had moved <sup>momentarily</sup> ~~momentarily~~ **Sofiya**

Sofiya (left) began her story at the end (inspired by the author Katherine Rundell). Her story follows Pablo, a hungry dog who is searching for a meal in the streets of a Mexican town. Throughout her work, she carefully selects vocabulary to enhance the meaning and builds cohesion within her paragraphs.



William's writing (right) also follows the story of a very hungry Dante. He uses onomatopoeia and actions to show emotions of the characters.



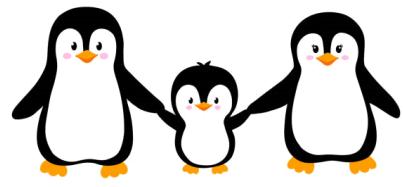
At about midday a dog (Dante) was rumaging through bins in hope of a meal. Thud! he landed heavily on the Greek pavement with a banana banana peel on his head. As he wiped it off with his paw. He suddenly spotted the most beautiful, shiniest bone he had ever seen. He licked his lips and stood at the bone in utmost delight and then he bent down to pick it up... it dodged and moved left in the opposite direction. Dante sharply touched it with his paw and it wacked him on his head. Then it started to run out of site. **William**

# Year 5 S J T



We studied a non-fiction piece about Emperor Penguins in the second half of the term. The children then created their own animal and wrote about it in a non-fictional style.

**Grace** (right) has used precise adjectives in her description of the Crackertay's appearance. She has given extra details throughout, which helps her reader to better understand her creature.



The crackertay  
Bone chilling habitat  
 Grace

These majestic mammals habitats are unreal. They live in the cold depths of Hawaiian beaches. Sometimes at night you can even spot them on the beach rarely. They are commonly spotted scuba diving skills.

Appearance  
 Crackertays have such a unique appearance so lets go through it together. First they have amazing delicate wings that help them glide through the sea. Second they have a wonderful screech that hypnotises fish to come close to it for lunch. third it has webbed feet to grip the bottom of the ocean and finally wretched eyes that scares everyone away.

**Rosie** Penjensut (BC149-BC125)

Penjensut was a pharaoh of Egypt between BC 139 to BC125. She was known for building tall pyramids and her part of Egypt was called 'The land of terror'. When she was a child she had rich parents. Penjensut was the youngest but when her brother was going to rule he died. So she took the throne at age 10.

Penjensut spent her time as a child doing things that other children would've enjoyed. Wether that was riding on camels or sneaking sand snakes into her room. She loved the danger of bathing in the Nile River. I wonder how much gun that would've been!

Penjensut became a pharaoh at the age of 10. Her older brother had taken the throne but something unexpected happened. He was taking a bath in the Nile River when an alligator jumped up and bit his head off. The water turned red, slowly spreading like the red sea. So Penjensut took the throne and made promises like building pyramids.

Our next non-fiction piece focused on the great female pharaoh, Hatshepsut.

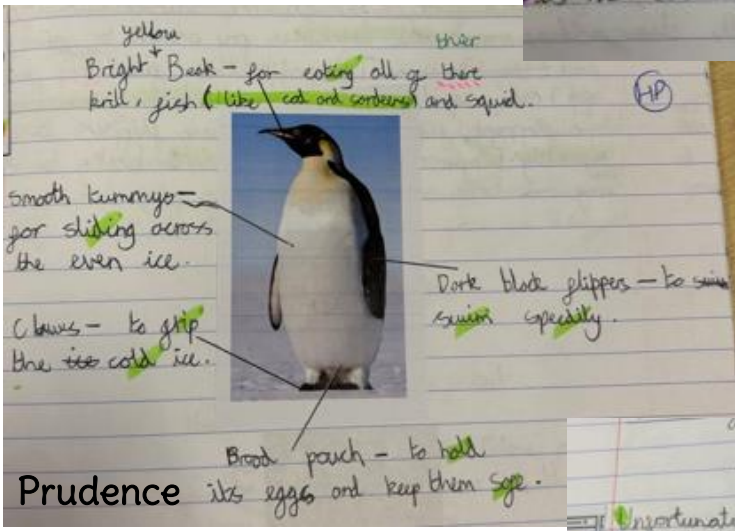
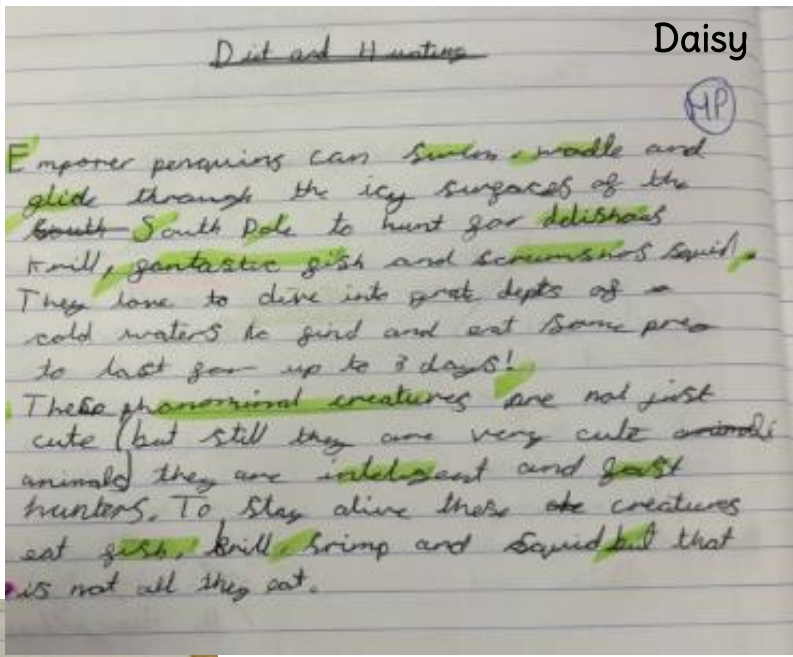
**Rosie** (left) created her own fictional pharaoh and included details about the royal Egyptian's childhood. She writes in long sentences, allowing her to convey lots of information to her reader.





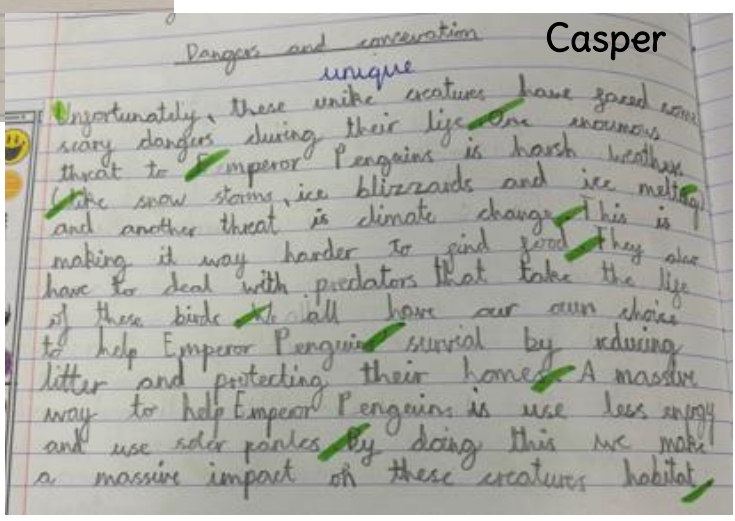
In Autumn 2, we used a non-fiction text about Emperor penguins as our inspiration for writing. We learnt to write in a non-fiction style about their habitat and habits.

Daisy (right) wrote about an Emperor penguin's diet. She used a range of expanded noun phrases to give information concisely about what the penguins eat and how they catch their meals. She even uses brackets for parenthesis to add an aside to the reader.



Prudence (left) was able to label a diagram effectively to support her paragraph about an Emperor penguins' appearance. She's included details about how the features help the penguin to survive.

Casper (right) wrote about the dangers Emperor Penguins face. He has used brackets for parenthesis effectively to add extra information. He uses a range of phrases suitable for a non-fiction piece that build cohesion throughout his writing.



# Year 5 SMM

# Inspired to Write @ BERRY HILL



5MM have also been inspired to write a narrative using the animation The Snowman by Raymond Briggs, which tells the tale of a boy whose snowman comes to life at midnight and takes him on a world of adventures.

**Jaxson Meeting the snowman**  
 At midnight James couldn't sleep. He tossed and turned thinking about his amazing snowman. At <sup>start of</sup> midnight, James walked downstairs and ~~found~~ <sup>found</sup> his snowman frozen. As the clock struck midnight, something magical happened. ~~The snowman~~ <sup>the snowman</sup> came to life. A soft and glowing glow appeared on the snowman. It was ~~now~~ <sup>now</sup> alive. The boy's eyes widened. "Is this really happening?" James said to himself. "WOW!" "WOW!" James said.



Jaxson (left) wrote about the moment the snowman came to life. He used fronted adverbials effectively and included the boy's inner thoughts.

Ruby (right) wrote about the moment the boy looked outside and realised it had snowed. She used positive description to show his excitement. She creates atmosphere beautifully in in this piece of writing through her careful word choices.

**Ruby**  
 It's snowed!  
 All night and all morning, thick hail fell delicately onto the ground. Underneath snow had spread wide and far. Snowflakes pitter pattered ~~calmly~~ <sup>calmly</sup> on the window windansill, the beautiful birds ~~treated~~ <sup>treated</sup> silently and brilliantly - white snow glistened on the bushes. James' room seemed ~~whiter~~ <sup>whiter</sup> and ~~paler~~ <sup>paler</sup> this morning. He pulled back the bedsheet, sprung out of bed and gazed out of his bedroom window. He was amazed by how much snow he could see. The city outside seemed brighter and more dazzling than ever.

**Everly** Look at this!  
 James led the snowman into his welcoming, inviting home. The house looked cosy. The snowman, cold and icy, stopped cautiously through the door. He slowly paused, feeling anxious and puzzled about what to expect. As he turned around, he felt the warmth of the glowing fire which felt very different to the cold snow outside. James introduced the snowman to his cat who was lying happily in front of the fire place. He reached out his hand ~~carefully~~ <sup>carefully</sup> to stroke it. The gluggy cat was startled when the snowman started moving. In James' parents room the snowman put on dad's clothes and put on mum's perfume.

Everly (left) wrote about the boy being eager to show the snowman around his home. She included positive description, feeling words, verbs. The extra details really bring her writing to life for her reader.

Varmints is an animated version of Shaun Tan's book by the same name. The story tells the tale of a creatures who live in a world that gets engulfed by industrialisation and the aftermath thereof. We follow Marty, who sets about saving nature.



Kyla (right) has worked hard to create atmosphere in her writing by describing the fog and including a range of character emotions.

Chaos and darkness

Kyla

Marty trotted along <sup>staring</sup> at the <sup>upsetting</sup> view. He wanted to see his <sup>against</sup> family. He looked up, <sup>at the fog</sup> the clouds were dripping with black. The sky looked <sup>like</sup> dull dark basalt and you could only see the moon the slitest bit because of the thick fog. He blurred everything on himself. What could he do now? All he could hear <sup>was</sup> a loud ringing in his ear. He wanted to cry. Cry for what ~~to~~ felt like forever.



I think I found a different world. So it was a beautiful day that the clouds passed, the sun danced and the sea waved. I had a twinkle in my eye and I felt on top of the world. Ah! I sat sitting on the cliff, I remembered when my and my dad would sit here together. I remembered singing a melody my dad once sang. Hello a joyous voice called out. At first I didn't know what to say until the fog came and a figure of I could just make out a shadowy figure. Who? Who are you? I yelled not

Alicja (left) wrote an excellent snapshot during this unit. I love the boldness of her opening sentence and the way that she cleverly builds tension throughout by not revealing too much too soon.

knowing if I was going to die or not. "I'm something from the past," the voice answered. "I'm Falcon, how about you?" I had no idea what to say. I was in shock. Shaky, I could feel the cliff tilting and turning upside down. Everywhere around me was red. The only thing I was holding was a little chunk of cliff. Ah! I nearly slipped. I got onto the cliff and that's when I am writing this. I think the cliff's collapsing. Mum, Dad I love you! Help me! The monster monster monster



Alicja

Another short animation that inspired our writing this term was 'For the Birds'. We watched the opening part of the clip and focused our writing on a bird who just wanted a bit of peace on beautiful day - but this didn't last long as flocks of annoying birds soon join him.



**Oliver**

Peace no more

Another bird arrived ~~up~~ on the wire. That ~~is~~ <sup>enraged</sup> Burdy indeed. Irritated, Burdy gave him a knock on the head to push him away. Offended, the other birds sat there in utter shock and with an open beak. ~~an~~ <sup>an</sup> Enraged, Burdy was thinking how does he have the audacity to land right ~~at~~ <sup>right next</sup> to him! On his wire! What on Earth was that guy thinking, it wasn't even like he couldn't see Burdy because he was blue. One of the brightest blue! With ~~some~~ <sup>some of the</sup> ~~greatest~~ <sup>greatest</sup> wings!

Oliver (left) uses subtle humour in his writing to show the character's outrage. He includes a range of short, snappy sentences, too.

Bear (right) uses accurate punctuation for dialogue and varied reporting clauses with some interesting verbs in place of 'said'.



**Bear**

Chatter chatter chatter!

With ~~with~~ a puff of his chest, Chupa whipped his head around to see the other dozen and a bit more of birds perched on his wire!

"Thanks for inviting us!" ~~it~~ <sup>he</sup> trilled a chorus of birds.

"What do you mean?" questioned Chupa.

"Nicest view in town!" ~~winked~~ <sup>winked</sup> Dotly.

~~Chupa~~ <sup>Chupa</sup> ~~rose~~ <sup>rose</sup> to his feet in ~~firm~~ <sup>firm</sup> fury.

"Who invited you?" ~~mentioned~~ <sup>mentioned</sup> Chupa unpleasantly.

**Brooklyn**

Don't talk to me!

Another bird landed on the wire. In his most unhappy and snappy ~~was~~ <sup>voice</sup> he Bruce screamed "Go away Narda!" He ~~got~~ <sup>felt</sup> ~~the~~ <sup>for</sup> some reason ~~felt~~ <sup>felt</sup> violated,

"Oh so sorry Bru -" ~~S~~ <sup>S</sup> Nala started.

"I don't care if you feel sorry, you have landed on my wire!"

"You looked lonely," Nala ~~exlained~~ <sup>exlained</sup>.

"I don't care ~~if~~," Bruce screamed, ~~mirring~~ <sup>mirring</sup> his eyes

"Oh my..." Narda ~~seid~~ <sup>seid</sup>, squinting her eyes at him. He turned around "Why. Don't. You. Better. Some. One. Eyes!" then he ~~se~~ <sup>shot</sup> his wings up and down.

Brooklyn (left) worked hard to show character through dialogue in his writing. He uses his punctuation to show that speakers were interrupted or trail off, and control how his s writing reads.

‘For the Birds’, an animation produced by Pixar, inspired some brilliant writing this term. The video is about a bird who just wants to enjoy some peace and quiet and he does just that - until a flock of birds decide to join him on his perch above the ground and tempers fray! We have used this clip to promote the use of dialogue in our writing.

Rosa

"HONK HONK"

The nine geese still every one was quiet and speechless.

"Yes he is here!" I heard heard nothing I could breath again I could smile again. Well at least for a second ~~second~~ ~~at least~~ "What What?" I whispered why is every-  
<sup>one</sup> ~~body~~ started crying "Noooooo!" I cried.

Rosa (above) has cleverly set the scene in this learning chunk. Showing us how still the birds were sat and how quiet it was. She has included well thought out dialogue with mostly correct punctuation.

Fed up and tired, Birdy gave one of the small, blue, bird a death stare X ~~stare~~ stare.

He ~~was~~ inviting us, twittered twittered one of the birds.

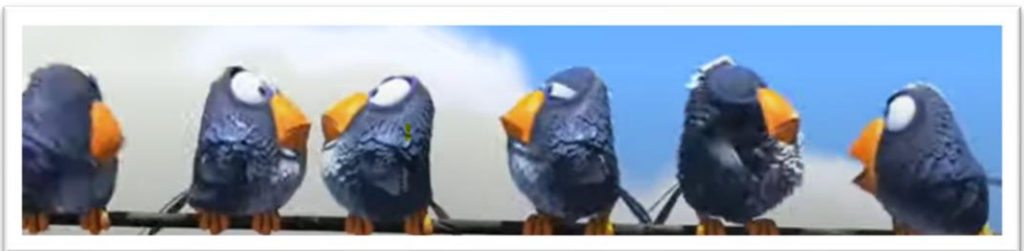
"Yeah it's a great ~~view~~ ~~view~~ view," I mentioned another bird.

Birdy was not ~~having~~ <sup>was</sup> having it. Everyone were chatting.

"Honk!"

Mikey

In Mikey's piece of writing (above), he has described Birdy and his character. From reading this, I can tell Birdy is unhappy with the noise. The dialogue he has included moves the story forward and is written in a chatty style which you would expect in this type of story.



# Year 6 GLD

# Inspired to Write @ BERRY HILL



For our snapshot assessment, we asked the children to use the image below to inspire their writing. The main focus was to include dialogue to move the story forward.

On a calm Sunday, Fuzzy came to a halt and plopped onto the puffy grass. The noise-less environment was soothing and peaceful.



From ~~the galaxy~~ <sup>nowhere</sup>, appeared another bear (Jazza). He was a massive, heavy, and greedy bear. Jazza slumped on top of Fuzzy and it all kicked off. Kicks was flying like rockets, punches was zooming and biting was vicious.

"You two stop," shouted Zoey, "NOW!"  
 "Jazza started it by being a nuisance," screamed Fuzzy.  
 "Yeah but you was being a donkey by calling me an obese bear," cried Jazza.  
 "Oh my...", Fuzzy Zoey mumbled.

Jack

Jack (left) has a super writing style which stands out here. His speech carries the story forward and is realistic. Jack has worked hard in lessons to ensure his punctuation for dialogue is correct.



Lucas (right) has cleverly set the scene to ensure the reader has a clear picture. He goes on to describe the bears before using speech to help us understand the bears' characters further.

As Gizmo the bear came crawling across the grass, he finally had some peace and quiet. No noise, just peacefulness just how Gizmo liked it. It was perfect, only until another bear had come. Gizmo didn't see them at first, but then he got ~~by~~ bumped into.

Both bears were not happy. Gizmo and Jazza almost started a fight. Jazza had a black red scar on his neck, light brown fur and very small hands - very small to feet as well - which was very strange for a bear. Gizmo was quite huge to say he is only at a kid - huge feet, large hands and a ~~big~~ <sup>large</sup> fat belly.

"Gizmo Gizmo shouted, "Give me some peace and quiet for once!" "Go away!" he shouted again. Jazza was only little, but he was not happy. He cried "Why are you so angry?" he cried, "Why are you so angry?" Gizmo didn't care. He wanted piece to have calmness, not arguing. He wanted to just feel the grass swaying beneath his feet, by himself.

Lucas

