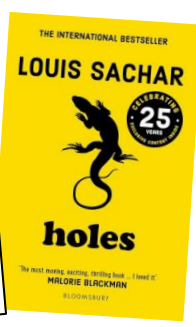
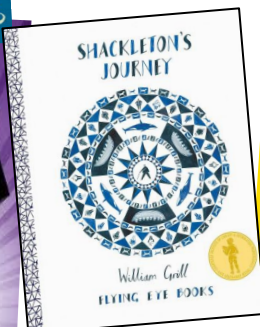
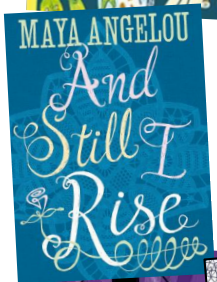
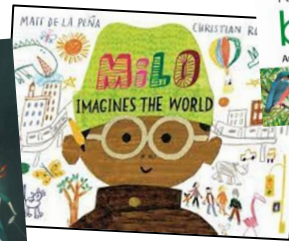
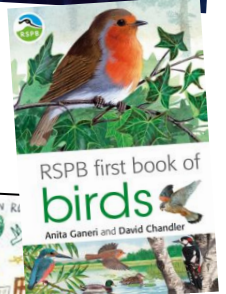


Inspired to Write @Berry Hill
A celebration of writing

Inspired to Write @ Berry Hill



Welcome to the Spring edition of Inspired to Write. The spring term at Berry Hill is always packed with exciting learning – and a superb selection of books to inspire the children to write. This term, classes have studied a variety of fiction and non-fiction texts, and have written daring stories, factual reports and heart-felt poetry.



We begin Inspired to Write with grumpy trolls and adventures beyond the stars, then we explore the wonderful world of birds, before being drawn into the unusual dietary habits of a boy who eats books – and another boy who wonders lost with a mole, a fox and a horse. Year 4 take us on a different journey – one through the digestive system (which is *definitely* not a place for books!) – and Year 5 launches off into space with a boy who is very tall indeed, then brings us crashing back to Earth with a powerful speech on why we need to look after our planet. And the adventures continue to two places that couldn't be more different: the frozen planes of Antarctica and the vast, scorching Texas desert.


The children have worked hard this term, so I hope you enjoy their inspired writing.

Mrs Stirling-Wood

During the first half of this Spring term, we have been reading lots of traditional tales. A particular favourite has been The Gingerbread Man. The children have enjoyed making their own gingerbread men out of salt dough, decorating and labelling them, and writing descriptions.




Anna



he has red hands and
 bot feet. he has ^{black} butn.

Dihein




He's a bot
 a r d a s red
 ee feet.

Anna (above) remembered to use a full stop in her writing.

Dihein (above) used tricky words 'and', 'he' and 'has' in his writing.


Natalia



shee has blo
 buttonz and
 green bootz

Natalia (above) labelled her gingerbread man.

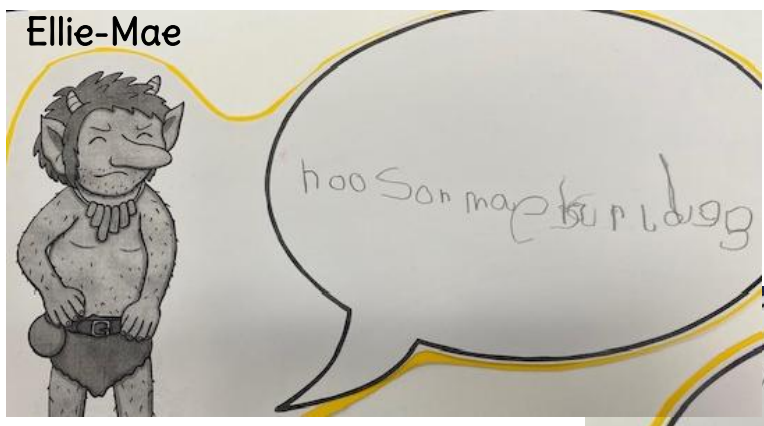
Seth



he has a blu hat.
 mouth
 he has a black mo mf

Seth (above) remembered to use finger spaces between his words.

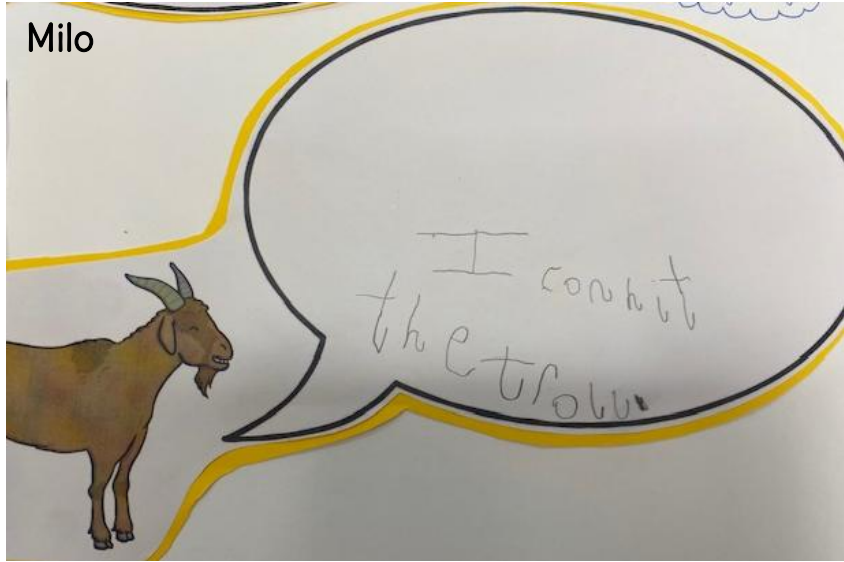
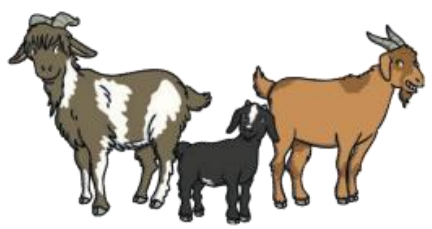
Another Traditional Tale F2 have been reading is The Three Billy Goats Gruff. After lots of small world play acting out the story, the children showed confidence in writing speech bubbles using language from the story independently in their play.



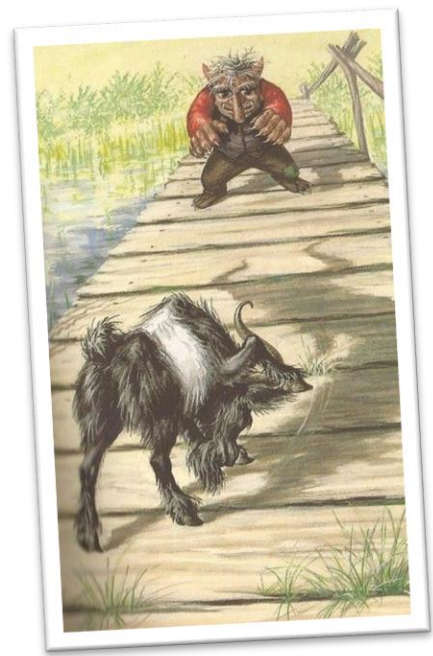
Ellie-Mae (left) remembered what the Troll said in the story.



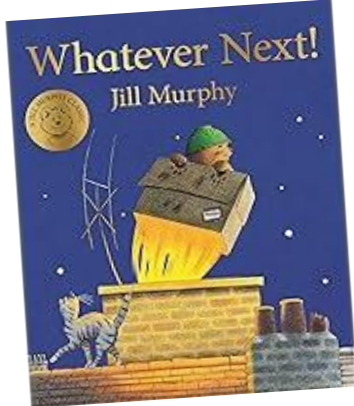
Florence (right) has used some diagraphs in her writing.



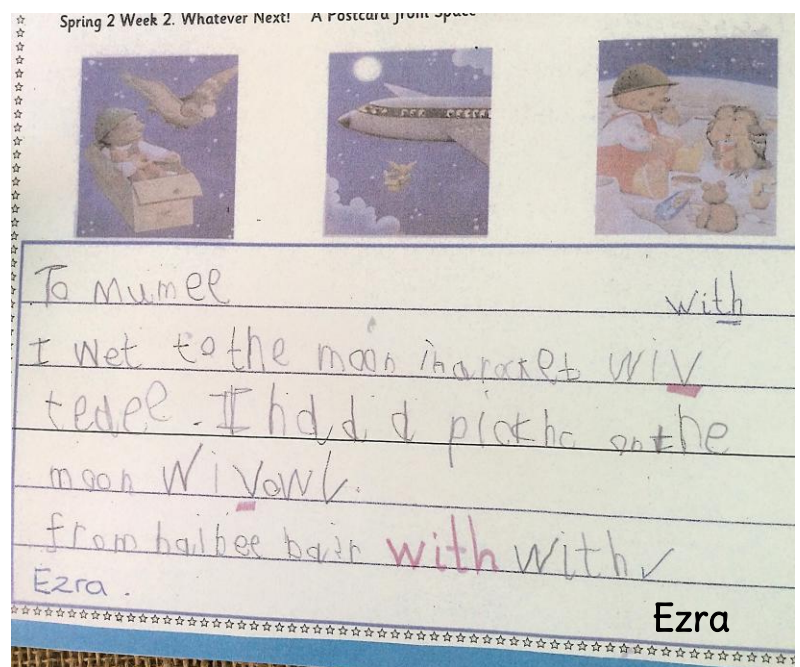
Milo (above) has used a capital letter and full stop in his sentence.



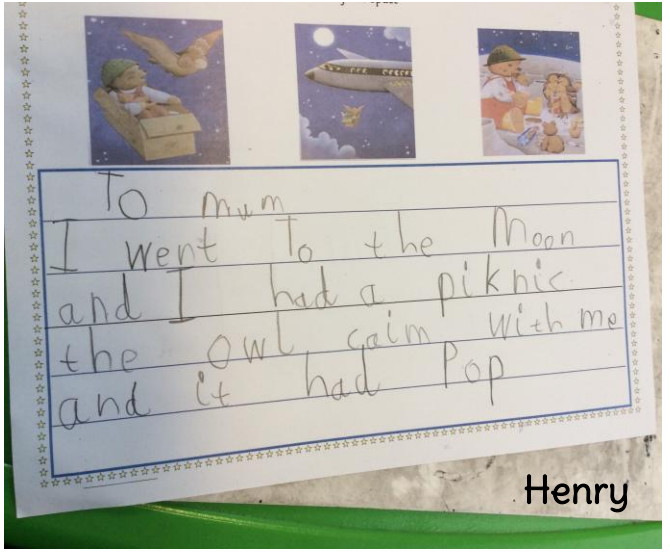
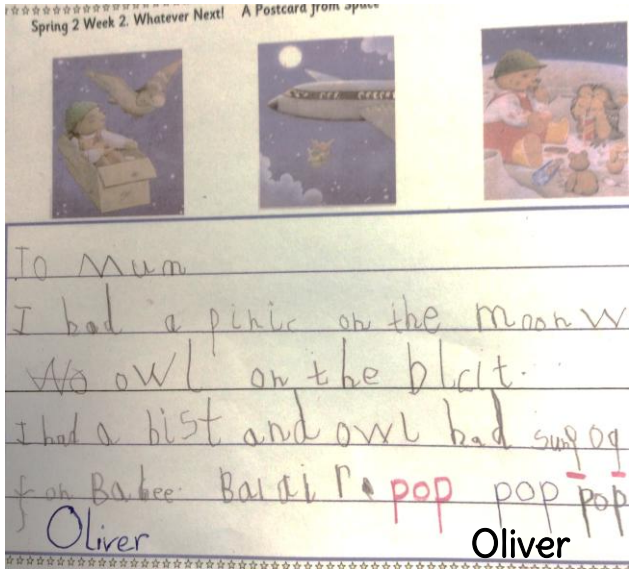
During the second half of Spring Term, children learnt about space and considered this question: 'What's Beyond the Sky?'. Whatever Next! Was one of the books we read. The children wrote about Little Bear's journey to the moon.



Ezra (below) wrote a letter from Baby Bear. He segmented to spell words and recalled spellings for 'tricky words'.



Oliver and Henry (below) described Baby Bear's picnic. They wrote neatly on the lines and formed letters with care and accuracy.



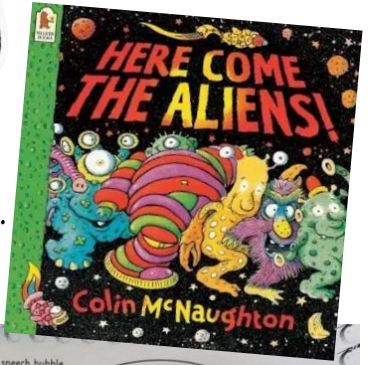


Inspired to Write

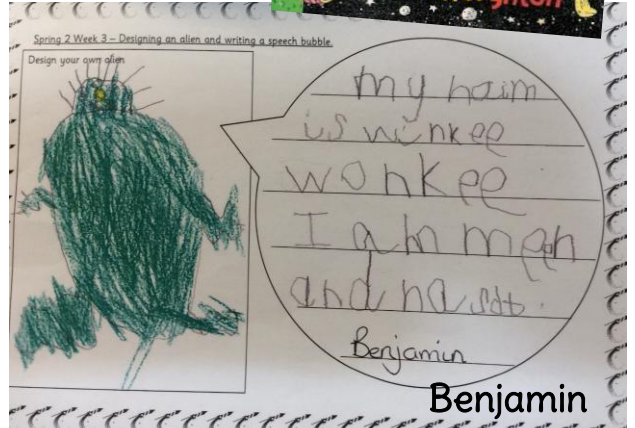


@ BERRY HILL

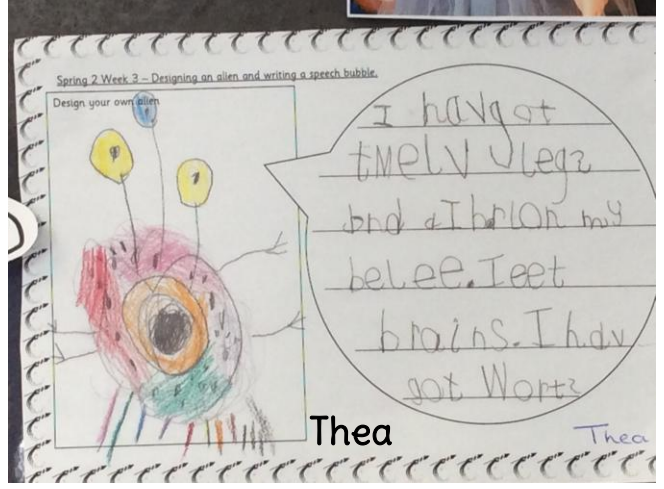
We also read 'Here Come The Aliens!'. Aliens of all shapes and sizes arrive to conquer Earth, but something scares them off. Children designed and described their own aliens.



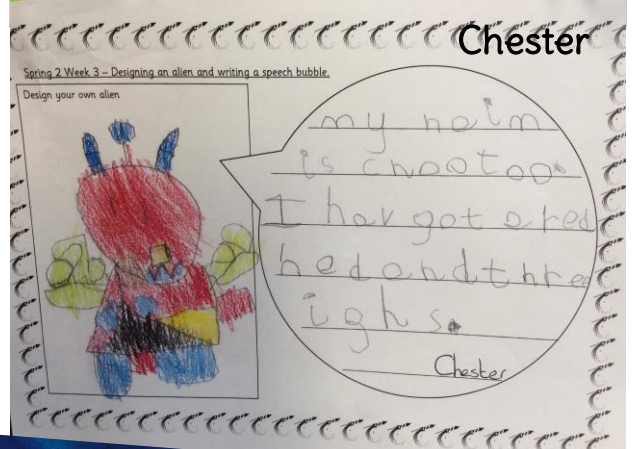
Benjamin (right) named his alien and wrote a speech bubble for Winkee Wonkee. Thea and Chester (below) described their aliens. They checked for capital letters, finger spaces and full stops.



Benjamin



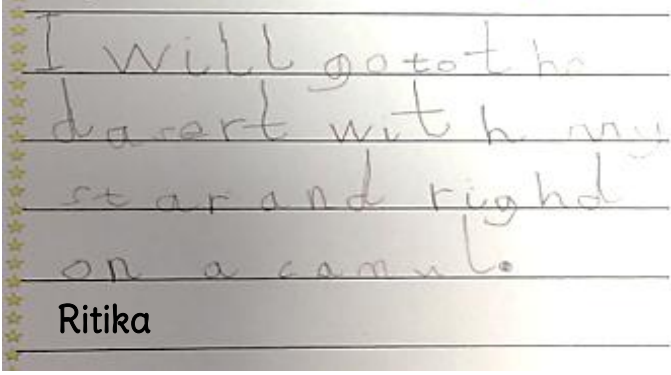
Thea



Chester



When we read How to Catch a Star, the children made stars of their own and wrote about adventures with their stars.



Ritika

Ritika (left) has formed her letters beautifully and used finger spaces to separate her words. She would go to the desert. She extended her idea with 'and' to say that she would ride on a camel.

Year 1 I H K



One of our units this term was a non-fiction piece about Africa and its animals. We explored what a non-fiction text looks and sounds like and thought about how this is different to a story. Then, the children had a go at writing their own.

*21.3.25
Zebras
 What do they eat?
 Zebras eat green leaves and they eat plants. They are called herbivores. Zebras eat green grass and twigs.
 Interesting facts
 Did you know that zebras eat green grass and leaves? Did you know they eat twigs and bark? Did you know zebras are black and white?
 (HP) Maya

Maya (left) stood out by adding a "Did you know...?" section to share fun facts with the reader. For instance, she included this interesting fact: "Did you know that zebras have black and white stripes?"



Caleb (below) writes a clear description of what zebras eat, using rich adjectives to make his writing come alive. He remembers to include his capital letters and full stops, making his work clear and well-structured.

Lesson 3
 Learning Chunk 1 Conjunction 'and'
 What do they eat?
 Zebras eat bark and twigs. They eat green grass and bark. Did you know that zebras eat green leaves?
 Caleb

Year 1 I H K

Inspired to Write @ BERRY HILL



Song of the sea is an animation. It follows the story of Ben, an Irish boy, along with his sister Saoirse, who can transform into a seal, as they set off on a quest to liberate the fairies and protect the spirit world from the forces of evil.



Amelia

The star take Saoirse to a picture picture of her mum and a white duck. What is who's shell is it? Ben or Saoirse's course? That's right. Ben's he walk's to follow the star's. The shell make a beautiful noise.

Amelia (left) captivates her audience by describing the magical shell and its powers. She uses inner dialogue to share Saoirse's thoughts. Her vivid description brings the shell to life.

In this plot point, "A chest and a coat," **Harry** (right) writes about the glowing stairs guiding Saoirse to her bedroom. By using the -ed suffix in "stared," he highlights her fascination and how deeply entranced she is. Super effort!



Harry

A chest and a coat so Saoirse was looking at the stars and follow them up to her bedroom. Saoirse stared at the picture and tip it up and found a key for a door. She open the chest and saw a bright white coat. She also want work it for special s. I beat the top and then in the making to she love it said to Saoirse i

Poppy

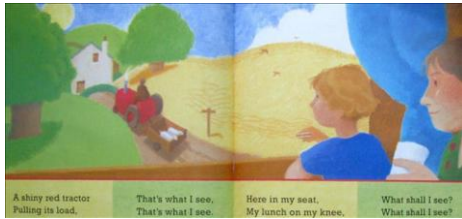
Saoirse birthday

Today is Saoirse birthday she is happy and excited because it is her birthday. The cake is yummy and dishes are delicious.

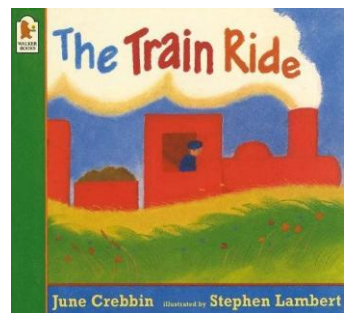
Poppy (above) has impressed me this term. She describes an eventful day that ends abruptly at Saoirse's home when her brother, Ben, spoils her delicious chocolate cake!

Year 1 WISH

Inspired to Write @ BERRY HILL



The children created their own stories following a unit of work on The Train Ride, which explores all the wonderful things a little girl and her mum see on their journey.



Klinta (right) wrote a super story about Bobby, who went on an airplane to meet his cousins. She used capitals for the characters' names and full stops for all her sentences. She also used the adjective 'scared' to describe how her character felt when the plane took off.

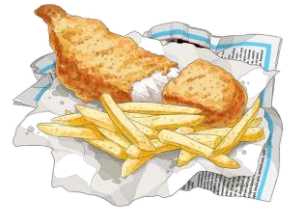
The plane ride 21.01.25
 Bobby went into the aeroplane
 and then put the Skoocals
 on the aeroplane. Bobby sat
 down. the aeroplane started
 to fly. Bobby got scared.
 Bobby put his head down on
 his back. Bobby then got off
 there was a 500 metres letter
 they got off. they met their
 cousins.

Klinta

The car ride
 A green car went over
 the road. then the
 higher set of the chip
 went. then chip went on
 chip reached his house then he
 had a chippy dinner then he
 went out of the house and
 he got a farm. so she
 was with her sister. Chip had
 a trip. then he showed time
 to go. then they went to
 grandma's house for the night.
 Olivia was up she had coops
 for breakfast. are you a
 then they are up and
 they are had breakfast.

Niamh

Niamh's story (left) made me chuckle when the tyre fell off! There's some great creativity in this – I especially love that her character, Chip, had a Chippy dinner.

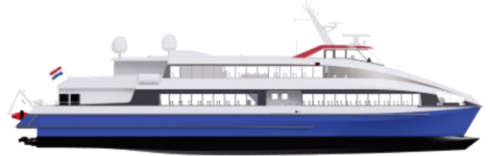


She made great use of punctuation with an exclamation mark and a question mark.

Julian (right) took his readers on a ferry journey with Rody and Limy. He punctuated all his sentences correctly using question and exclamation marks. He even used speech marks when his character spoke.

21.01.25 The ferry Journey
 When Rody and Limy
 were on the ferry they
 were excited. Rody looked
 out the window and he
 saw a dolphin. Limy look
 a dolphin. said Rody. Rody
 got his pena butter sandwich.
 What are we going? said
 Rody. When the ferry stopped
 Rody jumped of the ear
 hear. said Rody. They met
 dracy.

Julian



Year 1 WISH



RSPB first book of **birds**
Anita Ganeri and David Chandler



The children enjoyed learning about British Birds from The RSPB First Book of Birds and at Forest School. When writing their own page about a bird, they chose a tropical bird.



Sarah (right) has been working hard in each writing lesson to place her letters on the line and remember her finger spaces. This piece about flamingos describes them beautifully and even includes a correctly punctuated question.

Flamingo

Non fiction
Independent Write
Tropical Birds

Flamingo eat shrimp
and they have long legs
Flamingo live in water
do flamingo sleep
Flamingo have long neck
Flamingo are soft
Flamingo are happy and
love water

Sarah

PARROTS

Non fiction
Independent Write
Tropical Birds

PARROTS live in
Australia in South
America parrots have
colorful feathers parrots
eat seeds do parrots
eat grass

Ralphy

Ralphy (left) has shown how much he has improved in his writing since September in this piece. He is now only using capitals in the right places – and he even used them for countries. His information on parrots includes a correctly punctuated question.

Flamingo

Non fiction
Independent Write
Tropical Birds

The flamingo is pink
because of the pollen
eyes flamingos have long
beaks and small eyes
The flamingos are birds
at the beach flamingos
etc pinkish in color

Edward

Edward (right) has been working hard on his handwriting this half term, especially keeping his letters between the lines. He has written a brilliant piece on flamingos that includes a 'because' conjunction and a correctly punctuated question.



year 1 WISH

Inspired to Write @ BERRY HILL



We based our narrative on the film 'The Song of the Sea'. This is an Irish folk tale about selkies. We used the first 18 minutes of the film, which introduces the characters and shows the girl, Saoirse, finding a coat and transforming into a seal. We changed our setting to a jungle and the children created their own characters and their transformations.



Skylar (right) wrote a super story about her character, Rose, turning into a ladybird. She used some great vocabulary to make her story more interesting and used 'because' to add more detail. She remembered to use capitals at the start of her sentences and for her character's name.



13.03.25

Skylar

Fiction
Independent Write
Song of the Jungle

song of the Jungle

Rose was scared because she did not know what was in the jungle. When she put on the gungger she transforms into a ladybug. She found a key on the rofo.

1

13.03.25

Fiction
Independent Write
Song of the Jungle

Song of the Jungle

Once upon a time in the jungle there was a man called Seth and he found a magic lamp that had a jerry in it. He says nowa wen he sees it. He found a big parma choy he got a lada and he climbed up it. He let a broom of. Inside he turns into a lagoon. He says con a spell lagoon.

1

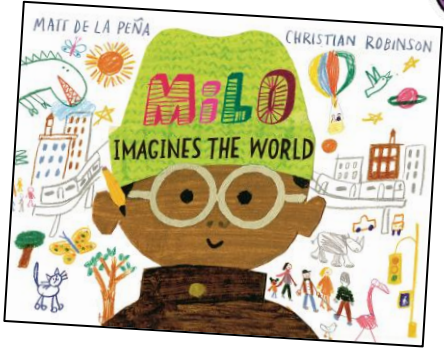
Clayton

Clayton (left) has been working hard on his handwriting and presentation this term, which shows in this beautiful piece of writing. He opened his story with a classic and had a great idea to include a magic lamp. He used vocabulary like 'clambers' to describe how his character climbed the ladder, as well as a question mark.



Year 2 ZEC

Inspired to Write @ BERRY HILL



During the spring term, our writing was inspired by a book called 'Milo Imagines the World'. This story followed a boy called Milo, who imagined the lives of lots of exciting characters whilst on his train journey.

Isla (right) retold her version of this story, writing about a character called Jack. Isla used adjectives and conjunctions to retell how Jack saw a ballerina, a clown and a group of people dancing.

Once a pona the time there was a little boy call to Looy. Looy was going on a striped red and white train. He was going to France. It took at least 5 hours. Looy went with his Mummy, Daddy, his little sister called Sophy and his little dog call Max. When he was on the train he did some collaring and playing his tablet. All a sudden a clown came on board. He was doing jokes to the little children. Why do clowns have a red nose? Looy saw a pe clown with had a bright red nose, a spotty shirt and a hat. Looy also saw a footballer wearing a black and white shirt with the number 24. Looy saw him in the sports carriage. The footballer was wearing black and white shoes. There were a cloud of people whatching the footballer play.

Looy got of the train in France. He saw a big long long stream. It was so busy in France. Why do you think it was moving a busy place. The cars were moving very fast and slow. He saw a green blue red white black silver and grey cars and a red buses. There was very very tall buildings in Franca and some were big but not hugg.

Darwin

Once upon a time they was a little boy called Jack. Jack was excited because he was going on a plan. It was a blue plan with a red smiley face on both sides. A visiter jumped on the the plan. Jack thought it was a pretty ballerina. Because she had a but and she had a pretty pow in her ~~hair~~ hair. Jack saw a nur visiter. It looked like a clown. The clown had a red nose and a blue Jack it with dots on. The clown had a blue hat and red hair. The clown had red shoes and ginger hair.

When Jack jumped of the plan he saw a group of people dancing. When Jack was at turkey he went on one of the water slides.

Isla

Darwin (left) retold his version of the story about his character. He used questions, adjectives and commas in a list. He also used exclamation marks!



Year 2 ZEC

Inspired to Write @ BERRY HILL



Year 2 have also been writing about our world and all the wonderful things in it! We explored what non-fiction writing sounds like and used the things we were learning about in geography to make our writing factual.

Hattie (right) used her geography knowledge to write an interesting paragraph about our oceans. She used some great adjectives to describe the incredible things that can be found beneath the waves.



Hattie

Lesson 3

Learning chunk 1 Adjectives

Topic: Oceans

There are 5 orson oceans and that is the Pacific Ocean the Atlantic Ocean the Southern Ocean the Arctic Ocean the Indian Ocean. The smallest is Arctic Ocean. The biggest ocean is Pacific Ocean. Now the closest ocean is Atlantic Ocean and it is epic and incredible wow. Our oceans have shiny starfish and play pretty shells. We have wonderful oceans because we take care of the sea creatures. The oceans have cute dolphins and beautiful and happy dolphins.

! (Hp)

Lesson 1

Learning chunk 1 Adjectives

Topic: our world

Our world is a bright and wonderful place. It has colorful flowers and a big bright sun. It also is as calm and peaceful world. Some times it is lush with amazing animals like cheetahs which yellow and black fur. A and our world is the best world ever. The word nature make me feel proud and amazed because I planted some seeds and they are now beautiful trees. I feel calm and relaxed and the beautiful flowers make me grateful.

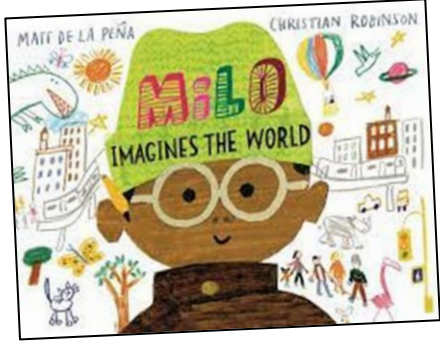
Lorena

Lorena (left) created a brilliant introduction to this text, using a variety of adjectives and some conjunctions to effectively describe our wonderful world. She describes some of the creatures that live in our world and even draws on her own experiences of when she helped nature by planting seeds.



Year 2 ZMK

Inspired to Write @ BERRY HILL



Year 2 have really enjoyed a fiction book called 'Milo Imagines the World'. They loved the story being all about a little boy who takes a journey on a busy underground train. He looks around at the other passengers and lets his imagination get to work! This inspired the children to use their own imaginations to describe passengers and even other journeys that their own characters might go on. Have a look at some examples of their work.

Charlotte

28.02.25

Imagining

Milo imagines a smart boy riding a luxuriant cart with a big wheels trotting down the road. When he gets there he gets a amazing beautiful welcome from a made^{id} and a skilful butler^{er} and

Charlotte (left) looked at an image of one of Milo's passengers and then used her own imagination. She has used adjectives effectively to describe her characters.



Tamara (right) has also used her imagination to think about the boy passenger. She has used a range of adjectives to describe the people she imagined. Tamara has also tried hard to use accurate spelling and punctuation.

Tamara

28.02.25

Imagining

Milo imagines a riding in a beautiful horses and pretty decoration. it was good. Milo imagines a riding in a wheels horses. His butler was so helpful etc and his maid was beautiful and his shep was wonderful.



Inspired to Write



@ BERRY HILL

Once upon a time there was a little girl called Peo. She likes a plane every year the 28th Feb. 14.03.25 Peo's bath arrived at the airport she was at the shops. Peo is making clothes to the plane because the plane is sitting on. The plane has set off and Peo has not got her seat belt on! Peo looked out the window and Peo saw the Pacific Ocean. When the plane landed Peo only got to Russia it took about 7 hours. they end.

Hudson

Hudson (left) has presented his fiction narrative beautifully and his handwriting is lovely! He has written about his own character who takes a journey on a plane, and he has taken care with his word choices to engage the reader. He has used conjunctions like 'and', 'when' and 'because' to link his sentences.



More recently, Year 2 have been writing about Our World, linking to our Geography topic 'Why is our World Wonderful?' For our information writing, we have thought about a different aspect of Our World each day to focus on and to write about.

Tobias (right) has written about the theme of 'Oceans'. He has presented his work beautifully using correct letter formation and joined handwriting. Tobias has included adjectives, commas in a list, and conjunctions to extend his ideas. He has also included a question and an apostrophe for a contracted word. What a super piece of writing!



Tobias

Oceans can be calm, wild, big or small. Oceans can be blue and deep. There are five oceans. Which is the biggest ocean and the smallest ocean? Divers like to swim because they will find out new things. The Indian ocean is hot because it's near the hot countries.

Lesson 3

Learning chunk 1 Adjectives

Know the Alphabet

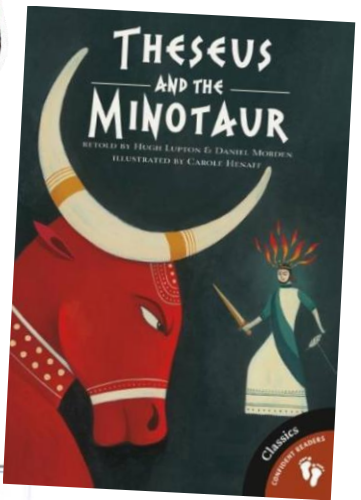
Learning chunk 2 Because

Year 3 SAT

Inspired to Write @ BERRY HILL



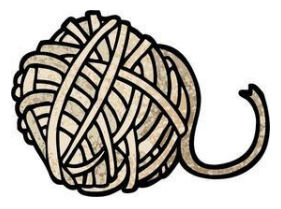
Linked to our history topic, Ancient Greece, we have been reading a variety of myths. In our writing lessons, we have focused on the story of Theseus and the Minotaur. The emotional rollercoaster the hero goes on and the moral dilemmas he faces have led to many thought-provoking conversations and have certainly inspired writing.



Theseus ^{tiptoe} tiptoe~~d~~ out of the castle with out Ariadne's ~~knowing~~ ^{help}.

Ariadne told Theseus that you promised you will marry me! Theseus said "Why did I say that?"

Hannah



Hannah (above) has gripped the reader with this cliff hanger. Theseus has killed the Minotaur and escaped with Ariadne's help, but will he keep his promise? Hannah has experimented with including dialogue in her writing which shows the hero's reluctance!

As Theseus sailed ~~clase~~ ^{clase} to home, he remember to put up the white flag so his ~~father~~ ^{father} he was ~~safe~~ ^{safe} would know he was safe ^{but} here ~~is~~ ^{is} the black sail was up.

King Aegew's ~~spotted~~ ^{saw} saw at the boat and saw the black sail. He thought he was dead!

Oscar

Oscar (left) has used emotive language and conjunctions in his writing to build tension as the hero, Theseus, sails home from battling the Minotaur.



Inspired to Write @ BERRY HILL



We have also been looking at the story of 'The Incredible Book Eating Boy' by Oliver Jeffers. This has really sparked the children's imaginations as we explored what types of books Henry enjoyed eating and the disastrous consequences!



Oliver (below) has used onomatopoeia to describe what is happening to Henry's brain as it goes into overdrive! He has included a range of interesting ideas and has used the conjunction 'otherwise'.

Whi! Ping! Jingle! Henry's mind was in overdrive! In maths he did ~~to add~~ ~~an~~ equals rabbit, in writing got a story he did a maths addition instead of a sentence. He needed to take a rest at eating books otherwise his brain would go out of control

Oliver



A entry was a big fan of books like magical one, maths and he is a THE BOOK ETE EATING BOY! He gobbled the books in one go with out chewing and he said

116

Toby

Toby (above) has really captured the comedic spirit of the book as he describes what 'a big fan' Henry is of eating books. He has used interesting verbs such as 'gobbled' to build a picture of how rapidly the books were consumed.



Year 3 3MT

Inspired to Write @ BERRY HILL



This term, we read a Greek mythology classic, Theseus and the Minotaur. At the centre of this maze, Minos kept the Minotaur: a mythical creature with the head and tail of a bull and the body of a man. Minos was brutal and powerful, and each year demanded 7 boys and 7 girls to be sent to Crete to be eaten by the Minotaur. This was until Theseus showed up and set of on a quest to slay the beast.

Poppy-Louise (right) has used adverbs in her writing to describe how the character was feeling. She also uses conjunctions to link her ideas.

early back to the village they stopped at a deserted island to grab fruit and supplies and when Ariadne was sleep they set away. Leaving happily A raiadne thought to make a fruit basket for the group but when she saw they were gone her heart broke.

Poppy-Louise

Alexa (below) has used inverted commas to demarcate speech within her writing.

As the clouds came in, Theseus sailed necher to Athens. However, he had forgot about what his father had told him to do "I forgot to put up the white sails" said Theseus. As he orived the sails were black.

King Aegus watched and gazed at the black sail. He saw this and thought his son was kiled by the Minotaur.

Alexa



Adri (right) has used a superb range of adjectives in her writing, as well as commas after fronted adverbials and commas in a list. She makes careful and thoughtful vocabulary choices.

Thinking his beloved son had been killed by the minotaur, he was disheartened, heart broken and depressed.

Adri

With nothing to meanifull anyone the grieving heart broke King jumped from the high mountain down into nightfull and vicious sea. King Aegus had King Aegus passed dramatically in run.

Thinking this his only son had been killed by the minotaur, he was sorrowful, destroyed, heart heart - broken

With nothing left to be alive for, the grieving king jumped off the rocky roads into the sea cruel, frightful sea King Aegus had tragically died for no reason.

Jack

Jack (left) has worked hard to convey emotion in his writing, first describing how the king feels and then how terrifying the sea is. He has taken real care with his spelling and has used some ambitious vocabulary, too.



In History this term we have been considering 'How similar was life in Ancient Greece to today?' The children completed their own research and produced a fact sheet about Sparta or Athens.

Annabelle

What was a boys education like?
Boys were sent away to live in a agoge at the age of 7. They learnt like maths and writing.

What did they value?
Placed a high value on having a strong army that was ready to fight and defend their land.

How did they fight?
Sparta was a very strong army. They fought bravely and strongly.

Did they try to conquer other lands?
Did not try to conquer other lands. They used its strong army to help battle.

What was a girls education like?
Girls had similar education to boys, although they did not go to agoge. They were taught a range of subjects and how to fight.

How was the city ruled?
Sparta had two kings of elders and an assembly of citizens.

Were boys and girls equal?
Yes because girls and boys competed in the agoge. Girls + boys played games.

What did women do?
Women were not allowed to be in the army but they took part in training activities. They could compete in some competitions.

Things about Sparta

Annabelle (left) chose to write about Sparta. She included subheadings and separated her ideas into paragraphs of related information. She has used questions to entice her reader.

Farah (below) also chose to research life in Athens and was able to write about the culture as well as the difference between males and females during this time.

placed a high value on culture and the arts. They also thought that having a strong army was important.

used its army to try to conquer other lands.

Women were not allowed to fight in the army. They stayed in their houses and usually should only leave the house with the permission of their husband.

Boys did not attend schools and were taught at home. Some girls were taught to read and write. In many cases, girls were only taught the skills that they would need for looking after the house.

Civilisation
Athens was an important centre of culture and civilisation.

Athens

Athens is believed to be the first place to be born as a democracy.

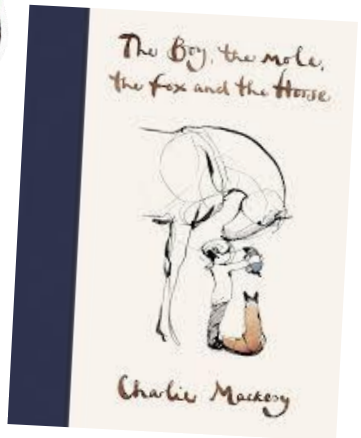
Farah

Year 4

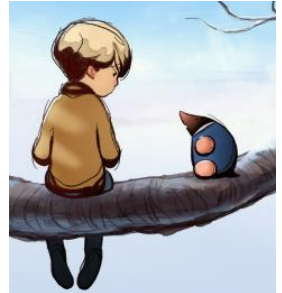
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One of our units this term was inspired by one of my favourite books: 'The boy, the mole, the fox and the horse.' This beautifully illustrated and thoughtfully-written book tells the story a boy trying to find his way back home.



Tuesday 25th February Sophia
The boy all alone
 One horrible day, a boy was on a blank page lost in endless snow ~~stone~~, ~~lon~~. Alone like being the only food not eaten in the lunchbox. As snow starts touching his skin, they slowly dissolved. With nobody with him, he was alone in cold snow.



Sophia (above) chose powerful language to show just how alone the boy is at the start of the story. Her negative language sets the tone for the rest of the story. She uses an interesting simile and punctuates her fronted adverbials with a comma.



Chloe (below) used a range of precise verbs in her writing and her conjunctions help to keep her writing flowing. She was able to capture the difficulty of moving through the snow and bring this to life for her reader.

The storm

Chloe

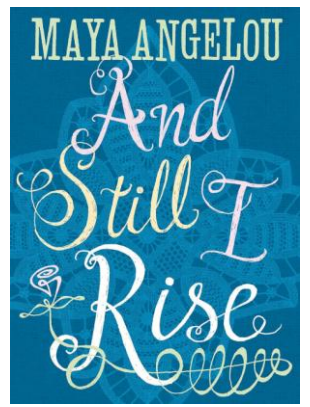
Riding on the horses back sat the boy and the mole and the fox walking behind them. Suddenly they could spotted see grey clouds covering the sky. They felt hope. They all ploughed in the snow as the mole felt danger but knew they would get home. The storm roared down on them but the boy felt happy as the storm was gonna guide them home going to



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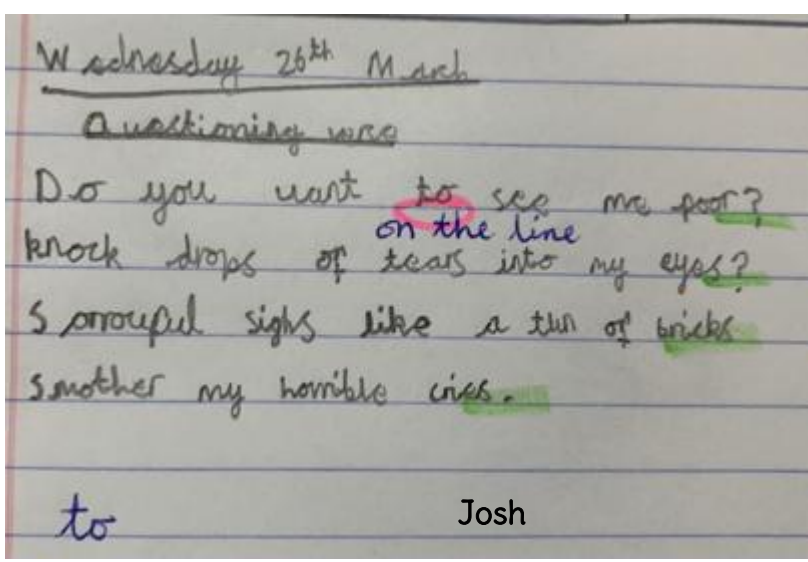
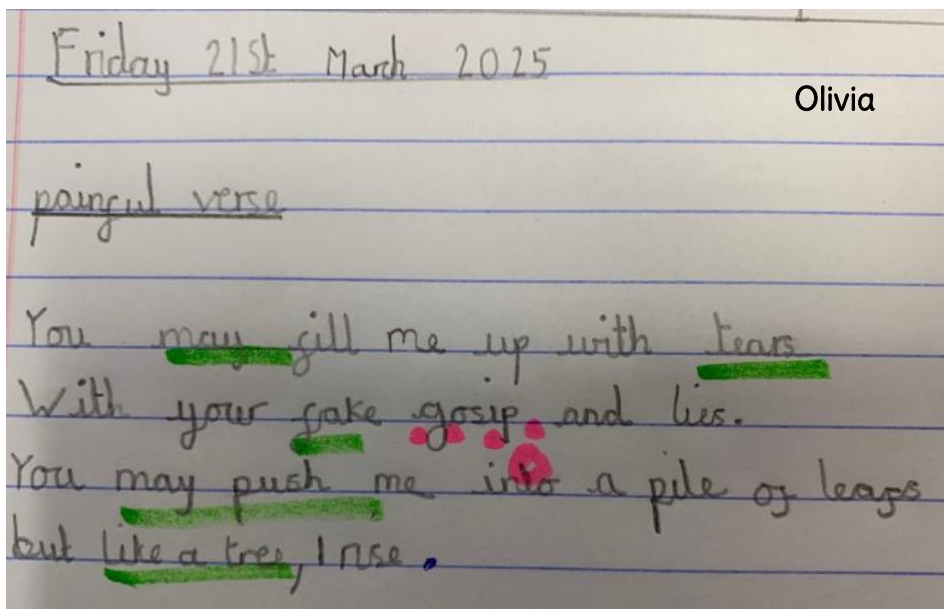


We also looked at poems from Maya Angelou's collection, *And Still I Rise*. For our writing lessons, we focused mainly on the title poem, 'Still I rise', which is a poem about overcoming adversity.



The children used the ideas of unkindness and bullying and they thought about what this might look like and how this would make someone feel. They then drew on these ideas to help them write their own poems.

Olivia (right) wrote a beautiful verse which captures the pain if you're a victim of bullying. I love how she writes about a tree and its leaves, cleverly weaving in this idea of one thing ending but that not being the end.



Josh (left) asked some thought-provoking questions and used precise adjectives to show sadness. He chose to include a simple rhyming pattern in his verse and used carefully placed alliteration, thinking how this would sound when read aloud.



Year 4 4CS

Inspired to Write @ BERRY HILL



Earlier in the term, the children were introduced to chronological reports.

We linked our learning in writing to one of our previous science units where the children explored the incredible digestive system. Gut Garden takes the reader on an epic journey from the moment food enters your mouth to the moment waste leaves our bodies.



Do you wonder what is inside your digestive system? Do you ever wonder what's in your stomach? Do you wonder when you eat your food, what happens when you swallow it?

Eadie (left) included a range of rhetorical questions in her opening paragraph. She uses these well to engage the reader.

Sam (right) has introduced the first step of the digestive system. He has used a range of verbs to describe the important job that the different types of teeth have.

Teeth and mouth
 This enormous part of the digestive begins at the mouth and you will love it. Welcome to the amazing mouth. In the mouth have teeth called molars, premolars and canines.
 Canines tear, slice and rip but molars brush and crush premolars devour and chomp. All the good drops go to the next part and waste comes down and goes down.

Another writing focus this term was instructions. Do you want to build a snowman? Then simply follow Paige's or Sophia's steps on how to make the perfect snowman!



Sophia
 It was a cold snowy night, the children would make up in the morning to humps and humps of crunchy cold snow.
 This is how you make a perfect big snowman. First, make a little snow ball and keep rolling and rolling, it will get really big and leave it in a good place. Make sure you don't leave it on a hill or it will roll down and crumble to bits of ice.
 The next fun step, you need to repeat the same process but make the snowball smaller so that it can go on top of the bigger one.

Would you like to hear about the best ways to make a snowman? Do you want to know about the ways a snowman is made? Maybe you would like to have a walk in or what's the right way to make a snowman?
 The first step into making the perfect snowman is to just wait for a cold snowy winter day and get a place with a lot of snow maybe a park or a hill. Then you get a patch of snow and roll it up until it's not high, ^{next} get another patch of snow and roll it up until it's even up high then that's put the smaller one on the larger one and if you like you can roll up another snowball up even smaller than the one up high one. Step two and place that one onto the other roll. Step two to make you one to step closer to step two of making the perfect snowman.
 Step two, go to a forest of the woods and get two sticks and gently push them into the sides of the snowman to make some arms also if you would like you can get a thinner stick and place that on the head of the snowman to make hair! Step three just a little pebbles and put two on the face of the snowman right next to each other in a horizontal line to make two eyes. next put the other two these pebbles in a vertical line on the snowman's chest to make some buttons but you do not have to add this you can add maybe a bigger rock in the chest to make a big button it is all up to you.

Paige

They have both used a range of adjectives within their writing when describing which snow is best for building the perfect snowman. Also, they have included a variety of conjunctions within the different steps, allowing them to include a range of complex and compound sentences within their writing.

In the second half of the spring term, we used The boy, the mole, the fox and the horse to inspire our writing. The children loved watching the animated film as part of our writing lessons.



Ava (below) has created a wonderful setting description by carefully selecting a range of adjectives to include in her writing.

The Boy, the Mole, the Fox and the Horse

On one white, snowy morning, a lost little boy was lonely and cold. There ~~there~~ were endless blankets of snow and whiteness every where. All he could see was snow and his footprints smiling behind him. The little boy was gull of sadness and wanted to go home. He turned his head side to side. He could feel so snow galling on his face. The snow was deep and thick. He was guzzing in the cold, with white, bitter snow. He had never felt so cold and lost he felt like he had been put in an endless white void of snow.

Ava



The river

The boy and the mole, marched in the snow. They stred into the river, "Would you look at that" said the mole. "It's beatgull" said the boy.

Noah

Noah (left) has focused on including inverted commas to show speech within his piece of writing.



Arthur (right) has described the moment the boy and the mole see the fox for the first time. He uses adverbs carefully to show how the mole feels as he approaches the trapped fox.

The fox trapped

They walked in the forest and saw the river but they heard a scritch and la so they ran to the tree. They saw them. It was a fox. The fox looked up and saw the boy and the mole. The fox ran away. The mole the boy saw the fox in a trapped. The mole slowly crept to the cladly fox. The fox said, "Is it I was not skunk I'd eat you". The mole was shivering in fear but he still not he the fox out, but run away.

Arthur

Year 5 S J T

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On the road, glossy and bright, a royal bus was just beside me. "Wow..." said Ana. "So, this is the bus?" "Yup!" I explained. The bus was better to look at than eating chocolate! My pupils were probably at 100% by then. "How long is the ride?" Ana said as she was jumping up and down. "A bit... 1 hour?" I said. "OK!"

As we were getting on the bus, well, Ana was. I was stopped. "I need to see your ID" The man who stopped me said. "Uh... Oh," I looked through my wallet, pulled out my ID, and gave it... Until I realised I pulled out my "stolen" driving licence (Oh I stole from my dad because we look alike, just with no beard) "Oh... I just shaved my beard." I said, why I said that? So I wouldn't embarrass myself. "Right. Come this way," He said. "Good luck!" I was somehow in the driver's seat!

Irena

'Cosmic' by Frank Cottrell Boyce is the story of an 11-year-old boy who is super tall. Long-legged Liam makes a giant leap for boy-kind by competing with a group of adults for the chance to go into space.

Irena (left) has written a narrative based on the novel. The children in her story drive a bus which eventually turns into a rocket! Throughout her writing, she has correctly punctuated her direct speech to advance the action.



Miles (right) was inspired by the same text. His characters approach a sports car in a showroom. He has used some great expanded noun phrases and shows emotions and feelings of the characters through action. He also cleverly refers back to Cottrell Boyce's writing style by including the 'Crispy New World Feeling' that the original characters experience.

At the entrance, the best car in the world (Porsche Taycan) sat underneath the spotlights on the VIP carpet, outside the window! "How ^{can} this get even better?" he and Florida walked mesmerised to the car. We stopped at the Royal Red Ropes, but leaved our Florida's rucksack went over her so because the car was sucking us in. My heart spanicked in jealousy as we got closer and closer. In my thoughts were in a topmate, I started to dribble. I got the crispy new world feeling. Hang on, why am I even pretending to be a grown man when I'm not. Surely there wouldn't mind. "I love this car!" My ~~dit~~ jaw dropped. This is in real life.

Miles

years SST



Elsie Climate change
 Did you know that climate change it's not just affecting us, but our planet as well? Climate change is a horrible thing. We are making earth's temperature rise, there are some possibilities that have or could happen. Ice blocks could melt, sea levels could rise, Animals could lose their habitats and fresh foods.

Plastic pollution
 You will be surprised, to find out that tons of plastic is being tossed into the oceans, by people who don't care about marine life. A plastic per bottle can take up to four hundred and fifty years to disintegrated we are hurting our ocean. We have bins! Throw your rubbish away (if there's no bins keep it in your bag!). Who are the people? We don't know but this is why we're spreading anarchy! Tell your friends family to reduce the one single use plastic, which only leads me to say take care of the Marine life.

Deforestation
 Our earth is losing tens of millions hectares of forest every year. Deforestation means more carbon dioxide is retained and less is absorbed. The trees are cut down for firewood or charcoal, which is good don't get me wrong, but too many trees are being cut down because of it. Here are main deforestation causes: agricultural expansion, wood extraction (logging for or wood harvest for domestic fuel or charcoal) and infrastructure expansion such as road building and urbanization. Here are some ways to stop it:
 Reduce single use plastic and make informed good choices. Spread the word.



Elsie (left) she has written an impassioned speech about climate change. She uses brackets to show parenthesis and to add extra information to her sentences. To support her argument, she explains why plastic and deforestation are problematic, cites real-world examples and uses emotive language to make her writing impactful on her reader.



Sofiya's short burst writing (right) shows off the very best of her super word choices. This piece of writing was inspired by the trailer of 'Life of Pi', where a boy finds himself stranded on a boat with a tiger. She uses a range of complex and compound sentences to build suspense and engages the reader through her use of rhetorical questions.

Day 1 I'm still alive I don't know how but here's what happens. The storm had come, there was no stopping it, there was no stopping it. I got thrown of the boat, plunging into the cold ~~water~~ water of the ~~o~~ whirlie. The cold shocked me ~~and~~ I couldn't swim up. I was frozen and then I woke up with a start, sitting on a small platform with a rope attached to it leading to a boat with a tarp on top. Slowly but surely, when it was finally in reach, I left the tarp and... there's a tiger there! Still asleep. Luckily.

Day 2
How did I end up here? Will I ever survive? Who will rescue me? Whilst I was thinking the tiger woke up and yawned. It was ~~terrifying~~ a terrifying experience one that I wouldn't dream of. Soon enough the tiger spotted ~~us~~ me, lunging at me, staring at me, but then the boat rocked and the tiger stopped in its tracks. I was getting angry the tiger trying to hurt me. being left here. Everything it was hard so I'm going to show that creature who's boss.

Sofiya

Year 5 SMM

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Another writing focus this term was a persuasive speech.

Ellie (right) has written in a direct tone to address her reader. She packs her writing with reasons why we should stop harming our planet and she uses topic-specific vocabulary well.



If we don't cease our plastic pollution, our oceans will just become a junk pile. We need to minimize the carbon and plastic uses or our oceans will suffer. Do you want that? If not, you need to stop deforestation because wildlife are losing their home. We need to act!

It is essential to ^{guard} guard our rainforests from deforestation since ~~we~~ they give us oxygen to breath. We must protect these amazing landscapes as because polar ice caps are melting. This is getting urgent, we have to conserve our planets not ~~to~~ natural resources.

Ellie

We need help, climate change is destroying our wonderful world by melting very glaciers, ruining habitats and we can stop this.

Every minute, more and more plastic ends up in streams ~~and~~ that lead to rivers that flow into ~~sea~~ seas ^{and} which then goes the waste goes into oceans. This causes species dying because they mistake the plastic for food. ~~we~~ we can stop this by ~~recycle~~ recycling properly.

The world loses 10 million hectares of ~~land~~ forest every year. Almost 80% of ~~land~~ animals live in forests, and deforestation is pushing of them away from their homes. If we can reuse and recycle properly paper we can give animals a safe place to live and ~~some~~ roam.

Josh Ha

Josh (left) writes in a super non-fiction style. He includes statistics and real-word examples to bring the severity of the situation to life. His choice to use 'we' throughout makes this feel more impactful and reminds us that everyone has a role to play in looking after our planet.



year 5 S M M

Inspired to Write @ BERRY HILL



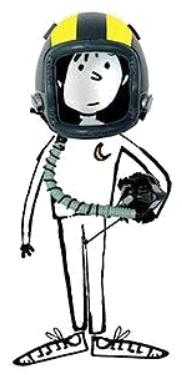
'Cosmic' by Frank Cottrell Boyce is the story of an 11-year-old boy who is super tall. Long-legged Liam makes a giant leap for boy-kind by competing with a group of adults for the chance to go into space.



Lilly (right) has used a super range of structures in her writing, including a relative clause, fronted adverbial and different conjunctions. What excellent cohesion!

Florida, who had switched to more of a pale shade of ^{her} skin, was starting to regret ever wanting to agree with me. As I wandered towards the car, the keys jingle-jangled in my hand. I cautiously opened the driver's door and took a deep breath before hopping in and pressing different buttons to see which one turned it on. I grasped the steering wheel. I buckled my seatbelt.

Lilly



Zak

The porch porsche showroom
 At the entrance, sat upon the gleaming, white podium, was an absolute ~~best~~ ~~best~~ turbo-charged and ~~exhilarating~~ ~~exhilarating~~ state of the art tec and ^{luxurious} sophisticated seats, visceral and iconic the beast led us in. Exhilarated, my hair stood up at the end of my skin as I ^{glared} looked at the prestigious car. My mind was racing with thoughts. Should he sit inside of it? I wonder if we are aloud to. My fingers began to shake.

Zak (left) incorporates a good variety of precise adjectives to create a sense of wonder for his reader. He links his ideas with conjunctions and his word choices make us want to jump into that car!



Megan (right) begins her writing with lots of adverbials to control the pace and make her reader wait to find out what she can see. The excitement almost jumps off the page!



At the entrance, ⁱⁿ the centre, ⁱⁿ the window, ^{right} there ⁱⁿ the absolute beauty. Glossy, sleek powerfull and high-tec, the beast, lured us in. Exited, I was jumping up and down, I thought I was in a dream. Should we sit inside? I wonder if its locked. My fingers began to twitch.

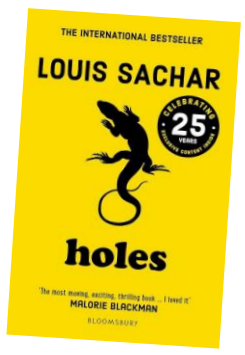
Megan



Inspired to Write @ BERRY HILL



Holes is always a firm favourite in Year 6! A young boy named Stanley is wrongfully convicted of stealing a pair of sneakers and sent to Camp Green Lake, a juvenile detention centre in the middle of a desert. For the first half of the spring term, this was our focus text to inspire our writing – and it certainly did!



Stanley's new nickname was Caveman. He didn't know how to react about people calling him that. When did the word Caveman become a nickname? Why did Caveman become his nickname? He is nothing like a Caveman. At least he wasn't called Bag, Bag, Caveman was definitely one hundred percent better than Bag, Bag.

"Had a good day digging your first hole?" chuckled Zig Zag. He sat down next to Stanley, also known as Caveman.

"I enjoyed the peaceful, calming adventure!" snorted X-ray. He joined them and sat down on the uncomfortable ground.

Mia

Noah (right) has used some interesting adjectives to describe the camp. He has used questions to show what the character is thinking and even included fronted adverbials and hyphens.

On the edge of passing out, Stanley didn't give up and kept going. The weather was scorching. The white-hot glare came. It had officially hit 12:00. Everyone dug quicker than he could ever think to think. Thoughts raced around his mind. Will I finish? How can I go faster? Stanley and the other boys had brown clothes from the dirt, knees bleeding from digging on their knees and, most importantly, beat bones. And they were seconds away from collapsing. Their

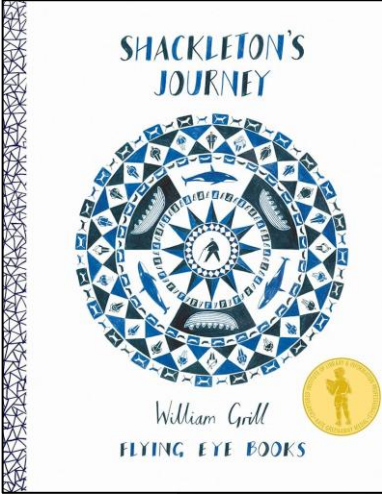
Noah

Stanley was broken.
Stanley was weak.
Stanley was depleted, depleted.
Stanley dug his shovel into the dirt.
He felt dead, dead, from the top of his blistered fingers to the soles of his achy feet.
Stanley hated the sun, despised the sun.
The merciless sun beat down on him like a most merciless master who cared nothing about himself. Stanley was being punished when like a kid being hit with a slipper. Stanley was in a loop. He was being punched in the face with a hot fist over and over again.

Isla

Mia (left) has shown lovely elements of humour in her writing. She uses correctly punctuated speech as well, showing character through what they say and how they say it.

Isla (left) begins with short sentences for impact. I love how she simply changes one word at a time to show how very tired Stanley was. Her language choices make the sun seem like a vicious nemesis – and to poor Stanley digging in the blistering heat, it is!



The second half of the spring term in Year 6 saw us join Shackleton on his epic adventure to cross Antarctica via the South Pole – which very quickly became a fight for survival as their ship is destroyed by the ice. We wrote narrative pieces based on this text, focusing on how to bring the story to life for the reader.

Sam (below) has used a range of structures as he describes the men abandoning ship. He even uses a colon for a list.



All the crew quickly ^{scooped} swept up their belongings: money, food, clothes and the dogs. They ripped off sails and sent valuable goods down onto the ice. After all the valuables had been transported, they all looked down at the Endurance and slowly sighed. After the awkward silence they all evacuated the Endurance in hopes of escaping alive.

Sam

Even though the temperatures were unbearable, the crew became delighted; the ice had finally begun to crack under the constant pressure of the Endurance. Compared to the wooden warrior, the ^{prison} ice was no more than a couple of ice cubes. They slowly ~~be~~ started to realize that anything was possible if you put your mind to it.



Eryn (left) writes about when the Endurance first becomes stuck in the ice. I like how she changes the mood of her writing, emphasising how quickly things can change in the frozen ocean. Her use of personification makes the ice seem intent on destruction.

Or not. Suddenly, disaster struck. The crew's high-spirited bubble of happiness was burst as the Endurance went back into icy incarceration. The explorers' health deteriorated, along with their exstastic exhilaration. The ice was too much; its jagged jagged surface obliterated the ship's shiny coat of paint, leaving it down ~~to~~ with its icy talons. It rammed endlessly into the stranded vessel.

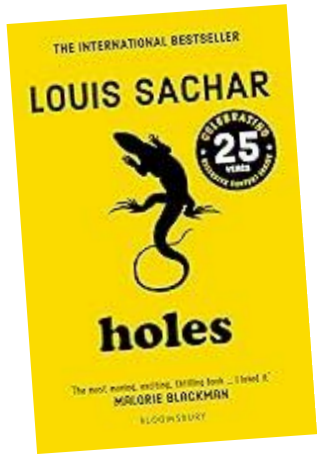
Eryn

Year 6 GLD

Inspired to Write @ BERRY HILL



Holes is a book written by Louis Sachar and has been described as a hilarious and powerful story about crime, punishment and redemption. Stanley finds himself in the wrong place at the wrong time and ends up being sent to a juvenile detention centre over a pair of sneakers he didn't even steal. Every day, he has to dig a hole that is five foot deep and five foot wide to 'build character', but Stanley knows the Warden is secretly looking for something. This exciting story led to some exceptional pieces of writing.



~~My mind~~ ~~my~~ ~~as~~ ~~page~~ shuffled to his own hole as he spotted a foggy cloud of dust with Mr Pendanski in the horizon. Stanley went back to digging his own hole finished hole. As he did this, the gears in his head turned. The warden wasn't looking for something special. No no no. Something specific.

Jannie

Jannie (above) moves smoothly from one event to the next – from noticing the dust cloud to Stanley returning to digging and ending with a twist of mystery, which leaves the reader curious. He uses short sentences to create impact for his reader, too.

Under the scorching sun, Stanley stabbed his shovel into the hard, cracked, ground only for it to make a little dirt in the soil. Stanley raised his ^{pathetically} ~~his~~ ~~tiredly~~ raised his blistered hand and wiped the sweat from his forehead. This is ridiculous. He realised that he couldn't stop even if his hands were bleeding.

Ellis

Ellis (above) uses a great example of a fronted adverbial to set the scene effectively and helps the reader imagine the harsh environment straight away. He makes precise vocabulary choices to make the reader feel sorry for poor Stanley digging in the desert.

Ernest Shackleton's most famous adventure was his incredible expedition to Antarctica aboard the ship *Endurance* in 1914. We followed his expedition by watching a series of clips to help inspire our writing.



A heavy, thick fog descended, covering the life boat with the ghost-like fog. The crew could not see ^{where} ~~where~~ they were going & because of the eerie fog ^{spreading} ~~spreading~~ out like a ^{olympic} ~~olympic~~ ^{race} vase. The fog made it look like it wasn't midday anymore but ^{instead} ~~instead~~ it made it look like a storm was coming.

Indie



Indie (above) has used strong descriptive language to create a clear and vivid image in the reader's mind. She cleverly used a simile to add energy and pace to the scene which helps the reader imagine the movement of the fog. Her adjectives are well chosen to enhance her description.

After days and days of gull force battles, the *Endurance* lost the war and slowly got pulled in by the deep, dark, depths of the ocean. With sensitive hearts for they would watch their mortal enemy win the battle and take over their prize possession, their ship, their home and swallow her in one swallow gulp. This monstrous beast of an ocean had taken everything from them. Everything.

Indie-Rose

Indie-Rose (above) has written a powerful and emotional piece about the point in the story when the *Endurance* is finally crushed by the relentless ice. She uses dramatic and emotive language which helps the reader feel the loss and pain of the crew. She describes the ocean as a living, threatening being through careful language choices to strengthen her metaphor.