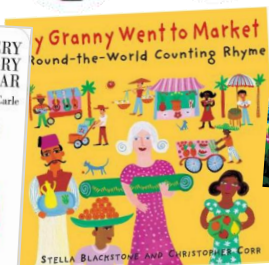
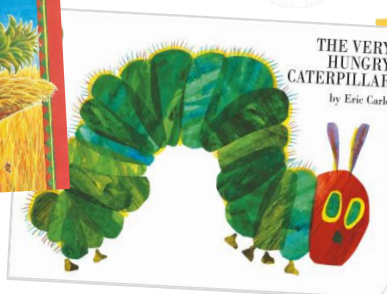


Inspired to Write @Berry Hill
A celebration of writing

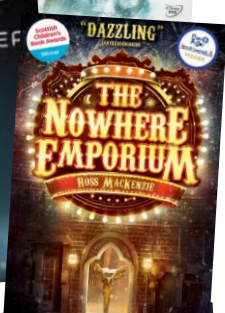
Inspired to Write @ Berry Hill



Welcome to the summer edition of Inspired to write – and what a way to end the school year! As always, this edition is packed with writing from our youngest children in EYFS through to our Year 6 classes who are about to embark on their next adventure.

The children have explored so many excellent books and films this term to spark their creativity, delved into wider curriculum topics, and even drawn on real-life experiences from school trips.

We begin Inspired to Write with a bunch of mischievous fruit-snatching animals and a very hungry caterpillar before heading off with granny to the market and grandad to his island... and then there's a strange grandma with very big eyes, and very big ears... and VERY big teeth! We rocket high up into space with budding astronaut Mabel before heading beneath the ocean to discover the secret of Black Rock and then deeper still – underground this time – to explore the street beneath our feet. Year 4 debate the pros and cons of children using social media, then travel back in time to write compelling diaries about fierce warriors being welcomed home to their Viking villages. Staying with the history theme, brace Yourself for the bitter cold as we venture into the unknown with Scott of the Antarctic and then follow Daniel, a boy who unwittingly stumbles into a shop that will take him on adventures you can only dream about. And we end this edition with the spine-chilling Aveline Jones as she steps into a real-life nightmare.



Happy reading – and I hope you enjoy the children's hard work!
Mrs Stirling-Wood



During the Summer term, our first topic was called 'Are we there yet?' We have been reading lots of books featuring countries from around the world. We have enjoyed reading 'Handa's Surprise' and writing sentences about which animals took Handa's fruit.



Aurora

Aurora (left) labelled the animals and used language from the story.



Thierry (right) wrote a lovely sentence and remembered his capital letter and finger spaces.

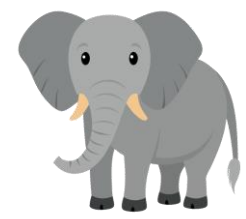


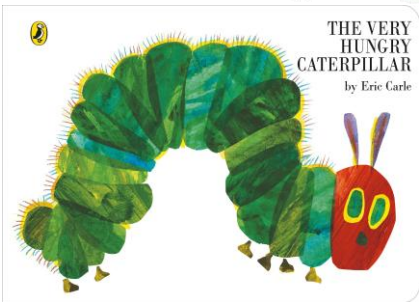
Thierry



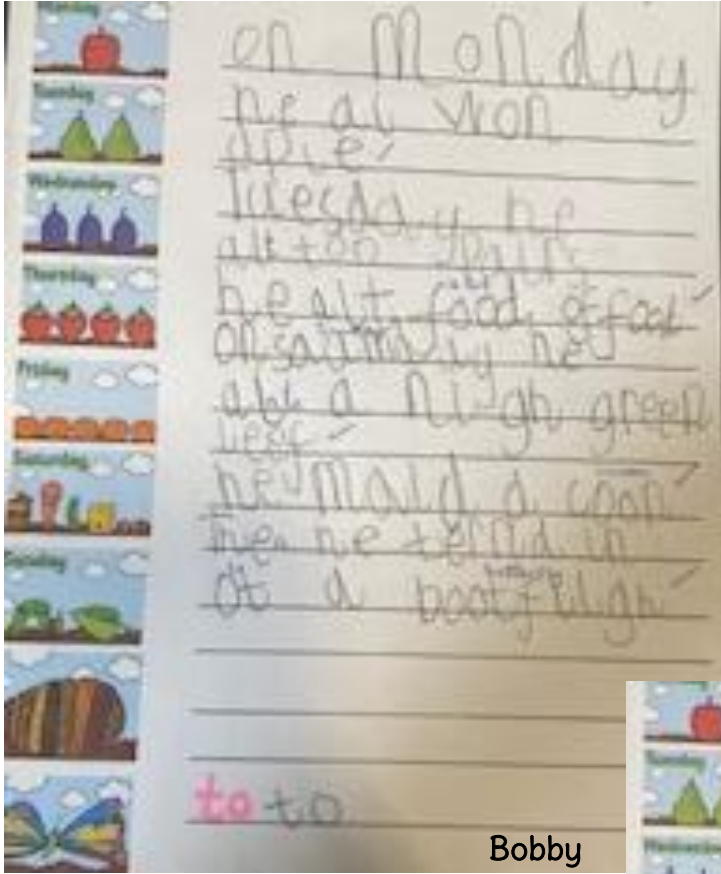
Aaima

Aaima worked really hard to sound out the words in her sentence.

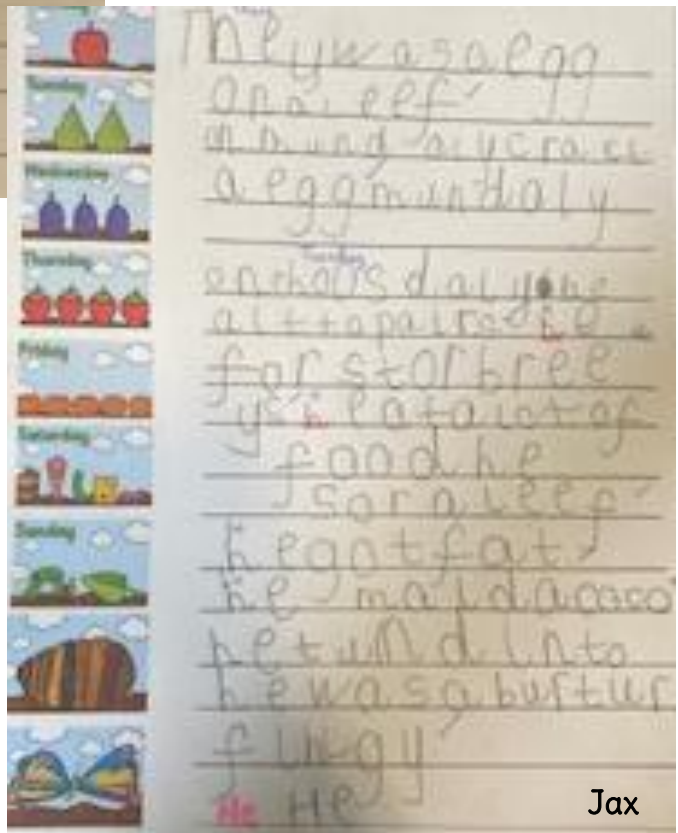
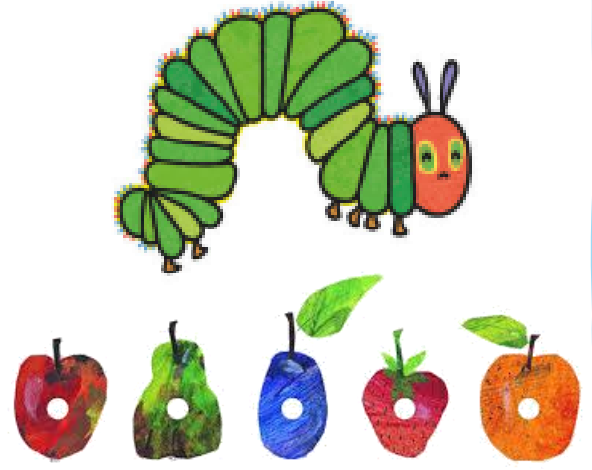




During our final half term, we have been learning about 'How Things work'. Specifically, we have been looking at the lifecycle of a butterfly. We read the story of 'The Very Hungry Caterpillar' and have practised retelling the story as a class.

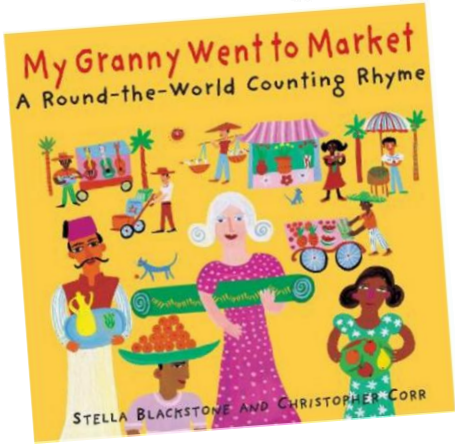


Bobby (left) remembered the sequence of 'The Very Hungry Caterpillar'; and remembered to put finger spaces between his words.



Jax (right) remembered lots of events from the story and was able to keep all his writing on the lines.

Jax



During our topic 'Are we Nearly There Yet?' Children were inspired to write by reading about Granny who flew around the world on her magic carpet.

Olivia (right) segmented to spell longer words. 'I would fly to Africa and bring back a pineapple'.

Summer1 Week 4 Travelling on My Magic Carpet

Olivia

I wud fliph to
a freec and
bring brack one
Pighn apul.



Summer1 Week 4 Travelling on My Magic Carpet

Maisie

I wud fligh to
astraila and brie
back a CWarlor
and a bushba
bee.

Maisie (left) used 'and' to join her ideas. 'I would fly to Australia and bring back a koala and a bushbaby'.

Summer1 Week 4 Travelling on My Magic Carpet

Ben

I wood fligh to
africer and bring
back won gweismel
g wdr ver.

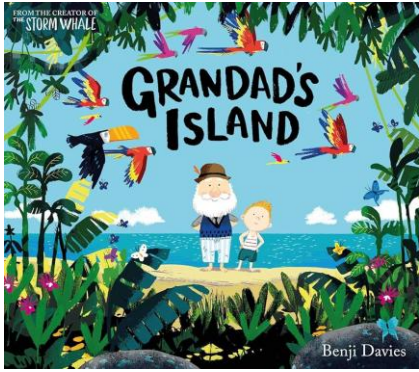
Ben (right) used descriptive vocabulary. 'I would fly to Africa and bring back one sweet smelling guava'.

Year 1 I H K

Inspired to Write @ BERRY HILL



We began the summer term by exploring the beautiful narrative *Grandad's Island*, a heartwarming story about a young boy named Syd and his Grandad. Together, they embark on a magical journey to a tropical island filled with wonder!

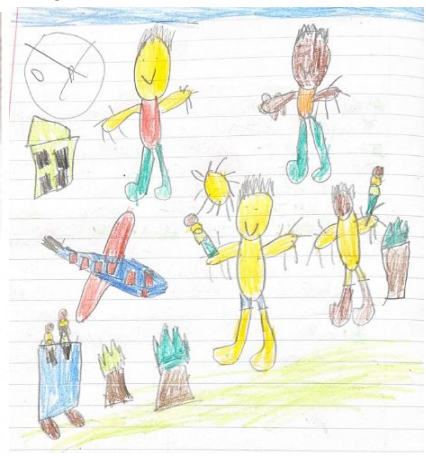


Journey Home Vinny

Syd set sail home. Grandad's boat had a dog. Syd dived and the dog was next to Syd and he felt sad and angry.

Vinny (right) has remembered to use capital letters correctly for names, including Syd and Grandad. He writes clearly about the sea creatures Syd spots as he sets sail, showing great attention to detail. Well done, Vinny!

Grandad and Syd go to the beach. Syd and Grandad were on the beach. Leo and Holly were building a sandcastle. Leo and Holly were happy. Holly and Leo were excited. Holly and Leo were holding a big castle. They felt really happy. They finished by happy.



Leo (above) wrote a detailed independent piece about his characters, Leo and his friends, going on an adventure to the beach. He used positive feeling words and verbs ending in -ing to add movement to his writing. Great work, Leo!

Arlo (right) has impressed me this term with the great care he takes in presenting his work. He consistently tries to use cursive letters and has made a conscious effort to include adjectives in his writing to describe the sights the characters saw on their journey to the tropical island. Well done, Arlo!

Syd and Grandad went to the jungle. They saw a massive spider and they saw a snake. The color of the snake was green and the color of the spider was black. They saw a lion and they were in a tree hole. They saw a man and he fell and they did a carousel.

Arlo

Year 1 I H K

Inspired to Write @ BERRY HILL



Flash and Flashgirl
Flash went to the Flashgirl
and heke san. They
Sax robot shocked
they was thipe. They was Shyt.
Th robot was to and

Owami (left) has been practising orally rehearsing his sentences to improve clarity. He is using capital letters and full stops correctly to create his own story about Flash and Flashgirl driving in the robot car. Great effort, Owami!

Florence (right) uses our ambitious vocabulary in her story about Emma and Sam's journey into the rainforest. She has also included Phase 5 tricky words and used her grapheme mat to support her spelling. Well done, Florence!

Sam and Emma went to a Rainforest. they went in a car. they put on there seat belt and as they went they felt happy. one day latg they got there they saw Palatose, ficans and a cneleman. They had a den.

Florence



Next, we moved on to traditional tales, including the much-loved Little Red Riding Hood! The children thoroughly enjoyed this classic story and were excited to join in with the familiar repeated phrases, such as "What big ears you have..." and "What unusual eyes you have..."

A girl that the wolf shaped into ~~the bed~~ Gramma's bed wearing a dress, a gown and a night cap and gloves. Soon Red stepped into the ~~to the~~ cotig. What big teeth you have got!

Isabel

Isabel (left) has worked hard to construct her own sentences independently and to edit them to check they make sense. She writes about the wolf's sneaky disguise to trick Little Red Riding Hood — but luckily, Little Red had her own suspicions before he could try to eat her! Great work, Isabel!



Myla (right) has included a range of punctuation in her writing this term, including a question mark to show what Red asked Grandma — who is secretly the wolf! She writes: "Why do you have a furry back?" A brilliant use of dialogue and punctuation. Well done, Myla!

As it was the wolf words I limited into The Bed. He were the PTs PE day is. What big teeth you have got? said Red. Why do you have a furry back? I thort you were my granma? Why are you not my granma?

Myla

Year 1 WISH

Inspired to Write @ BERRY HILL



Year 1 children visited The Yorkshire Wildlife Park. During the day, we saw lots of different animals. They then wrote a recount about their exciting trip.

George (right) has included some great adjectives to describe the animals, telling the reader that the African snail was slimy, and the T-Rex was massive. He extends his sentences well using the conjunctions 'and' and 'because' to add more information.

02.09.25

My Trip to The Yorkshire Wildlife Park

my trip to Yorkshire wildlife park

On the coach me and Sarah was chatting. I put my bag down and I enjoyed the ride.

Later on I saw a tiger and was happy because it kept around all the time.

The snail was slimy and I got to touch it. They was giant African Snails. I did not want to touch it.

The brachiosaurus is the tallest dinosaur. It had a long tail. It was so big.

George

When I had my food I had an apple a half of a sea breadfruit I very enjoyed it. It was the best day ever.

The giraffe was big and tall. It had patches. It was clean a red wall. It had four legs. They were long.

The woman had a goose in its pouch. It had a long tail and feathers. It bowed over the feet.

The tree had big roots. We was under it and it had tall big legs. It had tall big legs and they were massive.

My favorite part was the dinosaur trail!

02.09.25

My Trip to The Yorkshire Wildlife Park

My Trip to The Yorkshire Wildlife Park

I sat next to Oliver and he was with my petting on the coach.

The triceratops had horns chop horns and big set those on its stomach. The triceratops he had on a belt of spikes.

The moose is like a horse but he has a little horn. The moose has a little belly. It is pink.

The sheep were happy. It look like a horse but it is not a horse.

I like the moose. I like a moose a moose.

My favorite part was the moose.

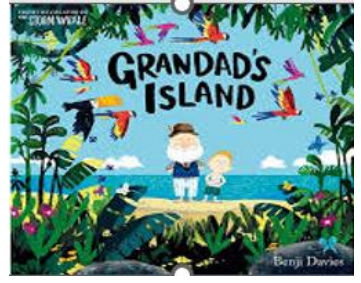
Klinta's brilliant piece of writing (left) shows a high level of phonetic knowledge to spell difficult words like triceratops and wallaby. She then goes on to WOW the reader by using exclamation and question sentences. She uses 'but' to extend her sentence and she is joining her writing.

Year 1 WISH

Inspired to Write @ BERRY HILL

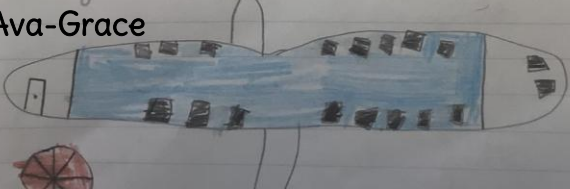


This term in Year 1, we based our story writing on 'Grandad's Journey'. This is an emotional story about a boy called Syd who travels with his Grandad to a tropical island. The children changed the characters, the method of transport and where their characters travelled to.



On Wednesday after school Syd
went to Lucky's house. At Mommy's house
Lucky went up to the attic. Lucky
saw Mommy in the attic and a
door. Why is a door there? ask Lucky.
Lucky saw a old brown teddy bear.
Mommy opened the door. Was Syd Lucky's
Mommy and Lucky went in the door.
Lucky saw a airplane. Lucky and Mommy
went on the airplane. The airplane took
them to a tree house. Mommy
and Lucky played. They play with a
ball. They stayed for 5 nights. They went
to bed. In the morning they went
on the airplane. The airplane took Mommy and
Lucky home. They stayed for a long time
throughout Lucky. They miss the tree house.
Mommy and Lucky went to bed.

Ava-Grace



Ava-Grace (left) has used capitals brilliantly throughout her story, uses an exclamation mark and a question with a question mark. She has beautiful handwriting with every letter correctly presented and joined.

Seth (below) was inspired by his love of dinosaurs in this story and his characters travelled to 'The Lost World'. He uses capitals for his characters' names and places in this piece. Seth is developing his own style in writing and is always experimenting with his word choices.

Daddy and Ty went on the
helicopter and flew to Daddy
Lost world. Daddy wants that
big scratch on the tree over
there! and what is it from
it's from the theroposaurus
is it lost and it's note.

Seth



For our poetry unit we created some shape poems. Here are two examples our rainbow poem where the children used super similes and adjectives.



A rainbow is...
Oliver

A rainbow is like a bridge, red like an apple, orange like a carrot, yellow like a banana, green like a lime, blue like a sky, purple like a grape. It is a beautiful sight to see.

A rainbow is...
Anastasia

Red is like a car, orange is like a carrot, yellow is like a banana, green is like a grass, blue is like a sky, purple is like a grape. It is a beautiful sight to see.

Year 2 ZEC

Inspired to Write @ BERRY HILL



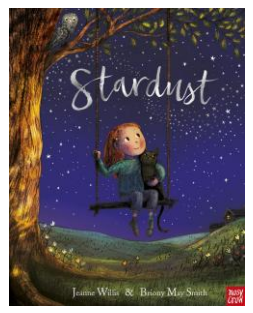
In the summer term, Year 2's writing was inspired by a book called 'The Building Boy'. This book tells the story of Tom and his Grandma, a former architect, as Tom discovers an unfinished project that his Grandma had started to build.



09.05.2025
 Home Sweet Home
 It didn't have a roof
 It did have a door. He put in one
 Last place. He saw the

Arlo

Arlo (left) used contractions to describe the unfinished discovery, alongside verbs to describe what Tom did and saw.



Later on in the summer term, we read the story 'Stardust', a story that follows a little girl called Mabel who dreams of being a star. She is very jealous of her sister, who seems to get everything right and is always everybody's 'star'.

Bonnie (below) retold the evening where Mabel's sister beat her in a fancy dress competition. Bonnie used verbs to narrate what Mabel did on stage and adjectives to describe how she looked and felt.

06.06.2025
 Fancy Dress Competition
 On the weekend Mabel had a fancy dress competition. Mabel was happy. She shone in front of every one. Her sister told her she looked pretty. Her feet were clattering on the stage and her face was beaming. It was time. She looked beautiful but she didn't win the gold medal. But she got 3rd place and a bronze medal. She was heartbroken.

Bonnie



Year 2 ZMK

Inspired to Write @ BERRY HILL



In Summer 1, Year 2 explored the fiction book, *The Building Boy*. In the story the boy builds a house following on from his Grandma's plans. In their independent writing, the children wrote about a Garden of Inventions. They used their imaginations to describe the garden, thinking about where it was and what special things would be in there.

The garden of inventions
 One month ago Ella saw an electric house on a field. Emma left it for Ella. The invention does anything for you it can make your breakfast and even make your lunch. Ella got bored of the invention so she made it fly. Ella brought Emma to the invention Emma was proud and they lived in it together. How amazing it was!
 One day Emma had left. When Emma came back Emma showed Ella the way. Also there was little glass on the way. Finally they were there. Ella said there's nothing there there's just a glowing big bush. Emma said look behind the bush. There was tiny tent.

Caleb



Caleb (left) wrote about an invention that made breakfast and lunch! He used capital letters consistently for the character names and included an exclamation sentence.

Gracie's Garden of Invention (right) was about a little girl who found a box and a key.

Gracie used the conjunction 'and' to extend her sentences.

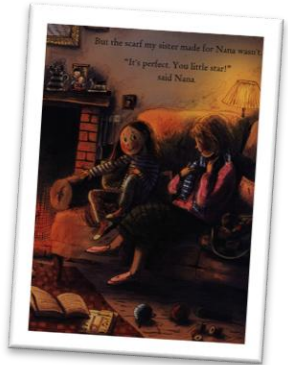


The Garden of Invention
 Two months ago a little girl called Gracie and she found a box. What was in it? A magic garden. She couldn't open it so she tried to. And then she found a key and she opened it. Her friend: see

Gracie



Year 2 have enjoyed learning about Mabel, a little girl, who dreamed of being a star. The story is about believing in yourself and following your dreams. Mabel feels like she can never live up to her brilliant sister until she learns that for her grandad, she IS a star. The children have produced lots of with thoughtful writing around the book's theme.



Many years later Mabel became an astronaut.

One wonder Mabel was amazed at the twinkling and turning stars. Grandad's words glittered in her mind like Stardust Beach and the Stars."

Grace

Grace (left) used some lovely alliteration to describe the stars and thought about what Mabel's Grandad would have said to her now she had followed her dreams and made it as an astronaut. Grace's handwriting is very neat and she has carefully punctuated her sentences.

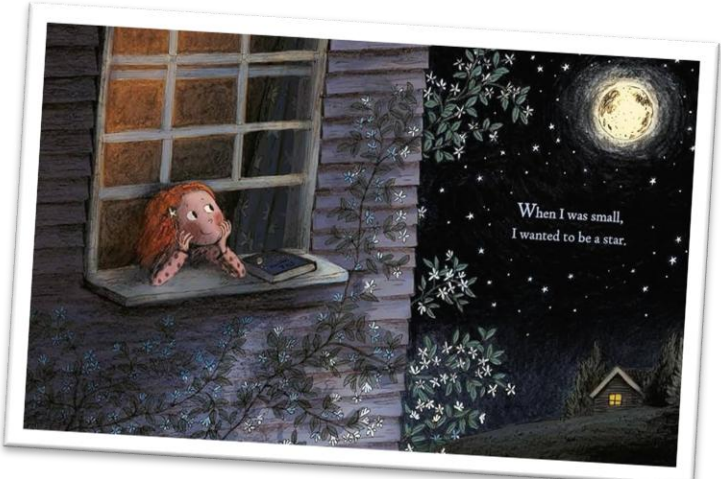
Georgia (right) wrote sentences to describe the positive actions between the two sisters in the story. She used commas to separate her power of three verbs and began all her sentences with capital letters, too.

18.01.25 Family

There are sisters that play dancing.

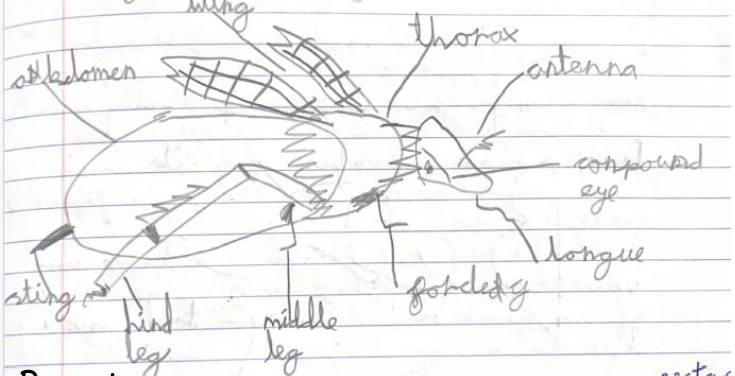
There are sisters that share hug and help.

There are sisters that are kind, nice and all are different in their own ways.



Snap Shot - Why are bees important?

This is the reason why bees are important. The reason is why bees are important because if we did not have bees it we will have no good so so that is one reason why bees are important. Did you there are different types of bees?



Rupert



This bee is getting nectar for us and the honey. Bumble bees work so so hard for us to have some good and honey.

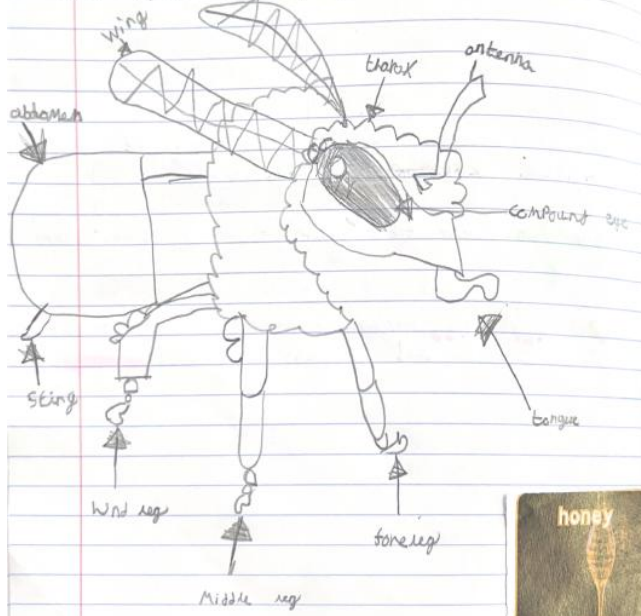
As a part of our writing, we have combined what we have been learning about in science with our knowledge of how to write an explanation text. We took what we have learnt about bees and pollination to produce these amazing pieces.

Rupert (left) has used conjunctions in his writing to expand his ideas. He uses a rhetorical question to get his reader thinking, too.

Mahir (below) has written factual sentences about bees and used technical vocabulary when labelling his diagram.



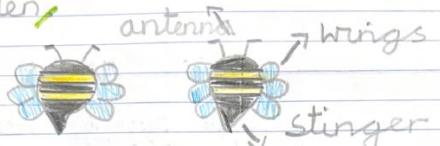
- 1) Bees eat flowers in garden
- 2) Bees make honey so people eat it
- 3) Bees can fly
- 4) In bee hives they have queen bees
- 5) Bees can sting people
- 6) Bees have bee hives so they can live.



Mahir

Molly (below) has used the tone of a non-fiction piece, explaining how bees collect nectar. Her handwriting is neat, too.

Bees are important because they make sticky honey, make wax and collect pollen.



As the bees are gathering the nectar, it rub against the anthers, with which rubs pollen onto the bees.



Molly

This bee is getting pollen from this purple flower.

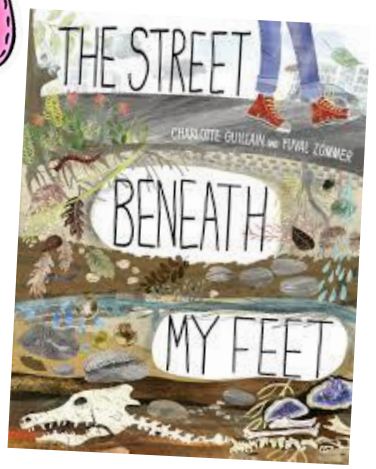
yum! honey for breakfast

Year 3 SAT

Inspired to Write @ BERRY HILL



One of the texts we read to inspire our writing was 'The Street Beneath My Feet'. This book is beautifully illustrated and takes us on a journey below ground. The underground scenes in the book include tunnels and pipes, creatures' burrows, layers of rock and the planet's molten core, each running seamlessly into the next. With so much to see and hear, do you ever look down?



Leo (below) describes the treasures to be found underground!



Beneath our feet are drains, bones and creepy gold bracelets, diamond jewelry and helmets and lots of fossils.

so much to see under ground!

Leo

Alexander (below) delved deeper and used prepositional phrases to describe what can be found in the next layer.



Under the clay is a layer of sedimentary rock. Fossils are made from dead animals from millions of years ago.

there is an underground cave, people mine Ruby and diamonds.

Alexander

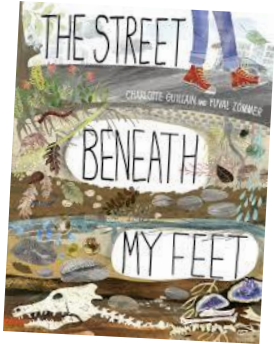
Beneath our feet, there are slimy worms, dinosaurs bones and shiny diamonds. There was white speckle jewelry, rats and fossils. At the bottom there is magma and lava.

What an adventure!

Jacob

Jacob (left) has used adjectives to paint an exciting picture of what wonders can be found beneath our feet! He uses commas to separate the different things underground and an exclamation.

One of our texts this term was 'The Street Beneath our Feet', all about the incredible world we *don't* see - a world of fossils and rocks and animal habitats.



Introduction Jack

When you are taking a walk in the park, far away you can hear birds tweeting, trees swaying and leaves rustling. Nearby you can hear people talking, children playing and cars ~~going~~ ^{engines} rumbling.

Do you ever look at the ground beneath your feet? What do you think is going underground? What could we find underground?

Not far underground there is much to find. Get ready to have a... adventure underground.

Jack (left) lures his reader in by talking about what we're used to seeing on a walk. He uses rhetorical questions to make the reader reflect, before telling us we're going on an adventure! He uses precise verbs to set a positive tone, and his handwriting is neat.

We also read 'The Secret of Black Rock'.

Erin sets off on an epic adventure to uncover the truth behind the legendary, boat-destroying rock.



Alexa

A magical collaboration

Erin dipped her fin finger tips in to the light blue sea. She touched the golden sand. The light breeze blew through her long hair and tickled her toes.

The crab followed the angelfish and Blake rock enthusiastically. These had an amazing time - but more than that they had learned the power of friendship.

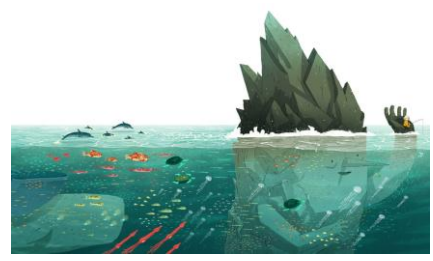
Alexa (left) has used expanded noun phrases and adverbs in her writing to describe how the character was feeling.

Ronnie

Black Rock Wakes up

Black Rock woke up and blinked. Erin yelled his smooth face shone kindly through the murky ~~depth~~ ^{depth}. The girl felt reassured. Erin noticed an dolphin, a eel, a shark and a jellyfish.

Ronnie (left) has used adjectives to describe the character of Black Rock and commas in a list to tell the reader what Erin saw.





As a part of our PE lessons and in preparation for the Women's Euros, the children have researched the German football team and created their own fact sheets. A great example of opportunities to write across the curriculum.



Adri (above) includes details of the team's history. She uses specific vocabulary for the topic, such as 'represent', 'qualify' and 'tournament'.



Bella (right) gives lots of reasons why she thinks Germany are the best team.

Bella



Amelia (left) has laid out her work to catch the reader's eye. She included a drawing of the team's kit, too.



Amelia



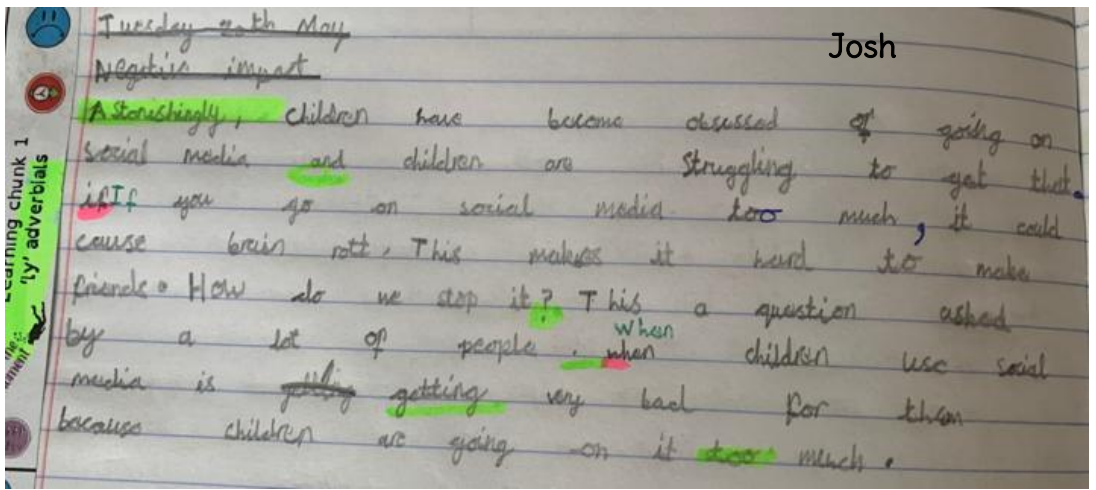
Inspired to Write @ BERRY HILL



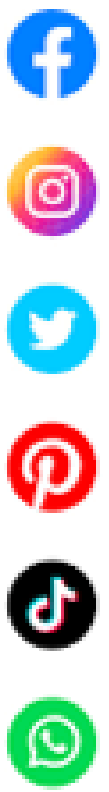
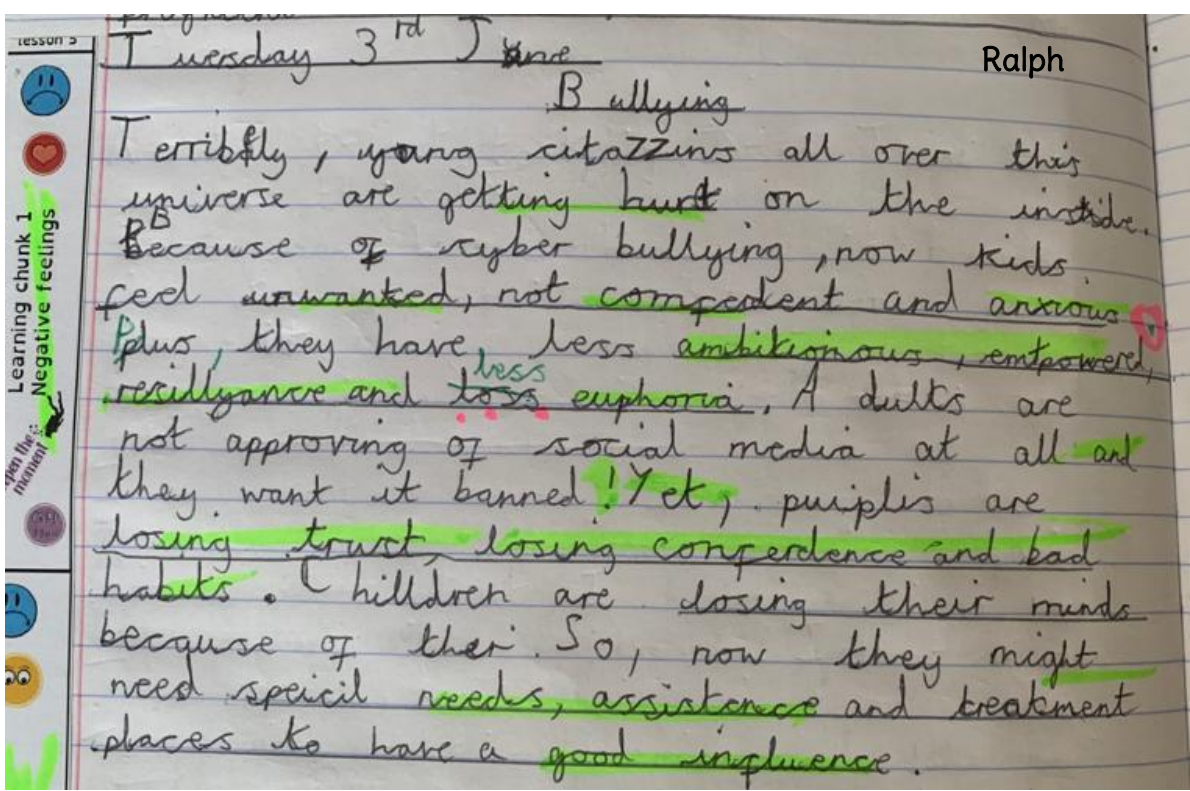
One of your pieces of writing was a balanced argument on whether children under the age of 13 should be banned from social media. The children had lots of opinions on this topic, creating many excellent pieces of writing.



Josh (below) used some a lovely 'ly' fronted adverbial to begin writing about the negative impacts of social media. He highlighted the dangers of younger generations becoming obsessed with social media.



Ralph (below) was able to highlight the many dangers of online bullying that is associated with excessive social media usage. He uses ambitious vocabulary in his writing, appropriate for a balanced argument. He balances his argument by giving different views, too.



year 4

Inspired to Write

@ BERRY HILL



We watched 'Feast', an award-winning Disney short film about a puppy named Winston. It tells the story of one man's love life through the eyes of his dog and revealed through the many meals they share together.

Soren (right) captured how afraid and unsure Winston was on that cold night. Suddenly, a kind stranger's kindness brought warmth to him. Soren uses carefully chosen adjectives to make the reader feel sorry for the puppy.

A cold night Soren

It was a dark night. The world around was by. As a scared puppy also had to feel most like a stray. Suddenly felt a kind stranger's kindness brought warmth to him and ^{gave him} a few leftovers. Still conscious, the dog walked over. (Hey buddy, you look hungry.) the person said with a soft voice. Come here. Some leftovers from my food for you. As a helping-hand appeared, the dog had ^{from} for one felt loved.

All of a sudden, life took a turn for Winston and his dad. Mad voices echoed. Memories were forgotten. Plates broken and ^{missing verb} ~~plates~~ broken the three turned into two. Winston was over the moon but he could not say the same for his dad. He was broken. Now every thing was perfect for Winston. Even ~~was~~ ^{well} ~~was~~ never to miss here. Dad was missing his ^{for our} ~~favorite~~ gift in the ~~hotel~~ ^{wallet}.

Isabella

Isabella (left) was able to include many phrases to show an argument and convey the heart break of losing someone that you love.



Muhammad Warriors return home

Today, our village is full of excitement because a group of fierce warriors have returned. They returned from raiding the North East of England. They came back with gold and their tales of terror. The Vikings have been known for being stealthy, mighty and aggressive attackers. As a young girl, I have always dreamt of going on their battleship.

This term, we have explored writing for a range of different purposes. Following our learning about the Vikings in history, the children were introduced to diary entries.



Muhammad (left) used a range of adjectives to describe the fierce warriors and wrote about the moment they returned to the village.

Evie-Mae (right) has included a correctly punctuated fronted adverbial within her writing. She has also used commas to list what she could see as she took a stroll around the Viking village whilst preparations for a feast were taking place.

A stroll in the village

As the sun faded away, I took a stroll around the village watching all the preparations for the feast. The sight of women baking bread, tables piled with food and children singing filled me with happiness. During the feast, warriors told stories of how they fought gloriously and the villagers nodded with respect and amazement. There was a large group of people giving thumbs up.

Evie-Mae

Frank

At sunset, my dad told Olaf to calm down. His anger was wild. My dad tried to take him one side because so people could say when will Olaf calm down? What will he calm down? I will need to help clean up after him. People here scared of him but I will be brave.

Finn and Frank (left) have both described the moments after the feast. Olaf's anger rose during this time, and they have both described his anger well. They use questions to show inner thoughts and fronted adverbials, too.

At Finn

At midnight, Olaf's anger was growing fast. Luckily, my father tried to stop Olaf but he failed. Everyone had to evacuate the village because his eyes were red with rage. Why is he doing this? After Olaf's whirl of anger, I'm going to help my dad clean up. Everyone seemed frightened but I am going to be brave.



Year 4 4CS

Inspired to Write @ BERRY HILL



To support our online safety learning, we focused on creating a balanced argument where we looked at the positives and negatives of social media. The children produced some fantastic reasons for why we should or shouldn't ban social media.



Junia
 A huge amount of children have shared their experience of being bullied online. This is unfair as they have been left feeling abandoned, neglected and down-
 This had led to children not wanting to get out of bed in the morning. They also give up on their dreams.

Junia (left) and Ayda (below) wrote about the number of children who are affected by online bullying and listed how this causes them to feel. They also included the impact this bullying has on the children.



Bullying Bullying is something no one wants to happen but sadly a lot of pupils have been bullied as kids and adults sometimes for doing nothing wrong. and I think we should expose these mean people.
 Bullying leads to serious headaches, finding it hard to sleep, giving up on dreams or feeling like a nobody. We should stop this neglecting people.

Ayda

These studies show that an endless amount of time on the internet can affect pupils' personal life and the way their personality changes. A list of negative impacts are due to the time amount of time spent on social media instead of going outside and being social in the real world. These children lead to lose confidence and judge themselves about their insecurities and lose interest in school, health and other important elements in life.
 Even though most content on social media may be happy and entertaining it is important to ensure that pupils aren't seeing inappropriate videos and posts to make their health and safety come first.

Paige

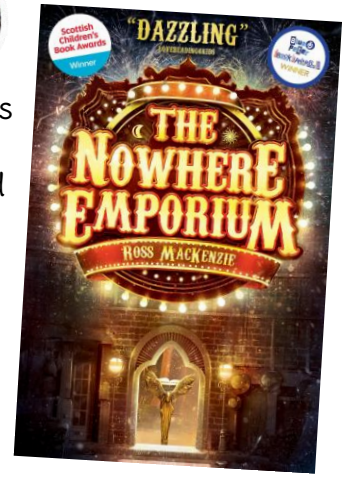
Although Paige (left) highlights some of the positives of social media within her writing, she also discusses the many dangers we must be aware of. She uses a range of ambitious and topic-specific vocabulary in her writing, using a superb non-fiction tone. She includes extra details and gives clear reasons for opinions.

Year 5 S J T

Inspired to Write @ BERRY HILL



The Nowhere Emporium is a masterpiece of a book. Daniel stumbles upon the mysterious shop by accident and quickly becomes embroiled in a world of magic and enchantment. The children loved this book – and this certainly shines through in their writing.



Thursday 22 May
In the shop Will

Daniel (scared to open his eyes) bravely bravely bravely
 up peaked and saw the dark, dusty room. A round
 every inch of the room, it was covered in magical,
 exciting and strange things. A unicorn horn hung on the wall.
 A couple bottles of dragon breath. A real skeleton of a
 magical dragon. A suit of armour from Vikings Vikings.
 I had more than you can think.

Stood right at the till of the magical shop, a
 mysterious black figure appeared. "Who are you?" he
 said in an unweaving. Something seemed strange. Was it his
 sly, unworring clothes? Was it his seary, strange voice? Was
 it his hard, darning, damaged hair?

lhp

Will (left), has produced a super piece of writing. Whilst in the shop, Will's character finds an array of bizarre items. Will cleverly uses mixed sentence structures and rhetorical questions to engage the reader.



Dylan (right) was also inspired by the same text. He makes some excellent vocabulary choices to create atmosphere in his work. His thoughtful similes help to bring this scene to life for the reader – you really feel like you are in this storm with him! He also added a relative clause, punctuated by a pair of dashes and used commas for fronted adverbials.

Tuesday 3rd June 2025
silver mappies / Daniel glasses

The man - ^{whose} ~~that's~~ hair looked like he was a little lightning storm
 - and trotted towards Daniel. I inside the shop, lightly
 danced to the cracked wooden floor. Thunder roared
 right next to the book shelf. Rain poured down like
 bullets of misery targeted the pair unicorn horns. Tornadoes
 swirled through the air sucking every thing in its
 way.

Hidden behind the shandalicar, two silver mappies pair
 were stood up high on the shandalicar. They swooped
 down and landed upon Daniel's shoulder. Who within a
 singular second they were touching, they turned into green
 emeralds as green as freshly cut grass. Daniel legged
 it.

Dylan

Year 5 S J T

Inspired to Write @ BERRY HILL



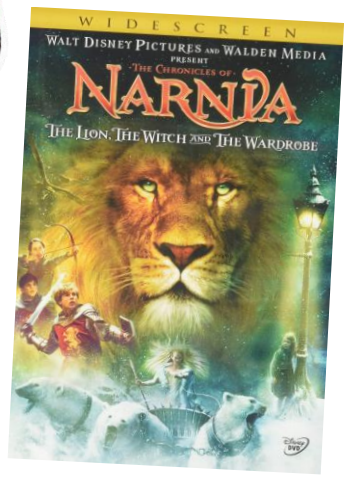
Reuben

At the ~~dark~~ planes soared through the sky, bombs were dropped and it of night smelt like fear. Sirens went off everyone was terrified. Tommy who was looking through the window - saw all the action every single bit, the planes, the bombs and death it was horrible then dad rushed in, "There's a bomb coming run!" he yelled. He ran I-I in fear going to get his brother. They gathered all their belongings and ~~hurry~~ dashed outside.

The bomb exploded: ~~Q~~ "tick, tick" he shouted. David (his younger brother) leaped for his life to the ~~anderson~~ bunker. Bang! Crash! Smash! went the bomb it lasted for quite a while. While waiting their hearts sunk like a chip. Hours passed, finally it ended but the city was in shambles it was Dad, & Tommy and David were devastated. "We are will we live now?" David whimpered.

*

The train, twisting and turning down the rails, speeding almost making the world slower feel slower. "We're arrived!" said the train driver. All the children didn't feel right it was like a whole new world Tommy and David were told to look for somebody "There you are!" shouted a strange man. "Who are you?" Tommy said. "I'm Mr Green" he replied. "You'll be living with me so come along now." he demanded. They arrived at some sort of house bigger than normal they realised it was marvellous.



Ruben (left) was inspired by the film introduction of 'The Lion, the Witch and the Wardrobe'. His thoughtful vocabulary choices really create an image in the reader's mind. He builds pace quickly in the first paragraph with his quick actions and panicked characters before slowing right down.

Emme

Emme's writing (right) has taken inspiration from the short film 'One Small Step'. She has written a superb character description and created joy in her scene. She used dashes and brackets for parenthesis to give extra details, too.



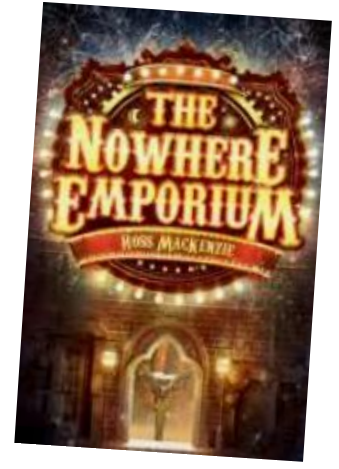
Haleyia - a 10 year old girl - dreams of dancing at the Royal Ballet school in London. She has a ginger bun upon her head, dark black, beautiful glasses, millions of freckles, Rosie, Red cheeks and Red, glossy lips. Today was her 11th birthday she lived with her mum and older cousin (Ella). They took a seat at the table... But who is this guest coming from America? "Dad!" shouted Haleyia "Uncle ~~Adrian~~ ^{Adrian}!" screamed Ella both running to the man who had just walked in for he lived and worked in America. They all sat down on the sofa and passed Haleyia her gift from all of them she opened the gift and squealed "Ballet shoes!"

year 5 S M M

Inspired to Write @ BERRY HILL



This term, we have used the narrative 'The Nowhere Emporium' to inspire our writing. In these writing extracts, the children were challenged to use parenthesis to add additional information about the man in the shop as well as similes to create imagery.



Tuesday 3rd June 2025
 PP8: Silver Magpies
Charlie
 The man, who had a strange aura every time he stepped forward, glared at Daniel. Inside the shop, a tiny whirlpool swirled like a group of robbers. Mysterious thunder rumbled against the walls and around the room. Lightning started to sound like a gunfire squad. In a flash, two magpies came out of the self-writing diary. They flew down and landed on Daniel's scabbard shoulder. As soon as they touched down they turned into bright night white chalk as white as a white-hole.

Charlie (left) impressed me with his ability to use commas for parenthesis to provide extra information about the man. He also used similes effectively to describe the whirlpool

Jack (right) was able to use expanded noun phrases to describe the man's eyes. He worked hard on his sentence punctuation to make sure it was accurate, too.

THURSDAY 3rd June 2025
 PP8: Silver Magpies
Jack
 The man with the cold shop eyes stared at Daniel as lightning lit up the night sky. The magpies flew across the room on top of the chandelier and turned red like the blood moon.

Tuesday 3rd June
 PP8: Silver Magpies
William
 The man whose eyes were as dark as a black out, suddenly lit by the strike of lightning reflecting in his eyes. As staring down at Daniel, the silver magpies turned as red as the devil. The redness of the magpies sent shivers down Daniel's spine.

William (left) has worked hard on his handwriting and in this piece his writing was neat, joined and legible. He also impressed me with his topical simile, describing the man's eyes as being as dark as a blackout.

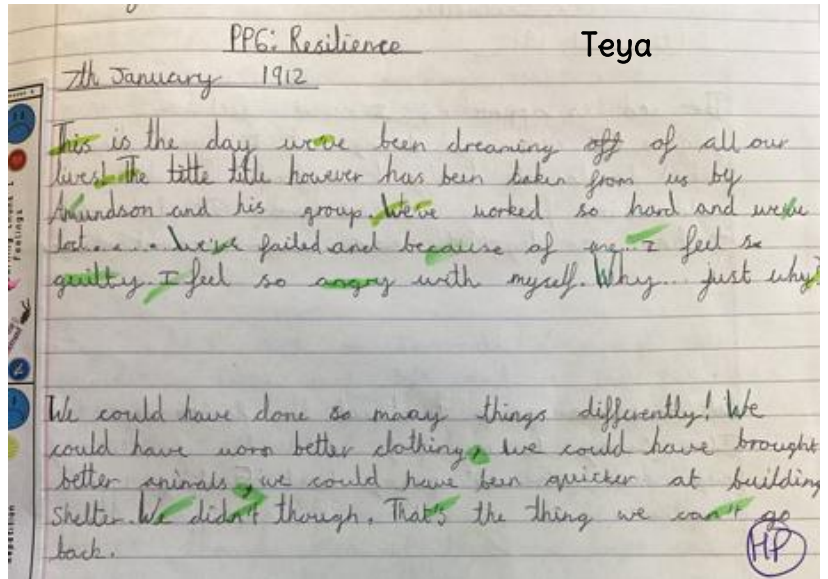
years

Summer



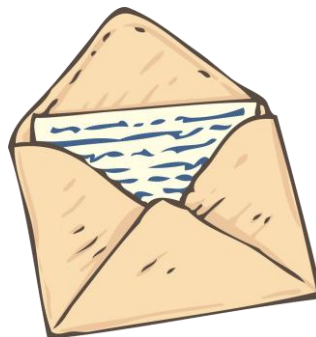
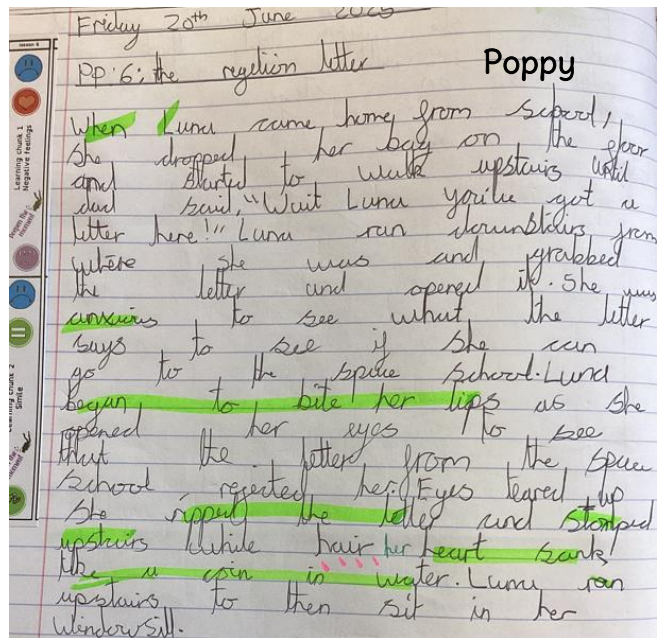
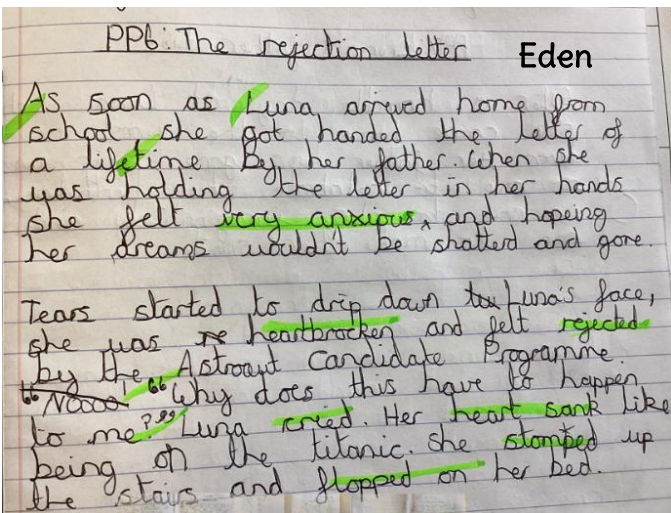
We also developed non-fiction writing skills by writing a diary about Scott of the Antarctic, showing the highs and lows of his expedition.

Teya (right) was able to get in role of Robert Falcon Scott to write a diary entry on the day that he and his team discovered they had been beaten by Amundsen to the South Pole. She was able to use negative feeling words effectively as well as use repetition to show what Scott thought they could have done differently.



The children enjoyed the animation 'One Small Step' and wrote a narrative about someone overcoming the feeling of failure in order to achieve their goal.

Eden (below) used negative feeling words effectively to describe the moment Luna realised she had been unsuccessful in her application to attend Astronaut College. She also used a simile to compare her heart sinking with the Titanic.



Poppy (above) used show not tell to show the reader how Luna was feeling through her actions. She also use inverted commas to punctuate speech correctly.



Inspired to Write @ BERRY HILL



The Haunting of Aveline Jones is deliciously spooky, inspiring some excellent writing. The story follows Aveline as she investigates the strange disappearance of Primrose who vanished back in 1984. Will Aveline meet the same fate?



Elyssa

In the distance, Aveline could see a crooked, old-looking figure standing still looking hopeless. She could just ~~was~~ work out that it was abit too lanky for her liking. It seemed that it was unwell, like extremely unwell. As she ~~drawn~~ drew As they drew closer in the car, Aveline thought what is that is it a boy? A girl? An animal? She wanted to know.

When they ~~was~~ went around, Aveline was scared. She ~~her~~ sweaty hand gripped around ~~th~~ her leather seatbelt. She went to take another look back at it but she got distracted.

Elyssa (left) has written about Aveline's approach to the fictional town of Malmouth. Her use of vague language helps to build tension for the reader. She has used rhetorical questions as well as repetition for effect.

George (right) tells us the story of 'The Lady in the Waves'. He uses precise vocabulary like 'snatched' and 'stench' to create atmosphere, and his fronted adverbials add extra detail. His range of structures help to build cohesion, pulling his reader in to his narrative.

George

Everyone else, who had already gone down to the beach, realised that they were still up there. They shouted at them to come down but the wind snatched the words from their mouths. An enormous wave was coming and ~~Cora~~ ^{Cora} was oblivious to it. She ~~was~~ was swept away along with her kids. Primrose hated it.

P3 A few days later, when ~~pr~~ Primrose got home, she could smell the stench of seaweed in the air. She was confused, but she ignored ~~to~~ the feeling that was growing steadily in her stomach. In the middle of the night, she awoke to a tall lady sitting on the end of her bed with long, black, matted hair draped across her ~~eye~~ eye. Frozen face.



Year 6 6LD

Inspired to Write @ BERRY HILL



This term, we have been using *The Haunting of Aveline Jones* to help inspire our writing. The story is about a girl named Aveline who loves reading ghost stories. When she visits a quiet seaside town, she discovers a mysterious and spooky old book in a second-hand shop. As she begins to uncover its secrets, strange and eerie things start to happen. The book has helped us explore how to build suspense, describe settings in detail, and create our own spooky stories.



With anger fueling her, Jerry threw the duvet off her and stormed out of bed, and started pacing to try to calm herself down. Out of the corner of her eye, she saw an unknown figure stood in the road. Despite the rain, it was clear they had no intention of moving. Jerry had soon forgotten about her book: she was too distracted by the anonymous silhouette.

Niamh



Niamh (above) has opened her writing with an excellent hook. It grabs the reader's attention straight away and gives us immediate insight into Jenny's emotional state. She goes on to build tension and mystery, keeping the reader interested and wondering what will happen next.



With curious fingers and eager eyes, Aveline scrolled down the bookshelves looking at all of the spooky books. This part of the library was scary: cobwebs, hanging from the ceiling like spiderman and lights flicker like there doing it to a beat. The timeworn books sat patiently to be chosen: while the new books stood out like a sore thumb, the old books gazed fitted in like a crowd of people wearing the same thing.

Joey



Joey (above) has worked hard in writing this year. I love how he opens this piece "With curious fingers and eager eyes", immediately giving us a sense of Aveline's personality and excitement, which draws the reader in. Joey also uses descriptive language to create a strong visual picture and to bring the setting to life.

Year 6 GLD

Inspired to Write @ BERRY HILL



Max
 One dark, gloomy night, (the) thirty-first of October 1984) a ferocious, angry storm was grumbling ~~loud~~ loudly, as it was right in the middle of showing its true glory. The weather was awful: white as snow zigzags crashed down on the tar & wet tarmac; rain was ~~pouring~~ pouring down from the black sky; thunder was as loud as a deafening foghorn and winds almost knocked over the tallest buildings. ^{It was a night. A specific night. A peculiar night.} ~~Coro two~~ was on the hunt for a ^{particular} child.

Max's opening (left) immediately sets the mood and grabs the reader's attention. His storm almost jumps off the page and drags you in! He made excellent vocabulary choices to engage his reader - and even manages to include ambitious punctuation.



Eva
 As curious as a cat, Aveline rushed to Mr Leiberman's bookstore. The second she left the cottage, something made her jump. Scarecrows. Lots of them. Some had rotten pumpkins for heads. Some had deflated footballs for heads. But all of them had ~~one~~ one thing in common; the ~~unsettling~~ unsettling effect they had on Aveline. They had limp limbs, ragged clothes, wicked grins. These were the things from Aveline's nightmares.

Eva (above) cleverly built suspense with the sudden change from excitement to fear, adding tension and pulling the reader into the moment. She uses short sentences to create drama and suspense, which suits the spooky content. Her careful vocabulary choices are vivid and unsettling - perfect for building a creepy mood!

