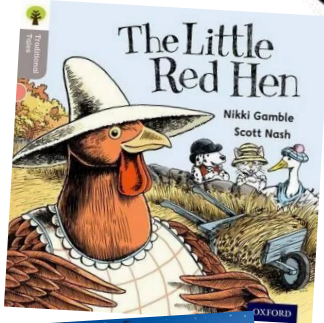




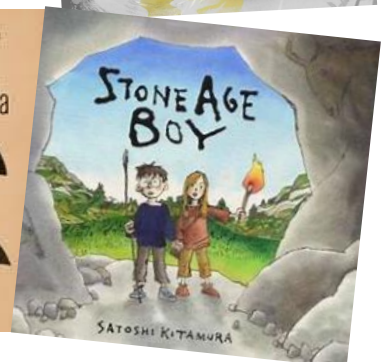
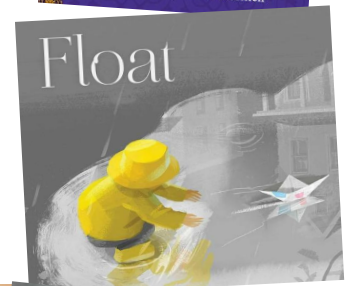
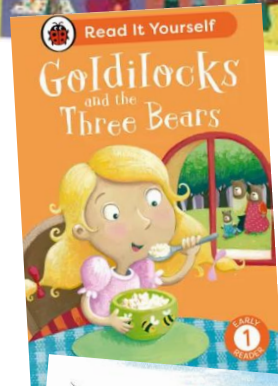
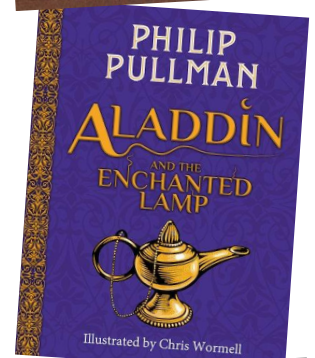
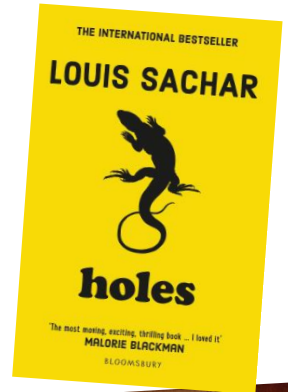
Inspired to Write @Berry Hill
A celebration of writing

Inspired to Write @ Berry Hill



Welcome to the Autumn edition of Inspired to Write. There has been so much outstanding writing happening across school this term that it was a difficult task to select just a few pieces to share. As always, the children have been inspired to write by reading interesting books, watching colourful animations and even heading out of school on exciting trips! As you begin your journey through this term's edition, you will find excellent pieces of writing inspired all manner of stories: from traditional tales to time-travelling adventures; from a crow who loses his colours to a blue umbrella who finds love in a crowd; from an adventure with a paper boat on the rainiest day to a juvenile detention centre in the middle of a desert. And that's without venturing into the spooky poetry, balanced arguments or informative texts about imaginary creatures!

Happy Reading!
Mrs Stirling-Wood



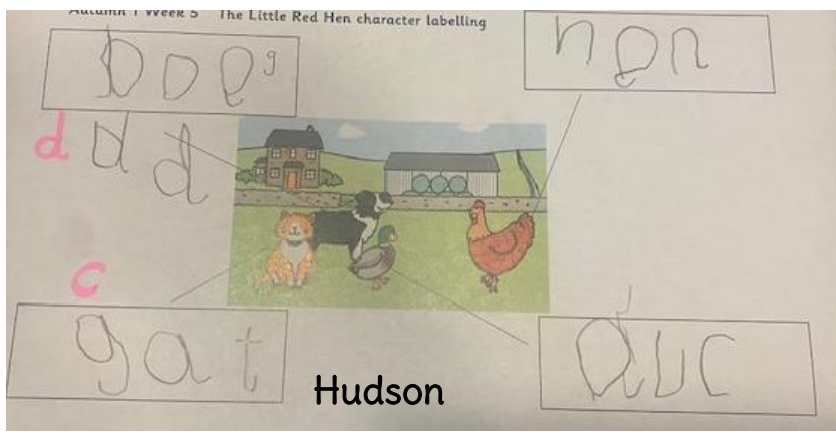
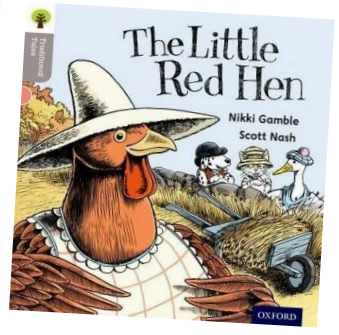


Inspired to Write

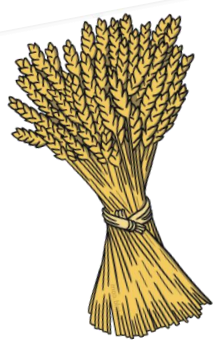


@ BERRY HILL

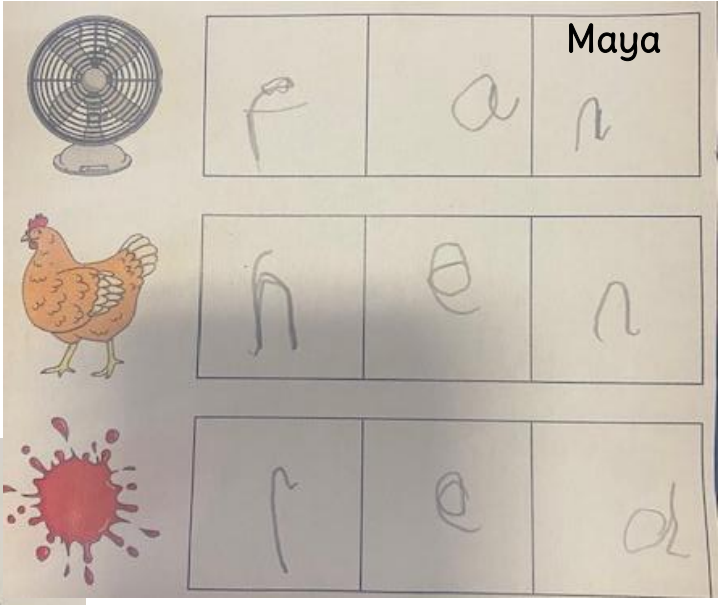
One of our favourite stories to read in F2 is the traditional tale of **The Little Red Hen**. The children have enjoyed using their newly learnt segmenting skills to label the characters from the story.



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



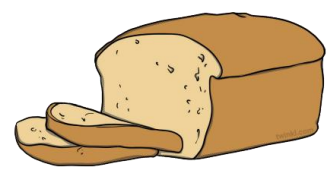
Maya (right) chose to independently sound out the words from the story and write the graphemes correctly in the phoneme frames.



George B

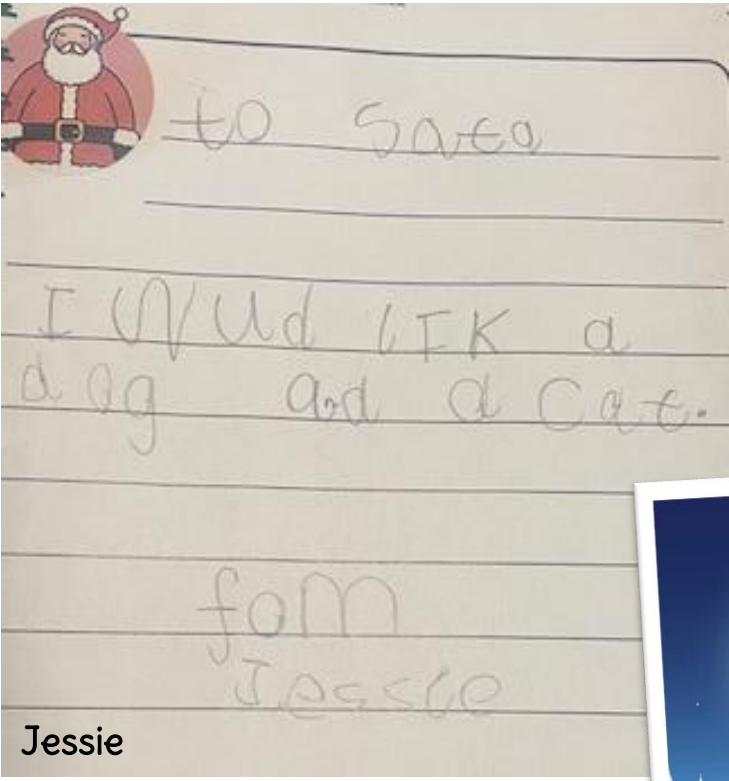


George (left) enjoyed drawing a character from the story and formed his letters correctly using a grapheme mat.





This half term F2 children have been learning about various festivals and how people celebrate in different ways. We have been reading the story of 'The First Christmas' and have written letters to Santa.



Jessie (left) was very keen to write a letter to Santa. She remembered to use tricky words 'to' and 'I' and remembered the layout we use for writing a letter.

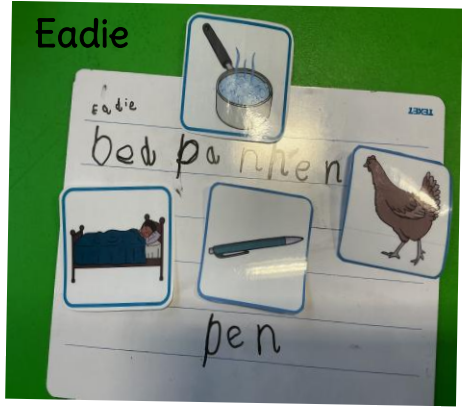


Jessie

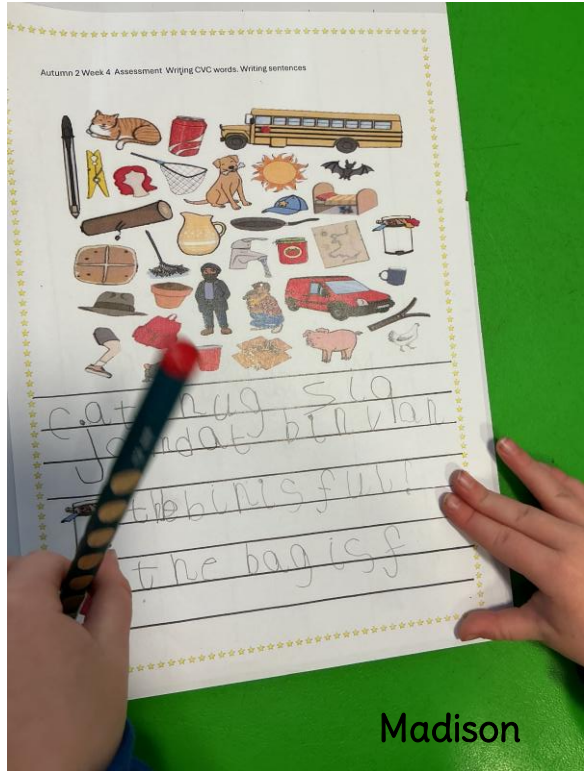
Jack (right) has been practising his segmenting and blending. He independently wrote 'red' and 'hat' in the phoneme frames to match the Christmas images.



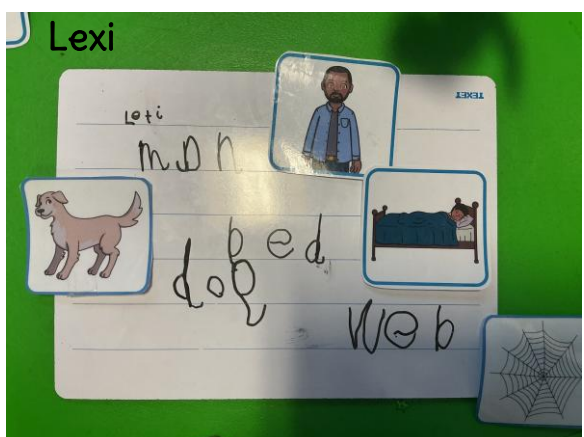
Throughout the Autumn Term F2 have applied phonics to segment and write simple words.



Eadie and Lexi segmented words and recalled the formation of each letter.



Madison used 'tricky words' to write *'the bag is red'*.



Cooper wrote words linked to Bonfire Night



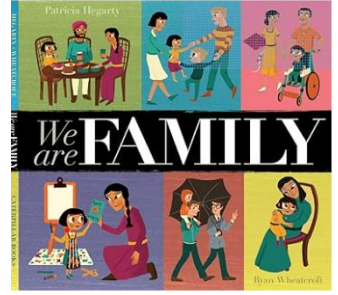
Toby used digraphs and exclamation marks to write the sounds that he had heard on Bonfire Night.

year fzkM

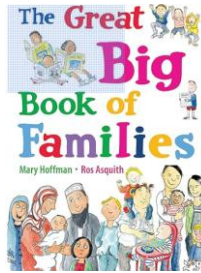
Inspired to Write @ BERRY HILL



In the topic 'Who Am I?' Children drew and wrote information about themselves.

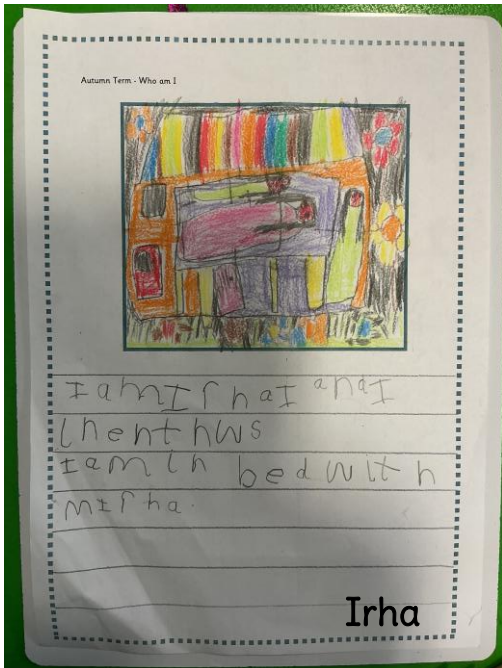


Delilah (left) used tricky words and a capital letter for her name. She wrote that she 'had a red bag and liked eating burgers'.



Madison (right) used finger spaces and wrote on the lines to describe her family.

Irha (left) drew with care and accuracy. She wrote to describe her room and sister.



Nola (right) wrote about her holiday house. She thought about the size of her letters and wrote neatly on the lines.



year 1 I H K



We began the Autumn term by practising simple CVC sentences using capital letters, finger spaces and full stops. We then moved on to the traditional tale Goldilocks and the Three Bears.



16.10.25
 ons a pon a time
 ther was three
 mighs w wackh then
 one mighs went in
 the cottu and et
 towst and went
 to bed and
 the three migh
 ck alm in

Anna

Anna (left), inspired by the plot, created her own version of the story featuring three mice – one named Peppa, who lived in a cottage and loved to eat chocolate! Anna used capital letters, finger spaces and full stops extremely well.



Next, we began our non-fiction unit Toys of the Past, exploring favourite toys from our grandparents' childhoods, our parents' favourite toys, and the children's own special toys.



My favourite toy
 Sophia
 My favourite toy
 was a bucket and
 spade.
 It is careful
 it is hard
 It is fun to
 play with.
 It is blue and
 red.



Sophia (left) produced an excellent piece about her bucket and spade, which she loved playing with on her family holiday. She used great adjectives and joined ideas together using *and*.

Scan the QR code to hear Rose's descriptive sentences about Mrs Price's rag doll, Emily!



paddington is funny
 and clumsy and
 he has a red hat.
 He has a blue
 coat.

Joshua

Joshua (left) wrote some great descriptive sentences about the nation's favourite, Paddington Bear! He described him as funny and clumsy, and noted that he has a blue coat and a red hat.



year 1 I H K

Inspired to Write @ BERRY HILL



Florence

My favourite toy
 My favourite toy was a unicorn.
 It was so sweet and pritty.
 It was fluffy and it lit up.
 Her name is Florence.

Florence (left) blew me away with her vocabulary sheet about her favourite toy - a unicorn! She has been practising her cursive letters and is joining her adjective strings.

BUILD-A-BEAR WORKSHOP

Lesson 6

Learning chunk 1 Adjectives

Build a bear
 some build a bear
 can come in
 many different
 sizes. Some can
 come in truck and
 Captain America.

HP H

Noah B

Noah (left) used the conjunction 'or' to describe the different types of Build-a-Bears you might choose in the store! He informs the reader that no two bears are alike; rather, they can come in many different shapes and sizes. Super job!

Daniel (right) has been practising orally rehearsing his sentences, and he has done an incredible job of producing some clear sentences that describe the Nintendo Switch - one of his favourite toys! He is writing on the lines and forming his letters correctly.

Nintendo Switch

The Nintendo Switch
 was the new Mario
 game. Nintendo
 Switch is really cool!

Daniel

In November, 1HK began their first poetry unit, 'Firework Night'. The children wrote their own 'Halloween Night' version of the poem. Ben (left) included feeling words in his piece to emphasise how excited he was to see the spooky sights!

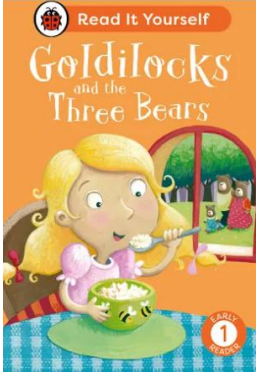
6.11.25

Halloween Night
 on Halloween it is
 so scary and spooky.
 I can see a pumpkin
 and I can see a witch
 I see a ghost.

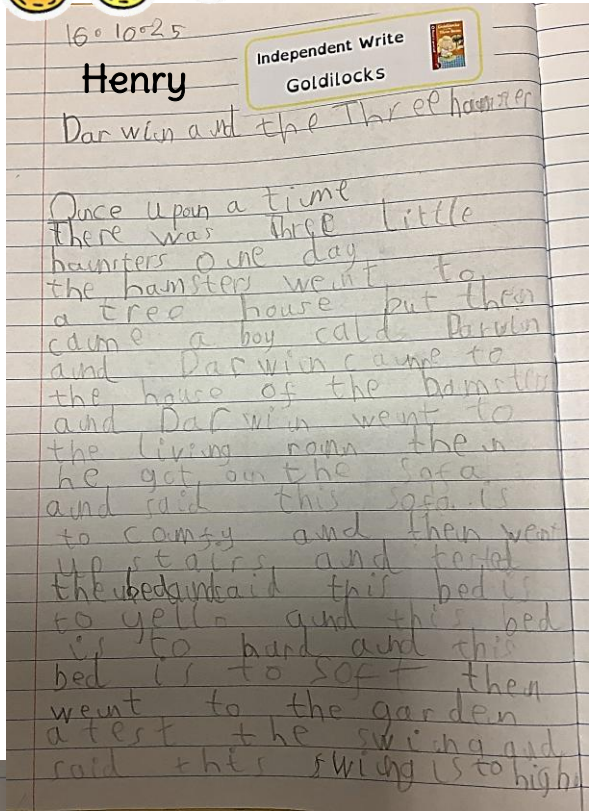
Ben

Year 1 WISH

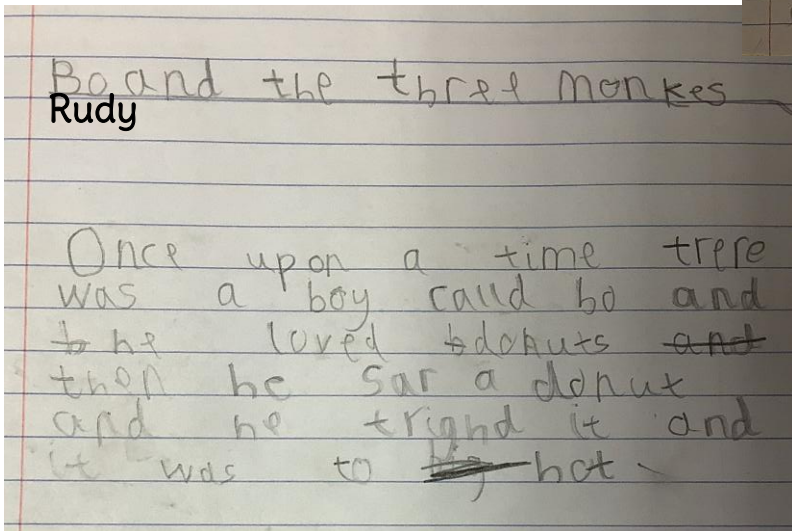
Inspired to Write @ BERRY HILL



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



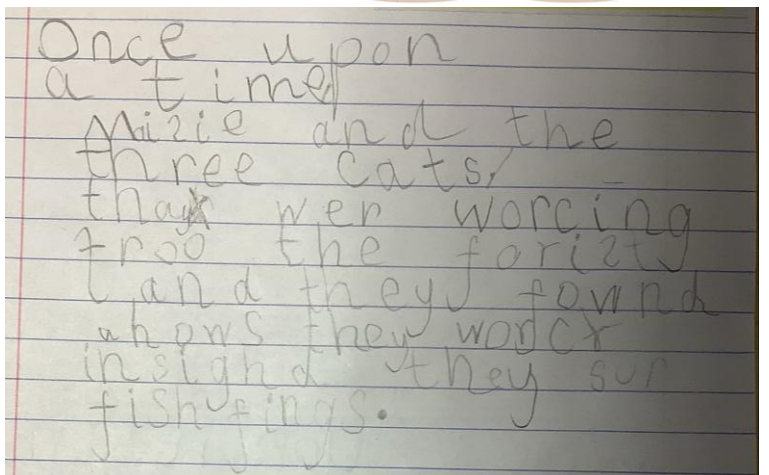
Henry (right) wrote a super story with a traditional opening and using a capital for his character's name throughout. He used language that reflected the original story's patterns and adjectives to describe the furniture tested.



Rudy (left) started his story with a traditional story opening and remembered to use a capital letter. He presents his work nicely using finger spaces between all words and has clear legible letters.



Olivia (right) has cleverly changed the bears for cats in her story and the porridge for fish treats. She uses full stops to end most of her sentences and uses a capital for her character's name. She has clear finger spaces in between all her words, and she uses *and* to join clauses.

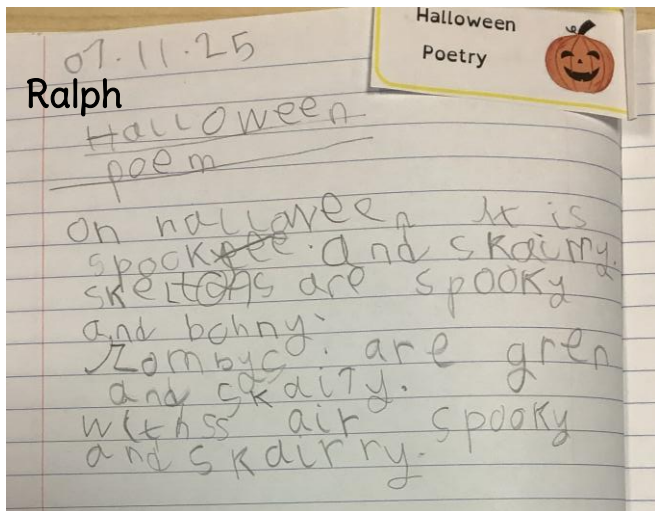


Year 1 WISH

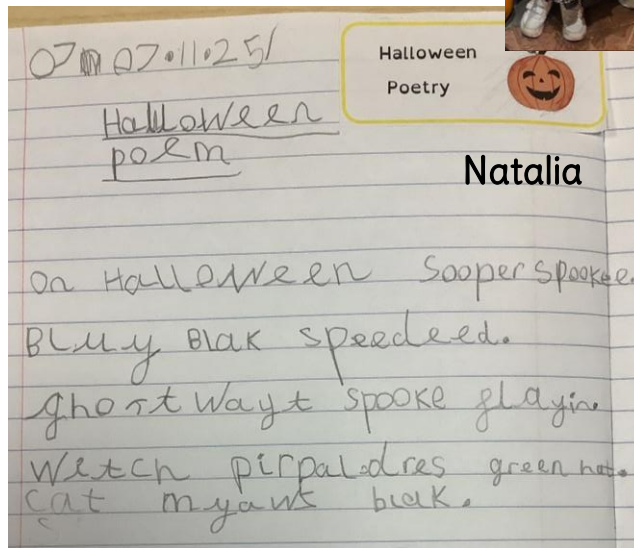
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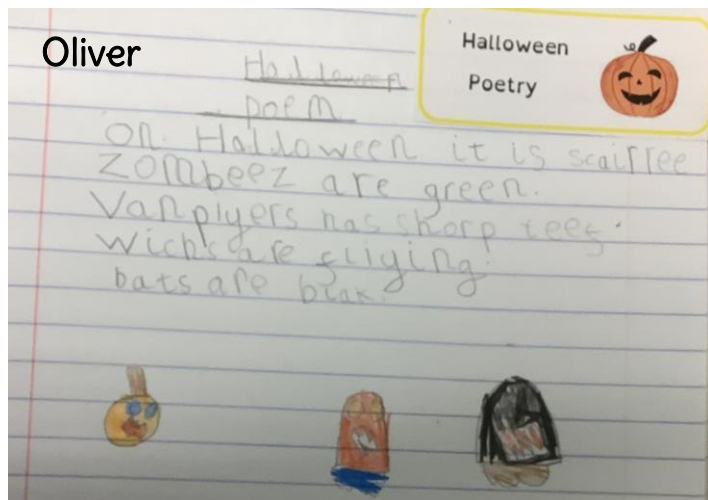
We explored a poem about bonfire night, then we wrote our own poems about Halloween. The children sent in some photos of their Halloween costumes to inspire our poetry!



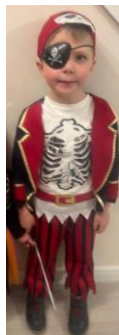
Ralph (left) used some fantastic vocabulary in his poem linked to what he noticed and felt on Halloween night. He joined words with and in each line and remembered to use a full stop.



Natalia (right) used some super describing words in her poem to say what she saw, felt and heard on Halloween night.



Oliver (left) describes what all the characters he associates with Halloween look like. He remembers to use full stops at the end of all his lines.



Year 2 Z E C

Inspired to Write @ BERRY HILL



In our first half term of Year 2, we have explored lots of different texts and stories. One of these was 'Little Red Reading Hood', a twist on the traditional, well-loved fairytale Little Red Riding Hood. The story follows Red, who meets someone unexpected at the library when returning her book.



14.10.2020 Tommy

The library

The librarian had a belly like a space bouncer and his ears like a shark's teeth. The librarian had up to 100 books as a dog. The librarian had a nose like a shark's teeth. The wolf ripped up his smoke and smiled before he jumped on Red. A rabbit said to Red.



Tommy (above) used some similes in his descriptions – comparing the Wolf's belly to a space bouncer and his ears to a shark's teeth! This made the Wolf sound very scary!

Owami (right) used different conjunctions such as 'when' and 'but' in his writing to retell when Red saw the strange librarian. He also used some dialogue to retell Red's confusion!

10.10.2025 Owami

A strange librarian

Red was waiting at the cater so the librarian but the was at the library and Red said the was. When Red saw the was Red said that was the librarian.

Learning chunk Verbs

Learning chunk 2 Dialogue



Inspired to Write @ BERRY HILL



During Autumn 1 in Year 2, we looked at a narrative twist of Little Red Riding Hood, called Little Red *Reading* Hood. The children really enjoyed that Little Red loved to read and they were even more surprised by the plot twist at the end – the Wolf was actually nice, kind and became everyone’s friend!



Nicole (right) used commas in a list really well to describe how much Little Red LOVED to read. She also used adverbs to say when she enjoyed reading.

I ~~love~~ loved
 ☆ Little Red Reading Hood ~~loved~~ loved
 To her they were ^{lovely} scary and
~~gilly~~ gilly. Before breakfast, she read at the
 table. After which, she res under
 a tree. ~~later~~ later she res
 in the bat.

Nicole

Emily Books, books and more books
 Stepping through the ~~the~~ every door
 Red entered the crepe library.
 Stacks and stacks of books.
 Lines and lines of book. Shelves
 and shelves of books.

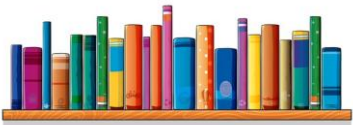
Emily (left) used verbs and repeated adjectives really well in this short piece of writing to describe what Little Red saw when she entered the library.



Klinta used verbs and adjectives well in this piece of dialogue between Little Red and the strange Librarian. She used a question mark for her question as well as a command sentence too.

10.10.25
 A strange Librarian
 Sneaking to the ^{counter} counter
 Red felt ~~that~~ ^{read} that
 and stared at the books.
 What can I help you
 with? ~~to~~ ^{giggled} giggled
~~do~~ ^{lied} lied you see
 Replied Little Red. ^{now} now
 me.

Klinta



In our geography lessons, we have been learning about what causes volcanoes and earthquakes. We have explored the impact these natural disasters have on both people and the environment. As part of our writing lessons, we have used this knowledge to write non-chronological reports about the devastation that earthquakes cause.

Earthquakes can cause big problems. They ripple in the ocean. When they earthquakes happen in the sea it can make a Tsunami's happen, enormous ones that can flood the sea bed (beach). It can also flood the whole town, countryside or city. Tsunami's can kill people by them drowning, they getting caught by a coral reef or them swimming in the water whilst the Tsunami's is happening. They launch launch upon the settlements nearby. AS they bang barge in it can make cracks in houses a break any fragile things.

Amelia

Amelia (left) has used powerful adjectives and adverbs to help the reader understand the damaged caused by Tsunamis which are a result of earthquakes deep under the ocean.



Caleb (right) has used fronted adverbials for place and emotive language to show how much worse the impact of a natural disaster can be in places that have fewer resources available to help them to rebuild.

Deactivating Deactivating Destruction
 Earthquakes are one of the deadliest natural disasters in the world. In some countries when earthquakes happen they are violent so they come together and build up there lives again but some they don't have enough money to do that so they are scared and cold in the day and night.
 In the mountains there is ~~not~~ much water or food but some countries can get good the but some can't. When the earthquake happens it can destroy shops, homes and so rather farmers the people and the animals get, sea scared and worried but the earthquake can cause landslides where rock & come rushing down.

Caleb

Freddie
 What causes an earthquake? ^{Earth's} beneath the earth's surface earthquakes happen because they push together. It makes it worse abt then it starts to start. Then it shakes quickly and violently. The pressure pushes then it starts moving again. Since the earthquake is very hard to survive when they meet at their edges, a fault forms. As they rub together against each other. The major ~~major~~ Earth's core causes waves in magma, the plates crash together then moves.

Freddie B (left) has used a variety of conjunctions and technical language to describe in detail to the reader what causes earthquakes.



Depth write

One upon a time, there was a little boy called Johnny every night he sneaks outside to look up at the stars. Johnny wonders "maybe one of the stars will come down and play with me." The star thought. But every night a little star would not come down. He was so sad. He wonders again "maybe maybe a star won't come down." he thought and tears came down his eyes.

Johnny

One night he found a sparkly thing it was shiny. It was a star. It was the most beautiful thing starbed ever seen. It was so shiny so sparkly it glimmered in his hands. So he went to the park with his star friend there were slides, swings and a sandpit. Johnny played on the slide, the sandpit and the swing. Finally it was time to go home. Johnny lifted the star into the night sky. The stars mummy and daddy were waiting for the star to come home. Johnny was very sad that ~~Johnny~~ the star left. The star felt disappointed because the didn't want to leave his friend.

Tia-Mae



Tia-Mae (left) wrote an exciting sequel to 'Star in the Jar'. Based on the adventures of a boy and his best friend, a twinkling star, who returned to Earth to see him. Tia-Mae has used a variety of fronted adverbials, adjectives and conjunctions to create a heart-warming story.

Jackson's (right) great sense of humour and comic timing shows through this short independent piece based on a picture stimulus. He has included a range of grammatic features such as adjectives adverbs, conjunctions and a variety of punctuation.

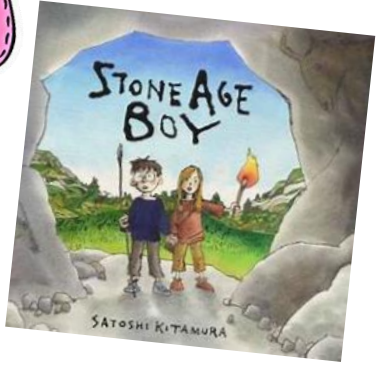


I was happily driving to school when this dinosaur ran behind me! But when I stopped he didn't eat me he cuddled me. The next day he was in my garden! I and he had a saddle on his back and she can talk as well. He said (hide me to school). I & I did do it. But he SNOOOOOTS! And I woke up at 2:00 in the morning. But man he eats.

Jackson



This term, we have looked in detail at the text 'The Stone Age Boy'. This text has inspired some careful, detailed writes. This has accompanied our work in History, looking at life during The Stone Age to Iron Age.



Camp life

Harry

all in the afternoon, Om took me around the camp. I saw people that seemed like they were carving Flint, gathering sticks, and making houses.

Om's great friends had none of the things we have. I couldn't understand how they survived only by hunting and by cooking it by fire.

Harry (left) used adjectives in his writing about camp life.



We visited Creswell Crags to support our understanding of The Stone Age and discovered what life was like locally during this time period. This inspired our writing.

One day, Om pulled me to a secret cave and taught me to draw juicy green ~~beasts~~ ^{beasts}, cave lamias and land romers. While she was drawing, I saw something shaking... A shadow a big one. A huge shadow. A glorious shadow. A army of heaynas!

I ~~shook~~ ^{at} Om to ~~run~~ ^{move}. Then I tumbled and found myself galling further, further, further. When I opened my eyes, I was in bed. Nothing my neck, a tooth necklace!

Daniel



Darwin Cave drawings and homewood journey

~~taught~~ ^{taught}

At 2:00 o'clock in the evening, Om walked to a haunted cave and taught me how to draw. We found a stick put it on a fire then draw ^{drew} on the cave. They drew ~~or various~~ ^{various} ~~keeper~~ ^{keeper} ~~tempal~~ ^{tempal} size beats, extream killers and roaming beast. I stared at a shadow moving it was big gearsome big bear.

I belovned at Om to run. Then I slipped and saw myself galling lower lower lower to the ground. When I awoke I was sleeping on my bed at ~~far~~ ^{far} ~~too~~ ^{too} home. Then suddenly on my ~~desk~~ ^{desk} there was a super sharp spere from the ~~stone age~~ ^{stone age} stoneage. He said to himself ~~om~~ Om sends it to ~~my~~ ^{me} as good by. He I love him.

Daniel (top right) and Darwin (bottom right) used time adverbials to introduce their writing about cave drawing and the journey home.



A little boy takes a boat made of newspaper out for a rainy-day adventure. The boy sends his boat floating down a gutter stream, where it quickly gets away from him. So he goes on the hunt for his beloved boat-and when the rain lets up, he finds himself on a new adventure altogether.

Down the drain Florence

It was hopeless. Pippa stroked ~~sa~~ Snowman on the nose and he chewed at her hair. Suddenly, she caught sight of something in the corner of her eye. Something white. Something in the shape of a boat! In a blink of an eye, she was next to the drain about, about to catch her precious possession. Disappointedly, a gust of wind flew the boat up and set in a circle around Pippa. She tried to grasp it but it was no use. Instantly, that gust of ferocious wind stopped and it tumbled down the drain. Pippa's eyes began to water and she ran to Snowman and gave him a big hug normally this worked but not today. Nothing could make her feel better. As Pippa miserably walked home, she asked herself questions like, why me?

Florence (left) managed to capture how disappointed Pippa is to see her boat suddenly disappear.



Oscar (right) has used some excellent language to convey just how desperately Tim wanted to have his paper boat back in his arms.

Tuesday 7th October Oscar

The search

His banana colored coat was as bright as a cooking pot on fire. Tim was ashamed of himself. He peeped everywhere. He stomped in shame talking to himself. Tim couldn't bare his tears.

"Come back!" B allowed the young heart broken boy tears driped face to ground. Tim's hands were shaking sadly in the frozen cold air knees on the wet soggy ground.



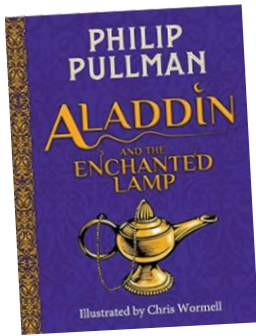
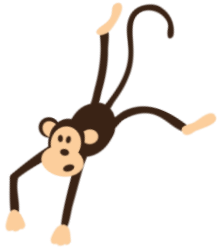
We also looked at writing a balanced argument whether to feed wild animals at national parks. **Molly** (right) did well in introducing the topic and giving some opinions for both sides of the argument.

Molly

introduction

This is a tricky issue it has been mentioned many times over the year and loads of people have different opinions.

Some people think it is a brilliant idea. Others think it is a bad idea. They believe people might litter, you might get hurt and the animal can get sick.



The children re-told the story of Aladdin on his journey from rags to riches. The children enjoyed meeting the characters – especially the Genie! Who wouldn't want three wishes from a magical lamp?

Oliver

Into the cave

As Aladdin gazed into the mysterious cave, his hands were shaking, his legs were trembling, and his feet were ~~sound~~ ~~clanging~~ clanging. He thought he was going to be rich, free and joyful.

He crept into the uneven, torturing cave. Struggling down the jagged slope, he saw sharp jagged rocks and a faint orange light deeper into the cave. Carefully, he tiptoed towards it.

(HP)

Oliver (left) was able to capture Aladdin's excitement as he ventured deeper into the cave on his search for treasure.

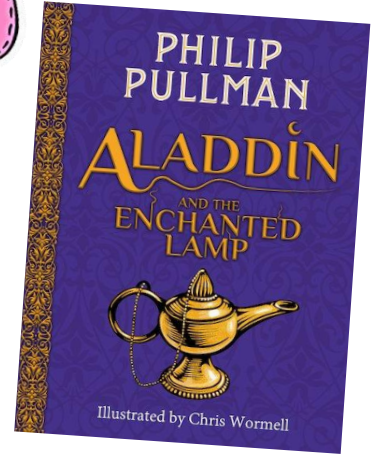


Year 4 YAW

Inspired to Write @ BERRY HILL



Our final writing unit this term was inspired by *Aladdin and the Enchanted Lamp* by Philip Pullman. The children have worked hard to include imaginative vocabulary and a variety of grammatical features to bring excitement and detail to their writing.



Noah (right) has used a wide range of fronted adverbials to set the scene inside of the cave. Also, Noah has included an expanded noun phrase as he describes what Aladdin could feel. His use of show not tell language builds an image of Aladdin's emotions without directly telling the reader.

Noah B

No hope

Inside the shadowy cave, it was damp and pitch black. A laddin had to go around on all fours slowly with his hands out so he could feel know where to go. He could feel the hard - damp walls on the palms of his hands. Then, he felt a tingle run through his body.

Moaning with gear, A laddin realised there was no way out and he was trapped without any possible way out. In a zoom,

When moving slowly, his hand's brushed against a golden, ~~stone~~ shimmering lamp that made a little light in the tunnel. Rumble! Crackle! Boom! An ~~explor~~ explosion has happend in the tunnel. Then a cold and scary storm began.

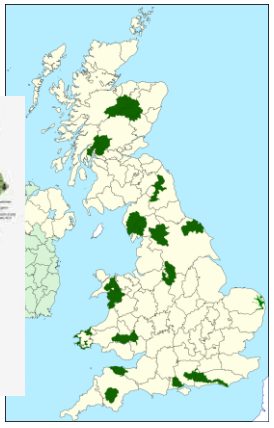
A laddin could see again when the mist had ~~su~~ godded away. He didnt know if the thing was his friend or foe. A laddin was standing next to the most overpowered and mighty Genie of all time!!!

Annabelle

Annabelle (left) has used an excellent range of onomatopoeia to build some tension within her narrative. She has also used a varied range of punctuation.



This term, our writing work has centred around understanding how to write for different purposes. We introduced the children to the concept of balanced arguments by exploring the question, "Should we feed animals in National Parks?" The class examined the features that make a balanced argument clear and fair and practised applying these in their own writing.



Child View (disagree) Jack

Lesson 5
Learning chunk 1 Wild animals
However, the threat to children of getting bruised from violent and ferocious animals can not be ignored. These animals can be vicious and cruel. Sometimes, so animals that are fed by guests can be deadly and evil. A bear can be fierce and aggressive if kids get in their zone.

Children are often scared by go giant animals since they can pounce on you. Parents are uneasy that the animals could hurt their children.

Jack (left) has used a wide range of adjectives to convince the reader of the effect of human interaction with animals inside of national parks. In the first paragraph, Jack has included two fronted adverbials (punctuated correctly) to enable a flow to his writing.

Ronnie (right) has started with a considerate piece of writing, portraying how connecting with animals gives children confidence. He then progresses his discussion into reasons why human interaction could be negative, which demonstrates balance to his argument.

Parent's View Ronnie

When visiting a wildlife park on holiday, I often see now excited children get when they feed the animals. It gives them way more confidence when seeing them and teaches them to be respectful. Children become connected with animals if they learn to feed them or touch them. They

There are strong reasons not to feed them and it might be best to give them room and space to be wild and

Year 5 S J T

Inspired to Write @ BERRY HILL



On a quaint, cosy farm, a farmer was planting his windmills. Now if a grown-up is reading this to you then it is very likely they will remark, "Planting windmills! Whoever heard of such a thing!" But you (young at heart) will know this is true. They were just seeds at first, but after a week of watering them they were small windmills. The farmer believed that building his mills took up too much of his time, and planting them was lots more efficient.



Abigail

A week flew by, and just like that it was Summer! But it wasn't a happy time because early in the day, a dark cloud blocked out the Sun. Soon, it was a raging storm. Wind blew and scattered bits of broken mills over the valleys. The farmer was doing all he could to protect his windmills.

After the storm ended, the farmer looked out the window at the devastation the storm had made. His windmills were dead.

This piece of writing was inspired by a short film, The Windmill Farmer. Abigail's writing (left) creates a wonderfully playful narrative voice, speaking directly to the reader to draw them into the story. Her imaginative description of planting windmills shows real creativity, and her descriptive phrases help to build a vivid and atmospheric setting.

One of our writing units was a non-fiction text about penguins! Sophia (right) begins confidently by challenging the reader's assumptions, which is an excellent way to hook them into a non-fiction text. Her subject-specific vocabulary is well chosen and creates an authoritative tone.

Super Summer

Most people underestimate penguins by calling them fuzzy, funny and cute. Penguin's real personality behind all that fur is more like capable, intelligent and tough.

An Emperor penguin is normally quite big in size so they can now skate their bodies and have flippers to swim and slide across the ice. Emperor penguins are unique in lots of different ways. They also have big white bones to bleed in.

Thursday 14th September 2025
Feeling at home

Morris anxiously twitched the door handle. His fingers began to vibrate and his heart felt like it was going to explode. The handle spun and the door creaked open.

Morris slowly entered the room that had towering bookshelves with books on. As he walked in, the flying books welcomed him. They danced and shuffled through the library.

'The Fantastic Flying Books of Mr Morris Lessmore' was our first writing stimulus of the year. Finn (left) builds tension effectively by focusing on physical detail - trembling hands, a racing heart and sweating - which helps the reader feel the character's nerves. His verb choices are purposeful and contribute strongly to the atmosphere.



Thursday 27th November 2025

Do you want to build a snowman

Junia

In the blink of an eye, James dashed down the stairs. He sprinted through the kitchen and yanked the door open. James' jaw dropped. He ~~had~~ quickly piled snow into the shape of the snowman and as he ran to get the ~~carrot~~ decorations (carrot, coal, hat and scarf) he heard the soft crunch of snow under his feet. He found the hat, scarf, carrot and coal, after five minutes, and added the final things.

As night began to take over, he began had to come inside because it was time for dinner tea (even though he hadn't had dinner). When he got inside, he ate his tea and sat by the fireplace to keep warm. He gazed through the window at his completed masterpiece.



After watching the classic Christmas film 'The Snowman', the children retold the story. Junia (left) uses dynamic verbs and a strong opening sentence to create instant excitement and pace. Her sensory description helps the reader experience the moment more vividly, too.



This is a non-fiction text about a 'Flame Fox'. Paige (right) writes with confidence and sophistication, using subheadings to organise her information clearly. Her ambitious descriptive vocabulary captures the unique qualities of her invented creature, while her use of adverbial starters shows mature control of cohesion. I really like how she uses alternative names for the flame fox to build cohesion throughout her writing.

The Flame fox

Paige

Habitat

The wonderful and fierce flame fox is a very rare species mostly known for being spotted in volcanic areas and other hot places. These beautiful, fire creatures live in harsh and deadly climates where almost nobody can pass through as the temperatures can reach 200° degrees. However, this spicy fox doesn't live around the volcanoes in fact they live in them only coming out to explore and hunt (they also sometimes bathe in the lava). This fire beast can survive extreme temperatures.*

Appearance

The flame fox has a fiery, bushy tail (usually the female has the longer tail and the male has the shorter) making them unique and confident looking whilst bringing out its spicy personality. They also have a beautiful flame mane used to burn prey and predators. These hot predators have orange and red fur with sharp ears. What beautiful creatures! *!*



In September, the children in 5MM used the animation *The Fantastic Flying books of Mr Morris Lessmore* as their inspiration for writing a narrative.

Sophia (below) used brackets for parenthesis and similes when writing the end paragraph of her narrative.

Friday 5th September 2025
Muhammad

PP: 2 Storm insects house 1/2

The storm grew bigger and stronger. It ~~smashed~~ and ~~crashed~~ homes as it ~~hit~~ the town. People ran and hid to the safe ground the storm. The storm was sucking Morris up like a vacuum. He hung onto the lamp post trying to save his book. Whooosh! Bang! Boom! The houses were blown away ~~away~~ Morris' book. He flew up to get safety in his home.

Monday 8th September 2025 Sophia

PPS: Morris' work is done

Morris (who was looking like he wouldn't live to see another day) he was too close to finishing his work on his book. He was sat below the dark, brown, birch tree watching his library's so brilliant. He quickly walked back to the building. The post man hated what he was about to do. He did not regret it. When he walked in a shimmering, bright light illuminated the dark room and ~~showed~~ the room ~~there~~ is the sun had just entered the room. Morris floated up into the air. His work was complete. He flew off. All the books began to look sad. Then all of a sudden a little wind walked in. All was happy again.

Muhammad (above) used powerful verb choices and similes effectively to describe the storm wreaking havoc.



In the second half of Autumn 1, we used a biography about Hatshepsut as the inspiration for writing our own non-fiction texts.

Niya (below) used fronted adverbials with commas effectively to vary her sentence openers when writing about Hatshepsut's mysterious death.

Wednesday 1st October 2025 Saliha

PP4- Marrying the throne

To conceal her secrets, Hatshepsut took on the appearance of a man. She wore masculine clothes (especially when she going out) she wore a fake beard, had broad shoulders and cut her hair short like a man. Hatshepsut would look like a man. Hatshepsut wanted everyone should treat her like a man.

The people of Egypt have found evidence the robbery, gift, pickpocketing, kidnapping and murder were committed in the desert. Hatshepsut show no mercy with her punishment. She would send people to the dungeons and men have people executed.

Saliha (above) used commas in a list and brackets for parenthesis effectively when writing about Hatshepsut's reign.

Thursday 9th October 2025 Niya

PP1: A mysterious death

After a demanding twenty-years as Pharaoh, Hatshepsut's glory came to a tragic end, but the worst word thing was it was so mysterious. They found her body but even they don't know how she died. It could be a deadly and horrifying assassination, a disease she may have ever committed or suicide. There are too many possibilities. Many followers believed she died in peace from old age. Was this a lie?

The great pharaoh tomb was found in 1903 by the amazing archeologist Howard Carter. In her tomb he found a sarcophagus filled with her organs / heart. In the centre layed fruits and 6 Emmer bread. Underneath her a dusty cloth was precious jewels used to protect her from the after life. Also outfits they were mostly linen or decorated asunderdressed. So they donated them to museums.

In Autumn 2, we used a non-fiction text about Emperor penguins as our inspiration.

Josh (right) used expanded noun phrases effectively in his writing to describe an Emperor Penguin's habitat.

pp1: Habitat Josh

Emperor penguins can live in the frosty and Antarctica. Weather conditions can reach below - fifty degrees and there can be freezing snow storms what can harm the babies. Only the most wonderful animals can survive this weather. Astonishingly even in horrible temperatures Emperor penguins can still hold the record breaking dives. They are capable of leaping and plunging into the ocean.

(HP)

Ayda PP6: Dangers and Conservation

Unfortunately this magical creatures are facing big threats like pollution in the sea. They are also facing threats like predators like killer whales or leopard seals which can hurt them in the ocean. We can all help by putting rubbish in the bin, recycle, fight climate change and support organisations for penguins to help these incredible creatures live longer.

Ayda (left) used complex sentence and brackets for parenthesis when writing about the dangers Emperor Penguins face in the wild.



We have also been inspired to write a narrative using the animation The Snowman.

Learning chunk 2: Fronted adverbial with a simile

As fast as lightning, Steph bolted through the stairs. He abruptly picked up his wellies and a comfortable hat. He plunged into the snow like a cheetah leaping on a gazelle. As the sun began to set, Steph's mum called him for tea. He was delighted at his creation. He admired it and hugged tightly.

Aaron

Aaron (above) used a simile as a fronted adverbial effectively in this piece of writing when describing the morning the boy woke up and built a snowman.

Thursday 4th December 2025

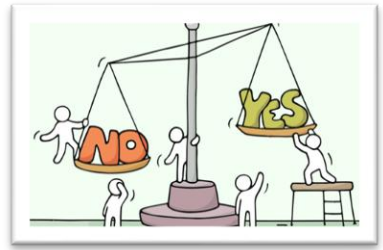
Ava pp1: Look at this!

excited

James was excited to show his ghostly friend around his house. The snowman continuously stepped inside the house and around puzzled by the various household objects. As he saw the living room, he was fascinated by the Christmas tree and all the twinkling lights. Small bits of snow began to melt. It was a lot different to the winter wonderland outside. After a while, the boy and the snowman sneezed and fell down. When they reached the top, they sneezed into the paper. The snowman tried to make up and tried on some clothes. The snow man added some blush and tried on a snow hat. While searching through the wardrobe, the snowman found some perfume and she sprayed it all over him. After that, the boy sneezed the snowman fell into the living room. The boy happily and danced joyfully around the bed room, which was blue.

Ava (left) used positive description brilliantly in her writing to describe the boy's excitement when showing the snowman around his home.

Continuing to use Holes as a stimulus, we then focused on writing a balanced argument to answer this question:
Should children be sent to Camp Green Lake?



Many members of the public argue that it is too isolated from ~~society~~ society. If a child is injured, it would be hard to seek medical care because the closest hospital is 112 miles away. This ~~is~~ makes Camp Green Lake a hazardous facility, as it could ~~have~~ lead the young offenders to getting injured and left on the ~~rest~~ lake.

Camp Green Lake is extremely dangerous. There are venomous creatures such as rattlesnakes, ~~and~~ scorpions and worst of all, the yellow spotted lizard. The scorching heat ~~can~~ ^{cause} strokes and sunburn.

Josh Ha

Josh (left) has written an argument which opposes the facility. He uses formal language and style effectively in his writing, creating a serious, mature tone.

Varmints is a short animation about an environment that is overtaken by and industrial smog that destroys nature.



Megan (right) creates pace beautifully in her writing. Her character's excitement leaps off the page through her careful verb choices and then she slows her writing as the seed drifts away.

A seed of hope Megan

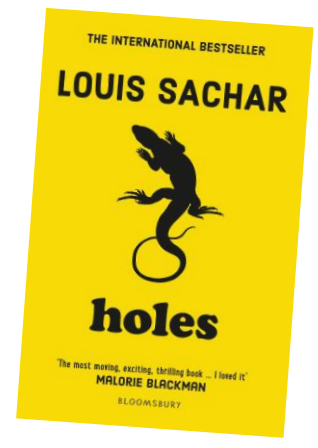
Marty sat in his dark, gloomy room and thought of a great idea to save earth. He ~~grat~~ grabbed his journal from his window sill and ran to his desk. He ~~grat~~ snatched his pen from his ~~de~~ DIY pen pot and began to ink down his master plan with a delightful smile on his ~~cheek~~ face. By now, Marty hurried ~~or~~ ran to bed and fell asleep in a snap.

That night, Marty dreamt of his plant saving nature... but ~~that~~ ^{surprisingly} night, it did. His window, open wide, ~~breathed~~ in a gust of air and the seed drifted off his bedside table and danced in the ~~stary~~ ^{star} night. It twirled and spiralled ~~in~~ ^{like} ballet dancers in the ~~stary~~ ^{glimmering} night. It was as if it knew where to go.





This term we have been using Holes by Louis Sachar to help inspire our writing. The story is about a boy called Stanley who is, wrongfully, sent to a labor camp in the desert to dig holes.



Treasure

Ulyana

Stanley saw something in the sand, but the sunlight blocked his eyes from seeing ^{what it was} it. It seemed polished, delicate, shiny and valuable. He stopped digging and took a closer look at it. What could it be?



In this piece of writing, Ulyana (above) has built up suspense by not giving too much away. She does this by starting with 'Stanley saw something in the sand' and finishes the paragraph with the question, 'What could it be?' She uses descriptive vocabulary to make us believe it could be something special without actually telling us what the item is.



Stanley's arms ached and his legs shivered. The shovel felt like moving a truck. His legs began to give up on him. Stanley's face started to burn up. His head turned red, eyes burned, and skin burned. Everyday was getting worse. The shovel he held everyday replaced with his spoon he used in the morning.

Kyla

The sun was scorching like a fire. The ground needed some water, and so did Stanley. The shovel burned his ~~two~~ hands through the gloves that were worthless. He hoped and wished that he could have some water. There was ~~noway~~ no way to escape.

In the first paragraph Kyla (above) has used sensory details to help us imagine how Stanley feels: his legs shivered, his face started to burn. She goes on to show how desperate Stanley feels, which gives strong emotional impact especially in her final sentence.



Using the same book, we have started to write a balanced argument about whether Camp Green Lake is an appropriate place to send boys who have committed a crime. We are exploring both sides of the debate, considering the potential benefits as well as the serious concerns about the camp's harsh conditions.



Some people think ~~a dig~~ digging holes at Camp Green ~~to~~ ~~lake~~ ~~to~~ builds resilience because it fortifies strength and mental fortitude. ~~It~~ ~~is~~ ~~also~~ ~~use~~ the bad boys reflect on their actions. Jenson

The ~~strict~~ strict rules at Camp Green Lake are necessary for the improvement of the mind and ~~mores~~ manners of the boys ~~sent~~ sent to Camp Green Lake.

Jenson (above) has displayed a great use of vocabulary to match the formal tone of a balanced argument. His confident language choices make the viewpoint believable. In this piece he has some good points which he explains rather than listing.

Some people believe that digging at Camp Green Lake is good for the mind because you can reflect on your life. It ~~makes~~ gives you determination to get to the rec-room ~~after~~ and it builds fitness in your arms so it is basically a workout. Lewis

Lewis (above) has opened this paragraph brilliantly by using the phrase 'some people' this show he has an awareness of different viewpoints. He clearly states his point and then explains it which shows he has really thought about it. Finally, Lewis has used conjunctions like because and so which help his writing flow logically.