

Inspired to write @Berry Hill
A celebration of writing

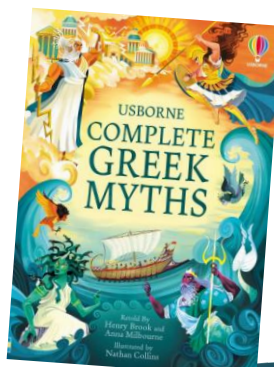
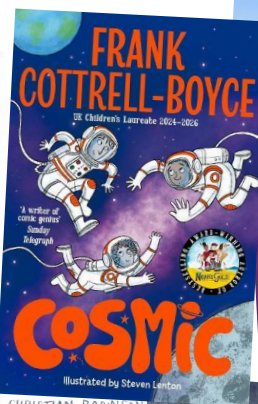
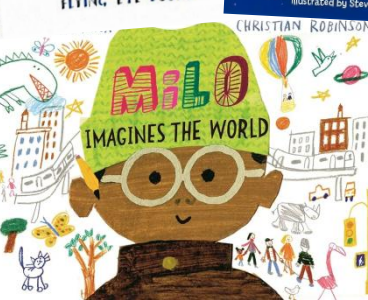
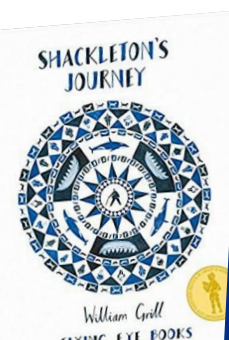
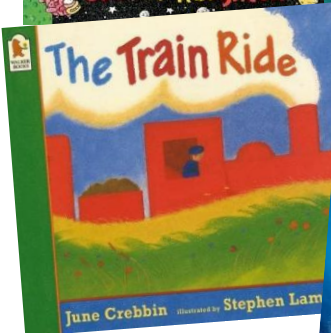
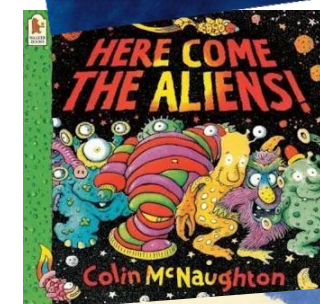
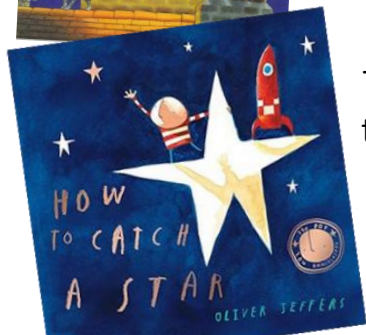
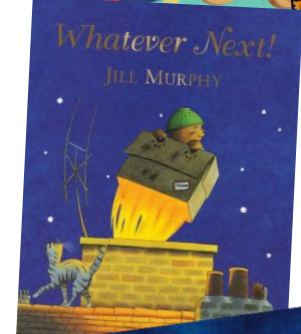
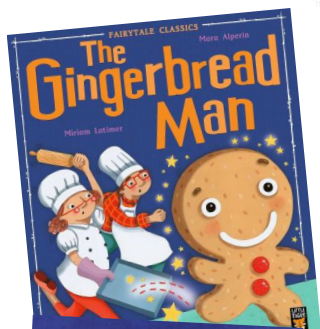
Inspired to Write @Berry Hill



Welcome to the spring edition of Inspired to Write – and it promises to be an exciting ride! Zoom off on epic space adventures to catch stars and find aliens; hop aboard the train and head off on a journey into Milo’s imagination; dive into a world where all the chocolate disappears and it’s a race against time to save it before it’s gone forever; watch your step on a Greek quest through the labyrinth to slay the legendary Minitour; and pack your warmest clothes as we venture into the heart of Antarctica with Sir Earnest Shackleton.

The children have worked incredibly hard to breathe life into stories and characters, so I hope you enjoy every single one!

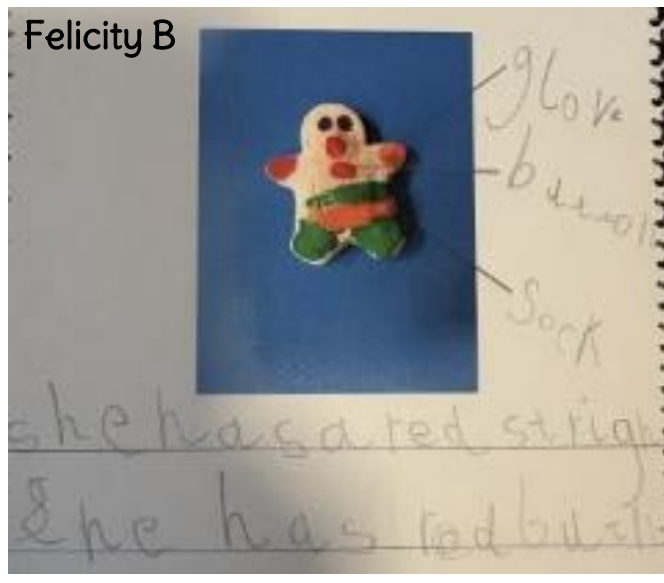
Happy reading,
Mrs Stirling-Wood



F2 have enjoyed reading lots of Traditional Tales this Spring half term. The Gingerbread Man has proved to be a firm favourite in our class with the children using repeated language from the story and sequencing the events. The children have enjoyed making their own gingerbread men out of salt dough, painting, labelling and writing descriptions.



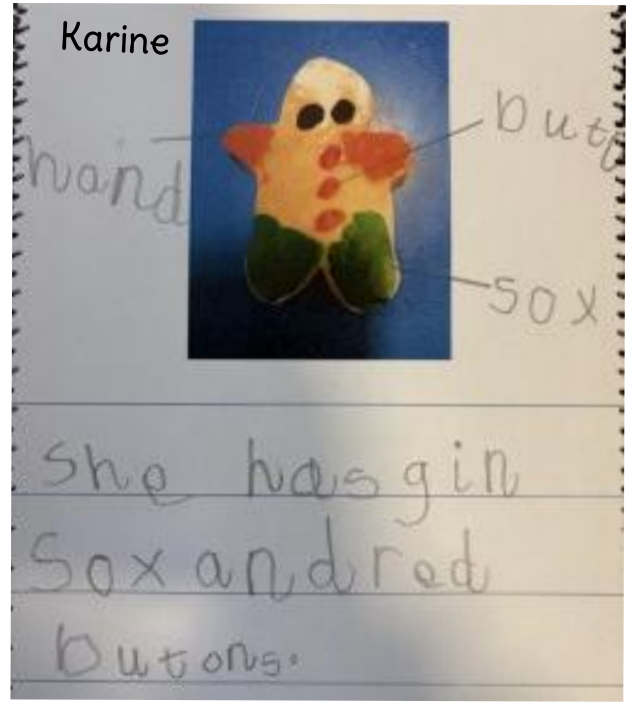
Felicity B



Felicity (left) remembered to use finger spaces in her writing.



Karine



Karine (right) labelled her gingerbread man.

Holly



Holly (left) used tricky words 'she', 'has' & 'and' in her writing.

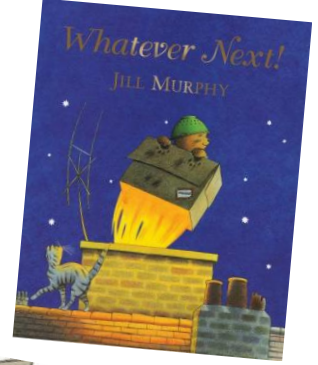


Year 2 FZ

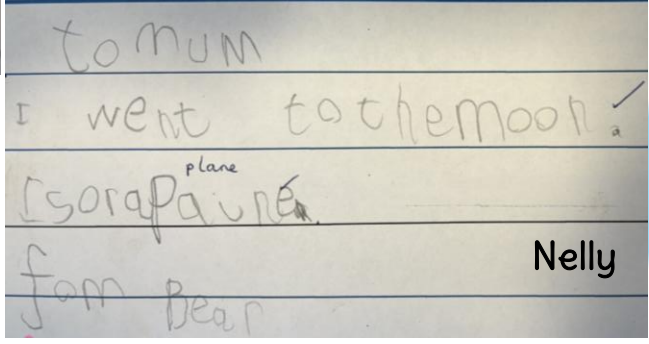
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F2 are currently learning about space and have been reading *Whatever Next!* by Jill Murphy. The children have been acting out the story using a cardboard box, colander, wellies and having a picnic with owl on the moon. They have been writing postcards from space.



Matty (left) wrote a postcard to Mum from Baby Bear. He wrote neatly on the lines and used full stops.

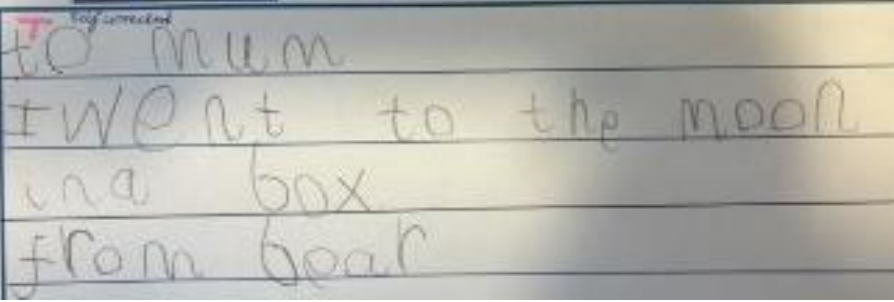


Nelly (right) has segmented and blended the phonemes in her words and has remembered how to spell lots of tricky words.

Noah



Noah (left) thought of his own sentence to write and remembered the structure for writing a letter. He has formed his letters carefully and remembered finger spaces.



During the Spring Term, children learnt about space and considered the question 'What's Beyond the Sky?' Children were inspired to write through engaging with linked texts.



One of the books we read was How to Catch a Star! Children made a star to take on an adventure and wrote about it.



Spring 2 Week 3 An Adventure with My Star.

I Wud go to the cinema with my star and eat popcorn. Ava

Ava (left) used tricky word 'and' to write that she would go to the cinema and eat popcorn with her star.



Cooper (Right) spelt longer words to write that he would go camping and eat marshmallows with his star.

Spring 2 Week 3 An Adventure with My Star.

I wud go camping with my star and eat marshmallows. Cooper



Spring 2 Week 3 An Adventure with My Star.

I wud go to the park and to Josephs h.w.s with my star Freyja

Freyja (above) formed her letters carefully and wrote that she would go to the park with her star.

Spring 2 Week 3 An Adventure with My Star.

I wud go to the park with my star and play on the swing. Eadie

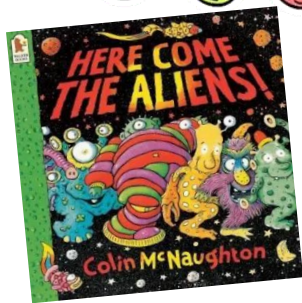
Eadie (left) used a capital letter and a full stop to write that she would play on the swing with her star.





Inspired to Write

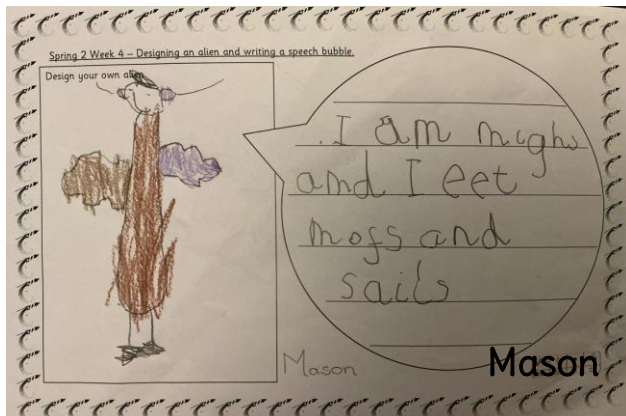
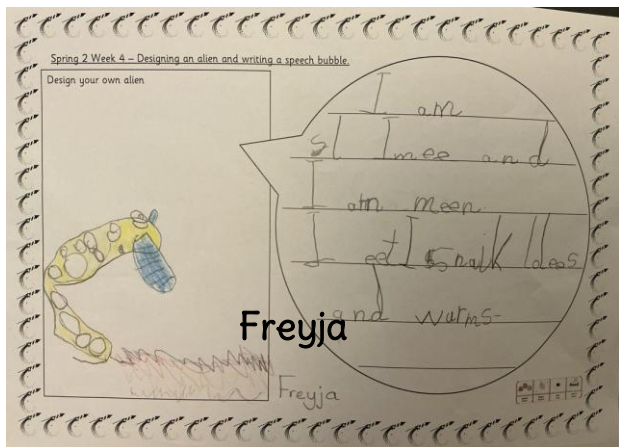
@ BERRY HILL



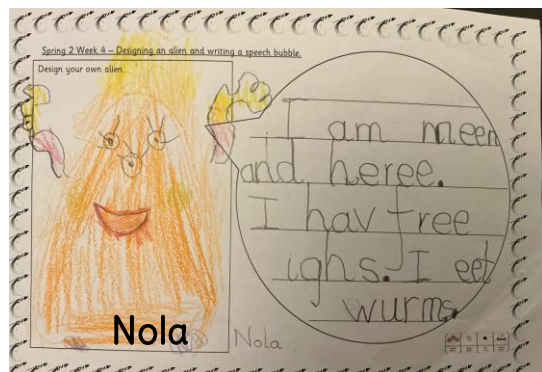
The children designed and described their own aliens after we read Here Come The Aliens!



Freyja (below left) used ascenders and descenders as she wrote that her alien would eat snake ice-cream and worms.



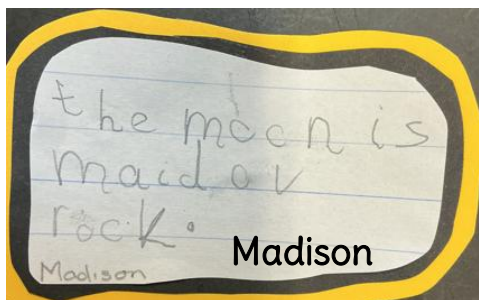
Mason (above) remembered finger spaces as he wrote that his alien ate moths and snails.



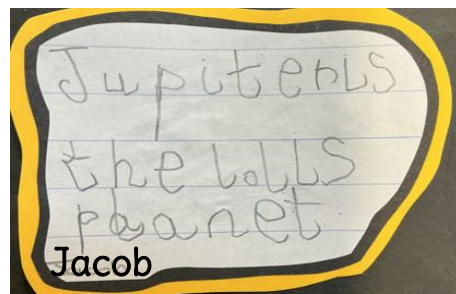
Nola (left) used digraphs to describe her mean, hairy alien.



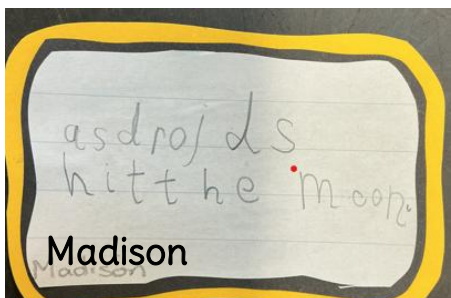
The children also learnt facts about space.



Madison (left) described the moon and segmented descriptive words: asteroid and rock.

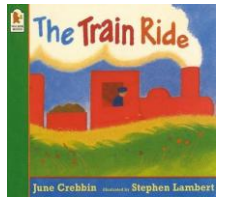


Jacob (above) wrote that Jupiter was the largest planet and then read to check that he had included all the words in his sentence.



year 1 I H K

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Molly saw a fish swimming in the sea. Wants.

Noah and Daddy saw a car on the motorway. Noah saw a hot air balloon in the bright blue sky. Daddy saw a motor bike on the motorway. We saw a bus and a car.

Noah B



Noah B (left) was inspired by The Train Ride by June Crebbin and created his own narrative piece about Noah and his dad travelling in their car on the motorway. Noah described the hot air balloon as "bright", using his phonetic knowledge to spell words correctly.



In Spring 2, the children watched Song of the Sea, a film about a little girl named Saoirse, as part of their writing unit.

Daniel (right) has been working on his target to practise orally rehearsing his sentences. He has enjoyed using visual images to support him when constructing sentences. Daniel is forming his letters correctly, using finger spaces and adding full stops without adult support.

Saoirse has a key

She is excited

Daniel constructed this sentence without support (HP)



Oliver

A troll and key

Saoirse hopped and ran up the stairs. She holds a shiny and golden key. Saoirse was sticking mind-blow and wiggly happy.

Super!

Which punctuation mark could you use to emphasise how excited she was?



Oliver (left) has developed the natural flair of a writer this term. He has been adding adjectives to describe the magical chest and golden key that captivates Saoirse. Oliver also understands how to correctly use suffixes, including -ing and -ed, to differentiate between past and present tense.

Year 1 Think

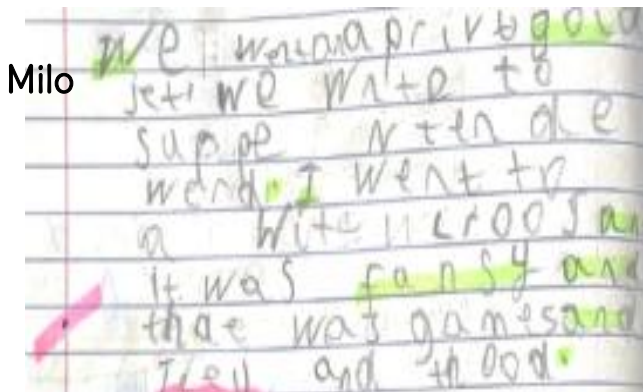
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Earlier in the term, **Seth** (right) created a story map which illustrates all of the natural wonders found in his Forest School recount. I was impressed to see Seth forming detailed sentences and using 'and' to join his ideas. He even used an exclamation mark to emphasise how much fun he had den building with his friends.



Florence (right) has been working on joining her letters correctly and has developed great presentation skills as a result. She has used adjectives effectively to describe the beauty of the insects, such as "pretty and pink", which I know, is her favourite colour.



Milo (above) described his dream trip on a golden private jet around the world. He used a wealth of adjectives, such as "fancy", to capture the reader's interest.

Year 1 Irish

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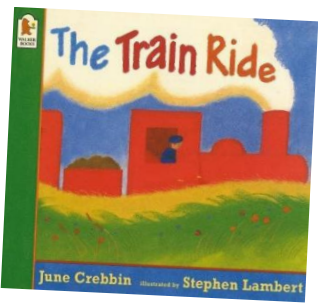


Maisie

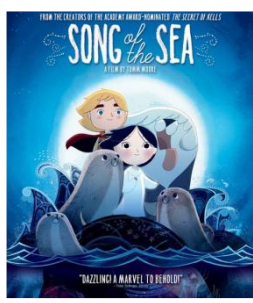
The car ride

One sunny day I was going on a car jernee with my dad to Scotland. We pack some pigs in blancis and sum water melon with froot shaw. We went to the shops to get sum water for free days. Then we got there and we went to the farm. We saw sum hawid cows with sum Babee high land cows that had little horns. We went to see sum sneepes and sum lams. The Babee lams wer soft and squishy. Then we went to the pigs and piglas that none there mouse.

Following our unit on The Train Ride, Maisie wrote her own journey story.



She began with an excellent story starter which set the scene. She used capitals for the pronoun 'I' and for the country Scotland. She made her story interesting by using adjectives to add extra detail. She tells us that the baby highland cows had 'little horns' and the lambs were 'soft and squishy'.



Our current story unit is based on an Irish tale called the 'Song of the Sea'. The children wrote about Saoirse's birthday.

Ritika (right) uses capitals for both the characters' names. She uses the conjunction *but* correctly to add detail to her sentence – but let us know it wasn't all happy and exciting! She has punctuated all her sentences and is beginning to use *ed* to show past tense.

Birthday Ritika
Saoirse was kind and she was very excited and happy! She was very thankful. This was amazing but remember that Bora pushed Saoirse face in her cake. The cake tasted like Strawberry.

Bella Birthday
Saoirse is surprised also excited because it's her birthday she wishes for a teddy bear. The cake was delicious but she had to do chores. The cake was a chocolate cake it was frosty.

Bella (left) wrote on the line and focused on the size of her letters. She used a capital for the character's name and used the word *surprised* to show how she was feeling. She used the conjunctions *but* and *because* correctly as well.

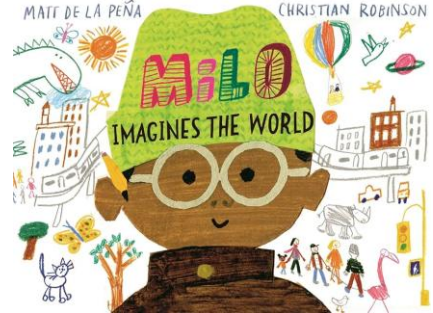
This half term, we have based our writing around a fascinating book called 'Milo Imagines the World'. The story follows a little boy called Milo, who travels on a busy train with his big sister. On their journey, Milo sees lots of different people and imagines their lives to be exciting and extraordinary.

25.02.2026 Amazing! (Hp)

Taking a train

Isabel

Every Saturday Milo and his blind ~~kind~~ sister went on a train. They heard clattering sounds from the tracks. They also heard ~~by~~ screaming brakes. They were very loud. Milo felt excited to meet his big mum. On the way back Milo felt anxious and street. Where is the people going? How many people are there?



Isabel (left) started our topic by using interesting verbs to describe the bustling train station Milo was in. She described how Milo felt and what he was thinking.

27.02.2026 (HP)

Learning to write

When Milo and his sister got off the huge train he saw a tall girl wearing head phones. The platform was crowded, noisy, loud and exciting. Milo saw a big poster with a lady on. How jam-packed! When Milo climbed the huge steps hanging on the long poles he felt very worried that he might slip. When Milo saw the bright lights, the amazing poster and dazzling paintings on the wall. How exciting! Milo thought with a grin on his face. The city was shiny like precious jewels.

Orla

Orla (above) added lots of extra detail to set the scene of Milo leaving the train. She used exclamation marks, rule of three, conjunctions, and even a simile!

George (below) used a variety of exciting adjectives to describe a little boy that Milo sees on the train. He also used conjunctions extend his sentences.

27.02.2026 **George**

I imagine

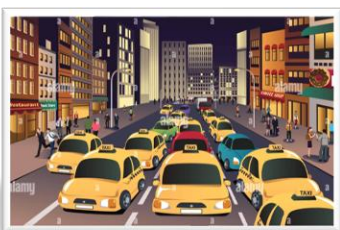
Milo imagined that the short boy was a prince. He was playing in a castle. It was pull by six horses and a driver. When the handsome prince got to the east, she year the prince the chocolate and travellers and in chocolate. Then three seats the prince

year 2 Z E C

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Caleb (right) described Milo leaving the train and entering a frantic, bustling, crowded and crazy city! He used these great adjectives alongside commas in a list.



12.03.2026
 Leaving the train Caleb
 When Milo and his sister got off the train it was frantic, bustling, crowded and crazy. He saw people jumping, skipping, running and working. When Milo got up the stairs he found it was mind-blowing, amazing, shiny and bright. How amazing!

12.03.2026
 Leaving the train Sophia
 When Milo and his sister got to their destination, they excitedly got off their brightly colored train. Milo caught sight of a woman wearing a beautiful violet handbag, a smart man hurrying to the next train and a woman rushing across the frantic platform. As Milo walked very slowly up the steep steps into the bustling city, he held his sister's hand so tight that she said 'ow! Milo stop it! When he got out he saw dazzling advertisements, signs and lights.

Sophia (left) set the scene of Milo leaving the train by using lots of different and new adjectives and verbs to describe the people Milo saw. She also used an exclamation sentence to show how nervous Milo was feeling!

Earlier in the year, we explored a text called 'This Is How We Do It', which told the story of the lives of different children from all around the world.

I travel to Poland with my family. We wear plane. I go to the beach. I eat blue jelly. I go swimming. I go fishing.

I go to the beach. I eat blue jelly. I go swimming. I go fishing.

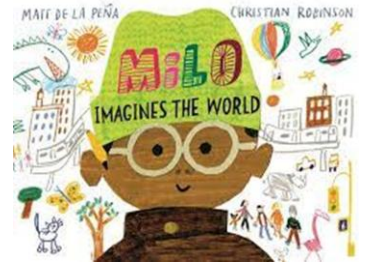
Franciszek



Franciszek (above) retold his exciting trip to Poland through lots of different verbs and adjectives. He told us how he gets there, the fun things he does there and what he eats!



Year 2 have recently really enjoyed a fiction book called 'Milo Imagines the World'. They loved the story being all about a little boy who takes a journey on a busy underground train. He looks around at all of the other passengers and let's his imagination get to work!



This inspired the children to use their own imaginations to describe passengers and even other journeys that their own characters might go on.

Oakley

I manging

Milo imagins a prince riding a ^{yally} ratho carriage and it make a click kluck sounds sound. When he arrived at his Kingdom he met his skills butler sassy maids and handworking ches.

Oakley (left) used his own imagination to picture what Milo could be thinking of. He used adjectives and the suffix 'ful' really well in his writing.

Anastasia Noticing

Milo turned his head away from his sister and looked up. Milo's eyes met the boy's eyes. Milo spied spied secretly at the boy and he exclaimed to him back.

Milo said to his sister come of your phone now.

In an instert, Milo felt uncomfotbel. The boy stareing back was making him feel unhappy anght and outrid. What was he lookin at me lookin at me.



Oliver (below) used lots of his chotting ideas to write about what Milo might have noticed. He used adjectives really well and included commas in a list correctly. Oliver's writing also used a question sentence to end Milo's thoughts.

The Nurse Oliver

Milo saw an old lady entering the tired carriage. She had a smart bag and a kind face.

Milo imagined that the nurse has been very tired. He gussed that she had been clearing the floor so it's not dirty and studing so she can do her job. How busy it was today?

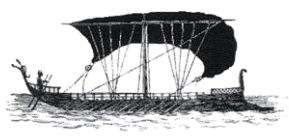
Anastasia (above) writes about the nurse with great descriptions. Her handwriting is beautifully joined and well presented. She also includes conjunctions to extend her sentences and an apostrophe.

In our history lessons, we have been learning about Ancient Greece, the similarities and differences between those ancient times and our Modern Day lives. During both reading and writing lessons, we have explored myths from the time and used this to inspire our writing.

Every year, the Minotaur had to send 14 Athenians to be killed by the monster. Theseus, King Aegaeus' son, was a brave, clever and strong warrior who wanted to kill the monster to save his people. King Aegaeus and his daughter gave the Athenians when they arrived. Some of them were shaking, trembling and sobbing as they approached the labyrinth.

Bo

Bo (left) has used powerful adjectives and adverbs to hook the reader when explaining the plight of the young Athenians. He introduces us to the young hero, Theseus, who is determined to defeat the minotaur once and for all!



As the path pitch black night came, Theseus was half way to Athens. But Theseus forgot to change the sail. It was pitch black. King Aegaeus was devastated to see his son had died. But Theseus was still alive!!

Long sentences

King Aegaeus inspected the sail and it was still black. All of a sudden King Aegaeus fell to the ground heart broken. His servant asked what was wrong. King Aegaeus said 'My son died'.

Tobias

Tobias (above) has used subordinate clauses and emotive language to show King Aegaeus' devastation when Theseus returns home from Crete. Caught up in his celebrations, he forgets to change the colour of the ships sail to signal he is safe and well. He has used adverbial phrases and speech to deepen the moment.



In Year 3, we have been getting creative in our own independent writes. This gives the writer the opportunity to showcase their imaginations and flair for writing!

Ada

One day, there was a little girl named Loda. Loda was at school playing tag with her friends Rosy and Bella. She was looking forward for dinner because she was having pizza. It was a really nice day today. "said Loda! Suddenly, Loda's friends and Loda spotted a really bad storm coming. Loda

The next morning, Loda had to be picked up by her parents because a flood is coming to school. Then Loda's friends had to be picked up straight after Loda. Loda hugged her best friends a really good goodbye. Loda was so sad. Loda had to move to a really big hotel with all her family and new friends. She was so scared and had to leave some of her stuff behind.

Loda's school was flooding and Loda was so scared about her home and school. The damage of the school was a disaster. Water was rising high and the roof was ripping off to hard. Loda was so worried!

A break at last, Loda's storm ended. Suddenly, a ribbon of light shone brightly and Loda came back to her town and saw Loda was so sad that a tear fell down her nose.

Mr. Snowden and Mr. Pallman came to see how bad the damage was. When they saw the damage they both called Loda, Bella and Rosy for help. Mr. Pallman and Mr. Snowden hid up the place. Loda got to paint.

Ada (left) wrote a gripping story based on the book Flood. This book was a great opportunity for the children to use their imaginations as it is a wordless book. Ada has used a variety of grammatical features, including adverbial phrases and verbs, to create an enthralling tale about the day a giant storm came to school!

Bonnie (below) has used dialogue to move her story along. She writes the difficult conversation the parents were having as the flood approached their home.



"No, the Emperor grumped. "You will get revenge!" cried the evil Emperor.
 "We will get her!" I shouted one of the guards.
 "Wait what is that?" another guard muttered fiercely.
 "My magic, mystical dragon!" Sheen proudly screamed.
 Once again she swooped her paintbrush out her pocket. She splashed, whirled and swirled her paintbrush! The paintbrush splashed, dashed and twirled.

Bonnie

As part of our narrative writing this term, we studied *The Flood*. Through this, the children explored a range of narrative and descriptive writing techniques, which they then applied to their own writing.

A painful goodbye

Sophie seized her dock because she likes the satisfying noise. She pinched her ^{finger} ~~finger~~ because because so she can talk about her her feelings she said. "I feels sad." She took a can of food because she nite feel hungry.

Her fingers spread out as they drove away. She left her ~~book~~ ^{book} ~~ped~~ ^{ped} to her books her life. She feelt devastatingly, anshusly and sadly.

Savannah (left) has extended her sentence using 'because' and has written about the character's feelings.



Zac (right) has extended his sentence using 'because' and thought about what may help to comfort the character.

A painful goodbye

Sophie grabbed her fluffy bunny because it make Sophie feel happy. She seized her phone and put music on to smother her. She checked her what her Grandpa and Grandpa because she knew it will help them. Her hand reached out terrifyingly as she was down away from all that she knew and loved.

In a flash, the the dusk sky went away as the sun came peeking over the clouds. The family turth to see the dam damage.

Rivers of ~~more~~ water whar whar go garded around them. Sophie turned away as a cheek tear lonely tear flowing down her cheek.

Amelia (left) has used an adverbial phrase in her writing and has considered what the character may be doing



Daniel (right) has used adverbs in his writing to relay the devastating impact that the storm is having upon his character.

As fast as lightning, The sinister clouds parted and a beam of light make a new day. As the golden sun rose, The ^{four} of them returned to see the damage.

Puddles of devastation surrounded them. Sophie turned away as tears of devastation glowed down her cheek.

During the latter part of this term, we have been exploring the Greek Myth of Theseus and the Minotaur. The children have developed a range of writing skills and applied them effectively in their own work. They have been encouraged to expand on their ideas, helping to challenge themselves and strive towards becoming exceptional writers.

Thousands of years ago when gods ruled the earth they caused crimes against the two kings. Starting battles in the kingdoms it was hard for other people to survive everyone new they just did that for fun.

King Agesus of Athens was thoughtful and helpful but King Minos of Crete was cruel and greedy. And the son of King Minos died from a sword attack while King Agesus survived the attack.

Harry



Harry (above) has thought carefully about the story opening and included adjectives to describe the two kings.

Minotaur

Below the creepy roadwork, King Minos had ~~unleashed~~ a monster that was half man, half dinosaur. ~~unslayed~~ half half

The monster had a veiny neck and sharp teeth. Its teeth were big, yellow and twisted backwards. He had a spikey spikey, shiny, slippery tail. Its legs were muscley and strong. And his hooves were huge and choppy.

Darwin

Darwin (right) has used adverbials to describe a place and described what he noticed about the Minotaur in detail.

^{shook for} ^{Ariadne} Charlotte

On the way home they found a desert island and they went to have a look. But when they got there they got scared away falling asleep. While Ariadne was sunbathing the sun was as bright as an orange.

Strolling gaily, Ariadne went to the sea and got seaweed and fish so they could survive. She bounced home and couldn't wait to tell people the exciting news but when she was there she couldn't find Ariadne. She was so sad. Why doesn't he like me as I guess?

Charlotte (left) has written about Ariadne's thoughts and feelings. She has included a simile and a range of conjunctions in her story.

The wrong sail

When the sky turned pink over the horizon, Theseus traveled closer to home. But he forgot to put the white sail up to show everyone everything was okay. When he ~~arrived~~ the sails remained black.

"Why is everyone shocked?" Theseus thought to himself.

Everybody glanced at the black flag: even King Agesus cried and kept repeating one sentence: "Where's my son!" he cried.

Alex

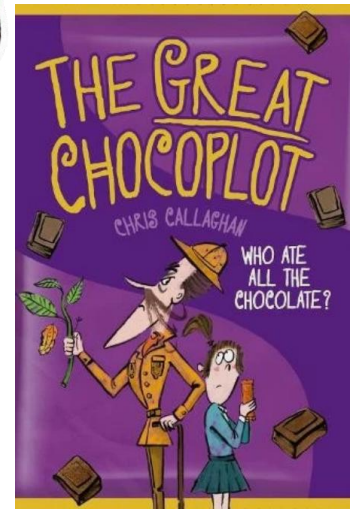
Alex (below) has thought carefully about his writing and included a rhetorical question

year 4

Inspired to Write @ BERRY HILL



One of our pieces of writing is based on 'The Great Chocoplot' by Chris Callaghan. It's about a girl called Jelly who lives in a world where chocolate suddenly disappears and her attempt to solve the mystery.



Tuesday 27th January
wonderful smells

The next morning, Jelly decided to head off to my favourite store in the entire world. Jelly skipped and bounced to the store, and she stopped when she was at the glass door. It was cool and colourfull. the colour was blue and it had a pattern.

When Jelly opened the door, whiffs of sugary chocolate filled the air. her sense of smell was really good. It Jelly smelled gritty and chocolatey. really really

Alexander

Alexander (left) uses interesting vocabulary. He has used expanded noun phrases to add extra detail. In addition, the work shows good effort with punctuation and sentence structure, and the ideas are clearly organised so the reader can follow what Jelly is doing in the story.



Georgia (right) has used interesting vocabulary, which helps to make her writing engaging and enjoyable for the reader. She has also attempted to include direct speech, which helps show the characters' thoughts and reactions in the story. In addition, her writing shows good imagination and creativity

Tuesday 26th January
newslash

Instantly, the news gashed on the tv. "Whats happening!" E xclamed Jelly with a worried gaze. Jelly ran towards her favourite grey sofa and got comfortable ready for the news to start.

Tatum asked "Is this really the end of chociate?"
"I'm afraid it is the end," said Professor Cohen. "A chocopolypse has been predicted to happen in the next year weeks." Exclamed Professor Cohen. Grain and Jelly
Q to Cohen

Georgia

George (right) used ambitious vocabulary, which helps make the ideas more interesting for the reader. His dialogue shows what the characters are thinking, and he has used 'sighed' to show that Gran was fed up.

George O.S

Thursday 22nd January
 No chocolate...?

Jelly was imagining exactly what the news reporters said, she thought of all the nice pieces of chocolate. Hot chocolate, chocolate milk, birthday cakes and all the chocolate sweets are gone. Jelly ~~cried~~ "Awww, it's great"

Jelly thought to her self, "What is the point of Easter now then?"
 "I think we have to accept it Jelly. There is no more chocolate" sighed Gran sadly



Gut Garden by Katie Brosnan is a non-fiction book that explains the tiny living things called microbes that live inside our bodies. It shows how these microbes help keep us healthy by helping with digestion, fighting germs and supporting our immune system.

Jacob (below) has shown good effort in explaining his ideas clearly, helping the reader understand what is happening in the text. His writing also shows he has

Jacob

Friday 27th February
 The Small Intestine
 After the food slowly slides arrives from the stomach, most of the microbes into your fiber and good nutrients are absorbed. Sometimes the ~~blood~~ delicious meal into your blood. It is like a train collecting people from a train station. ~~It is it~~

The ~~Smooth~~ ^{gut} lining of the Small intestine is amazing because it acts like a massive Nutrition ~~for~~ sponge. The small fingers ~~has~~ like a part inside called villi and absorb all of the ^{goodness} ~~goodness~~. After that, it spreads into every corner of your ~~helpy~~ ^{helpy} body.

made thoughtful vocabulary choices which help make the explanation more interesting and engaging. In addition, Jacob has demonstrated good organisation of ideas, allowing the writing to flow in a clear and logical way.

year 4 YAW

Inspired to Write @ BERRY HILL



Ewan C

~~So~~ skipping home

Jelly peeked inside the wrappers, and there were creamy chocolate eggs, there were those big bars of glazing delights and there were caramel brown Kinder bars waiting for a bite.

Singing a happy song, Jelly threw the bags up in the air and caught them.

She was so excited to sit down on her favourite chair.

Earlier in the term, the children were introduced to the exciting text *The Great Chocoplot* by Chris Callaghan. The story follows Jelly Wellington as she investigates a mysterious chocolate shortage. The humour, action and suspense captured the children's imagination and inspired their writing.

Ewan C (above) has used a range of adjectives to vividly describe the chocolate, making his writing engaging for the reader. He also included a lovely fronted adverbial, which is punctuated correctly with a comma.



Poppy

Wonderful Smells

One day later, Jelly started heading to the botting botted to her favourite place, the chocolate shop. She thought if there ^{would} be chocolate there. She giggled in ^{with} excitement wishing the creamy goodness ^{would} be there.

As she opened the door, a glow of creamy creamy goodness shot up making Jelly's nose dance. Jelly followed the smell of chocolate happily to see if she could find sugary goodness.

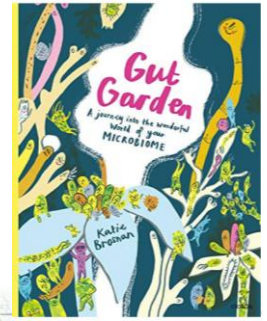
Poppy (above) effectively used a time adverbial to structure her ideas and show the passing of time. She incorporated descriptive adjectives to enhance the reader's image of the chocolate. The writing also included a subordinate clause along with personification, adding creativity and depth to the description.

Year 4 YAW

Inspired to Write @ BERRY HILL



This term, the children explored a chronological report. We linked this learning to our previous science unit on the digestive system, using *Gut Garden* to help the children understand the journey food takes through the body.



Learning of Describe the
Reopen the: normal

In the slippery slide of goodness, your delicious & meat is turned into a paste & like icing on a cake. The oesophagus squeezes down the paste like icing in a bag. Freya who knew it would be so ~~you~~ mouth watering!

Freya (above) used imaginative vocabulary and well-chosen adjectives to bring her writing to life for the reader. She also included a simile, which makes her writing interesting and helps the reader visualise the process clearly.

~~Then~~ After that, it will need accessories! He will need a nose to smell all the crunchy snow. Afterwards, add sticks as arms. ~~because~~ Also, add a scarf and hat so he ~~doesn't~~ get cold in the extreme temperatures! Oh! And you ~~if~~ You can't forget eyes and a mouth because your little fuzzy man needs to see the beautiful icy weather.

This term, the children also focused on writing instructions. Nancy (left) clearly explained the steps needed to build a snowman, using time adverbials to sequence her ideas and effective word choices.

How close a seed turn into a plant? ~~first~~ the seed sits on the soil and after a while, the soil will cover the seed like a huge big ^{hard} pulling of you in for a hug.

Dray (above) clearly explained how a seed grows into a plant. He used time adverbials to organise the stages of the process and includes a simile to help bring his explanation to life for the reader.



Year 5 S J T

Inspired to Write @ BERRY HILL



Hard hitting statistics

Did you know up to 8 million tonnes of plastic is thrown to the sea. Have you ever stopped walking to think about what we are doing to the ocean? Imagine your future kids swimming in the water with more plastic than fish? How sad that is. We can make a difference and we can make a change to plastic pollution. Search search work help our oceans. Go on to support help help the ocean.

Soren

Soren (left) writes persuasively about plastic pollution, opening with rhetorical questions that immediately engage the reader. His use of inclusive language such as "we" encourages the reader to feel responsible for making a difference.

Every single day, 2.5 million plastic bottles are drunk from then just thrown away like it's nothing but it is so it's not just nothing. There have been plastic bottles in landfills that lasted hundreds of years. Isn't that awful? Next time think before you do anything.

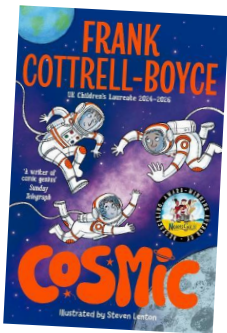
Keys to the beast

Nadia

Florida who was gave a Squishy toy to stop her vomit from going up her mouth and also to let her focus on other things. Was feeling unwell. Her eyes was closed in fear. It felt almost felt like a horror story. Florida's smile disappeared like the sun and it became cloudy. She sat next to me in my dream car. Yes the sick girl with jeans (which is gonna throw up in the Lamborghini horn are) Florida. I said hi and she didn't even bother to look at me. It was quiet.

My eyes looked around by it self. I put music on (I'm blue) and to change the vibe. Still nothing so I gave up. I made it look like it's my best friend.

Nadia (right) creates an engaging narrative inspired by *Cosmic* by Frank Cottrell Boyce, following the characters of Liam and Flora. She uses parentheses effectively to add extra detail for the reader, while her use of a relative clause shows confident sentence construction.



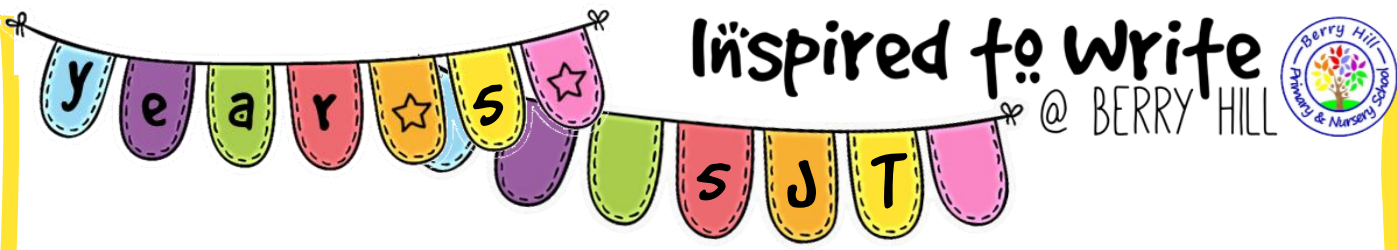
Wednesday 11th February 2026

You know when you get that feeling like you really want to do something, that's me. I really want to press that red bright button. I was like my younger self when I really wanted cookies. I was reeled in, I reached forward and pressed it.

Angel

BOON! the car blasted off and up in the sky. Why was it up in the sky? I prayed and prayed I was not lost. Then a voice said, "Faster your seatbelts, and get ready." What was going on the salesman never mentioned this?

Angel (left) creates an engaging narrative inspired by *Cosmic*, drawing the reader into the action from the very beginning. She uses onomatopoeia effectively to bring key moments to life, while repetition helps emphasise the excitement and tension within the scene.



Inspired to Write @ BERRY HILL



There I was, standing outside Vancouver Airport. As I stepped through, my sly walk made me look ^{like an} professional pilot. I walked up to the desk to get my ticket - with my secret hamster Bubbles, in my pocket - and she said, "Are you my dreadhead?" and I replied, "Sorry". "Are you my dreadhead?" "I'm sorry who - Oh yeah, yeah," she chuckled, and I got given my ticket, (to Miami). I looked a bit lost so she pointed me to the ^{direction} way.

Oliver

Oliver (left) creates an engaging narrative in which his character is mistaken for an adult and finds himself preparing to board a plane. He demonstrates confident control of sentence structure, using commas, brackets and dashes for parenthesis to add extra detail for the reader. Fronted adverbials and relative clauses help organise his ideas clearly, while his descriptive language helps bring the setting and action to life.

The Sight

As I walked through the hallways, I saw a glimpse of the plane and then a full size one. It had blue lightning strikes that said 'FULL THROAT' and the glossy white paint shone at the sun's beam. It had ^{black} jagged wings and tires, ^{is} that ^{is} bigger than a human.

Mila (below) develops an imaginative piece inspired by *The Martian*, exploring how her character might survive while stranded on Mars. She uses rhetorical

questions effectively to engage the reader and encourage them to think about the challenges her character faces. Parentheses are used confidently to add extra information, helping to clarify and expand her ideas for the reader.

Tuesday 13th January 2026
 Determination
 Will I make it another day? Will I survive? Will I even try surviving? I don't even know what I have gotten myself into. Will I survive? Will I make it back home? Will I ever be able to see a humans face in my lifetime?
 I try to think about my family and friends back on Earth but sometimes the tables turn and I notice I am aboard on a tiny planet next to the sun. I am trying to keep strong and balance it with not using too much oxygen too well. I have been working on saving resources by have one bottle of water a day and one sandwich and one bag of crisps a day. I have been rubbing the stains off my suit and repaired my helmet for when someone hopefully saves me.

Mila



We began the term learning how to write a diary entry. The focus was imagining they were someone who had been stranded on Mars.

Rio (right) wrote an effective paragraph about her determination to be rescued when stranded on Mars. She used repetition effectively as well as rhetorical questions to express her thoughts.

Tuesday 13th January 2026
 PP3: Determination
Rio

This is sol day 19. If anyone sees this which they ~~you~~ probably won't just know I've been here for ages. If I limit my oxygen I'll be able to last longer. If I don't eat much food it will last for months. It has been hard living out here but I'm getting used to it. So please help me even though it won't be for years for another person to come save me. I'm trying to ~~is~~ not be worried but it's too hard! What if I never see other humans again? Or run out of food? Maybe even be stranded on Mars? I ~~wouldn't~~ ^{won't} be able to survive without food, shelter and oxygen what will I do?

Thursday 5th February 2026
 PP4: Adrenaline
Harper

The perfect ~~po~~ Porsche rolled out of the showroom and onto the busy, hectic and vibrant streets of New York. As quick as I could, I climbed into the car, ~~my~~ ^{my} hands were shaking). Vroom! The car ~~to~~ took off. From now on, I saw blurs of lively shops, crowded cafes and noisy streets. In the bustling streets of New York, I heard ^{tyres} tyres screeching from far ahead. Every car had an engine but ours was a roaring lion. I ^{put} ~~opened~~ ^{down} the glossy windows and heard muffled shouting, phone calls from every direction and wailing sirens ^{echoing}. Cars never stopped honking. It was chaotic.

The story Cosmic was our inspiration for writing a narrative. A chapter about a character pretending to be an adult encouraged creativity.

Harper (left) wrote about the adrenaline her character felt when they were driving a Porsche. She used commas in a list effectively and was able to use adjectives to describe the sounds that they heard as they were driving through the city streets.



Plastic pollution was the topic for our persuasive writing this term.

Chloe (right) wrote an effective paragraph about the damage plastic pollution courses. She used some fantastic emotive vocabulary as well as some negative adverbs to vary her sentence openers.

PP2: Damage caused Chloe

I bet you'll find it disturbing that our marine life are dying because that of us. The plastic that you think ends up in the bin actually ends up in the ocean. You might think oh oh so how do they die? Well turtles and more animals mistake that for jelly fish and feed. Our fish digest that and that means so do we. As many as 90% of seabirds, could be contaminated with plastic. I f we don't soon help soon maybe by twenty fifty there may be more plastic than fish. Unfortunately, Now over one in three fish caught for human consumption now contain plastic and eighty percent of all street animals + marine debris is plastic. We can change this its not easy but its

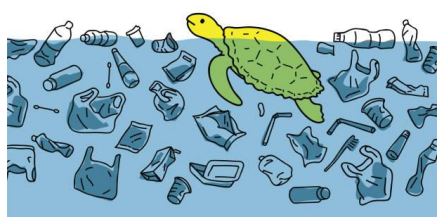
Wednesday 25th February 2026
PP1: Hard hitting statistics Noah

Have you ever thought billions and trillions of tons of plastic is making it in the water oceans every day. All of the ocean is struggling because of the things that is making it in the ocean. Some people are saying we are doomed because we do not take care of our ocean and there is bleaching in our oceans and hurting the fish.

Every day, 2-5 million plastic bottles are bought, used and then thrown in the ocean. A lot of the bottles are in landfills but sadly it takes 100s of years to decompose but since it take so long fish - just eat them. How would it feel if you were the fish your home's get filled with plastic.

Noah (left) used some effective rhetorical questions to hook the reader at the beginning of his hard-hitting statistics paragraph. He also used fronted adverbials followed by commerce to vary his sentence openers.

Fraser (right) also used some effective rhetorical questions to hook the reader at the beginning of his hard-hitting statistics paragraph. He also used fronted adverbials followed by commas to vary his sentence openers



Wednesday 25th February 2026
PP1: A hard hitting statistics Fraser

Did you know that over 100,000 animals die from plastic pollution every day? Yes, there's lots of animals in the sea is dying and if fish start dies, the ocean will lose important medicines and food forever. Consequently, each market strick to make are lives easy your made are state dying. Did you know that fish mistake micro plastic to chamber coups them to die? At a cross, the world all the it lives will eventually end up in the ocean and kill marine life.

Fraser

(HP)



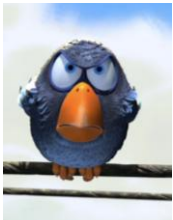
Birds ~~gracefully~~ gracefully glided onto the wire and shades of navy and eyes wavered like the ocean across the sky. These carefree & creatures caused a sort of rare on the cold (used-to-be-calm) ~~wire~~ wire. Birdy stood in annoyance.

Every single bird tried to make space in ON the packed wire by shoved shoving others. One bird ~~that~~ started pecking its neighbour with its sharp yellow beak over and over and over again so much it might get whiplash. Brilliant blue feather fell onto the flower bed below.

Elijah

For The Birds is a short animation that we have used as a stimulus to show character and dialogue in our writing. We focused on creating positive and negative moods in writing, as well as showing character emotions.

Elijah (above) described the birds' appearance beautifully, creating a clear image for the reader. He uses alliteration to control how his work reads.



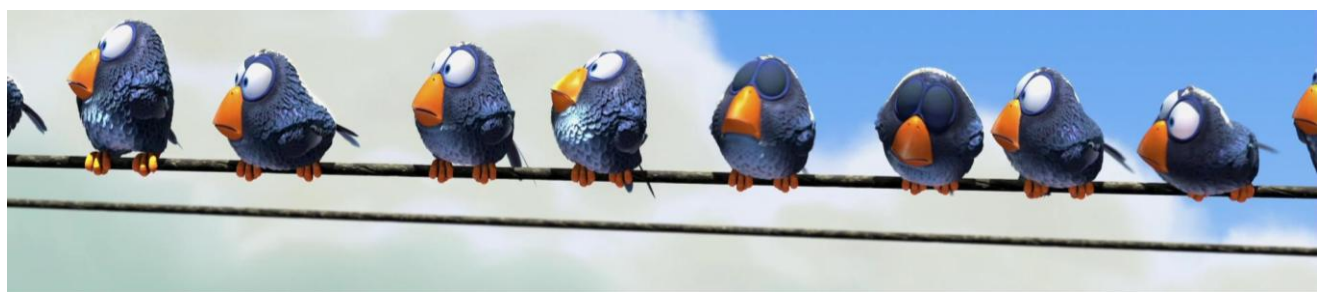
peace no more

Josh F

Frustratingly, out of nowhere, another blue bird interrupted Birdy's peace and quiet and landed right next to him. He rolled his eyes, as he huffed quietly. Rage ~~build~~ built up in Birdy and when he suddenly tapped his foot, all of the peace and quiet vanished.

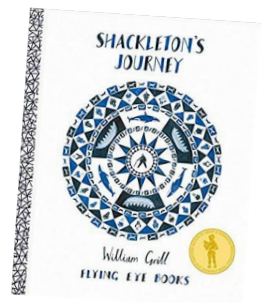
Bothered, grumpy and annoyed, Birdy crossed over his wings and slumped over his neck down down. He ~~was~~ ^{slumped} was irate why would he ~~decide~~ ^{decide} dare to later interrupt him. He was exasperated and turned his head away.

Josh F (right) shows character well in his writing, telling us that the little bird rolled his eyes and tapped his foot, making his reader feel sorry for grumpy Birdy.





Inspired to Write @ BERRY HILL



Shackleton's Journey is an epic adventure across the frozen wasteland of Antarctica. The crew face an unimaginable battle for survival – and this has certainly inspired some excellent writing.

Unforgiving, the ice began to strangle the Endurance around its already icy and cracked hull. Their vessel creaked and moaned as the ice squeezed her like a two hands squeezing a throat. Drips of water began to enter the boat. But by Bit the Endurance was losing the battle.

Slowly, the Endurance began to fill: the ice was creeping up her, the hull was beginning to fracture and her heart was destroyed. The once beautiful boat was now just merely a pile of demolished planks encased by ice. The crew watched as the soul of their mission was being lascrated. It was over. She knew it was over. The crew knew it was over. It was over.

Ellie

Ellie (above) uses personification to bring to life the moment that the Endurance is crushed by the ice. Her use of short sentences creates impact, especially at the end.

Casper (right) describes how awful camping on the melting ice was. He creates cohesion beautifully.

Ocean Camp was no normal camp. The homeless crew slept and were worked in horrible weather conditions, the torrential fall of snow became a slushy, unpleasant Anti-fur. The place was inhospitable. No ship. No hope. Nervously, the 27 men were now stranded in the middle of the vicious continent, Antarctica.

She slowly vanished. The Endurance couldn't keep the battle on anymore. Harshly, the vicious, vicious ice devoured the ship without a second thought and dragged and dragged until the ship couldn't the hopeless men watched in dispair as she just gave in.

Casper

Prudence (left) writes about the constant battle with the ice. She uses rhetorical questions to create doubt, as well as precise word choices.



Day after day they chipped away at the ice. Chip, chip, chip. Each time the vessel moved, it brought them joy and kept their spirits up. They kept chipping away at the ice. No matter what they were going to come on working. Sometimes they would take a break and dance to the radio.

Even though they tried their best, the ice was taking forever. Even with all the men, the ice would not budge. Not one bit. All that joy had been obsorbed and replaced with worry and misery. Where were they going to get back? Will they survive? What where they going to do? The wind howled like the thoughts in Shackleton's head. Is this the end or just the beginning?

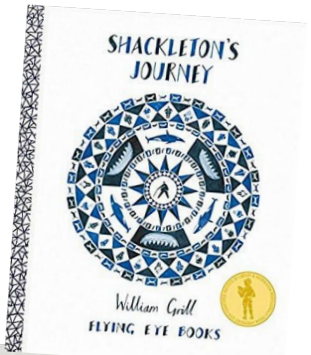
Prudence



Inspired to Write @ BERRY HILL



This term, we have been using Shackleton's Journey to inspire our writing. The book tells the true story of Ernest Shackleton, who put together a crew to sail on a ship called the Endurance. Their goal was to become the first team to successfully complete a trans-Antarctic expedition.



A monster of grey descended down on the men. A fog so dense, so brutal and bitter. The fog shrouded the small boat and prevented the men from seeing anything in front. It was mysterious since there could be anything ahead. Anything in this cold, dark world.
Bobby

Bobby (above) has been working hard to stretch his vocabulary, and by choosing words like monstrous, descended, shrouded and frantic you can see his hard work has paid off. He creates atmosphere and builds tension by using phrases like, 'shrouded the small boat' and 'dark world'.

a new chapter. After a few hours, the sea was starting to mock the men. The waves crashed just like the men's hopes of ever seeing their family again. The sea roared like the captain demanding orders and the men attacked like the men fighting for their lives. The sea was a merciless and blood-thirsty beast ready to pounce at any moment.
Rosie

In this piece of writing, Rosie (above) creates vivid pictures in the reader's mind by describing the sea in a dramatic way. She also includes a simile perfectly to add impact and help the reader almost hear the storm.



year 6 GLD

Inspired to Write @ BERRY HILL



The howling wind was merciless. They had never experienced anything like it before. Every piece of (the) (old) (sail) (cloth) (fabric) (was) (torn) (and) (shredded) (by) (the) (perilous), (menacing) (currents). The boats (small) (and) (fragile) (were) (smashed) (and) (broken) (by) (the) (violent), (unpredictable) (gales).



Emme (above) has really thought about her vocabulary choices to help create atmosphere in her writing. Choosing words like perilous, and menacing show the reader how terrible the storm was.

After they washed up on the island, the feeling of comfort washed through them. They triumphantly climbed onto solid land with pride and aching legs. Motivated and relieved, overwhelmed and tired. They collapsed on the rocks. Their hearts ~~was~~ were filled with peace once again. Grace

In this piece of writing Grace (above) shifts her writing from danger to safety showing a strong control of atmosphere. Her choices of phrases like 'their hearts were filled with peace once again' show us how the characters are feeling and this helps the reader feel more connected.

An opaque, dense fog swallowed the men up, suffocating the vessels in a dull sheet of white. Mysterious and gloomy, ~~but~~ brutal and terrifying, the fog surrounded the ~~se~~ men ~~is~~ as if in a boxing ring. They hadn't got a clue if they needed to sleep or be wide awake. There could be millions of miles away from Elephant Island or just millimetres. Good comparison William

William (above) has used personification in his piece of writing. In doing this, he has given the fog a human-like power. This makes it sound dangerous and alive. Using paired adjectives "mysterious and gloomy, brutal and terrifying" builds intensity and emphasizes how threatening the situation is.