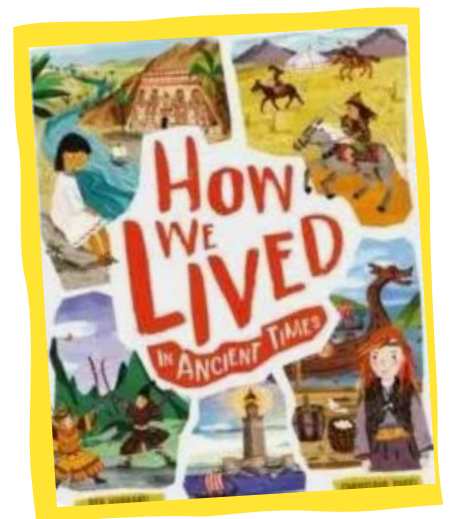
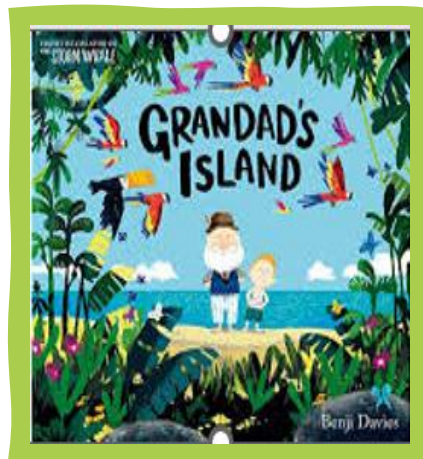
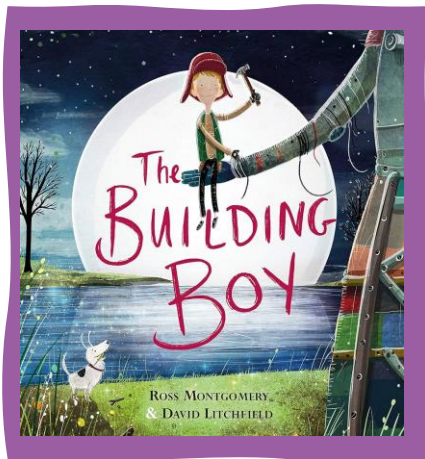
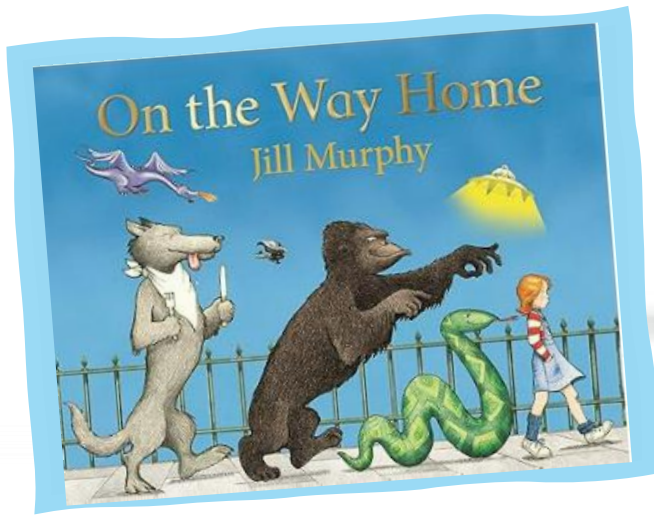
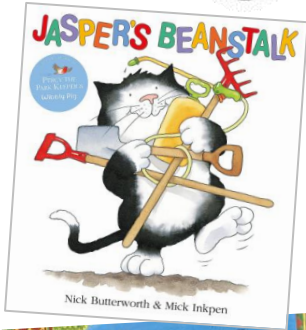




Inspired to Write @Berry Hill
A celebration of writing

Inspired to Write @Berry Hill

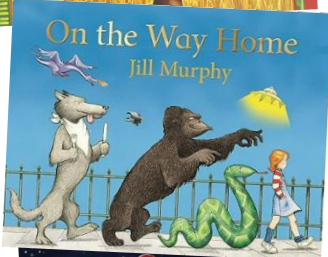
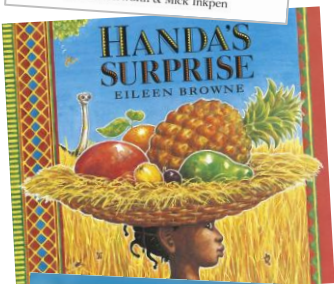


It is always a pleasure to read the children's writing, and this edition of Inspired to Write is no exception!

When you delve into the pages, you will see how talented our writer are – from those just getting to grips with the written word in EYFS to our older children who keep you on the edge of your seat! This term, writing has been inspired by inspiring visitors, exciting trips out of school, videos, real-life events and, of course, some wonderful books. Join us in a world of adventures: grow beanstalks and stop off to visit Grandad on his island; dream of being a star; listen carefully and hear the chorus of birds all around us; discover a world of creepy crawlies beneath our feet; uncover the mystery of Black Rock; travel back in time to walk with Vikings; step through the doors of the Nowhere Emporium with Daniel and into a world of magic; and pull the covers over your head and hide with Aveline Jones from what lurks on Halloween.

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



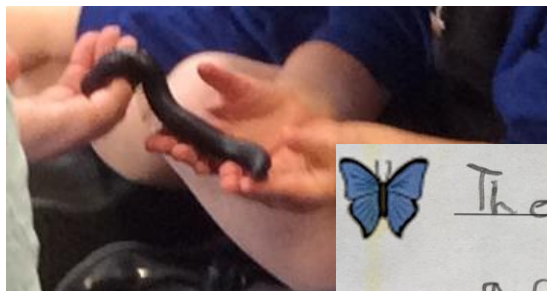


Inspired to Write

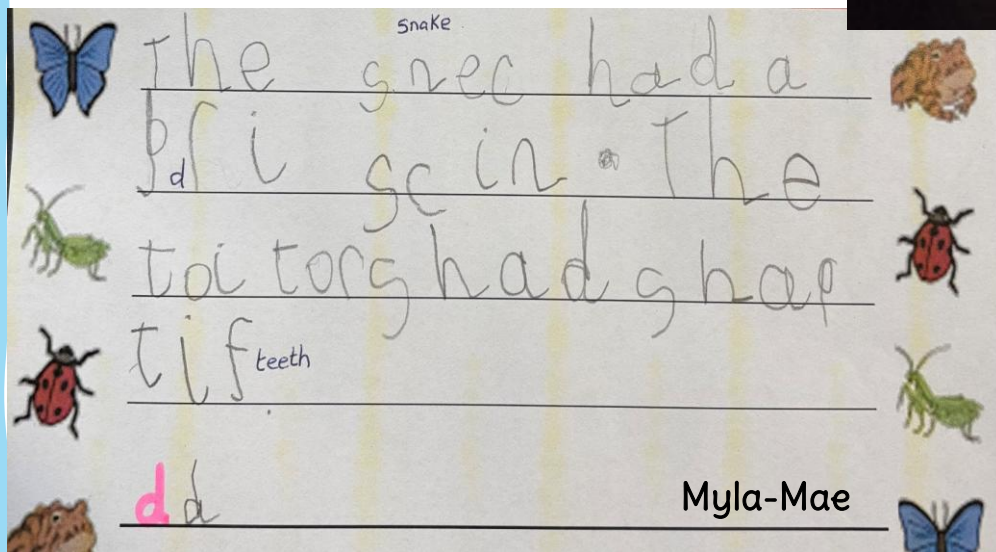
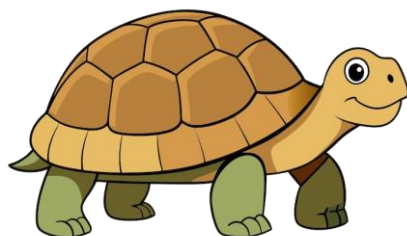
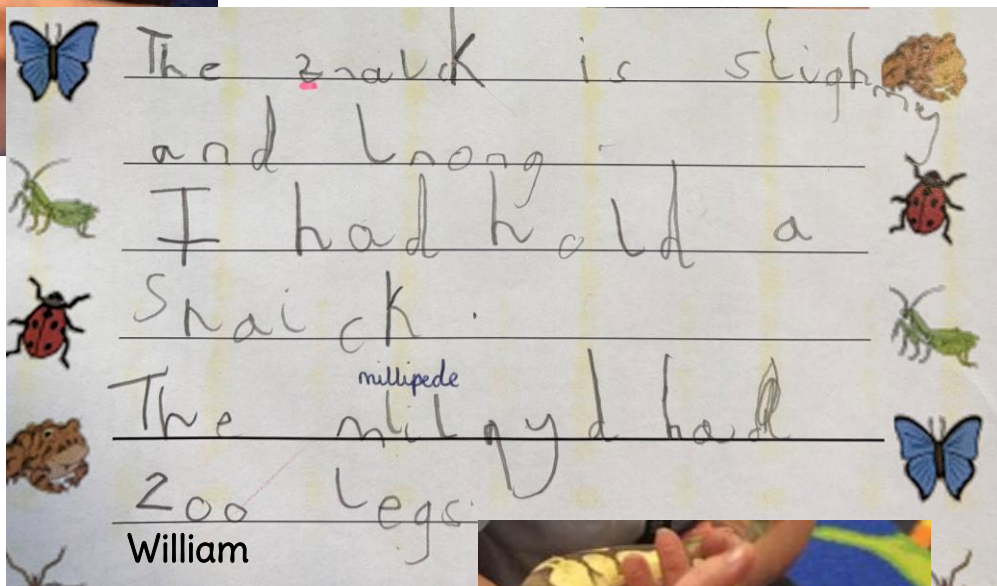
@ BERRY HILL



During this Summer term, our first Topic was 'Are we there yet?' We read lots of books featuring countries and animals from around the world. We had a visit from Clare's Critters, and she brought in lots of animals from around the world for us to see. We wrote about the animals we met.



William (right) used lovely adjectives to describe the snake being 'slimy and long' and remembered the fact that the 'millipede had 200 legs'. He used capitals to begin his sentences and formed his letters carefully.

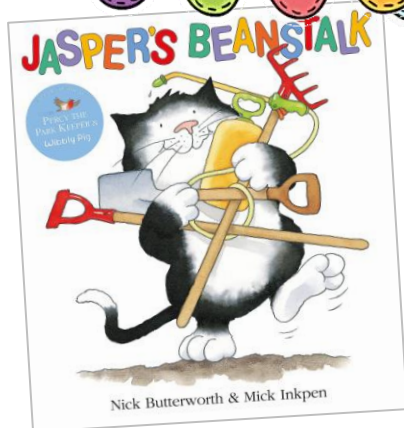


Myla-Mae (left) has used capital letters and a full stop in her writing. She has also described how the snake felt and remembered that the tortoise had sharp teeth.



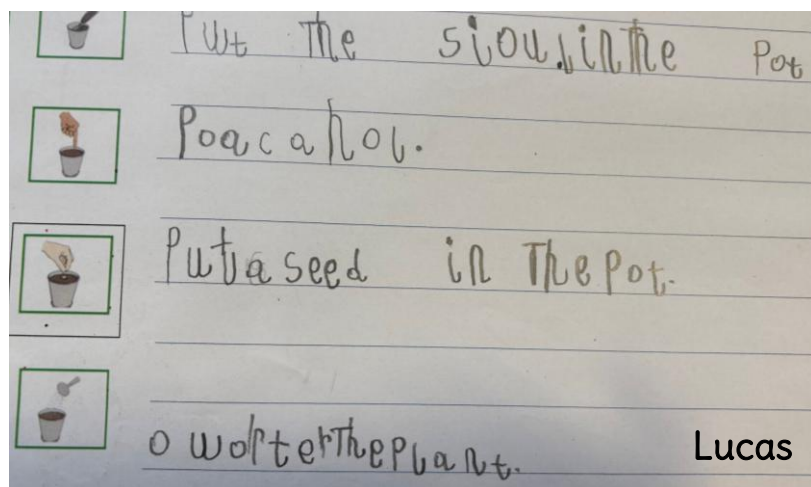
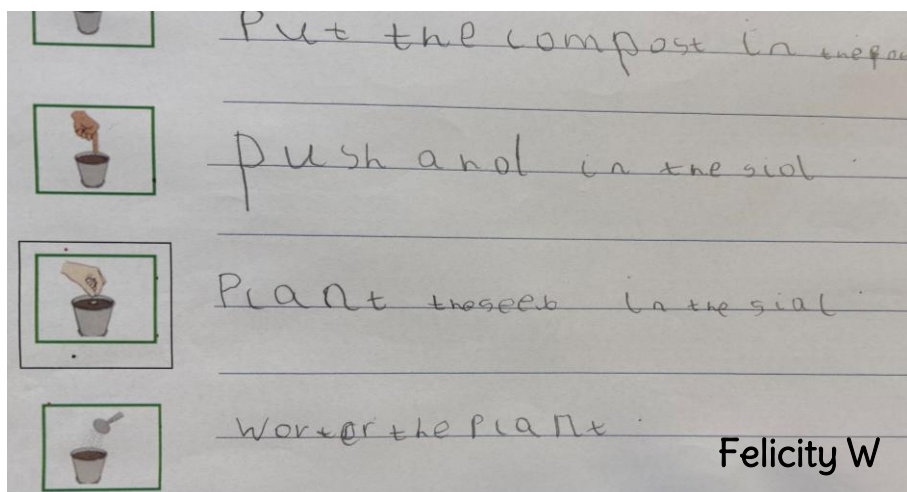
Inspired to Write

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During our final half term, we have been learning about 'How Things Work'. Specifically, we have been looking at how and what plants need to grow. We read Jasper's beanstalk and planted our own bean stalks. We then independently wrote instructions for planting a bean.

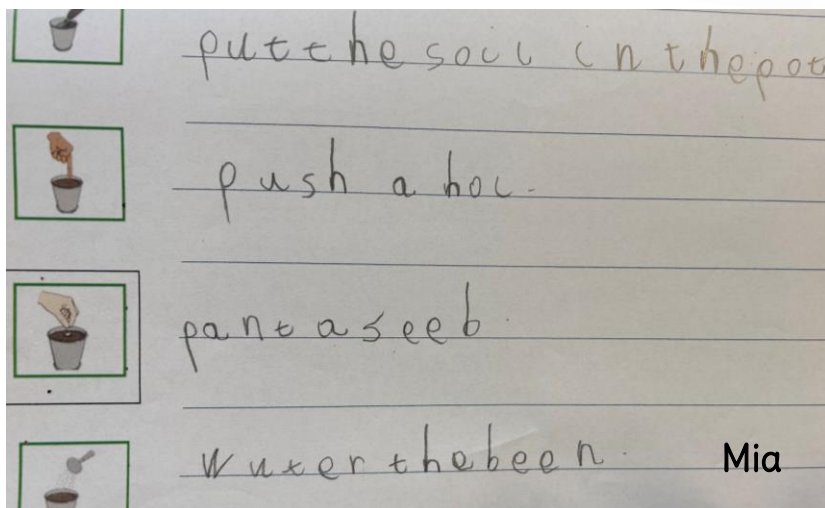
Felicity (right) remembered the sequence of how to plant a bean and remembered to use capital letters.



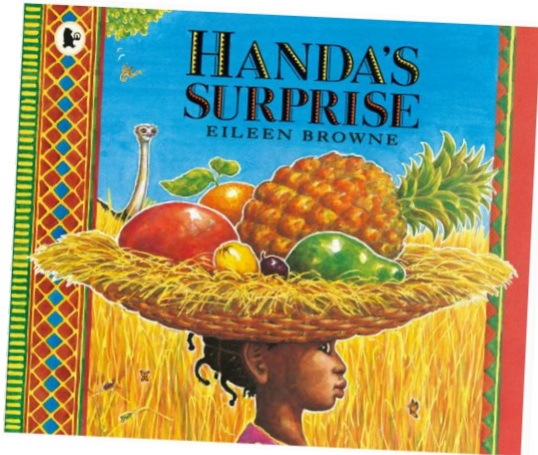
Lucas (left) has formed all his letters beautifully and placed them on the line.



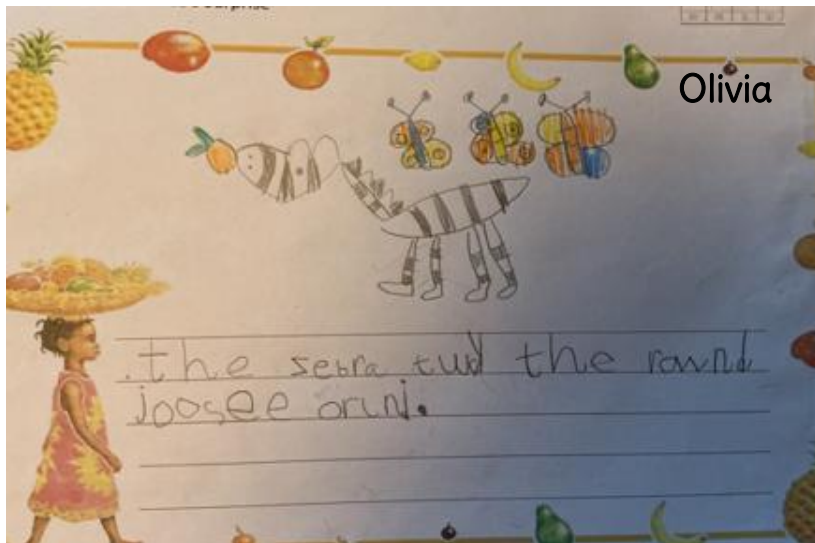
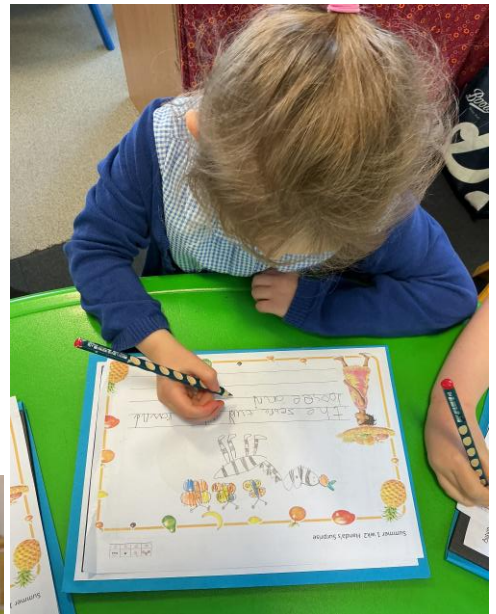
Mia (right) has used her segmenting fingers to sound out the words in her sentence, and she has also used some diagraphs.



During the Summer Term, Our Topic incorporated learning about different journeys and recalling the events that happened along the way. Children were inspired to write through engaging with class texts: 'Handa's Surprise', 'On the Way Home' and 'The Journey'.



As Handa went on her journey, delicious fruits were removed from her basket by the cheeky African animals.



Olivia (left) held her pencil in a comfortable grip and wrote on the lines. She recalled descriptive words and wrote 'The Zebra took the round, juicy orange'.

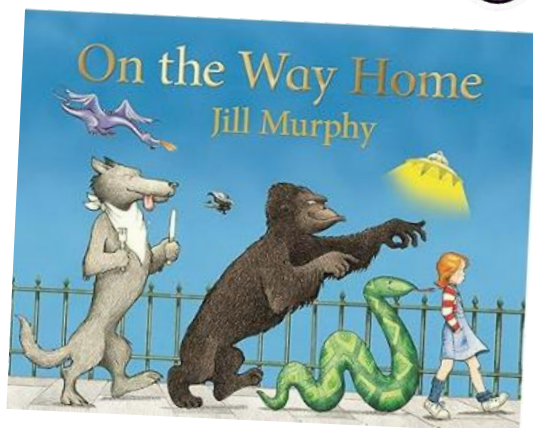
Irha (right) wrote that *'The elephant took the ripe, red mango'*. She used a capital letter, finger spaces and a full stop in her sentence.





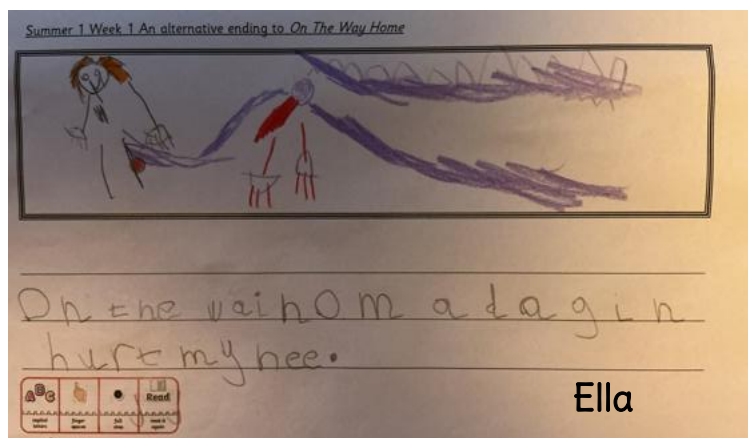
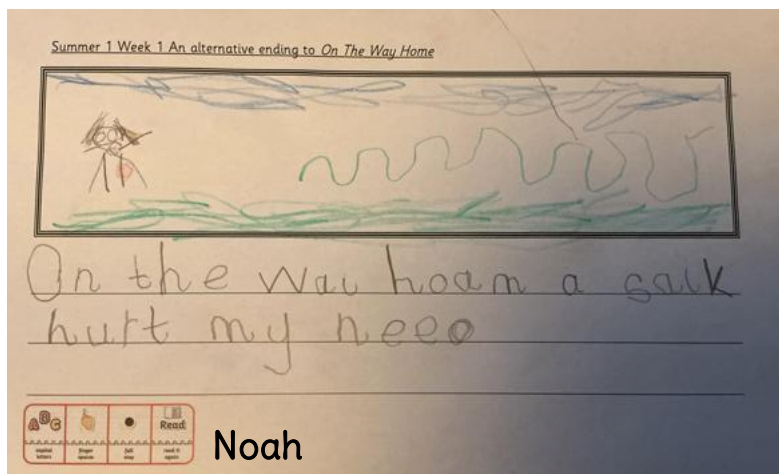
Inspired to Write

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As Claire went on her journey home. She explained to her friends how she had hurt her knee.

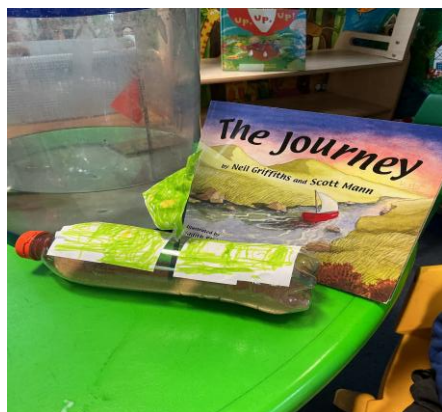
Noah (right) used ascenders and descenders to neatly write 'On the way home a snake had hurt her knee'.



Ella (left) used a capital letter, finger spaces and a full stop in her sentence 'On the way home a dragon hurt my knee'.



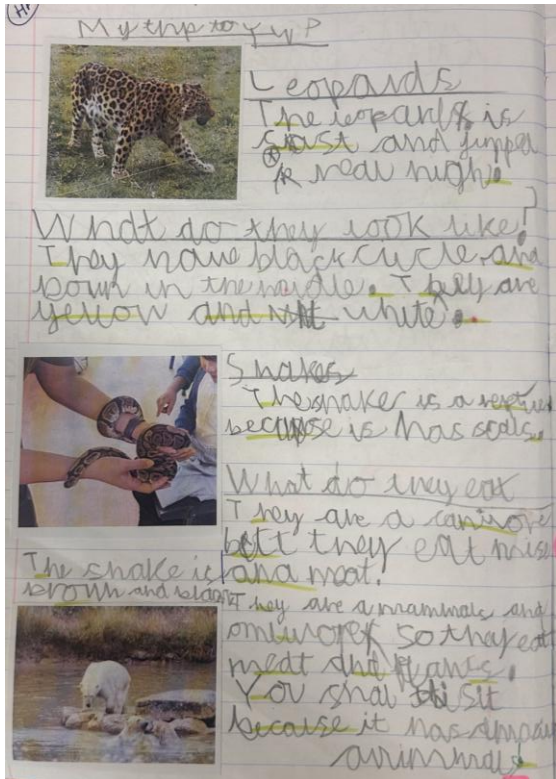
The journey of the little lost boat inspired children to design their own boats.



Mason designed and labelled his boat. He segmented the label 'mast' and used digraphs to spell words 'sail' and 'hull'.



To begin the Summer term, Year 1 visited Yorkshire Wildlife Park. They saw many exciting animals and discovered interesting facts, which inspired them to write their own recounts of the trip.

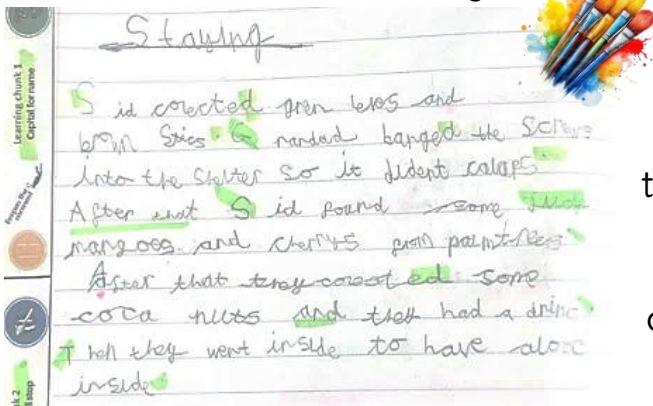
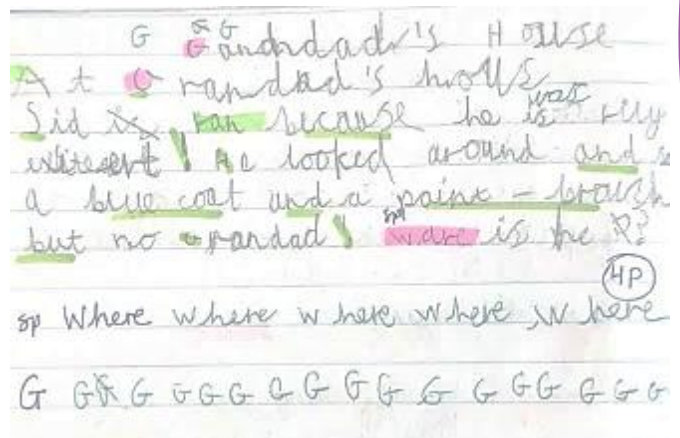


Benji (left) produced an excellent recount featuring many effective sentences, all punctuated accurately with full stops. He is continuing to practise forming his cursive letters at the correct height and size.

This term in Year 1, we based our story writing on 'Grandad's Island' which inspired the children to create imaginative and engaging narratives.



Oliver (right) included a variety of conjunctions when describing what Syd could see as he looked around the abandoned attic. For example, he wrote about a blue coat and a paintbrush, helping to add extra detail to his writing.



Erin (left) wrote about ‘Staying’, where the two characters built their own shelter on the island. Erin paints a vivid picture of the setting, describing mangoes, cherries and palm trees, making it sound like a truly exciting place.



Our latest unit is a non-fiction text about British birds, linking well with the children's existing knowledge from Science. We explored the features of different birds and identified what makes each one unique by describing their characteristics.



What do they eat?
Birds eat worms and insects.
Some eat fish like kingfishers.
They need food and water.
They can swim.

Ellie-Mae (left) started her writing brilliantly by using a question mark correctly in her subheading, 'What do birds eat?' She also used 'and' to join worms and insects together and finished her sentence with a full stop.

Joshua (right) has been independently using his green pen to 'deepen the moment' by adding extra detail to his writing. He thinks carefully about his audience and includes engaging factual information.

SWANS

SWANS can come from different countries and countries are different and different! They do not come from Africa and Australia. Did you know that SWANS have 25006 partners?

↳ ⊕ 'and' I really have interests and a lot of books.

HARRY the bird is young
~~the~~ bird had
 HARRY the bird was a
big & big ~~big~~
 HARRY the bird lives
 in the rain forest.
 birds here did it was
 did not have a mum. (Q. from)

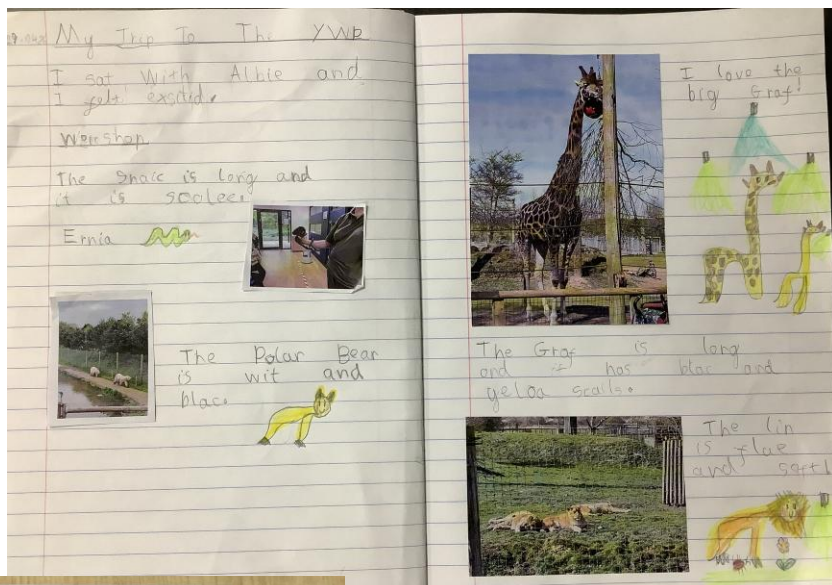
Noah C (left) has worked incredibly hard this year. His target was to orally rehearse simple sentences, and he is now constructing his own independently using Widgit symbols.

Sophia (right) ended the writing unit with an exceptional piece of work. She created her own 'Glitter Wing' bird and even included a 'Did you know...?' fact, using a question mark correctly.



Gitter wing
What does it look like?

Gitter wing has blue and purple wings.
Where does it live?
Gitter wing lives in a beautiful rain forest.
What does it eat?
Gitter wing eats cherries and apples.
Did you know?
Did you know gitter wing sings?



13.0
20

My Trip To the UK

I wake up I was travelling with
Kestrel because my class was
going to the Yorkshire Wildlife
Park. On the way I sat
with Bailey.

The wood shop



The wood shop

The wood shop had more things
than the other shops.



The pond bank

Then we went to see the
pond bank. It was a
bank to the water. The
water was up. We
went to the bank.



The water

Next we went to the water
bank. We saw our police water
the bank. The water was up.
We went over the bank. We saw
our water. The water was up.
The water was up.

13.0
20

My Trip to
When I was

A cartoon-style illustration of a giraffe with a long neck, brown and tan spotted pattern, and small ossicones on its head. It is standing on a light-colored surface.

My Trip to the Y. W. P. The tiger

When I woke up
felt excited and
happy. When I got
was partner with Ryl gdf.

Work Shop

The tiger has stripes
and he is a mamee
It has fur on hairs.
It is warm blooded
and he has lungs.

Erne is a Rorie. Daxler
and he has a tiny
bit wet. He was Scavage
and he is a reptile
and cold blooded. He
has a back bone.

polar bears
The polar bears
are they have
black skin under
there fur. They
are mamee.

We had lunch
it was delisous
when we were
finish we
which on the

park. We went to
the side and the
the lephank
the lephank has
spots and it is a
mammie. It is warm

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



Grandad's Journey

Grandad found a secret
 door and opened the door and
 went Grandad found his
 self in a higher trip.
 And Grandad found his
 self on a secret island.
 Grandad found a island
 and he found a chesnut
 tree. Grandad found a lemer
 and beach fringe. Grandad
 went on a long adventure
 and Grandad was it so good
 and Grandad wanted a
 rest. He went back to home.

Bobby (left) has been working hard on his sentence structure and punctuation. He has punctuated most of his sentences and even added an exclamation mark for surprise. He uses some great vocabulary such as 'adventure', 'treasure' and secret' to add more detail to his story.

George (right) has remembered to use capitals for his characters' names throughout his story. He expertly uses exclamation marks to add emotion to the speech and then for a loud noise.

Helen's Cyprus

At the bottom of
 Lizzie garden past the
 flower and hopped
 on the stepping stone
 it was Helen's house
 there was a key hiding
 the tree. Lizzie can
 let her self in one
 time. In side Helen's
 house she was end in
 any sight but when
 she was about to
 leave. Helen called out here
 you are come with me.
 Open the door. Wow!
 Look inside. Seatbelts Click!
 Off we go. Helen stayed
 there. They drank a mixed
 smoviey with extra
 starberry. After that they

Mummy's Secret

mummy was in here
 house but suddenly
 there was a sudden sound
 and when mummy
 got down the stairs
 there was a door.
 Behind the door
 was a motor cycle!
 she went to here
 friends house.
 and here friends
 house was so quiet
 mummy was sitting
 on a chair potato
 she was drinking water.
 When she was leaving
 and she was home
 she got a letter and
 the letter said
 can you come to my
 birthday.



Dihein (left) has written a super story about a secret Mummy has. He uses the story word 'suddenly' to alert us and build tension. He then adds an exclamation mark to build excitement about what is going to happen next.



Home Sweet Home Florence

Tom and Grandpa ran on to the path happily. The window wasn't opening, & the gate didn't shut and the doorbell didn't ring. But it was Tom's and he liked it. The door didn't open properly, and Tom ~~can't~~ wasn't listening properly to. How strange! Tile by tile and brick by brick Tom ~~put~~ finely ~~put~~

The
Tin Forest

Helen Ward
Wayne Anderson

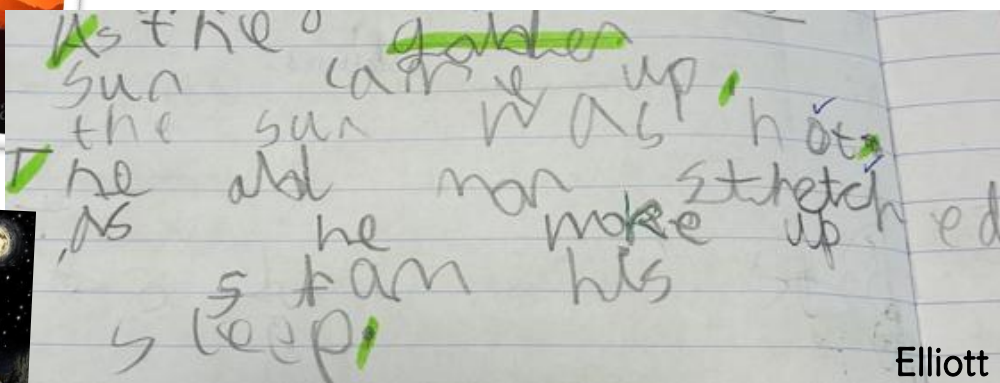
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A Small Bird
One sunny afternoon The old man sektered sum
bird chirping on The shore. The aterday bird was, ~~was~~
The bird ~~chirped~~ ~~seem~~ The bird chirping. He felt like
he had a Secret. ~~was~~ The Bird ~~where~~, The old man

one two
three
four
five
six
seven
eight
nine
ten



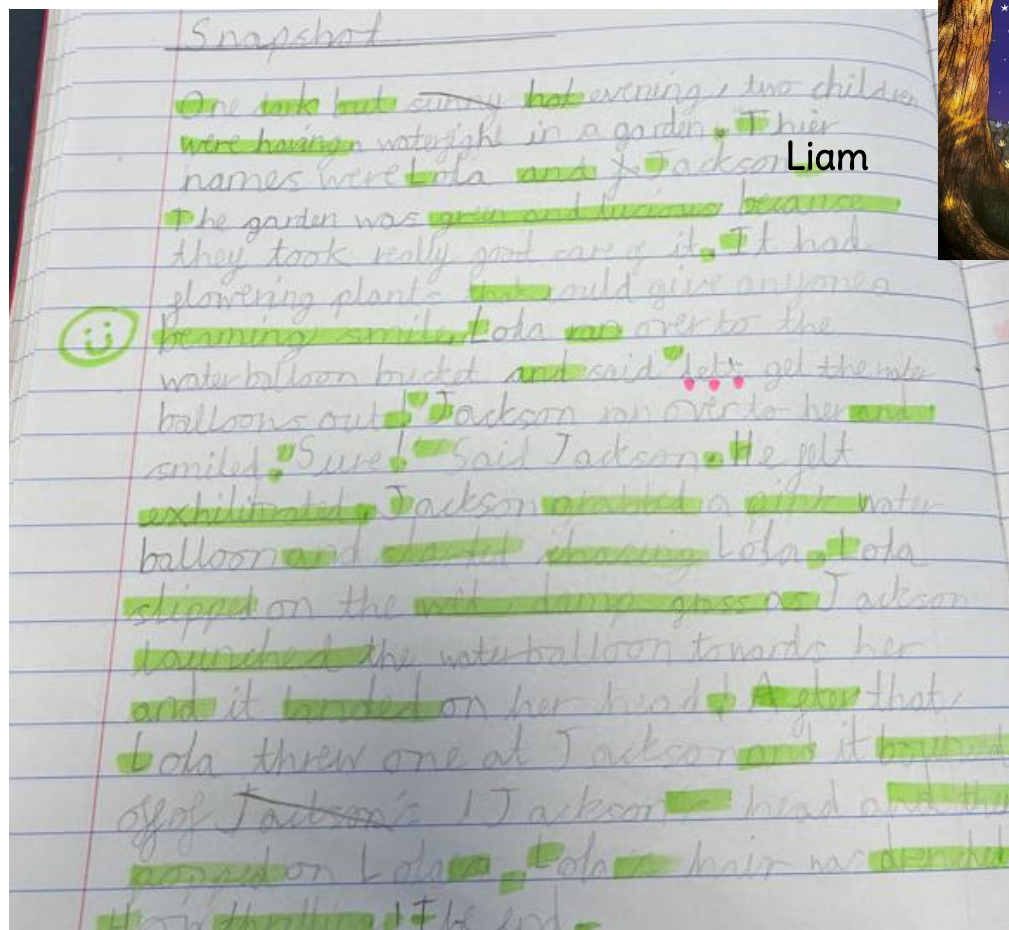
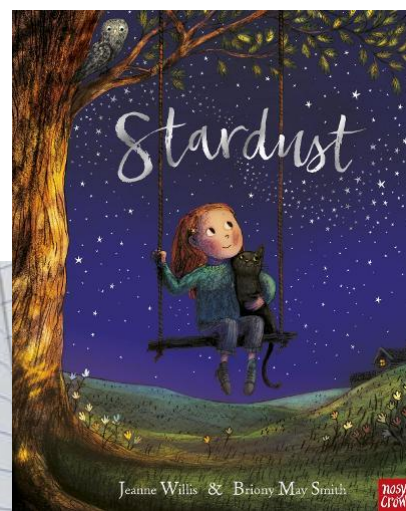


Elliott (below) worked independently to write a beautiful introduction to his writing. He remembered to use capital letters, finger spaces and punctuation.



Elliott

Later in the summer term, our writing was inspired by the magical book, 'Stardust' by Jeanne Willis. This story follows a little girl who dreams of being a star but keeps being outshone by her sister.



Liam (left) made sure that his presentation was neat. He used specific word choices and included speech.





Inspired to Write

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In Summer 1, Year 2 explored the fiction book, The Building Boy. In the story, the boy builds a house following on from his Grandma's plans.

Niamh (right) wrote about Tom getting to work. She talked about him working through all the seasons and used past tense verbs well. Niamh also included great adjectives.

Tom made plans and set to work. He worked through the winter when the children were playing and it was very cold. As he worked through the winter the large trees share their snow. He worked through a storm as the red, red, yellow and brown leaves fall. As he worked through a storm the big or a tiny birds came. He worked through a summer when the sun was shining and the people were sun bathing.

A dip in the sea

Robot ~~grandma~~ grandma ^{phins} ~~did~~ ^{thought} through the waves. Tom saw slinging stingrays, diving dolphins and harmless hammer head sharks. He also saw speedy sea horses and sticky sea snails. The dolphins dived carefully into the salty water. The octopus nared slowly in the deep water. It was dark to!

Skylar (left) wrote during her Dojo Reward pen day! She thought really carefully about her choices for alliteration as well as her verbs and adverbs. These were used so well to describe the animals in the sea.



After many, many months of very hard work on Tom's masterpiece it was finally finished. Tom leered into the glarey eyes and said as he took a step back "move your arms" and "turn around". Grandma is it really you? What shall we do together? Where shall we go? Is this really real? Disturbed Tom.

George (above) wrote really clear command sentences for Tom's masterpiece. He also used question sentences that Tom could have asked Grandma.



come up with some very thoughtful writing around the

Ralphy (right) wrote

Kwame (right) wrote about when



Submers A wedding ring.
↓
*One day Mabel's sister found mabel's ring. everyone cried for her. Mabel sighed angrily and wiped a tear off her face.

A Big Bang

Grandad explain the world
~~started~~ began with a boom, glow
and crash in the dark
glowy galaxy. The first glowy
stunning magnificent and amazing
~~it~~ that merged together because
it was so powerful.

One day, a little girl called Mabel
was despret to be a star like her sister.
A star is a person who is famous.

One day a little girl called Mabel was despret to be a star like her sister. After sixteen years she went to university to be a ^{astronaut} astronaut. Mabel trained all day and night. Soon she was ^{finally} finally an astronaut. When she got on the long, huge and powerfull rocket it tuk 2 years to get on the moon. When she got up the ~~rok~~ rocket she said will I shine now? to herself. The next day she woke up in the sky as a star. She was shocked because she was glowing, glung, shining and glazing as a star. I'm a star now. WOW!



Ava-Grace (left) wrote all

about what might happen for Mabel next. She wrote a lovely story about her becoming an astronaut and finally realizing that she was just like a star too!

We have been learning all about centipedes and how to write a non-fiction text all about them. The children wrote about the habitats they live in, their hunting skills, special features and many more interesting facts! After this, we wrote fact files about a creature of our own!

Appearance.

Marking and Stamping
Centipedes slither down hidden holes and they shimmy through leaves and long grass like wrigglerling. Their backs glistening and shiny ing. They are segmented as segmented like as a chain, as flexible as a gymnast gymnast, as long as a log and as thin a thread. Centipedes are amazing creatures they are very very quick and very skilled with great and awsome athropados.



Jax (above) wrote a great paragraph about the centipede's appearance. He has used verbs to create interesting sentence openers to keep the readers hooked!

Isla (right) has been working hard to improve her writing by responding to feedback. It is great to see lots of green pen work where she has made changes to make her work even better!

Learning chunk 1

Time conjunctions

Open the notebook

es

First

Centipedes

Next

the centipede hatches from a tiny egg to a baby. When the babys hatch the centipedes wonder of. When the centipedes walk off they make a new home and they sometimes have a baby.

centipedes

Next, the centipede grows into an adult and the adult centipede might lay a smooth, white egg. Centipedes the might like to dig in squelch mud. It is very squatchy. Centipedes dig wholes, so they safely lay their centipedes their eggs.



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Deeper water Shadow Oak

A long time ago, Shadow Oak was a sapling and never has it still little Shadow Oak still lives today. Shadow Oak has lived for centuries of thousands of years. Shadow Oak has a distinctive, moving voice that pierces souls through souls of everything that hear it. Shadow Oak's voice is so powerful, humans got elderly. Shadow Oak had red hand prints and a gully black bark bark. Brodie

Brodie was seven years old. He had a very, very short tail that looked like a mosquito. Brodie snuck past the Forest Guard and saw Shadow Oak but didn't hear its voice.

Brodie later heard Shadow Oak's voice but his soul didn't get heard through. Instead Brodie's soul got stronger and more powerful, got on eternally. Then fell lower, lower, lower and broke.

Brodie has been working incredibly hard on his handwriting and is striving to get his pen license. Not only is he writing high quality sentences, but he is also presenting them in clear and easy to read joined writing.



Maddy (right) has worked very hard to improve her presentation and stamina for writing. Here is a great piece of work all about dragons causing chaos! She has included a variety of verbs and used her green pen to respond to feedback. 🐉

Dragons cause chaos

The enormous dragons splatted everywhere! Some were crashing and destroying into cars. They crumbled and damaged the ground was shaking. Snapping and louping high in the sky. Home's, sheds and landmarks. George was despatched and shot. People was screaming and crying. The dragons were landing and the ground shook and a big chirp!

The dragons were climbing trees. George shot "No ood!" "Doh goooo!" replying George to the dragons. George was so angry at the dragons because they were doing nothing. Everyone was terrified! Under the tree above the tree to. While the dragons was so fast, tried to get them.



To start with, a centipede ^{life cycle} begins as a
 globose, glooming and great egg laid in damp
 soil or in underground damp chambers. After
 the eggs have hatched, transformed, the
 young centipede ^{emerge} ~~molt~~ starting life small
 with few legs and a body starts to segment.
 Then, as they grow the repeatedly ~~molt~~ ^{molt}
 and gradually increase in size and length,
 developing more segments and stronger ~~stronger~~
 bodies. ~~Afterward~~ they continue to grow
 and survive in the underground habitat.

Eventually, once fully developed they become
 an adult centipede and complete their
 growth. This slow, steady and steady cycle takes
 place in a hidden underground world filled with
 dark, brown and rough soil and light in light
 spaces. The steady, transforming ~~life~~
 development of centipedes show how

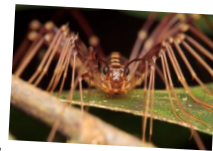
Lifecycle

First, the centipede ~~begin~~ begins life as an egg laid in damp soil or hidden underground. ~~chambers~~ before the eggs develop into a small baby centipede. ~~transform~~ transform, starting life small with fewer legs and body segments.

After fully grown, they become an adult centipede and complete the growth. ~~This~~ ^{adult} ~~small~~ ~~can~~ changing cycle takes place in a ~~unfindable~~ ^{undisturbed} under ground would fill with dark soil.

Diet
Centipedes eat a range of big, delicate and dark creatures such as insects, worms and spiders. Nothing is safe on the forest floor. With quick, precise movements, the centipedes can seize, snatch and grip small prey hidden under leaves, behind stones and within soil.

Eleanor (above) has used a range of time conjunctions in her writing about the lifecycle of a centipede



A centipede is a ^{marvellous} terrestrial creature. It is part of the arthropod and part of the myriapod family. This slithery predator has venous claws a hard exoskeleton and lightning fast movement. It is found in deserts forests and gardens.

This venous creature crawls, slides and crawls along the ground. Wearing through gaps with ease. Slithering across the ground hunting prey. It hunts with ease.

Afterwards, they let their imaginations run wild by inventing their own fantastic creatures.



Inspired to Write

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As part of our non-fiction writing, the children explored the modern folk tale *The Secret of Black Rock*. They used the story as inspiration to investigate its mysterious setting, memorable characters and important themes.

Ines (right) has used alliteration in her descriptive writing.

Paradise
Erin wouldn't take her eyes off the big blue ocean. Erin thought this was a dream because this was amazing, pinging, pufferfish floating across the water and having a nap. Fantastic fish swimming swimming around.
She took a breath to relax the wonderful ocean life around her. In the wet land below Erin captured little movements. The sawing stingray zoomed past.

As daylight disappeared, a silky fog appeared. The fog was black. The fog grew blacker. The fog was the blackest they had ever seen. Black like the black blackest pen ever. "What's on the other side of the fog?" asked Erin.
The fog rapidly worsened until Erin couldn't see her hand. She was getting really, really, worried, worried, therefore she thought thought about happy things. "I'm so sad," she exclaimed Erin.

Sienna (left) has used adjectives in her writing and included speech.



Dragged deeper

She helplessly tried to drag herself up but she ~~wasn't~~ was yanked down. Lower, lower, lower. Her world darkened by the second. "I can't see it's too dark!"

Harry (right) has used descriptive vocabulary to describe in detail how the character was feeling.

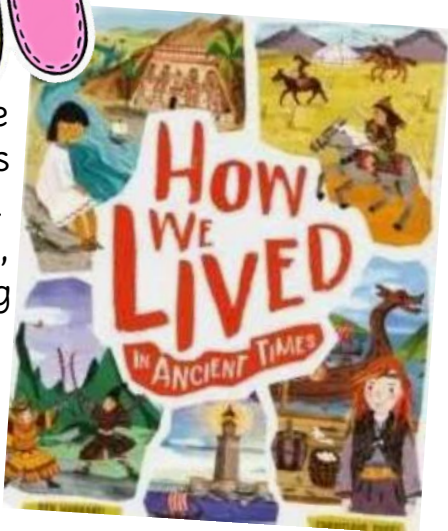
Out of now where, a deafening roar echoed around her. It was deep, dark and bloodcurdling. Her body shaking and ~~and~~ snapped into action. She ~~swirled~~ and reached for the top and screamed "Help!"

Gray (below) has used adjectives in his writing.

Black Rock's hand
Thrilled Erin this was most unbelievable. Erin felt so nervous and calm. Black Rock's hand gave Erin a really scary feeling, feeling that Erin got scared. For some reason she got shaking because it wasn't was cold, icy cold.
Calmly she motion Erin wailed, feeling unmasterly gaily of.



How We Lived in Ancient Times explores how people lived in different civilisations throughout history. This book supported our writing unit, where the children wrote a diary entry from the perspective of a Viking, using their historical knowledge to bring their writing to life.



Parker (left) This piece of writing uses interesting vocabulary to describe the archers and warriors training. He has also used expanded noun phrases to add extra detail. He has included a complex sentence in the second paragraph. Finally, he's used his green pen to respond to feedback in the moment.

Learning chunk 2
Adjectives

Begin the moment

Tuesday 1st May is an
 Archers
 A large crowd of people gathered
 cheering on while the archers
 drew the powerful bows and
 at the other side. ^{There} were
 axes growing and seeming
 scare crows with ^{swords} to
 prepare for their next battles.
 As they were practising, ^{the} the
 soldiers were fearless, brave and
 inspiring to people. They were fighting
 with wooden some
 swords, fire arrows and axes.
 (sp) arrows ^{arrows} ^{arrows} ^{arrows}

Parker



Cohen (right) has included a fronted adverbial. In his diary entry, he's managed to used adjectives to describe the delicious smells of steak being cooked inside a Viking longhouse.

Learn the Time

Begin the moment

Friday 8th May a stroll into
 village
 At the ^{crack crack} of ^{crack crack}
 had a ten minute ^{crack crack}
 sound, when seven minutes
 where about to pass and
 then I went into the longhouse
 i could smell ^{steak} ^{steak}
 with salt and pepper on it.

Cohen

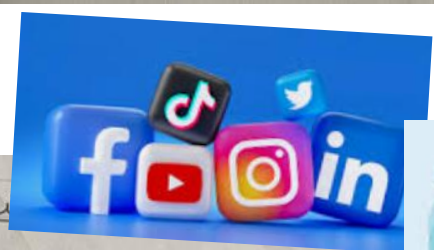
Hannah (right) wrote an excellent persuasive piece on what children's views of the social media ban are. She used commas for a list along with a complex sentence. At the end she explained the reasoning behind banning social media and the benefits it would have for the children.

We also looked at writing a balanced argument. The topic was whether children under the age of sixteen should be banned on social media or not. This topic sparked fierce debate between the children and created some superb writing.



Hannah

Children think that a total ban on social media is way too much. With all the people over eighteen on the corners side, it is more realistic that the ban will happen. The ban is needed because kids are so adicted to the funny videos, chatting with friends and calling your family from far away. The ban is so the young ones are safe, healthy and have good eye sight.



Francesca

Positive acti

Parents have come to the conclusion that they need to find solutions to keep their kids off social media. This might include having fun days out to the park or or going on walks without devices or parents have a passcode to limit there screen time. There are many different ways to have fun with out with out devises tick like doing gymnastics, dance and cheerleading.

Over many ~~toads~~ decades, the new ~~genar~~ generation have been spending most of their time on social media so parents and teachers have ~~flort~~ come to the staiment that ~~stidre~~ young yoths should do more out door actively like cycling, walking ~~you~~ your dog



Francesca (left) has written about the many benefits of children spending time outdoors compared to spending hours looking at a screen. She's written a great persuasive piece which highlights the importance of moving your body and building social connections.



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To support our online safety learning, we explored the benefits and drawbacks of social media by writing a balanced argument. The children carefully considered both sides of the debate, producing thoughtful and well-reasoned arguments about whether social media should be banned.



George
Year after year children get unsettling nightmares from the scary platforms right at their fingertips. If they click a wrong button, they can get scammed or someone else can access their device. You know what, banning the big social media all around the world might actually be a good idea at this point. Kids have been using social media ever since they were only little and usually their parents don't even know about it.

George (left) used persuasive language to engage the reader and presented relevant reasons to support his argument. He correctly punctuated fronted adverbials with commas and used a complex sentence beginning with 'if', accurately separating the subordinate and main clauses with a comma.

Sometimes, there are ways to have a safe and joyful experience without any problems of getting scammed losing personal information or losing access to their device.

Austin

are starting to become curious. When scrolling through the web, children are stuck to their phones like magnets.

The people who bully are the strongest and the baddest people ever. The biggest concern is mental health and children's eyes. If people are stuck to their phones, like they are, their eyes will get really hurt or badly damaged so they will have to go to the opticians a lot more.



Austin (above) used ambitious vocabulary to strengthen his argument. He presented relevant reasons and used a simile to engage the reader. Austin also used complex sentences beginning with the subordinating conjunctions 'when' and 'if' to explain his ideas.

Bella (left) correctly punctuated fronted adverbials with commas and used ambitious vocabulary, expanded noun phrases and a simile to create a vivid description.

Wednesday 24th June 2026

Piper

Depth: 100m

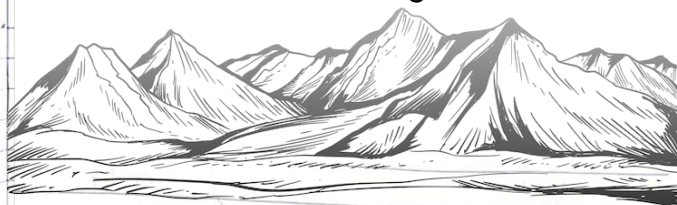
As the sunset expanded and the slow but gentle waves partially consumed the golden, hot sand, the pipers gathered mussels to eat. The crabs perched on the silvery rocks, the shells dug into the sandy ocean floor. Although there was one setback that stopped the pipers (even the strongest) from getting the best food, the deadly, poisonous, terrifying, relentless waves. The waves could force you out to sea where you would be lost, because of this, they didn't gather enough food for everyone. And there was one bird in particular, Piper.

Piper's mum was good at collecting food and she needed to teach her. Piper, who watched her mum intently everyday, wanted to learn to. She watched from afar as other birds hunted worms, mussels, and other invertebrates. It was her turn now. She reluctantly dived out and trampled through the hot Zimbabwe sand. She lunged across rocks, which were very sharp, hopped over mini bits of sticks

Disney's Piper is the story of a baby bird who has to overcome her fear of the water to become a skilled hunter.



Jeremiah's (left) independent write uses a wide range of sentence structures to make his writing engaging and carefully controls the pace of his ideas. His thoughtful vocabulary choices create vivid descriptions and show confidence in his writing.



My Journey to the summit of Mount Everest

Day 1

I am Edmund Hillary and I am going to travel to travel to the top of Mount Everest and I will be the first. My very good old friend Tenzing Norgay (who lives here and has mapped out a path of ten thousand miles) it is joining me

Day 2

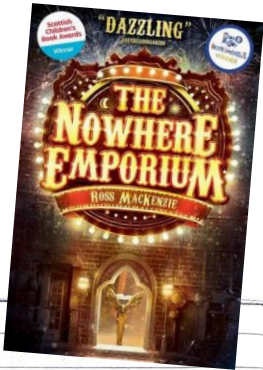
We just started climbing at sunrise and it looks beautiful. ~~was~~ ^{is} ~~For~~ ^{is} ~~clearly~~ ^{clearly}, it looks like there will be ~~some~~ ^{no} bad weather today. I had ~~lunch~~ ^{lunch} and will ~~probably~~ ^{probably} have the same for lunch and dinner. ~~However~~ ^{However}, my ~~ears~~ ^{ears} are already popping terribly.

Day 4

We have come across hundreds of ~~ice~~ ^{ice} crevasses that we have had to step over or put a wooden plank to ~~step~~ ^{step} over. I have slipped on the ice many times that sends me and Tenzing in to ~~laughter~~ ^{laughter}. ~~Excitingly~~ ^{Excitingly} we have reached half way.

One of our writing units was based on Edmund Hillary and Tenzing Norgay's treacherous journey to Mount Everest. The children wrote diary entries. Sophia (right) uses cohesive language, including words such as *frequently* and *however*, to link her ideas smoothly throughout her diary entry. Her thoughtful vocabulary choices help create a clear, well-organised account and engage the reader.

One of our books this term was The Nowhere Emporium, which tells the story of a magical shop that appears out of nowhere and takes an unsuspecting Daniel into a world of magical adventures.



JJ (right) uses thoughtful vocabulary to create a magical atmosphere and draw the reader into the story. His carefully chosen descriptions bring the discovery of the Nowhere Emporium vividly to life.

Learning chunk 1
Commas for parenthesis

Thursday 17th May 2026
In the shop

Daniel opened his eyes to a dusty, untouched ~~room~~ emporium. He ~~decided~~ ^{only} decided to have a look around the room. He ~~seen~~ ^{saw} spell books, enchanted star dust, and glossy treasure. He turned his head and ~~seen~~ ^{saw} a suit of armour, a gold spear and a magic word that still ~~for~~ ^{worked}.

As Daniel watched the word dance, a ~~crowd~~ ^{crowd} man was staring at Daniel. The word - it was definitely Daniel - he had a cold, grumpy ~~look~~ ^{heavy} smirk. The man was ~~looking~~ ^{looking} a ever cloak. "What are you doing here?" the man said in a dark voice.

Learning chunk 1
Simile

Tuesday 6th May 2026
A blazing road

The streets were nobody was around turned to the talk of the town. It felt like ~~there~~ ^{there} was magic gliding in the air. We looked at the mysterious shop again. And some of the ~~lights~~ ^{lights} were glowing gold and blue.

While the shop glowed, the ~~crowd~~ ^{crowd} blinked and gasped with disbelief. It was something they didn't believe. The next second the gates slowly open and everyone takes a step back.

Jaiden (left) uses imaginative vocabulary and figurative language to create a magical atmosphere as the mysterious shop comes to life. His vivid descriptions help the reader picture the scene and capture the crowd's sense of wonder and disbelief.

Annabelle (right) uses thoughtful figurative language to reflect the character's sadness, creating a powerful emotional atmosphere. Her carefully chosen vocabulary helps the reader connect with the character's feelings.

A grey world

Since the depressing rejection letter she hasn't moved on. She was lost in a deep sea of sadness and the weather matched her mood. It is so that beyond outside the rain splashed like tears drop. But when she got home and her ~~father~~ ^{father} was not there at the table ready to comfort her and also he was not in the house. Then she noticed something odd her father walking stick it just layed there it didn't have a purpose any more.

That evening, Luna sat in her dad's chair alone. She looked down at her ripped ~~holes~~ shoes with ^{nothing} ~~no~~ ^{more} one to fix them for her. Her body melted and her eyes fell ^{into} a bucket of water. Later she recapped all the fun memories, roleplaying space games, watching the NASA space takeoff while eating homemade dumpling soup. Tears ran down her cheek as she squeezed her dad's blanket. She realized her dad was all she had. Luna was overwhelmed with emotions.



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We explored *The Nowhere Emporium* by Ross MacKenzie and used the mysterious setting as inspiration for our descriptive writing. The focus was on creating atmosphere through ambitious vocabulary, figurative language and carefully chosen details to immerse the reader in the magical world of the Emporium.

The dark unexpected man, who had dark clouds in his eyes, struck towards Daniel. Inside the emporium, rain poured down onto hard wooden floor. Thunder gave a mighty roar as it crashed down from the dark eerie sky devouring everything in its way.

High above in the ceiling, two silver magpies perched on a wooden beam. All of a sudden, the swooped down and landed gently upon Daniel's shoulder. Within a blink of an eye, the magpies began to shapeshift into rubies & clear shiny, shiny and barren barren branches new as red as blood.

Nuran (left) wrote a powerful description filled with suspense and atmosphere.

Through personification and carefully chosen adjectives, she brought the storm to life, describing thunder crashing from the dark sky and clouds devouring everything in their path. She also used similes effectively, including *as red as blood*, to create vivid imagery and build tension for the reader.

Aaron (right) wrote an engaging description of the Emporium's magical interior. He used ambitious vocabulary such as *colossal*, *malevolent* and *enchanted* to create a sense of mystery and wonder. Daniel also included expanded noun phrases and effective similes to help the reader picture the unusual setting and the strange character he encounters.

Daniel glanced at the weathered, ancient emporium. Every step felt alive and supernatural. A colossal cauldron looked malevolent and enchanted. Brooms soared like an elegant dove flying in the clear sky. Potion pots, mystical and mythical, waited in the corner, ready to be touched.

Perched on the balcony stalking the pupil, a peculiar figure with bloodshot eyes that stare into your soul appeared from mist. "How come you got in here, little boy?" he questioned with a wide, eerie grin. He was no ordinary man, he had a tall, slender body and a large top hat. Maybe this 'shop' was lost in the shadows for the sake of humanity...



We read *The Haunting of Aveline Jones*, inspired us to write spooky stories. Aveline sets out to discover what happened to a girl who disappeared many years before and finds herself in some hair-raising situations!

Eden
Emma whispered, scarcely ~~secretly~~. They gasped. It was a tall ~~very~~ tall, and skinnier and as pale as can be. With shaking hands, Emma's mum and dad hid her behind them. Horridly, it formed a slow grin and without anyone realising it slowly walked towards the family. Stomp, stomp, stomp. The figure got ~~a~~ closer and closer and even more closer. Every step it ~~made~~ ^{it took} made Emma back up. CRASH! She tripped ^{but slowly} over a branch and fell right on her back ~~a~~ backing away in fear.

In a blink of an eye, ~~the~~ every path started disappearing - which was their only ^{way} hope of getting home. Almost losing ^{hope of way} hope, they all huddled together but noticed something, the tall, pale and skinnier figure was no longer there. "What are we going to do now with no way of knowing where to go?" Emma cried. Her mother looked at her.

Eden (above) makes some excellent vocabulary choices, showing the reader rather than directly telling them what's happening. She brings her characters to life by describing their movements and showing us how they interact with the 'figure', which was truly terrifying!

Nathan (right) begins his narrative with a calm, serene tone, lulling his reader into a false sense of security, before throwing in shocking noise and rhetorical questions as the family begin to discover just what lies in wait.

Nathan
It was a bright, sunny Tuesday when a family of four first moved into a small cabin in the middle of the woods but the problem was that they had to cross 2 miles of foresting before they even got there.

As the bright sun shone over them, they started to make their way through the dense trees. Birds chirped, bees buzzed and tree branches swayed as the cool evening breeze swept ~~by~~ past. As slowly as slugs, they trudged through the woods - ignoring the fact that the trees seemed to be thickening. Twigs of glass sprang out from every nook and cranny of the forest, leaves fell gracefully onto the sun-lit floor, wind ~~how~~ gently blew at them. It was so peaceful. The family consisted of two boys, Nathan and Josh, and ~~their~~ their parents. After 10 minutes of monotonous walking, something started to feel off. "How strange, nothing's moving," said Josh. "Hm?" said Nathan absent-mindedly. CRASH! Everyone froze. Holding their breath, they slowly started to walk on. The crash (which was very loud and disturbing) made everyone extremely sensitive to any sound or movement. What was it? When the shock of the sound faded, the family began to once again trudge forwards. Tap, tap, tap.

For our non-fiction piece this term, the children created their own creatures, then wrote about them as if they existed. They had to invent the creature's appearance, diet, how it hunted and behaved and its habitat. Then, they turned this into a non-chronological report. An AI image generator was used to create an image of their animal based on their descriptions.

Teya

Everything you need to know about Kleto's!

INTRODUCTION

Far deep in the jungles, high on the trees you will see an animal peacefully resting. This animal is the Kleto, known for being located in jungles and savannahs, it likes to dwell in bright places: the brightness helps it survive whether it's just sleeping underneath the



Kleto

stars or scavenging beneath rays of sunlight. This animal is a mammal and one of the longest living ones able to live up to 200 years. Amazingly, this creature is also one of the most interesting species ever even though it is very similar to Anteaters (due to its body shape) and Elephants (because of its snout). But that still doesn't stop this mammal from being spectacular!

Teya (above) uses ambitious punctuation well in her writing to enhance meaning. Her colon allows her to give an explanation of why the creature likes bright places, and her brackets give extra detail to help her reader visualise this unique creature.

Isla (right) has including intriguing detail in her description of the animal, informing us that they can shift forms when they get too warm. She has varied her adverbials in sentences, keeping it interesting for her reader.

Iceicle Horse



The Iceicle Horse

The Iceicle Horse, one of the most extraordinary creatures to live. Fun fact they have ice joints and when they get too warm they can turn into a water horse. They are not really bothered about humans,

until a loud person arrives in their calm place. Another fact is they have the clearest vision ever, better vision than a Snake.

Isla

Appearance

This animal, the Iceicle Horse, is a sapphire bright blue creature which is about the size of an actual horse but slightly taller. Its white glowy hair contains magic, which can heal any bruises or marks. An amazing feature to the creature is they can hear predators from far and far away. A sparkly blue torso protects them so they don't melt in the Antarctic sun. With glossy white feet feathers they strut confidently along the ice. A grizzly smile that brightens everyone's day.



Inspired to Write

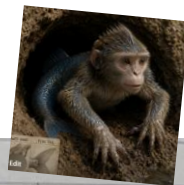
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The children were asked to write an informative non-fiction text about an imaginary animal of their own creation, including details about its habitat, diet and behaviour.

Annalise (right) has written a well-organised piece of writing with clear headings. She created an original animal and explains where it lives and why, showing creativity and thoughtful world-building. What I really like about this piece of writing is the fact that she gives reason and explanations rather than simply stating facts. Annalise has chosen her vocabulary carefully which makes her writing more sophisticated.

In **Aaliyah's** (below) piece of writing she has used great descriptive language that helps the reader imagine the underwater world. She has a great imagination and has combined this with information about the ocean, which makes this a super informative text.



Habitat

The monish is a very unusual animal when it comes to their habitat. This animal has to rely on itself for a place to sleep at night. This is where the claws come in handy. Monish use their claws elegantly but quickly to dig a hole ready for a good night rest. This normally takes place next to the tide. The main reason is because they need a little bit of water on them at all times. Monishes' favourite environment is a calm and quite place. As long as there are ~~a warm~~ warm ^{temperatures} temperatures, where they are monishes can live there. Jungles aren't ^{suitable} suitable for ~~as~~ them. Neither are the deep, dark, depths of the ocean or the Amazon rainforest. It is too humid.

In the Pacific ocean, more than a million of these animals lay deep below the surface. A bright, warm and colourful palace especially for them. As soon as you go below the palace, you'll see a swirl of darkness appear in your eyesight. There's too much plastic in their environment: plastic bottles slowly drifting along; crisp packets wrapped around their necks; netting making them get trapped inbetween it. Here's one little note: I don't be the person to destroy the ocean, with plastic. We



Irina (above) has written a lovely non-fiction piece about a boy and his grandad. The outcome of this piece of work was to use dialogue, and Irina has done this beautifully. The speech she uses helps develop the characters and moves the story forwards.

Carefully, the grandad took out from the box a wand-like metal rod with an outline of a circle at the top. "Hey, grandad, what's that?" Hunter said as the grandfather turned his head. "It is a doud wand. I played with it all the time when I was your age." He replied. "I thought you might want a go." Hunter's eyes lit up immediately as he joyfully asked.

As I was walking through the street at night with my best friend, we glimpsed a dark, gloomy haunted house. Bang! Lightning hit the mysterious house. We went towards it. As we crept into the front garden (that was a graveyard), I heard an evil laugh from inside the house. Creak. We opened the door. I noticed some peculiar aspects about the house and garden: two grand trees with not one single leaf on them; a massive wooden house that had bats on sat on it; an enormous tiled floor with three sets of human bones on top of it; and a gigantic stair case that leads to a room full of human limbs. Feeling petrified, I heard

Dylan has written an excellent setting description with an engaging opening which places the reader straight in the action. His choice of descriptive language builds a spooky atmosphere, and he creates suspense by ordering the sequence of events so that they gradually become more frightening, from seeing the haunted house to hearing an evil laugh and exploring inside..

Will R (right) has written a clear image of the character describing the shop keeper through his appearance, actions and personality, allowing the reader to build a detailed picture of him. He uses noun phrases effectively and uses similes to create imagery in the reader's mind. What I really like about Will's piece of writing is how he includes movement and action rather than just listing features.

A tall, old and lanky man stood proudly with his back hunched. His face was pale, with love in his eyes, and when anyone talked about books his face would light up like a light bulb. His clothes were dull with the sponsor barely visible. His voice was soft with the sense of care and patience. There were bald patches everywhere on his head, whilst his grey hair was partially visible. His arms were strong from carrying so many books to give to the public. Whilst being fit, he still struggled to carry books up his stairs. The tall,