



## Key stage 2 English writing standardisation exercise 3

For this standardisation exercise, you should assume that following the discussion with the teacher during the moderation, you are satisfied that the writing is independent, including the use of any source material, and any edits are the pupil's own.

Where handwriting seems inconsistent, you should base your judgement on the strongest piece and assume that this is validated by further evidence in the pupil's books.

Where there is no evidence of correct spelling of words from the statutory word lists in the pupil's independent writing, you should assume that the teacher has provided evidence in the form of spelling tests or writing from across the curriculum.

**This exercise does not contain any collections from pupils deemed to have a particular weakness.**

All assessments should be made using the [Teacher assessment frameworks](#) at the end of key stage 2: English writing – working towards the expected standard, working at the expected standard or working at greater depth. You should not assume that the exercise includes one collection from each of the standards. Each collection should be judged individually.

### Pupil A

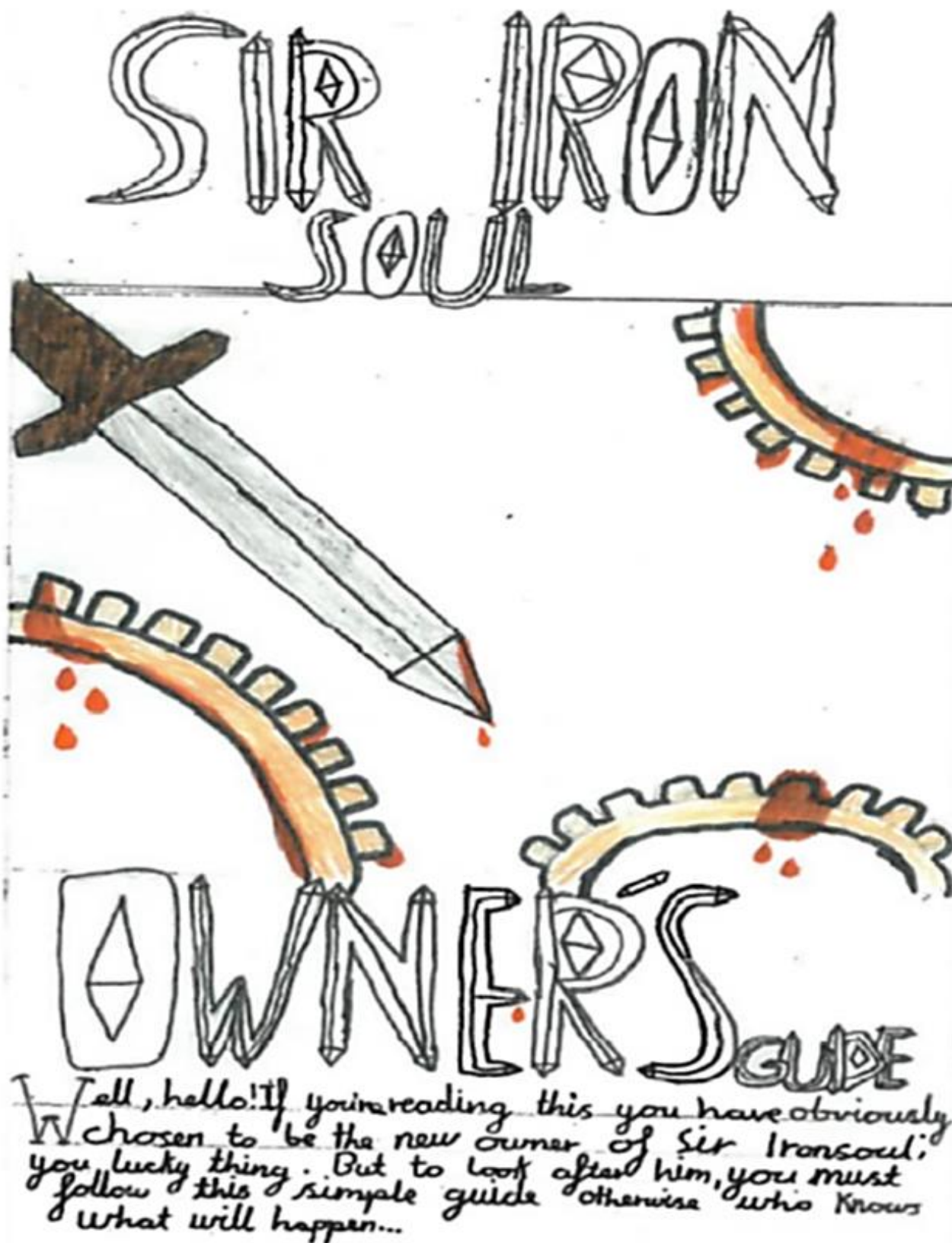
This collection includes:

- A) an owner's guide
- B) a biography
- C) a story
- D) a leaflet
- E) a missing chapter

## Key stage 2 exercise 3

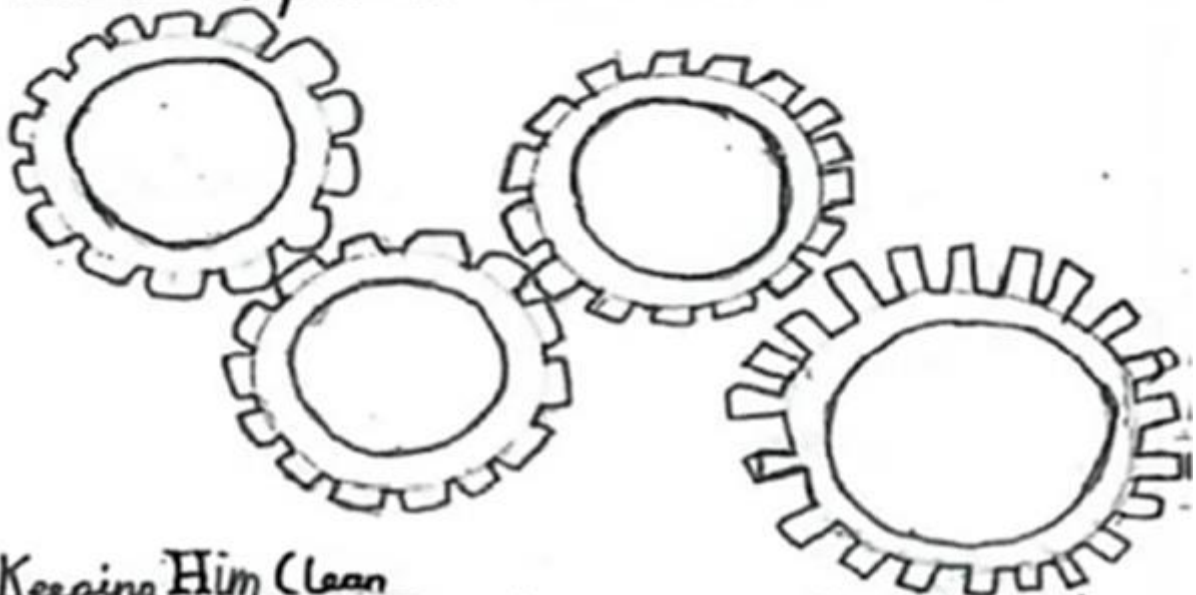
### Pupil A – Piece A: an owner's guide

Context: as part of their exploration of the class novel, *Clockwork* (Philip Pullman), pupils were asked to create a user guide for the clockwork masterpiece that the main character, Karl, would have found alongside the clockwork knight. The guide was intended for Karl's eyes only.



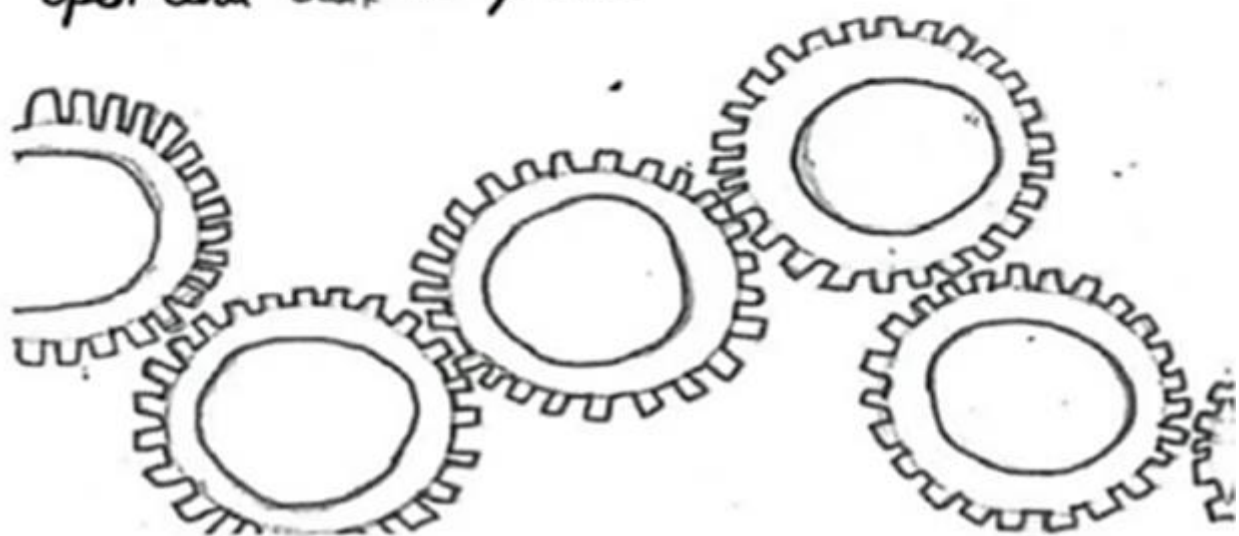
## Basic Facts

So, the first, most important, rule / fact; you must never ever say 'Devil'. If you say 'Devil' there are lots of consequences. There is, however, a way to stop Ironsoul and the consequences, you have to whistle a tune that he really likes. It's called Flowers of Lapland and the hell stop to listen to it and lose his balance.



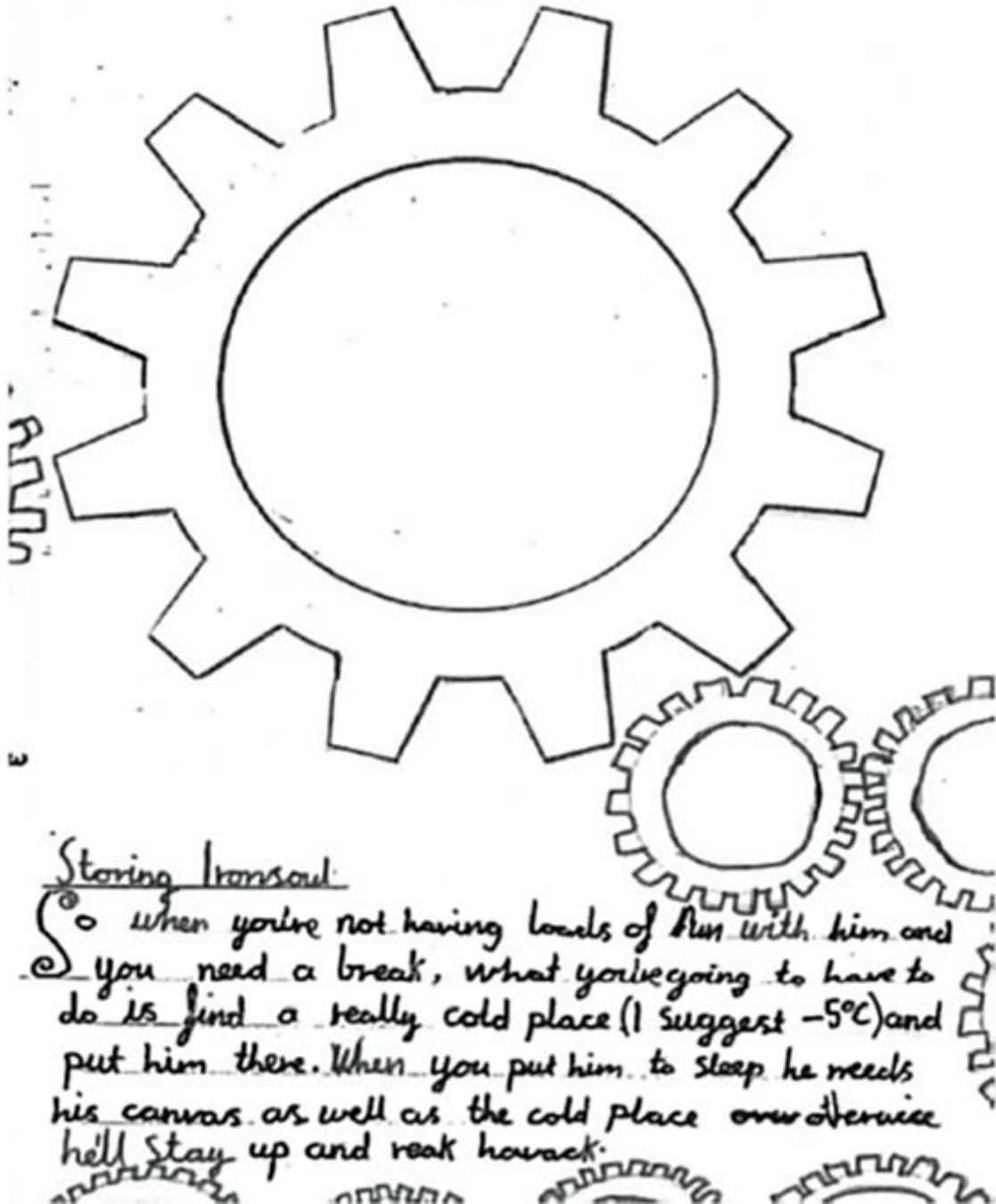
## Keeping Him Clean

Everyday, Sir Ironsoul is due a scrubbing down in fresh human blood and every week, he likes a bath in rotten human blood. You must follow these instructions otherwise he might cut you open and bathe in you...



## Operating Ironsoul

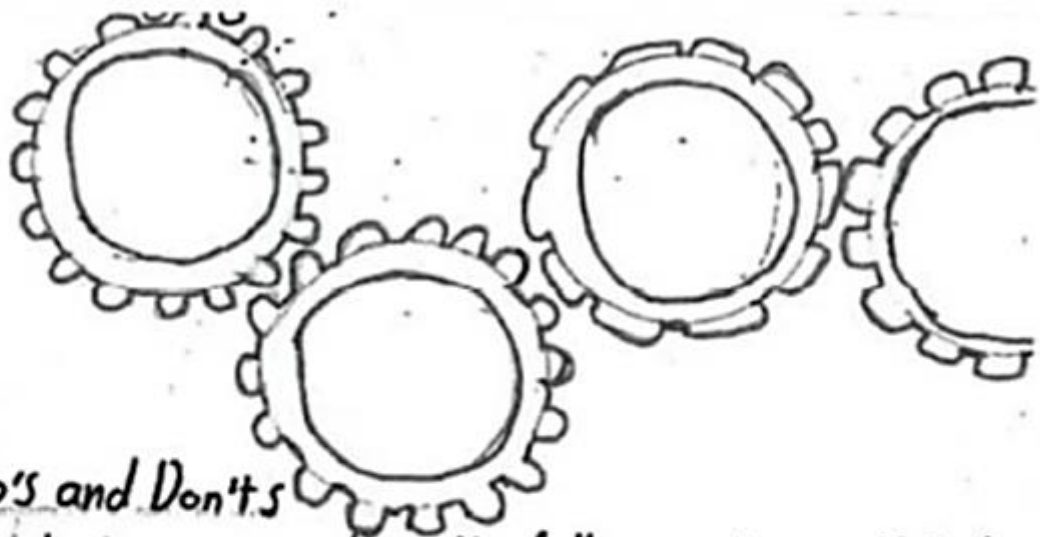
If you want Ironsoul to be your friend, your ally, your companion, you must press the big red button inside of his helmet instead of saying 'Devil'. To put him to sleep, you must press it again—it's that simple but remember, don't say 'Devil'!



## Storing Ironsoul

When you're not having loads of fun with him and you need a break, what you're going to have to do is find a really cold place (I suggest  $-5^{\circ}\text{C}$ ) and put him there. When you put him to sleep he needs his canvas as well as the cold place or otherwise he'll stay up and reek havoc.

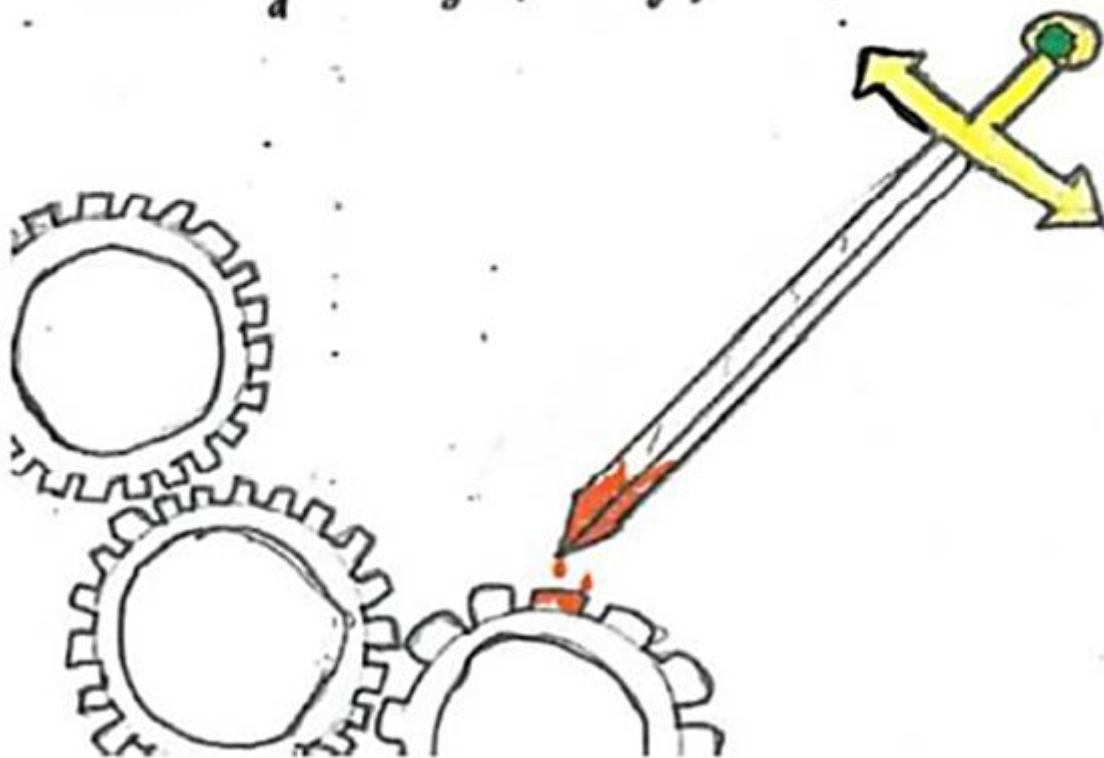




## Do's and Don'ts

So to ensure you have the full experience, this is a list to recap what you must do...

- bathe him weekly
- scrub him daily
- Canvas when asleep
- red button turn on
- red button turn off
- store someplace cold
- don't say devil
- whistle flowers of Lapland if you say Devil



## Key stage 2 exercise 3

### Pupil A – Piece B: a biography

Context: following the reading of *Shackleton's Journey* (William Grill) and cross-curricular work on the polar regions, the class was asked to research the early life of Shackleton and combine this with the key events from Grill's picture book, prior to writing a biography of the explorer that would appeal to young readers.

#### Ernest Shackleton's biography

Wait, you <sup>haven't</sup> heard of Ernest Shackleton? Well we have a lot to catch up on. Shackleton's full name was 'Sir Ernest Henry Shackleton'. He was an Irish-born British explorer who has ventured not one, not two, but four times to the South Pole! He lived from the 15<sup>th</sup> February 1874 to the 5<sup>th</sup> January 1922.

#### Early Career/Life

Shackleton was one of the oldest children in his family - he was second out of ten children - and the oldest son. Born in County Kildare, Ireland, to Anglo-Irish parents, he was raised in London where his family moved when Shackleton was a young boy.

Despite the encouragement by his father to follow in his foot steps and go to medical school, the 16 year old Shackleton joined the Merchant Navy, gaining the rank of first mate by 18 years of age, and becoming a certified master mariner at the age of 24.

The early years in the Merchant Navy saw him <sup>travel a lot</sup> ~~travel a lot~~. In 1901 he joined explorer Robert Falcon Scott on a long, hard venture to the South Pole. The trip though did not end particularly well for Shackleton, or for whom fell seriously ill and had to turn back early.



With his return to England, Shackleton pursued journalism as a career. Later he was tapped to be secretary to the Scottish Geographical Society. He also made an attempt at becoming a member of parliament - this however was unsuccessful.

### The Endurance

Shackleton's venture with Scott flicked a switch in the young explorer to reach the Antarctic. In 1907 he fell short on another attempt coming within 97 miles of the Pole before brutal conditions forced him to turn back.

In 1911, Shackleton's dream of being the first person to set foot on the South Pole was shattered, when Norwegian explorer Roald Amundsen reached the Earth's most southerly point. This achievement forced Shackleton to lay his eyes on a new mark: crossing Antarctica via the South Pole.

On August 1<sup>st</sup>, 1914, Shackleton and his men departed London on the ship Endurance. By the time they got to South Georgia it was late Autumn they then left the island on December 5<sup>th</sup>. This was the last time Shackleton's crew were to step on land for a whole 497 days.

In January 1915, The Endurance became trapped in ice and soon forcing Shackleton to and his men to disembark the ship and set up camp on the floating ice. After the ship sank later that year, Shackleton embarked on an escape in April 1916, in which he and his crew squeezed into three small boats and travelled to Elephant Island, off the Southern tip of Cape Horn.

On August 25, 1916, he returned to Elephant Island to rescue the remaining crew members in which astonishingly none died during the almost 2 years they were stranded.

### Later Years

So that there is the big thing that Shackleton is known for; more exciting than you thought hey. Don't get me wrong - he did a lot of other things as well - after he came back he wrote a book called South and going on expeditions wasn't <sup>over</sup> other for him either. In 1921, he set out on another expedition to the South pole but this one didn't go too well when he suffered from a heart attack and died. He was buried in South Georgia and that was the end of Sir Ernest Henry Shackleton.



## Key stage 2 exercise 3

### Pupil A – Piece C: a story

Context: as part of a two-week film unit on *Alma*, pupils explored a range of techniques to create setting and atmosphere, applying these to their written work. Pupils wrote their own versions of *Alma*, incorporating two different perspectives: that of the third-person narrator, and that of the doll in the shop window.

#### Alma

Scrunch, some chalk fell onto the snowy surface of the pavement and a little girl seemed to be looking up at a great wall of graffiti. Her mouth drew upwards to suddenly turn into a smile - you could see pride and joy in the light green eyes of the innocent young girl. The graffiti she was looking at seemed to be loads of names and she was staring at one in particular: Alma...

Suddenly, the smile lit-up-face disappeared - they turned into confusion. Something had changed, something wasn't right. Alma spun on her heels and looked around for people, but no one was there. She saw a big shop in front of her and saw something in the dark, dirty windows but the shop was enough to worry about - it wasn't like any other on the street and was art nouveau in style. The more she stared at it though, the more everything about it confused her. The giant oak frame was odd in shape, rounded with room for three glass panes. It looked like a mouth opened wide and two grills above the window looked like menacing eyes that followed you around, no matter what...

\*\*\*

Click clunk, was the sound all the cogs made around me, when suddenly I was pushed onto a small wooden plinth. I knew exactly what was going on because I'd seen it before thousands of times and I hated the fact that I had to be the one today. As soon as I was on the tiny platform the cogs started to turn faster and I was ascending upward slowly so I could see out the foggy window onto the cobbled street. That's when I saw her - the little girl who looked just like me from the blue bobble hat to the brown mittens. I felt so sorry for her. I did try to warn her but she did not hear - they never do. She had a gigantic smile on her face when she saw me. It was almost as if she didn't know where her fate lay.

\*\*\*

Alma saw a figure inside the frosty window. She got a bit closer to get a better look. She could not see through the steam so she took off one mitten and rubbed at the window. She could see a doll. A look of confusion sprang upon her face - she looked down at herself in shock and recognised that the doll was just like her, all the clothing, everything was the same!

When Alma looked up though, it had gone. She tried to look down to see if the doll had been knocked over but there was no doll to be found. She had to keep looking for it through the pane so side-stepped to the door, still searching for the doll. When she got to the door, she cuffed her hands to get a better look. She found it. The doll was on a small table in the middle of the room. Alma reached up and tugged down on the door handle but no matter how hard she tugged, she knew she couldn't open it. She got really annoyed and her face wrinkled as she crossed her arms. She noticed the snow fill her boot and chucked a snowball at the door while she walked away angrily but behind her she could hear the old oak door creak open ever so slightly...

Alma turned round quickly with joy. She ran straight into the shop. She couldn't waste any more time. There it was. It was as if the doll had put her into a trance. She started pacing along the mosaic floor slowly and even slower. Suddenly, she knocked over another little doll on a tricycle. It had pitch-black hair, a pale face and a little suit on. That shook Alma and knocked her out of her trance. As soon as she picked it up, the doll started pedalling and cycled around Alma, just to head straight for the door. Alma found that funny because it kept banging its head against the door! When she looked up though...

\*\*\*

She had come into the shop now and I didn't know what to do. I couldn't move, not with her watching but she was finally distracted by something - it was another doll. This was my chance to save an innocent little girl from the most horrible death.

\*\*\*

It had gone. The doll wasn't there, it had moved once more. Alma was panicking, her eyes jolted to every corner and crack in the room but no matter how she tried, it was nowhere to be found. She looked under the table but it wasn't there either. Alma didn't look too happy now. When she stood up to walk out though, she saw it on one of the top shelves. She could have sworn she looked there but she didn't care - she was too focused to worry about something like that.

She started climbing onto the old sofa and then onto the oak bookshelf. The wood started creaking but she did not care. This was it - doll was one shelf away.

\*\*\*

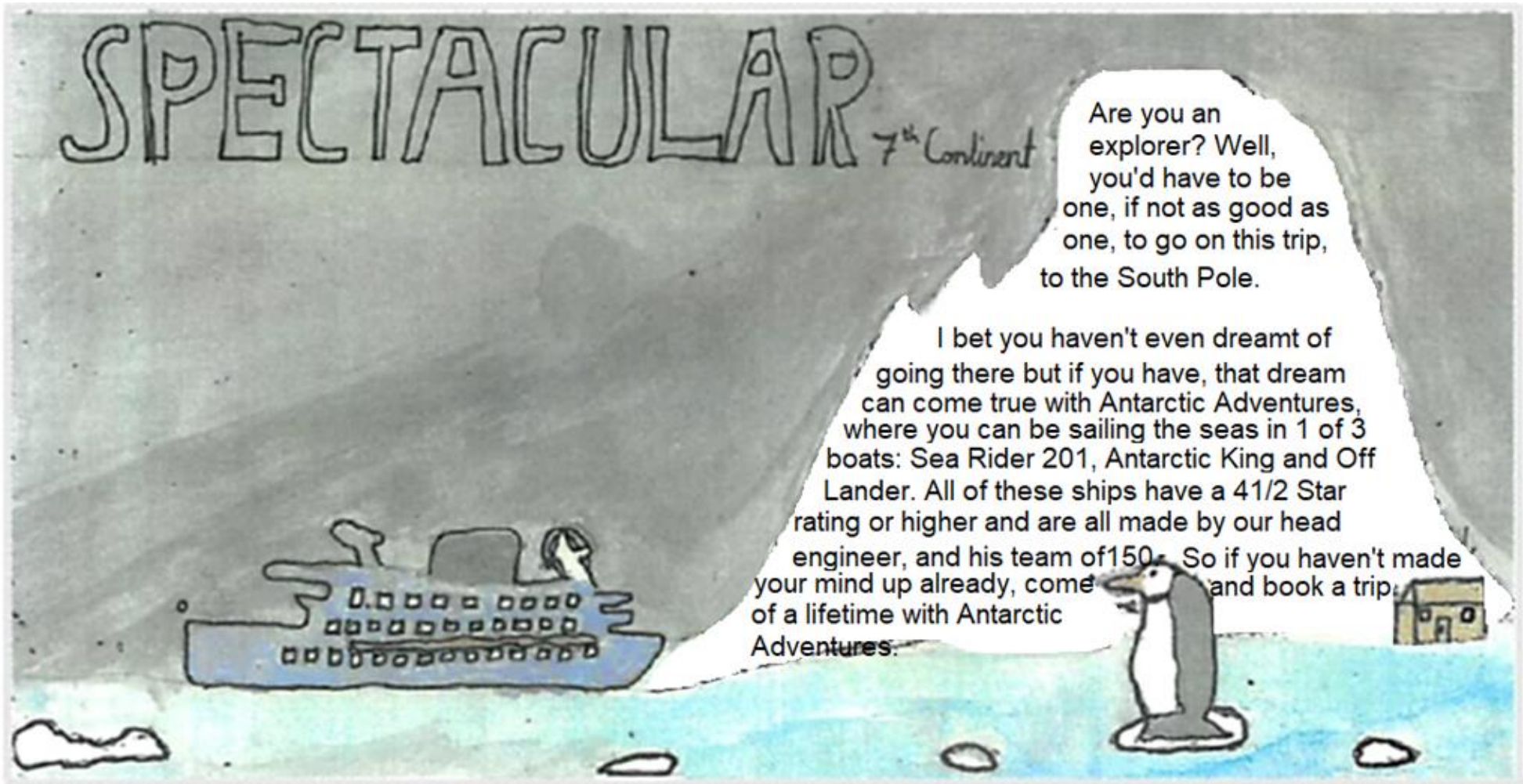
She was climbing up and there was nothing I could do this time. She was going to touch me, going to live, but going to die. I tried and there was nothing more I could have done - this was it. She touched me. Everything went cold. I couldn't see anything. There were weird patterns flashing in front of me and then suddenly it stopped - it had happened. She was now trapped inside of me.



## Key stage 2 exercise 3

### Pupil A – Piece D: a leaflet

Context: during topic work on the polar regions, the class was asked to design their own cruise to the continent to be advertised in the travel section of a national newspaper. Pupils produced a promotional leaflet, which they presented over a colour photocopy of their own original artwork.





## **SEARIDER 201**

**This ship is the bomb – literally – due to the fact it is nuclear powered which brings with it a lot of positives such as no power loss, great speeds and expert electrical equipment. This ship is also one of two ships that have a heated pool; it also has two helipads so you can get an exclusive overhead tour of South Georgia.**

**Go to our website:  
[www.AntarcticAdventures.co](http://www.AntarcticAdventures.co)  
for more information.**

**Trip Advisor Review:**

**\*\*\*\*\***

***Amazing, one of the best trips I've ever been on! I absolutely loved the dog sledging and the snow shoeing! I was also amazed by the helicopter tour: it was the most thrilling experience of my life. It was impossible to spot any mistakes too!***

**Mr. I. Lovetrips (30 Nov – 22 Jan)**

## **ANTARCTIC KING**

**This is one of the most suitable ships ever to travel the Atlantic, with a high-powered gas engine and fuel that could last a century, the power is great with very little chance of a power out.**

**With all the activities listed, it's also got a heated pool and a helipad so you can get an exclusive overhead tour of South Georgia.**

**Go to our website:  
[www.AntarcticAdventures.co](http://www.AntarcticAdventures.co)  
for more information.**

**Trip Advisor Review:**

**\*\*\*\*\***

***This cruise was just the best. There were loads of activities, everyone of which was breath taking. My favourite part was the investigating of land around the ship and seeing the penguins!***

**Mr P. King (2 – 31 December)**

## OFF LANDER

**At the lowest price we have, £8,224, you could be getting on this state of the art ship with VIP rooms for only £9,547. VIP also comes with a 52" HD TV, luxurious four-poster beds and a hot tub as a bath.**

**Go to our website:  
[www.AntarcticAdventures.co](http://www.AntarcticAdventures.co)  
for more information.**

### **Trip Advisor Review:**

**\*\*\***

***This trip was as good as I suspected. While I didn't enjoy the 'thrilling' activities, I did particularly like the lectures, library and photography classes. Overall, it wasn't the best trip but it was alright for the price.***

**Mr C. Critic**

### **Outdoors:**

- Dog sledging
- Snow shoeing
- Whale watching
- Kayaking
- Close encounters with wildlife
- Visits to historical places
- Helicopter tours of South Georgia

### **Indoors:**

- Table tennis
- Lectures
- Bars
- Gym
- Basketball
- Photography classes

	Off Lander	Arctic King	SEA Rider
Average	£8,224	£16,224	£24,224
Special	£8,956	£16,956	£25,986
VIP	£9,547	£18,547	£32,472



## Key stage 2 exercise 3

### Pupil A – Piece E: a missing chapter

Context: as part of a whole-class unit on *Pig Heart Boy* (Malorie Blackman), pupils were asked to write the chapter where Cameron returns to school following his pig heart transplant. The class discussed how Cameron's peers might have reacted to his transplant and how dialogue could be integrated to show characterisation and help to advance the action.

It was early Monday morning when I woke up to the horrible sound of hurstling reporters. Those sounds brought <sup>me</sup> back to the real world. So I went down for my breakfast and plunged out of the house and through the news reporters. When I got out of the enormous crowd ~~the~~ I ~~house~~ got straight in the car to go to school (like school would be much better though).

When I finally got to school, I swear I went deaf. Seeing as all I could hear was kids screaming and shouting as loud as they could; and all they were saying was...

"Cameron is it true Cameron?"

"Are you really pig heart boy Cameron?"

"IS it true!?"

"How does it feel?!"

"Cameron CAMERON...!"

Suddenly, the bell rang and everyone surprisingly went inside. Everyone I knew was there shouting my name (even more people I didn't think knew my name) apart from Marlon and Julie. Eventually, when there was only five people still outside, I decided to step through the front gates but as soon as I laid a foot on the school grounds I felt like I could hear everything, every little thing that was said about me.

I finally got to class and everyone was looking straight at me when I walked in even sticky Stewart. Unfortunately the last seat free was next to Marlon so I walked over at a steady pace and sat down. As soon as I sat down, Stewart



started the lesson without saying anything. About fifteen minutes into the lesson, Marlon started talking to me. "I'm really sorry about the news and the papers, he whispered. "Be quiet Marlon," I said. "We'll talk about this outside."

As soon as the bell went, I rushed out of the classroom and down the hall. Marlon struggled to catch up but he did. He started talking to me and started to say how sorry he was. "Cam. Cam I truly am sorry about everything," he said catching his breath, "It wasn't even my fault."

"Wait... what!" I said with shock "This this wasn't your fault?! you're the only person I told! and it wasn't your fault?"

"No," he mumbled quietly. "It was my dad, he..."

"He what? He wants money so much that he would betray his friends!" I said.

"Well, yeah."

"What! Marlon that's horrible!" I said angry and surprised.

"I need to go!" We were now standing in an empty hall and I just walked away.

When I got outside, I didn't think my day could get any worse, but it could as I bumped into Travis.

"Hey there Cameron; or should I say Pig Heart Boy?"

"Leave me alone Travis," I said annoyed.

"Where you going?" he said carrying on.

"None of your business!" I shouted getting angrier.

"Whoa... Don't get so angry now Pig.

I had had enough so I turned round to look at him and I asked "Why do you do this Travis? Why do

you have to be such a bully?" So he stepped over and whispered "Because it's fun." So I punched him and ran away.

At lunch time, after I had finished, I was sitting on a bench outside, when Julie decided to walk over and start talking to me. She said something like if I get bullied and teased then I can talk to her and that made me ever so slightly happier.

As soon as I got home I ran upstairs into my room, without having to catch my breath, got the camcorder out and told Alex all about my day with a slight twist. I said I had beaten Travis in a fight and that I got a date with Julie, but most of ~~it~~ it was true and it's a small lie. I'm sure I'll tell Alex in person one day.

## Pupil B

This collection includes:

- A) an information text on evolution
- B) a newspaper report
- C) an evaluative report on the 'dolly' shoe
- D) promotional material for a new toy
- E) a story involving a mythical beast



## Key stage 2 exercise 3

### Pupil B – Piece A: an information text on evolution

Context: This extract from a longer piece of work on evolution formed part of pupils' science work on how things have changed over time. Pupils were asked to select their own area of interest and produce a piece that could be included in a year 6 class science journal.



#### Ardipithecus ramidus:

An interesting fact is that human life started about 4 to 5 million years ago. Did you know that the first ever 'man' recorded was hunched over with a bent and curved back?

He used his arms and his legs to walk; he did not walk like we do today. Furthermore, his arms were extremely short and very, very weak. This incredible animal did not need strong arms though due to eating mainly roots and insects from the floor.



#### Homo habilis:

Life for this animal started a very long time ago (2.5 million years ago). However, the early humans had developed and adapted so they could make life easier.

Surprisingly, these interesting creatures had larger brains and a larger skull than we do now. These early humans mostly ate meat - instead of vegetables - for protein, to

build up their strength.



## Homo ergaster

This primitive creature started life 1.7 million years ago; there was a gradual climate change across the world where the weather became cooler and the 'humans' that was living had to adapt to the environment it was in.

These 'humans' lived on the ground, not in the trees like the creatures that lived before them.



## Homo neanderthalensis

These thoughtful creatures lived between 1 million and 500,000 years ago. They had short and wide bodies to conserve their heat so they could keep warm when it was cold.

These 'humans' moved around a lot and built many shelters using mud, leaves, sticks, and branches that could be found in their environment.



## Homo sapiens

Homo sapiens lived about 500,000 years ago. Surprisingly, these 'humans' didn't wear any clothes at all and they had almost no excess hair either. These 'humans' have straighter backs than they used to when they were more 'ape like', which probably means that they moved in a similar way to how we do today.

It is well-known that these people were very smart and intelligent and used their understanding to hunt larger animals for food, to survive.



## Key stage 2 exercise 3

### Pupil B – Piece B: a newspaper report

Context: This newspaper report was based on a real-life event in which surfer Matthew Bryce survived after 32 hours adrift at sea. Pupils read news articles and listened to an interview with Matthew, before writing an article for a daily newspaper.

#### THE DAILY EXPRESS 32 HOURS OF HORROR

Thirty-two hours of fear have ended now that Matthew Bryce has been safely rescued from the North Sea.

Yesterday morning, at 11.30am, a missing man by the name of Matthew Bryce was finally rescued thirteen miles from the coastline of Masrihanish Beach after he had engaged in a surfing trip which became exceedingly dangerous.

##### **Rescuing Matthew:**

As the evening of Monday 1<sup>st</sup> May drew in, rescue workers became increasingly anxious as the disappearance of Matthew Bryce, aged 22 from Glasgow, reached its thirty-first hour. Family and friends, worried about his whereabouts, undertook searches of their own in the hope that they would find the young university student. At 7:10pm a local fisherman made a telephone call to the coastguard: this was the communication that Matthew's friends, relatives and the rescue workers who were searching for him were waiting to receive. John Smithson, aged 45, was returning to land after a long day spent fishing in the deeper waters of the North Sea when he was forced to stop his vessel's engine.

"I panicked when I saw something in the water in front of my boat," John commented, as he spoke in an interview with a journalist from The Daily Express earlier today. "If I'd have carried on the way I was heading, I would've run straight over whatever it was ahead of me. At the time, I didn't know it was a young lad out there, did I? It could've been anything really: plastic, pollution, a bit of rubbish – so much gets dumped in these waters."

Investigating the outline that he had observed in the water, Mr Smithson, without hesitation, called the coastguard and reported the situation. Still unaware as to whether the person in the water was alive, Mr Smithson began to call Matthew in the hope that he would communicate in return.

"It took a few attempts like, but eventually he murmured something back to me. Help, I think it was, but I was just glad that he called to me; I knew he was alive then."

Within minutes, the rescue team, who were already scouring the surrounding area for Matthew, made their way to the location of the fisherman's boat. Upon their arrival, a full-scale rescue mission began and two highly qualified paramedics were hoisted down from the helicopter to treat Matthew in the ocean. Connecting him to their secure equipment, and covering him in a foil blanket, he was then raised back out of the water and taken to Belfast hospital's emergency unit to receive treatment for hypothermia.

##### **Hospitalisation**

Matthew had suffered from hypothermia while he was in the water; however, it was reported that he was still conscious as he reached Belfast. The doctor confirmed that he had only survived this treacherous 32 hour struggle in the ocean due to the fact that he was wearing a new wetsuit but, most importantly, he used his surfboard as a buoyancy aid so that he could float in the water.

One of Matthew's family members (his mother, Isabella Bryce) was interviewed this morning; here are her exact words:

"The last 32 hours I've had my heart in my mouth – what if he doesn't come back alive? What if I never see him again? All of these questions have been pounding in my brain. I have felt ill with worry, really I have. I've never hugged Matthew so tightly as I did yesterday when I was reunited with him. I can't even think now about what would've happened if the fisherman hadn't found him out in that ocean. We owe our lives to him."

##### **The event**

Nobody could have predicted how strong the current was on Sunday; however, it was more forceful than any that the coastguard has ever experienced in his 24 years of service. Whilst undertaking his journey, Mathew's body and board were clawed at by the strong waves. The situation became rapidly worse, the further he was forced out into the ocean. Eventually, Matthew was driven an incredible thirteen miles off the coast by the

## THE DAILY EXPRESS

### 32 HOURS OF HORROR

undercurrent and his only form of support was the surfboard which he lay upon.

"I remember that moment vividly," Matthew stated, when he was questioned about how he felt when he realised that he was trapped thirteen miles off shore. "Although I can't remember exactly how far I had been pushed out, I knew it was quite far. It was so far that I couldn't see the land anymore. It was so scary. Hours passed on Sunday afternoon and I was so worried when the light began to fade. At one point, a small boat passed by close to me but I didn't have the energy to shout to them – I was gutted. They drove away and didn't even see me. I thought then that was my only sign of hope and I'd lost it!"

#### **The outlook**

Matthew is still in hospital, but is starting to overcome his hypothermia. This illness can present long-lasting side-effects so he must be monitored closely over the next few days.

In an interview with the hospital two hours ago, Matthew reported, "Now I just wish I'd got out of the water to get to the coast because I could've still been surfing. However, I am so happy that the fisherman was out there on Monday because if he wasn't, then I could still be in that dreadful sea today. To be honest, I do think that I am fortunate to have people like these doctors here to look after me: they've saved my life."

All of us at The Daily Express wish Matthew a speedy recovery.



## Key stage 2 exercise 3

### Pupil B – Piece C: an evaluative report on the 'dolly' shoe

Context: This report is an extract from a longer piece, which evaluated three types of shoe. Having revisited the features of non-chronological reports, pupils were asked to select an item that they might buy and evaluate its features and suitability for purpose.

#### Girls' smart shoe



One should not be too concerned about the basic look of this shoe as, although it is quite uninteresting and dull, this is actually the exact look that the manufacturer was hoping for. The overall style of this shoe is smart therefore it is suitable to be worn at school, or during an important occasion such as a family outing or ~~funeral~~ <sup>funeral</sup>. The shoe itself is black, flat and stylish; the reason for this is due to the fact that children are required to dress presentably for school, and consequently are not allowed to have brightly coloured, patterned or styled shoes. They are well-known by their everyday name, the dolly shoe; they do not have any laces so they are easy to slip on and off. Furthermore, they are produced using leather (this means that they will last for a longer time than a synthetic material and they are value for your money). Mostly, the dolly shoe attracts young girls: the metal heart at the front of the toe and the very small heel, which is situated at the rear of the shoe, draw the attention of the female target audience.

It is widely believed that this shoe could be improved by allowing a special spray polish to be sold in conjunction with the product itself; this would allow the owner to ensure that the shoe remains in a perfect condition, like it was when it was initially sold.

## Key stage 2 exercise 3

### Pupil B – Piece D: promotional material for a new toy

Context: As part of a theme on product design, pupils were asked to produce their own ideas for an educational toy, and to write a promotional leaflet that would persuade parents to buy it.

## Huggsie Learning Bear

Attention all parents and carers who wish to get prepared early for Christmas this year - look no further and listen here! Are your little ones becoming bored of playing with their old, worn out teddy bears? Do you need some help to advance your little angel's education? Wouldn't it be fantastic if they could meet the age expected standards before they even begin learning in the foundation Stage? Well, we have a new, interactive product that you will be keen to snap up! The Huggsie Learning Bear is a wonderful and thrilling product which will entertain as well as educate your child while they have the time of their lives playing and responding to his every request! We promise you that this outstanding bear will have your children giggling for hours upon end with its huge range of games, songs and so much more!

From the minute that your little darlings open their eyes each day, the best product on the market will be there - directly beside them - ready to work magic on their brains as well as teach them new things in a fun and interactive way (they won't even know that they are learning!).





The Huggsie Learning Bear is programmed to encourage your children to learn many new concepts which will help them to learn, develop and grow. One of the fantastic activities that this wonderful new product includes is to teach the colours of the rainbow: this is a special mode inside the bear where Huggsie begins by naming the colours and at the same time his nose lights to the correct shade so that your children can match both the colours and words. After a 'hear it, see it, repeat it' type activity, Huggsie will challenge your child to recognise these colours through a series of games - they will love this so much because they will explore colours that they never knew existed! Alternatively, your little ones could use another one of Huggsie Bear's fantastic features: the number mode will help them to count from 0 to 10 using the digits on his paws. However, when your child develops in confidence, the number one rated bear in the UK this year will then move onto numbers between 0 and 20 to develop your children's understanding even more. Although there are 50 remarkable features included, one of our customers' favourites has to be the alphabet mode where the bear will teach the letters from A to Z at a pace which is most suitable for your individual child, before moving onto helping them to blend words together so that they can read.

With a free, limited - edition gift (while stocks last) you would be silly not to grab your bear today! Buy the Huggsie Learning Bear now to receive a free bed cover with Huggsie.

## Key stage 2 exercise 3

### Pupil B – Piece E: a story involving a mythical beast

Context: As part of themed work on Norse mythology, pupils explored a range of stories and poetry and watched the short video, 'The Saga of Biorn', before writing their own version of the Viking warrior's final battle with the savage wolf-like Fenrir.

#### The final battle

"Arvid and Eamon, my forever friends, tomorrow I shall face my final assignment," Biorn stated while sharpening his sword. "I have fought endless battles and I have survived every single one; however, my scars are aching and my bones are growing weaker. I must defeat the ferocious Fenrir."

The fearless Viking stopped sharpening his weapon and pulled his forever friends towards him. "My dreams are filled with Valhalla and the gold, shiny gates that will be waiting when I die an honourable death; I will finally get to lay my weapons down for the very last time," he said quietly. "As soon as the sun rises, I shall set off to kill the Fenrir and what will be, will be."

Arvid and Eamon remained completely silent. They had stood by their trustworthy friend during many of his battles and they both felt the pain he had spoken of; his words angrily wrenched at their hearts but they knew that Biorn's choice had been made and they respected this.

The very next morning, at sunrise, Biorn bravely stepped out of his home, one that he would never see again, into the biting cold mist to journey to the moorlands where he knew he would find the evil Fenrir. He wasn't sure that he would be able to defeat the monster and he thought about the battles previously fought; he remembered that he had won every one of them and this filled him with confidence. Suddenly, thunder started to rumble and lightening thrashed towards the ground: soon Biorn was soaked. But the warrior knew that he was strong and sturdy so he persevered, pushing on across the moor to meet his fate.

Out of nowhere, a death-defying roar filled the air and made the ground shake. Biorn's heart raced with fear. Then, out the corner of his eye, he noticed something glaring at him with a stare as cutting as steel. A large trickle of sweat dripped down his face and he



grabbed his sword and loyal shield. Peering closely at the beast, he saw the thick tussocks of hair that covered hideous scars; the Fenrir stood tall - the size of a bull. Shuffling closer, the warrior stumbled and the beast seethed with fury at the sight of Biorn as his face suddenly hardened. Biorn froze...

The hawk-eyed beast stared straight at the brave Viking warrior with a cold, sinister look. Its eyes glared with pure hatred as it flashed its vicious fangs: hot steam swiftly surrounded Biorn as it poured from the Fenrir's nostrils. Biorn crouched low, staring back at the monstrous creature. Stomping savagely, it moved in his direction and moments later the brutal battle commenced...

Some time later, with only a small amount of energy left, the ferocious Fenrir dug its claws deeply into Biorn's aging heart. The warrior let out a raging cry which ripped through the land; in his very last moments he grabbed his trusty sword and thrust it deep into his chest. The beast collapsed beside him: the battle was finally over.

## Pupil C

This collection includes:

- A) a recipe
- B) a story opening
- C) a letter
- D) an information text
- E) an explanation text



## Key stage 2 exercise 3

### Pupil C – Piece A: a recipe

Context: as part of their topic on World War 1, the class learnt about rationing and life in the trenches. Having cooked Maconochie stew in design technology, they used their knowledge and experience to create a set of instructions on how to make the dish. Pupils selected information about the stew and its use during the war to include in the text.

#### Maconochie Stew

Maconochie was a stew that was originally made for British soldiers in WWI between 1914 – 1918. Even now, in the 21st century, Maconochie Stew is still seen as a delicacy for many. It is easy to make because the vegetables which are used in the stew, such as potatoes, carrots and turnips are grown in Britain. This is because, when the stew was developed, it was a period of rationing and food from other countries could not be imported due to the bombing of ships.

#### Ingredients

- 1 large potato
- 1 turnip
- 1-2 biscuits
- 1 pint of water
- ½ stock cube

#### Method

- The very first thing to do is to pour 1 pint of water in to a saucepan and heat it on the hob until it boils.
- While you are waiting for the water to boil, get a knife and chop the large potato in to eights using the bridge method.
- Next, do the same to the carrots and turnip. Try to keep the pieces a similar size so they cook evenly.
- Step three is to put the vegetables in the boiling water for ½ an hour, adding ½ a stock cube.
- After a while, just before you serve, crumble the biscuits into the stew and cook for a further 5 minutes.
- Lastly, pour the stew in the bowl and savour the delicious masterpiece.

## Key stage 2 exercise 3

### Pupil C – Piece B: a story opening

Context: as part of a poetry performance, pupils learnt and performed *Jabberwocky* (Lewis Carroll). To support their understanding of the poem, they wrote their own narrative version of the opening, choosing to adopt the point of view of either the protagonist or the Jabberwock.

The Jabberwock

As the satisfying breeze from the large forest was flowing through the calm air, birds were tweeting and flying over the towering trees. Scott was marching along the rocky paths of Epping Forest. Accidentally, ~~Scott~~ he tripped over a branch which fell from a dark oak tree.

Realising he was late, he quickly headed to his old Victorian house where he lived with his old grumpy father.

"Welcome home my son."

"Hello father," said Scott gently.

"I have bad news," said his father. "There have been attacks. All the victims of these attacks have giant ~~see~~ scratches on their bodies, which are very peculiar."

"Well, that is weird!"

"There was a witness who saw the attacks. They have described the attacker as ~~being~~ a giant, furry beast with claws like swords and jaws like daggers! ~~\*\*\*~~ I'm afraid that this beast is the one who killed your mother!"

"I think this beast is the one and only Jabberwock..."

"I will have to kill him!" shouted Scott heroically. "I will avenge my mother! But first I need information," said Scott nervously.



"Let me tell you all you need to know," Scott's father said confidently. "The Jabberwock lives in the woods to the north; take my sword and hunt that ~~dangerous~~ treacherous beast. Be careful - it is a dangerous ~~world~~ world out there!"

Scott ran to the northern part of the forest. He searched for hours but he ~~could~~ find could not find anything. Later on, he walked up a hill and came across a large tree with the words, Tum Tum tree carved on its bark. At first Scott did not know the meaning of the words but then he realised it was a name. He sat down and rested for a while. "Roarrr!" ...

## Key stage 2 exercise 3

### Pupil C – Piece C: a letter

Context: as part of a poetry performance, pupils read, learnt and performed *Jabberwocky* (Lewis Carroll). They debated whether the Jabberwock should have been slain, before writing a letter to the protagonist, urging him to reconsider his actions.

22nd May 1281

Austin Rece  
Star Cottage  
Brick Lane

Dear Austin,

I am writing this letter to tell you that you should not kill the Jabberwock. If you do you will make the worst decision of your life; you could still change this.

Can you not understand that it is an injustice to kill a creature?  
Murder is a horrible crime. The Jabberwock is an innocent creature which does not deserve this torture.

I fear, my friend, you have failed to understand the consequences of your decision. It will lead you to serious emotional health issues. I really hope that you have understood what I am trying to tell you. If you kill the Jabberwock your mind will be filled with guilt and regret; you will be sad for the rest of your life if you do this.

A sensible person would have realised that the Jabberwock might have a family, people who love him. If you kill him they would be heartbroken. Not to mention they will be angry enough to kill you.



The Jabberwock is not weak. Actually it is a powerful beast that could tear you apart in to pieces using its humungous jaws and claws. Don't risk your life!

Now that you have read my letter, I hope that you will reconsider your cruel decision and choose the right thing.

Yours sincerely,

## Key stage 2 exercise 3

### Pupil C – Piece D: an information text

Context: having read *The Land of Neverbelieve* (Norman Messenger), pupils created models of their own fantastical landscapes. They acted out a journey through their imaginary land and then used their ideas to write an information text.

#### The Land of Neverbelieve

Explorer, Norman Messenger, discovered the island, The Land of Neverbelieve, while travelling Australia. He has described the island as being a profusion of amazing animals, plants, mountains, rivers and lakes.

#### The Chirainbow

The Chirainbow (a chicken-headed rhino) which has rainbow feathers is the same size as a small house. This magnificent creature is a herbivore and a very big fan of brick trees, which it can destroy using its horns, in order to reach the appetising, juicy leaves. The Chirainbow is hunted by many creatures but its main enemy is the Albino Titanoboa, which has lived on earth for millions of years.

The Albino Titanoboa is a very large snake which can grow up to be 2990 Kg and 20 m long. Since it has such a big body it has to eat big creatures such as the Chirainbow.

#### Plants

The fruit salad tree is a tree that anyone would like in their garden because it grows any fruit possible: melons, apples, oranges, pears, strawberries, pineapples and many more.

The semi-transparent cherry-growing tree is easy to grow but hard to eat since they are nearly invisible and they can grow to be hundreds of metres high.



## Key stage 2 exercise 3

### Pupil C – Piece E: an explanation text

Context: as part of their history topic, pupils learnt about the causes of World War 2. They used their knowledge to write an explanation text, choosing, as a class, the main causes they wanted to explore. Following the initial draft, pupils edited and then typed their work.

#### The Causes of World War Two

##### Who started WWII?

The second World War, starting in 1939, had one of the biggest negative impacts on Europe, destroying many cities. Adolf Hitler, who most people agree was the main cause of WWII, was leader of Germany from 1933 – 1945. Most see him as a cruel and racist man because he hated Jewish people and wanted to build a race of aryan. He killed approximately 6 million Jewish people in places called the concentration camps which were prisons for people who were mostly Jewish. There they were often killed using gas chambers. Hitler wanted to take over the whole of Europe.

##### Fairness

At the end of WWI, Germany had to sign the Treaty Of Versailles which meant that Germany had to pay 6 million DM, which lead them to being a very poor country. As well as this, Germany could have neither a large army, aircraft, ships, submarines nor soldiers. Hitler thought that it was not fair so he wanted to break the treaty.

The German people were happy for Hitler to break the Treaty as they were suffering from poverty and unemployment. Hitler's strong views enabled him to rise to power in a country that wanted change.

If the treaty of Versailles was fairer, maybe the war would never have begun.

##### Declaring the war

When Hitler had first become leader of Germany, he built a gigantic army of 2 million soldiers, a large German air force, ships, tanks and many other weapons. When the new leader was ready, he had invaded Poland, trying to make a big push into Europe. When that happened, Britain declared war on Germany as they had sworn that they would help protect Poland with the help of France if they were attacked by Germany. A few days after the invasion, Britain said that if Germany wouldn't back off they will declare war. On the 3<sup>rd</sup> of September, Germany still had not retreated so Britain and France declared war.