Pupil B

This collection includes:

A) a fact file
B) a radio advert
C) a narrative
D) a narrative
E) a balanced argument

Key stage 2

Pupil B – Piece A: a fact file

Context: as part of their classroom topic ‘exploring the Amazon Rainforest’, pupils were asked to write a fact file page about a rainforest animal for other year 5 or 6 pupils to read. They used a range of websites and information texts to gather material before writing their own fact file.

Bush-Baby

Common Name: Bush baby

Scientific name: Galilaeae

Type: Small Mammal

Group Name: Family Galilaeae

Average life span in the wild: 16 years

Size: 773mm

Weight: 57 ounces

Introduction:

Bush babies are known as Galagos and are small primates that live in trees. There are at least 20 species of galago. They are also known as nagapies or ‘night monkey’ because they sleep in the day and are awake at night.

Habitat:

Bush babies are found in forests and like to hang out in the trees in bat-like positions.

Diet:

They eat: fruit, insects and gum trickling from certain trees.

Appearance:

They are quite good-looking animals with long ears, brown, yellowish to reddish-brown or grey-coloured soft, woolly fur, along with large eyes, long hind legs, and long tails.

Interesting Facts:

They get their name from their loud calls as they sound like a human baby crying.

They sleep in hallow trees and old bird’s nests.

They become aggressive if kept alone.

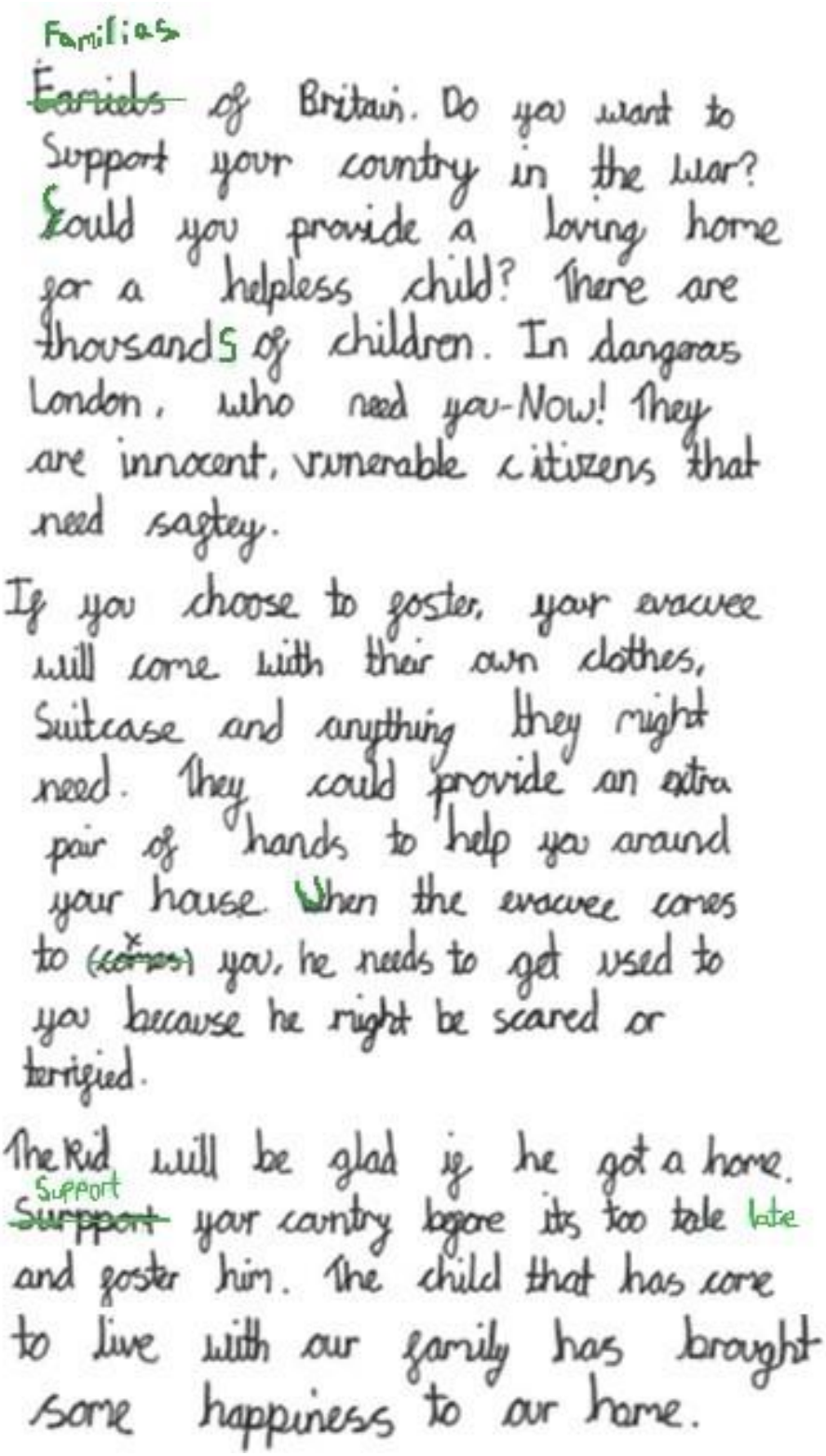
Would they make a good pet?

They are not at all harmful or dangerous and due to their small structure, they can fit in a large cage.

Key stage 2

Pupil B – Piece B: a radio advert

Context: as part of their work on the Second World War, pupils explored propaganda posters and the features of radio adverts, going on to choose their own audience and focus for a radio advert, with the aim of persuading, informing or a combination of these. They then wrote a script and edited this before recording the advert itself.



Families
~~Fariels~~ of Britain. Do you want to support your country in the war? Could you provide a loving home for a helpless child? There are thousands of children. In dangerous London, who need you-Now! They are innocent, vunerable citizens that need saftey.

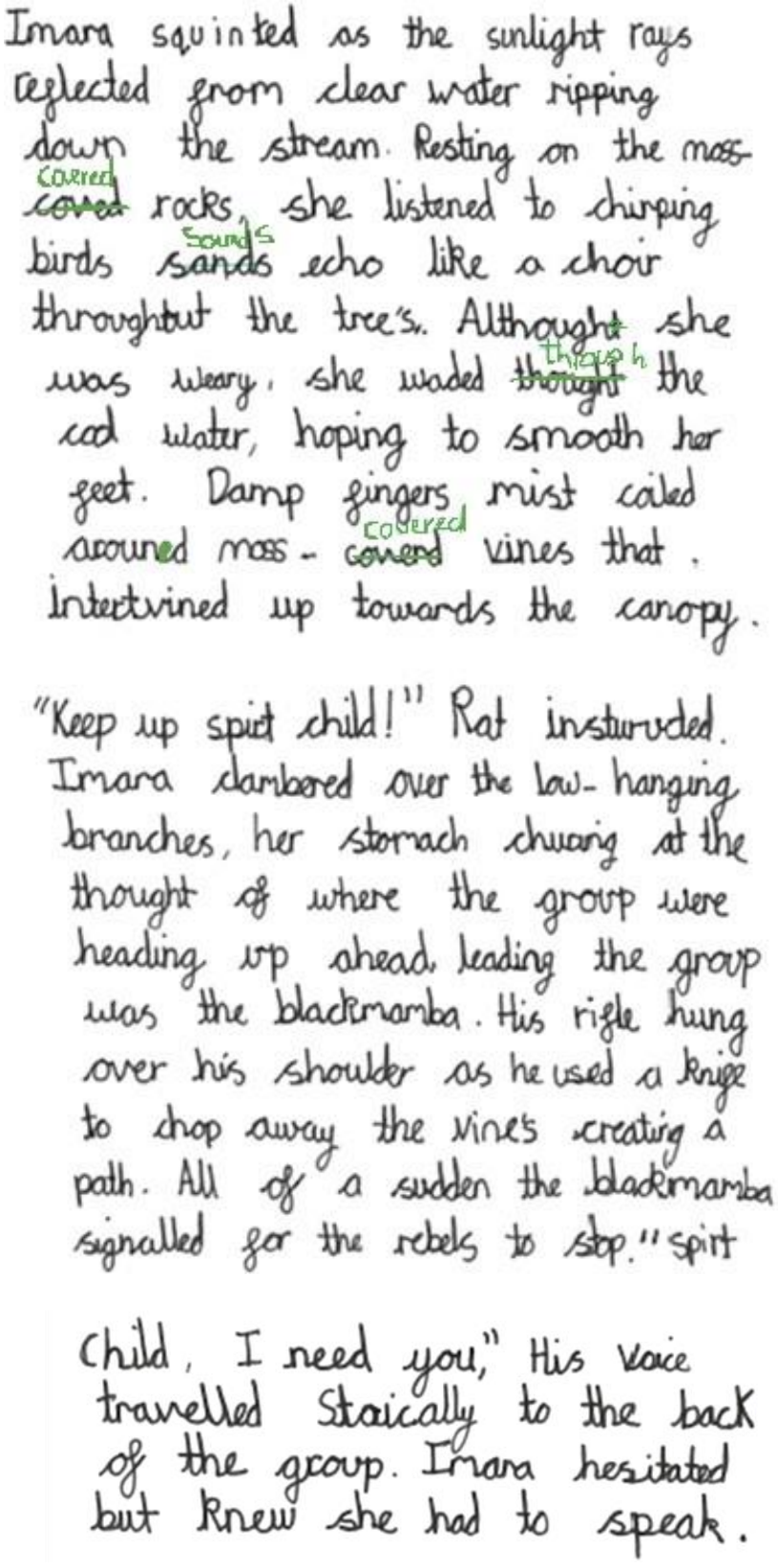
If you choose to foster, your evacuee will come with their own clothes, suitcase and anything they might need. They could provide an extra pair of hands to help you around your house. When the evacuee comes to ~~comes~~ you, he needs to get used to you because he might be scared or terrified.

The Kid will be glad if he got a home.
Support
~~Surpport~~ your country before its too tale late and foster him. The child that has come to live with our family has brought some happiness to our home.

Key stage 2

Pupil B – Piece C: a narrative

Context: after reading the opening chapters of ‘Gorilla Dawn’ by Gill Lewis, pupils focused on the viewpoint of one character, Imara, writing a narrative episode following her journey through the rainforest.



Imara squinted as the sunlight rays reflected from clear water ripping down the stream. Resting on the moss-~~covered~~ covered rocks, she listened to chirping birds ~~sands~~ sounds echo like a choir throughout the tree's. Although she was weary, she waded ~~through~~ through the cool water, hoping to smooth her feet. Damp fingers mist coiled around moss - ~~covered~~ covered vines that intertwined up towards the canopy.

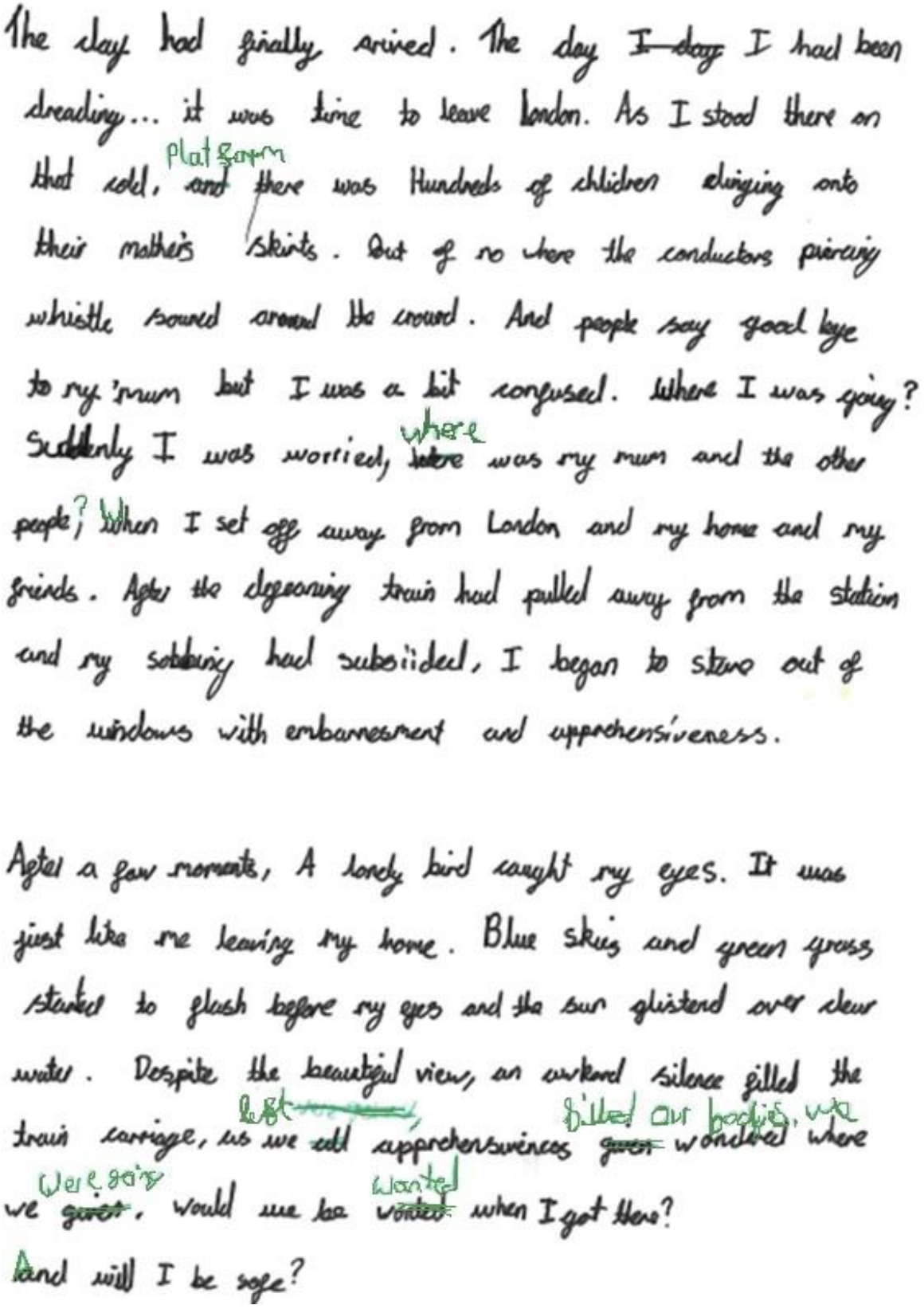
"Keep up spirt child!" Rat insturcted. Imara clambered over the low-hanging branches, her stomach churning at the thought of where the group were heading up ahead. leading the group was the blackmamba. His rifle hung over his shoulder as he used a knife to chop away the vine's creating a path. All of a sudden the blackmamba signalled for the rebels to stop." spirt

Child, I need you," His voice travelled Staically to the back of the group. Imara hesitated but knew she had to speak.

Key stage 2

Pupil B – Piece D: a narrative

Context: drawing on ‘Goodnight Mr Tom’ by Michelle Magorian, pupils explored wartime experiences using drama and viewing clips from a film version of the story. They adopted a specific point of view, such as that of a child evacuee, and wrote their own narrative.



The day had finally arived. The day ~~I day~~ I had been dreading... it was time to leave London. As I stood there on that odd, platform and there was Hundreds of children clinging onto their mother's skirts. But of no where the conductors piercing whistle soured around the crowd. And people say good bye to my mum but I was a bit confused. Where I was going? Suddenly I was worried, where was my mum and the other people? When I set off away from London and my home and my friends. After the deafening train had pulled away from the station and my sobbing had subsided, I began to stare out of the windows with embarressment and apprehensiveness.

After a few moments, A lonely bird caught my eyes. It was just like me leaving my home. Blue skies and green grass started to flash before my eyes and the sun glistend over clear water. Despite the beautiful view, an awkard silence filled the train carriage, as we all apprehensiveness filled our bodies, we ~~were~~ wondered where we were going, would we be wanted when I got there? And will I be safe?

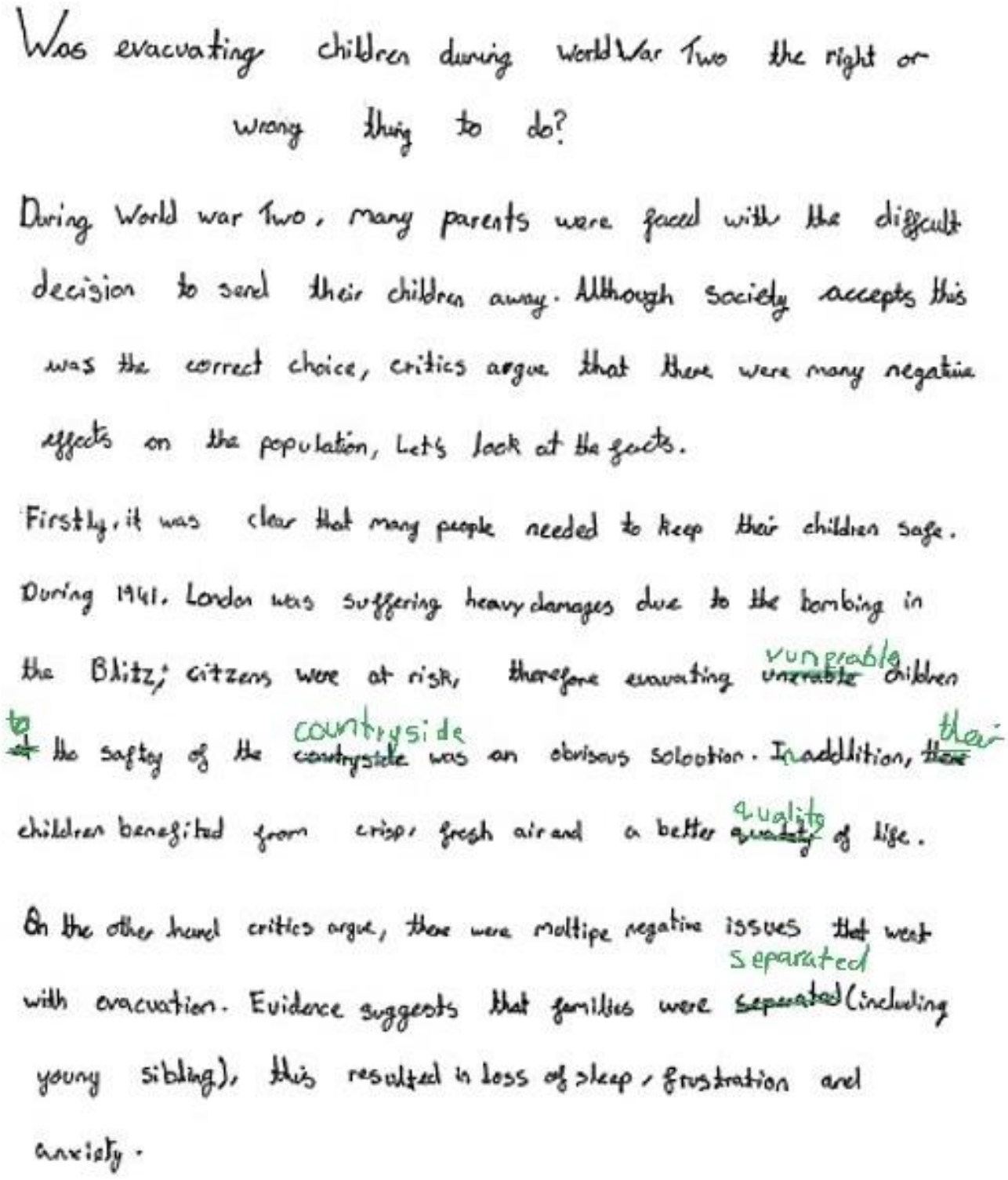
Faster than I had imagined, we arrived at our own new destination. Apprehensively, I stepped down off the train and felt a gentle breeze brush against my rosy cheeks. Beyond the platform, there were quaint houses with clear windows glistening in the sun.

From there, we were all bundled into the village hall where the local women had gathered. This was it. Would anyone want me? With my heart beating out of my chest, I took a deep breath, stepped forward and...

Key stage 2

Pupil B – Piece E: a balanced argument

Context: using ‘Goodnight Mr Tom’ once more as a stimulus and drawing on information from their study of the Second World War, pupils explored arguments for and against evacuation. They learned about some features of formal language and drew on these when writing their own balanced argument about the issue.



Was evacuating children during World War Two the right or wrong thing to do?

During World war Two, many parents were faced with the difficult decision to send their children away. Although society accepts this was the correct choice, critics argue that there were many negative effects on the population, Lets look at the facts.

Firstly, it was clear that many people needed to keep their children safe. During 1941, London was suffering heavy damages due to the bombing in the Blitz; citizens were at risk, therefore evacuating ~~unerable~~ vunerable children to the saftey of the ~~countryside~~ countryside was an obvious solution. Inaddition, ~~there~~ their children benefited from crisp, fresh air and a better ~~quality~~ quality of life.

On the other hand critics argue, there were multipe negative issues that were with evacuation. Evidence suggests that families were ~~seperated~~ separated (including young sibling), this resulted in loss of sleep, frustration and anxiety.

In addition some families forced evacuees to compete hard labour. For example, children had to clean, cook their own food and get up before the sun to help with farming. contary to popular belief, childrens well-being declined. This was due to the impact on their mental health. Many people have proved that homesichness and isolation led to depression, which no child should have.

In conculsion, on the other hand, children separated from their parents and not to visit their family, because the Gavernent had to decidal to take the evacuee on Suffering of mental health.