Pupil B

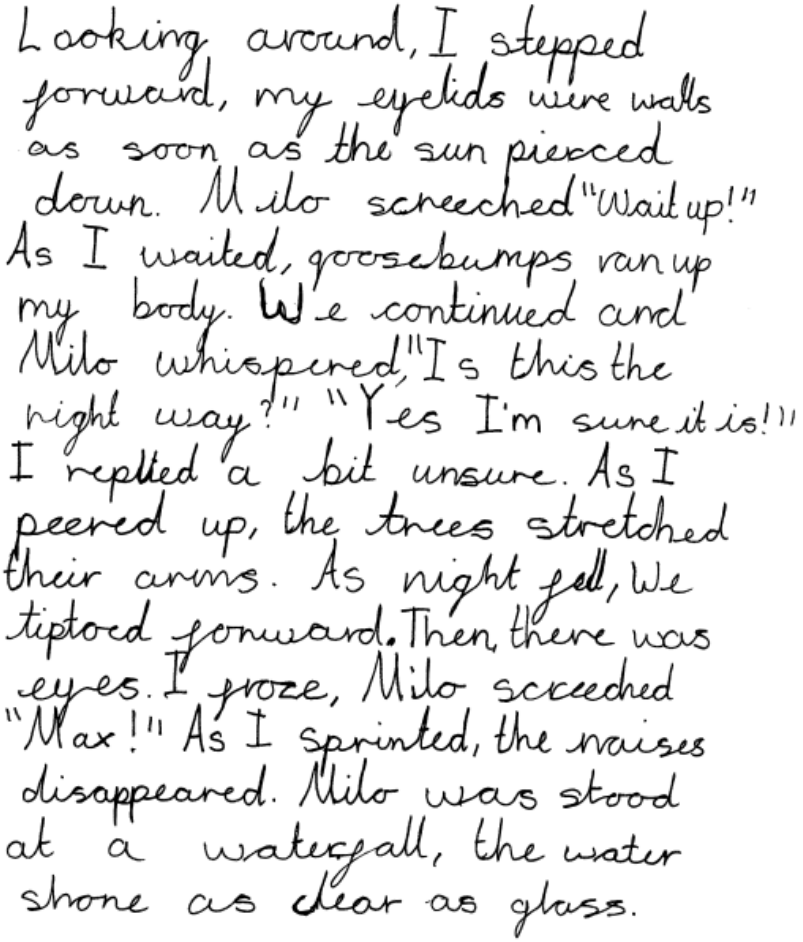
This collection includes:

A) a narrative extract
B) a survival guide
C) a newspaper article
D) a setting description
E) a letter
F) a diary entry

Key stage 2

Pupil B – Piece A: a narrative extract

Context: Pupils read Katherine Rundell's adventure story 'The Explorer' as part of wider learning about the Amazon rainforest. Prior learning involved discussion of effective vocabulary choices and the use of dialogue. Pupils then wrote part of the story, being sure to include an element of setting description.

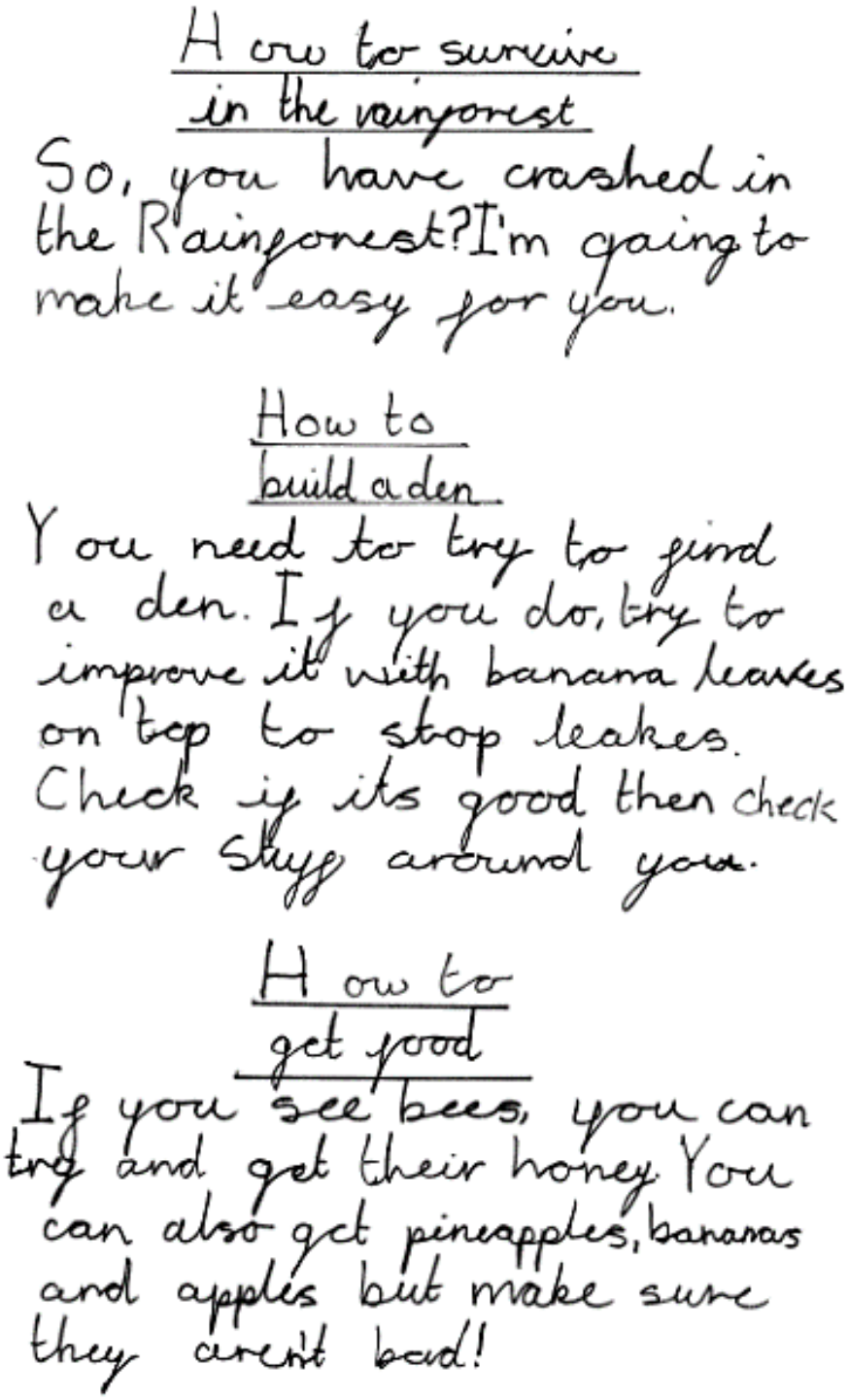


Looking around, I stepped
forward, my eyelids were walls
as soon as the sun pierced
down. Milo screeched "Wait up!"
As I waited, goosebumps ran up
my body. We continued and
Milo whispered, "Is this the
right way?" "Yes I'm sure it is!"
I replied a bit unsure. As I
peered up, the trees stretched
their arms. As night fell, We
tiptoed forward. Then there was
eyes. I froze, Milo screeched
"Max!" As I sprinted, the noises
disappeared. Milo was stood
at a waterfall, the water
shone as clear as glass.

Key stage 2

Pupil B – Piece B: a survival guide

Context: As part of learning about the Amazon rainforest and following on from Rundell's text, pupils wrote a guide to survival to assist those who find themselves remotely stranded.



How to survive in the rainforest

So, you have crashed in the Rainforest? I'm going to make it easy for you.

How to build a den

You need to try to find a den. If you do, try to improve it with banana leaves on top to stop leakes. Check if its good then check your stuff around you.

How to get food

If you see bees, you can try and get their honey. You can also get pineapples, bananas and apples but make sure they aren't bad!

How to
make a fire

So you will start with:

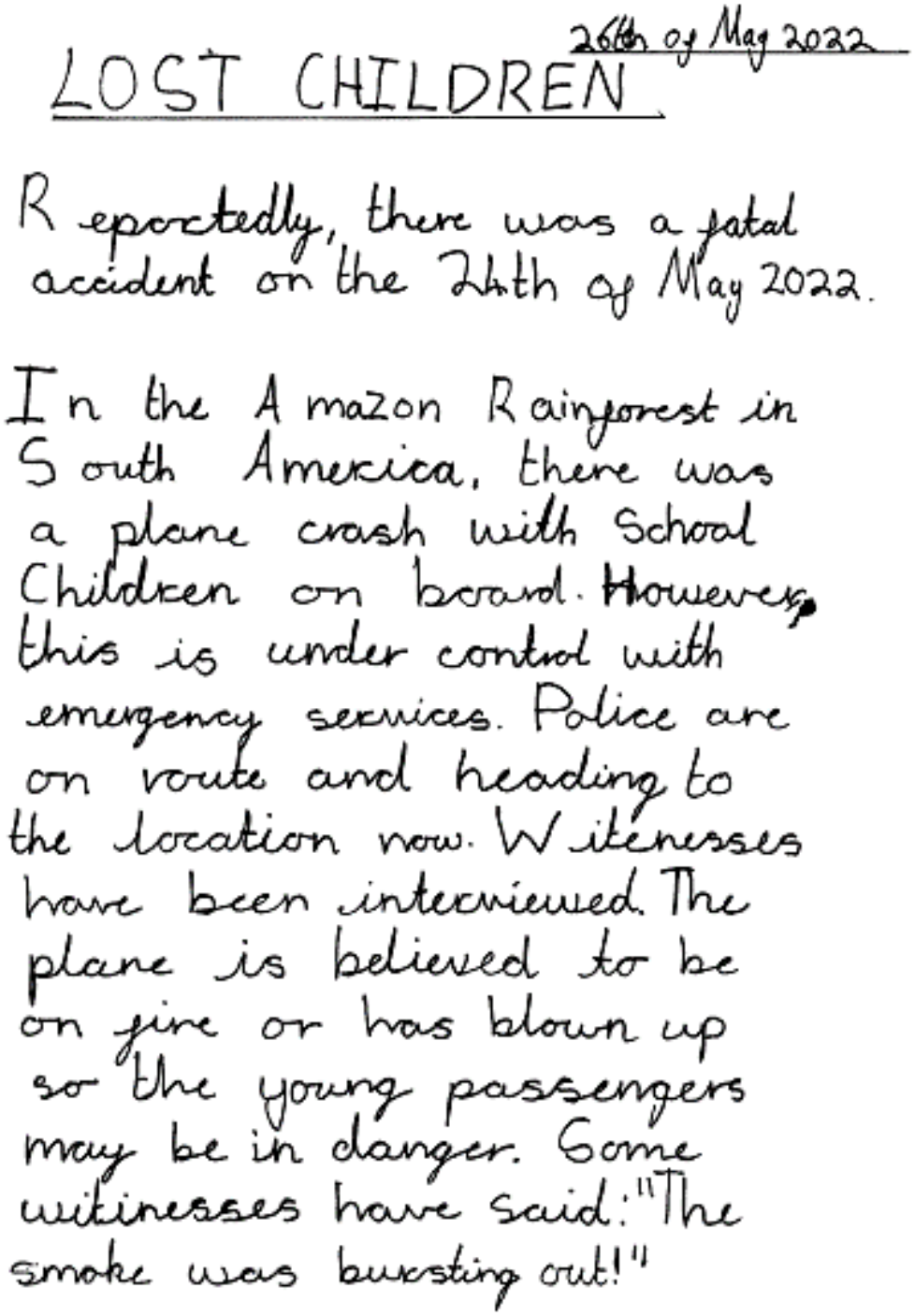
- wood
- dry leaves
- dry twigs

If you follow this guide, you will survive in the Rainforest!

Key stage 2

Pupil B – Piece C: a newspaper article

Context: As part of learning about the Amazon rainforest and following on from reading Rundell's text, pupils wrote a newspaper article including the details of the aeroplane crash which forms the basis of the story.



26th of May 2022

LOST CHILDREN

Reportedly, there was a fatal accident on the 24th of May 2022.

In the Amazon Rainforest in South America, there was a plane crash with School Children on board. However, this is under control with emergency services. Police are on route and heading to the location now. Witnesses have been interviewed. The plane is believed to be on fire or has blown up so the young passengers may be in danger. Some witinesses have said: "The smoke was bursting out!"

"The plane just flew down!"

"I heard screaming!"

Police will be staying overnight for investigations. The childrens families have already been informed by emergency services.

If you want more information about what is happening with the children and where there parents may be, just click on our website now.

Key stage 2

Pupil B – Piece D: a setting description

Context: Pupils were given an image of a spooky house and asked to write a setting description which would build suspense.

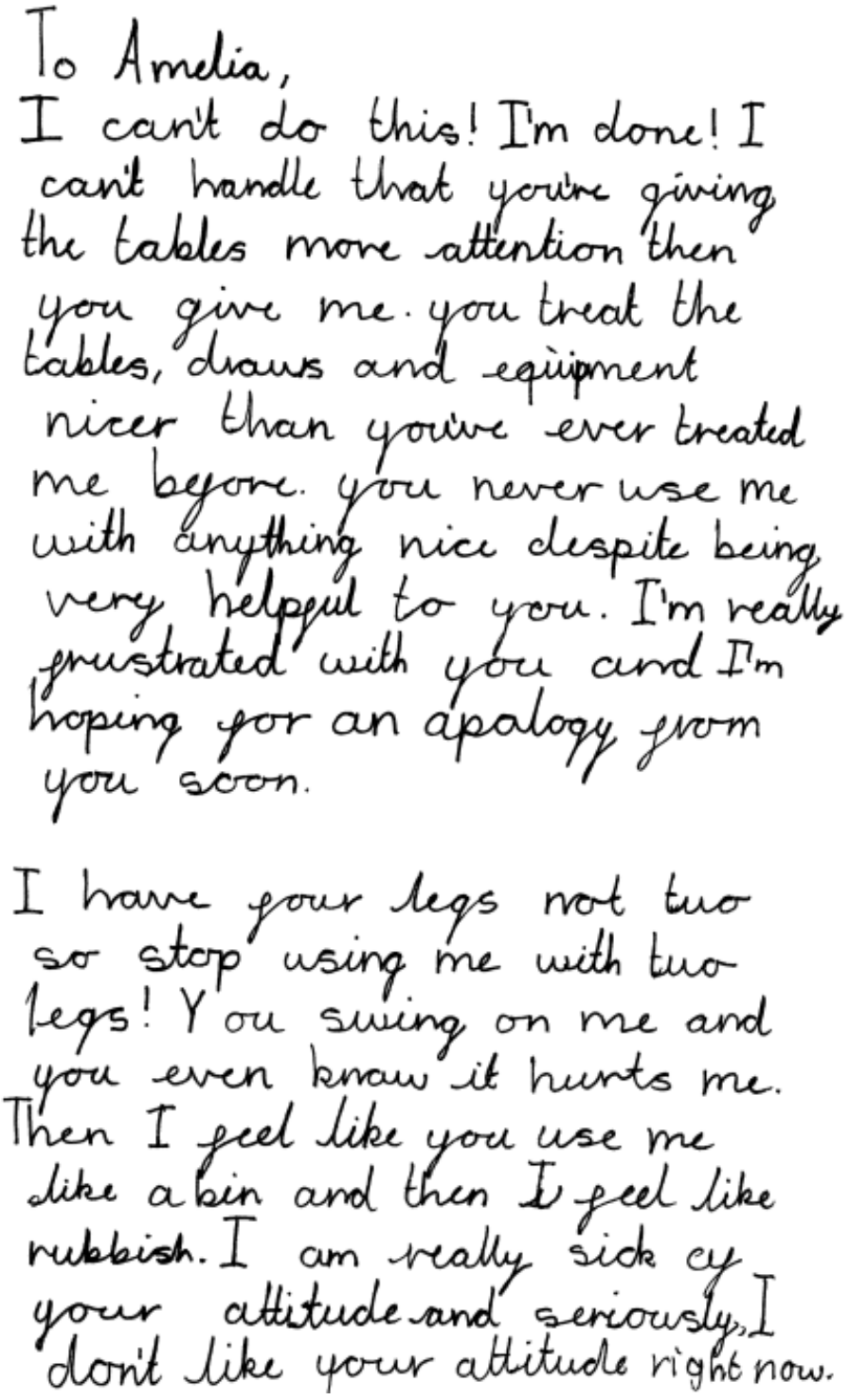
The gates screeched and the fence snapped unexpectedy. Suddenly, the sky was on fire as the sun burned down onto me. Trees were digging into me as the crows screamed and the owls hooted. I smelt rotten birds and flesh, which swished through my nose. I wanted to turn around but I made myself carry on. I was needed. I couldn't stop.

The stairs creaked as I walked up them to the mysterious house. I felt the goosebumps crawl up my arm and tried to ignore them because now was the time to be brave. As soon as I opened the door, the almosphere changed. The breeze from outside slipped into the house. Then the door slammed. Totally overwhelmed, I felt apprenshive but took another step forward into the darkness…

Key stage 2

Pupil B – Piece E: a letter

Context: Pupils read Drew Daywalt's story 'The Day the Crayons Quit.' They were asked to write a letter in the voice/character of a chosen piece of classroom equipment.



To Amelia,
I can't do this! I'm done! I can't handle that you're giving the tables more attention then you give me. you treat the tables, draws and equipment nicer than you've ever treated me before. you never use me with anything nice despite being very helpful to you. I'm really frustrated with you and I'm hoping for an apology from you soon.

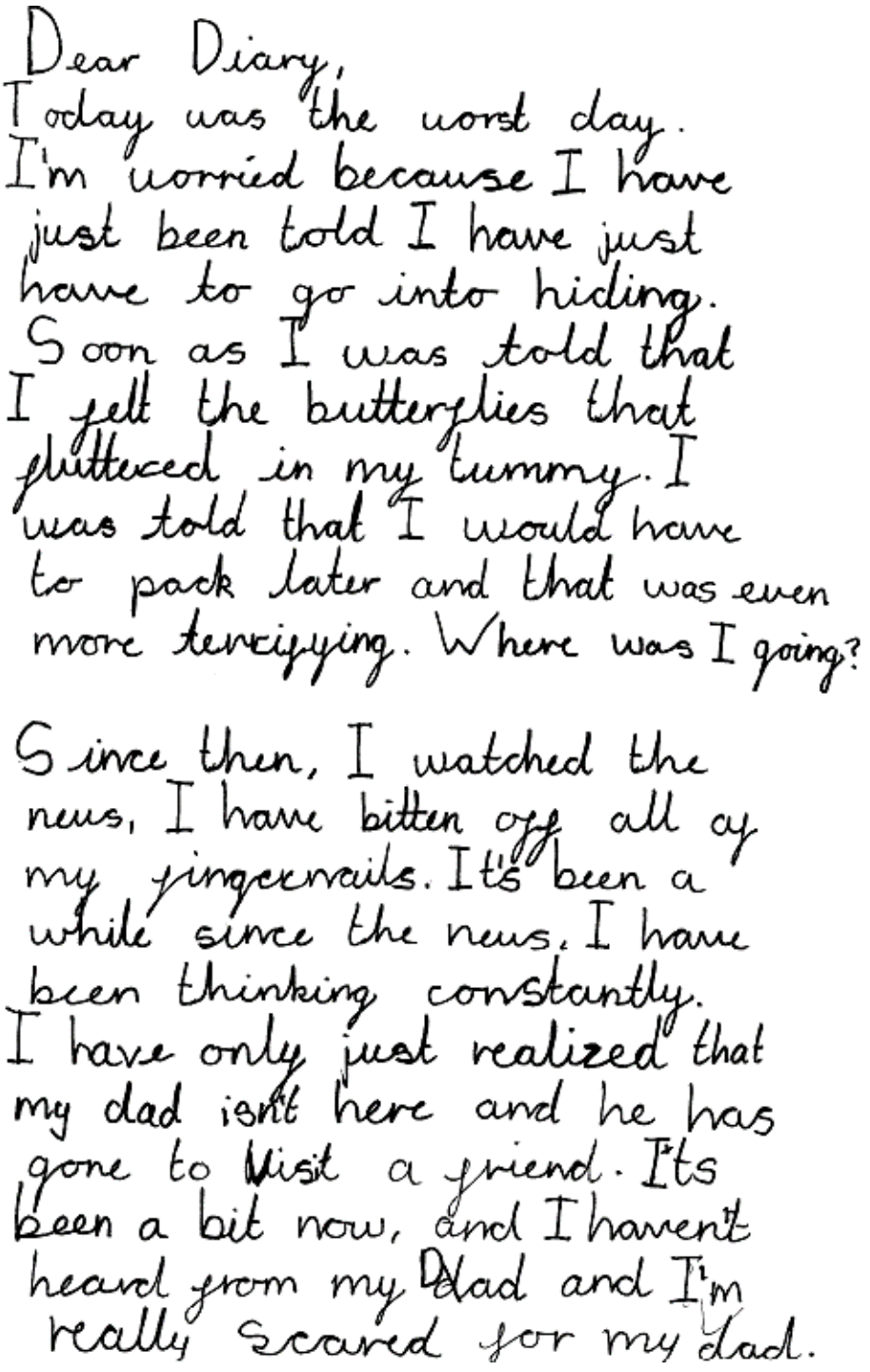
I have four legs not two so stop using me with two legs! You swing on me and you even know it hurts me. Then I feel like you use me like a bin and then I feel like rubbish. I am really sick of your attitude and seriously, I don't like your attitude right now.

I don't even know why you put marks on me! You know why you shouldn't do it but you still do it. You hurt me that much that I feel like I'm going to turn into dust half of the time. I am super annoyed and also one thing, YOU'RE DISGUSTING!

Key stage 2

Pupil B – Piece F: a diary entry

Context: Based on their learning around WWII and after reading Anne Frank's diary, pupils wrote a diary extract expressing Anne's anxiety at her situation.



Dear Diary,
Today was the worst day.
I'm worried because I have
just been told I have just
have to go into hiding.
Soon as I was told that
I felt the butterflies that
fluttered in my tummy. I
was told that I would have
to pack later and that was even
more terrifying. Where was I going?

Since then, I watched the
news, I have bitten off all of
my fingernails. It's been a
while since the news. I have
been thinking constantly.
I have only just realized that
my dad isn't here and he has
gone to visit a friend. Its
been a bit now, and I haven't
heard from my Dad and I'm
really scared for my dad.

I haven't seen my dad and
I'm worried for him. I was
shaking with fear because he
was unknown to me now. I
have looked out of the window
for him because I don't know
where he is. I don't know if
he is at the hospital. It
has been an hour since I
have heard from my dad.