



Key stage 2 English writing standardisation exercise 2

For the purpose of 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 that 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) a poem
- B) two diary entries
- C) a biography
- D) a narrative
- E) a formal letter
- F) a ship's log

Key stage 2 exercise 2

Pupil A – Piece A: a poem

Context: pupils read the opening chapters of 'Skellig' (David Almond) as well as various poems featuring a range of figurative language, including personification. They chose an emotion that the main character, Michael, had experienced in the book and wrote a free-verse poem to personify this emotion.

Fear

Michael stood alone at the garage
door

Fear roared his red eyed face
and snuck to Michael,

Fear pushed Michael forwards into the
garage,

And, Fear rose an evil sneak,
Then, Fear was suddenly, close behind him

Michael stood still while Fear
stood grasping freezing breath
onto Michael ear's

Fear's trembling skeletal hands
strang Michael neck,

All of a sudden, Michael's mouth
formed into a scream

His soul was frozen and his heart
exploded...

Key stage 2 exercise 2

Pupil A – Piece B: two diary entries

Context: while reading 'Skellig' (David Almond), pupils focused on the viewpoint of one of the characters, Mina. They re-wrote two events from the book, from Mina's point of view, as recorded in her diary.

When I was up in the tree, I saw that Michael had come back from the hospital. He looked so distressed I didn't say why but I knew what to do. When I had beckoned Michael to come, I took him to a DANGER sign and pulled out a strange, strange key. His hands were trembling. I took him to a creaking stair case and we ascended up, up closer and closer. All of a sudden, we saw shapes, weird, weird shapes. They had red, red eyes with a deathly stare. Although I was loud I said: what they were? Tummy said then I whispered Tummy said Michael backed up. I laughed. And then, these shape takers griped the dry cracked window frame.

Earlier that afternoon, I was in the kitchen making my bird's out of clay for the cooling display. Just then, Michael showed up. He came in and behind me to come because he said we were going somewhere secret. He brought me to his old paint garage door. He lifted it up and it was a little like a rubbish dump. My hands were trembling because there was gnat shadows on the walls, dead blue bottles and dust fell on us while cats urine and rotten fish filled the air. My palms were sweaty and my hands trembled and trembled. Just that second, he took me to the tea chest and pushed the top a side and I saw him. My eyes and mouth were gaping from astonishment. I couldn't believe my eyes. I felt his pale skin it was shocking. It felt like a face made of plastic. Michael took me to feel his shoulder blades because they felt peculiar. I reached and reached and reached behind his back and it was spectacular. I said we need to help him but he refused. All of a sudden whisper came in and rubbed against him. So soft and kind soft and kind he said. He changed his mind and let us help.

Key stage 2 exercise 2

Pupil A – Piece C: a biography

Context: pupils each picked an author and researched key information about their life and career, before writing a biography.

Biography of Liz Pichon

Liz Pichon is a worldily famous kid's author who is best known for the Tom Gates Series. Pichon was born on 16 August in 1963 in London. Her dad's name was Francis and had 3 siblings called: Zac (25) Ella (21) Lily (17) and she was the youngest out of all of them. She went to Brookfield Primary school in Highgate. Her favourite book in school was Mary and the Turist by Roud Dahl.

When Pichon was starting her career she was an art director. After when she started writing Tom Gates it was published in 2014 it was a multi-award-winning book. But in 2016 it was prefered as a child's version of a book. And then The Brilliant World of Tom Gates won the Roud Dahl funny prize.

Picton has wrote 48 books and 20 of them got an award from 2011-2020. Picton said she feels like she has the best job in the world because she could of been one of the most famous authors you have ever heard of in the Irish times. Picton is featured in the TOP 20 most Borrowed Authors in the Irish libraries in 2018. She is an Illustrator for Julia Donaldson and has won about 4-5 prizes. She had got a prizes for her oldest book Hot dogs and cool cats in 1995. She has wrote her latest book shoe wars in 2020 it has become very popular in the last few months. She has translated 44 of her books and sold them around the world. She has sold about 11 million books around the world and is very happy for how successful she is so far. She has sold 5,000,000 books in England and she gets even more popular about ever month. Tom Gates is now ten years old.

Pichon has had three children with her husband Mark Flannery and Pichon's last name is now Flannery. She now lives in Brighton with Mark. And she has conformed her self like Tom Gates so her books are like her life story. She is now 57 years old (16 August 1963) and she loves spending time with her family and telling them about Tom Gates.

Key stage 2 exercise 2

Pupil A – Piece D: a narrative

Context: having read 'Street Child' (Berlie Doherty), pupils imagined what might have happened to Lizzie and Emily, the sisters of the main character, who appear only in the early part of the story. They planned ideas for new settings and characters in their story, before drafting their writing over several days.

As fear clutched into their hearts, Emily and Lizzie scoured the room and found a large, dusty oak door at the side of the kitchen. They ran to it but the knob turned until they found a small cracked window. They grabbed some dusty sacks and put scattered potatoes in them and crawled out the window. Rosie said

"Go leave me!"

As Lizzie's eyes was poring out like an ocean.

Without a warning, the oak door opened and Rosie was gone. The bondship fell and collapsed over five dusty sack that were full of potatoes. The chipped tiled floor was filled with tears.

Emily and Lizzie took one last look at Rosie and into the streets of London.

They ran for what seemed like days, being as far as the bondship and turned the mossy wall

by an ally of vagabonds. And froze in shock.

There was a dark enormous cloud with a smell of smoke and raising a hazy smelling mist through the ally, that made Emily didn't want to go any more. In front of her were several scowling men with dark caps and grimy faces, were squatting down on soaking sacks on the mucky ground. Filling the walls many faded, tattered posters and yet with 5 dusty lanterns on the chipped wall. Fifty old tattered cloths on the laundry line attached to the brown and yellow bricks on the broken walls. The annoying smell of dead cat came out of the rusty air vent with the worst noise almost made her collapse.

In the distance, herie saw a heavily muscled arm and leg's man, who looked stronger than an Ox. And was wearing a black and white mucky suit. The girls tried to blind in which the several tattered vagabonds across the mucky floor. But he hobbled right towards them. As he got closer they saw laughter lines burnt into his

skin and a scarred lip, and his staring ice blue eyes were as big as saucers. With a hint of anger in them. He had teeth like polished pearls, and a small pug nose. All of a sudden, he stopped and turned to his side and they saw his wrinkled, lumpy and swollen hands. He had a cut, fuzzy cropped beard tight to his face.

And bent down and said with his strong, calm voice "Are you guys all right do you need help?"

"Yes please sir were trying to find Jim and our Mr Jarvis," hizzie replied with a scared trembling voice.

"Ok do you want to come to my carriage and tell me were to go?" Mr Williams asked with his swollen finger pointing to his wooden carriage.

"No thank you sir we dont know if we can trust you," Emily murmured with fear rising in her voice as she gulped a bubble of terror.

Key stage 2 exercise 2

Pupil A – Piece E: a formal letter

Context: after reading 'Kensuke's Kingdom' (Michael Morpurgo) and learning about some of the features of formal language, the children considered reasons for and against the family attempting to sail around the world. They then wrote formal letters in role as Michael's headteacher, in an attempt to persuade him either to go or decline the trip.

Dear Michael,

I hope this letter finds you well. I am greatly happy you are going on this great long voyage around the world. I assure that this shall be a great advantage for school. I hope you anticipate this grand voyage. We shall be greatly dismayed when you depart.

This is a marvellous advantage for learning new languages. You have a superb attend to succeed and stand in your marvellous languages. And assist your parents at wonderful places.

This is a once in a lifetime opportunity and a fantastic time to create memories. You would commence into the sea and take marvellous photos. And I assure you shall not want to depart away from the ship.

Furthermore, you can taste all the exquisite foods. You can discover new foods like sushi, salmon and other wonderful healthy food. Additionally you can fish for exquisite tips of fish.

Moreover, you could meet new people make friends. They could provide food healthcare provide you a way to contact each other, assist you if you fall off and instead of it falling apart they can teach you.

I truly hope this voyage is marvellous. Please keep us informed every time you send let us know to news.

From yours sincerely
Dr Armb

Key stage 2 exercise 2

Pupil A – Piece F: a ship's log

Context: in Chapter 3 of 'Kensuke's Kingdom' (Michael Morpurgo), the main character, Michael, records his experiences at sea in the ship's log book. After reading the next chapters, pupils imagined that Michael had kept his log book with him when he was washed ashore. They wrote the next two entries he might have made to record his first experiences on the island.

July 30th, 1988

The last few days have been terrifying I thought of death. As soon as I fell overboard with Stella I was horrified. Stella was drifting and drifting more and more I couldn't swim for her - until a wave pushed me. I realised as I got pushed down it was my football! I held onto it hoping that morning will come soon but there was no light and all of a sudden I fell into a heavy sleep. In a blink of an eye, I saw sun light, I was on a golden beach. With Stella and we both knew we had to find water or else we wouldn't survive in this heat. I couldn't bare to watch Stella panting while searching for water. Right behind me was a hill as I walked onto onto it into it the forest felt like I was being watched. The trees were so hard to get through



twinkl

it was almost impenetrable. At last I found a cave to slip in as it was turning night. Just then, I woke up to still drinking water and on a table was some fish and red bananas.

August 18th, 1988

During the longest weeks of the year, I saw a diminutive man shoving sand onto my fire. While I was walking closer to him he shouted Dameda! over and over again but saying his name was "Kensuke" or "Kensuk"? After that, he just sat down making something that looked like a map of the island and aggressively put his hand in the middle trying to make it clear that one half was mine. Several times threatening me not to pass

the line.

What is his problem? He's threatening me after providing a sheet to protect me from mosquito's with food and water every single day time and time again. Keeping me as a prisoner. All's I want to do is see my parents and he won't let me - unless he's a madman.

Pupil B

This collection includes:

- A) a poem
- B) a newspaper report
- C) a narrative based on a novel
- D) a balanced argument
- E) a diary entry

Key stage 2 exercise 2

Pupil B – Piece A: a poem

Context: having explored description and language choice, pupils wrote their own poem about the seasons, using figurative language.

Seasons

Plants dance in the winds.
Blissful blooms
Blossoms fall off the barkey trees.
Peaceful lush yellow plants sit on the
hill side.
Flowers are as beautiful as the
glissling sky.

Blistering, blazing sun,
aggressive heat gazes down on the
vibrant flowers.
Smooth silky sea sits silently
Tropical,
the stinging sun beams down
on the sandy beach,
cloudless.

The leaves are as crunchy as
pasta,
brick,
the leaves crunch with a crackle.
Beautiful leaves fall off their
trees.
Autumn.
Abundant leaves.

Snow as cold as a slushy,
pearl white snow,
polar.

Dismal snow covers the ground.
Snow as cold as a slushy,
artic

Key stage 2 exercise 2

Pupil B – Piece B: a newspaper report

Context: drawing on the book 'Holes' (Louis Sachar), pupils wrote a newspaper report about the main character, Stanley Yelnats.

INNOCENT OR GUILTY?

written by: _____

Late last night, Stanley Yelnats, - a 14 year old boy - was arrested. The officer arrived at his home, they conducted a search and they found more sneakers. Whilst officers were present, Mr Yelnats - distraught and terrified - shouted: "my boy is innocent he would never do such a thing!" Stanley was then returned to the station and was taken to court the next day. Stanley was escorted by the smart

Stanley, along with his spurious family, attended the court room early this morning. Witnesses that were near the crime at the time gave statements to prove that P.C.

Cops was right. After committing she had this to say: "That boy is guilty as can be seen. You should have seen the look on his face when he tried to run." Unexpectably Stanley Grandfather stood up and shouted: "It could have only been his no good for nothing - dirty - rotten - pig - stealing great, great grandfathers." Stanley was seen wiping tears from his eyes when he waited his verdict.

After committing a crime, at 3:45 pm, Judge Tegg (stern and terrifying) decided that Stanley was guilty and was sentenced to 18 months in Camp Green Lake. Stanley will return home, next fallowen.

Key stage 2 exercise 2

Pupil B – Piece C: a narrative based on a novel

Context: pupils wrote a narrative drawing on 'Holes' (Louis Sachar), focusing on creating mystery and suspense.

Holes

Tom Throbbing, and light-headed, Stanley rose before sunrise. As he stepped out onto the shining sand, he huffed in pain: he could not take another devastating day. When Stanley walked to his hole, you could see hellish mountaininess bigger than a sky scraper. Clouds opened up in the sky and beamed down at the glistening sand. Exhausted, he dragged his shining shovel and put it into the ground. Welcome to Camp Green Lake.

Hours passed. Stanley's arms were limp and floppy. Sweat raced down his face like a waterfall. BANG!! His shovel collided with

something. Anxious, curious and excited he carefully scooped up the thing. Surely it was just a pebble. He brushed off the rock. "Wow I really hit the goldmine!" whispered Stanley to himself. The world ran around him as he started at the rock. The more the rock became clear to him the more his heart raced. He waited for the water truck.

Stanley waited impatiently for the line to go down. There were little beads of sweat dripping down his face; butterflies wavered around his stomach. "Next!" Mr Pendanski screamed at the top of his lungs as he rolled his eyes. Stanley nervously stepped to the front of the

the line "What yall got there kid?" questioned Mr Pendanski; as his eyes started towards the rock "It looks like a thousand year old fish fossil." Stanley whispered with an excited look on his face. "So can I get the day off then?" as adrenaline rose up in his chest. "Ha ha ha." The warden aint going to be interested in no fossil." Furious, Stanley grabbed his bottle and stormed off. X-ray then pulled him aside and whispered "if you find anything, report back to me." Stanley was shaken by what just happened. He was terrified, angry and bewildered. He stomped back to his hole. It was another day at Camp Green Lake

Key stage 2 exercise 2

Pupil B – Piece D: a balanced argument

Context: the class explored features of a balanced argument and drew on their history topic to write their own piece about Henry VIII.

Was Henry VIII a good king?

There are many different opinions on whether Henry VIII was a good or bad monarch. Many people believe that he was a good king because he promoted arts, literature, drama, music and dance to promote health and well-being; however, in 1554 he declared war on France, pushing England to battle.

Firstly, furthermore, many people thought that Henry the VIII was a good monarch because he created a strong and powerful navy. Henry VIII (who was a powerful king) created the English navy to protect our country and it also helped Queen Elizabeth I and Mary I in their war.

more over, many other people

thought that Henry VIII was a good king because he made England very wealthy. He did this by building monasteries and other important structures. He did this to make other people wealthy and so more people had homes to live in.

on the other hand, most people hated King Henry VIII because he made laws without consulting people first. He was racist and brutal and he executed his enemies. He made laws without telling people so he could get away with things like murder.

Henry the VIII was also hated for killing his six wives and did horrible

things he did to them.
Henry VIII - brutal and careless -
killed two of his wives
divorced two of them one
died and the other
survived King Henry VIII said.
He did that sort of
stuff to his wives
because he thought they
were unfaithful.

Although, many people have
different opinions on whether
or not Henry VIII was
a good king or a bad
one. however, I believe that
King Henry the VIII was
a horrible king because
he killed his wives but
he did do some good
stuff for this country.

Key stage 2 exercise 2

Pupil B – Piece E: a diary entry

Context: drawing on 'Skellig' (David Almond), pupils wrote a diary entry in the role of the main character, Michael.

Sunday 10th
July

Dear Diary

It has been a week since me and my family moved into this dusty house. I went to explore out the back and I found an worn down, ancient garage. It was a Sunday morning that I first saw the garage. When I was just com away from the Garage I suddenly froze in my tracks. I went in side. Rotten doors lay across the side of the garage. dusty and dampness coated the door. The more ground I covered in the garage the more curious I started to get. The floor boards (which were covered in dust and dead bugs) kept creaking. I had never felt so... Excited. Suddenly, Mum called and I raced out the garage like nothing happen but mum caught me.

Sunday afternoon, Doctor Death AKA Doctor Dan came and gave my little sister. On the other hand, I saw an opportunity to go back into the garage. When I stood before the garage a kick of adrenaline rushed (pulsed) through my veins. I turned on my red touch and went inside.

Spider webs brushed against my face. I had never felt so... terrified. Adrenaline rushed through my veins. Curious, adventurous and excited I staved sleep into the dark. Rusty nails were holding up wooden planks spider webs were dancing in the wind. I was at the back of the garage and I shone my touch onto

In this one particular spot
are millions of woodlice
scattered away from the
light. When I pushed passed
all the heavy boxes when
I saw blue bottles on
what seemed to be some
kind of rug & when I
blinked one more time, then
I saw him laying there. My
heart thudded and thumped
but at the same time
my heart stopped. The
ominous figure - which was
gaunt and gaunt -
was awoken from his
slumber. The mysterious,
strange figure stared at
me with fear in his
eyes. The man was pale
and looked old. He was
coated with spiders webs
he was wearing a black
hood & with legs straightened
out and his head was
tilted back. petrified
and worried I ran out
of the garage just in
time because dad was

calling me and asked
where were you.

I will be back soon
Michale

Pupil C

This collection includes:

- A) a continuation of a narrative
- B) a setting description
- C) an information podcast
- D) a setting description
- E) a character monologue
- F) a narrative

Key stage 2 exercise 2

Pupil C – Piece A: a continuation of a narrative

Context: after watching a video clip from the film, 'Jurassic Park', pupils were asked to recreate and continue the action scene from where the clip ended.

From out of the pen, the petrified pig sprinted across the enclosure squealing as he went. The worker - Joe - tried to save the worried pig. In a shock, Joe flew off of the metal platform, crash landed into the lethal enclosure and struggled back to safety. Quickly, Owen slammed the button to open the gate, Guards came to shoot the vicious creature but Owen knew that if they had shot them they would never trust him again.
"Hey, hey, hey, hold your fire!" Owen shouted.

After the worker had fallen, he looked up and saw the sharp teeth of the colossal beasts. Whilst looking out for the fierce dinosaur, the third keeper opened the gate grantically and helped the worker and dragged him hastily. Owen held his hand up to the raptors calming them down. Slowly, the monsters edged even closer to Owen, snapped and snarled at him. As Owen instructed them to close the gate, he crept back keeping his cool. He dived to the ground, rolled underneath the metal bars and found himself face-to-face with the three hissing raptors on the other side. Keeper number three pulled

Owen up with the fallen keeper still out of breath.
"You're the new guy, right?" Owen questioned.
"Yeah," Joe panted heavily.
"Right, never turn your back to the cage, ever noticed why we never had job openings?" Exclaimed Owen, as he strolled away.

Key stage 2 exercise 2

Pupil C – Piece B: a setting description

Context: pupils were asked to write a setting description based on a scene from the film, 'Jurassic Park'. They had researched the landscape and were given various pictures as a guide.

The location was 87 miles away from the devastation that had completely ruined Isla Sorna four years earlier. The island was a place to loosen up and a place of tranquillity. Aqua majestic seas gently tapped the golden sand as the craggy cliffs lined the shores. Other than a few fluffy marshmallows, the sky was as clear as the sea below with the sun beaming down on the crystal water creating an atmosphere of a dream holiday.

Enjoying a luxurious meal on the beach, a wealthy family were taking advantage of the secluded island. With no loud noise, they were loving the sand. Cathy, who was the little girl, was getting bored and wanted to explore the rest of the fascinating island. As Cathy skipped off, her mum was concerned about snakes. There was nowhere she'd rather be with the shiny sand between her feet and a delicious sandwich in her hand. She was determined to have some fun of her own.

Cathy was just yards away from the beach but the sight she had seen was spectacular. Most of the grass was barely noticeable with all the vibrant colours around her.

She hummed with joy as she was heading more into the forest. Cathy could hear a squeak coming from one of the bushes in front of her. The bushes rustled. The adventurous girl edged backwards cautious of what was coming out. A little creature hopped out, it had a slight resemblance to a dinosaur! But it was so tiny - not even knee height - she thought it would be harmless!

Kneeling down to take a closer look, Cathy was puzzled. She had thought it might be hungry, so Cathy gave her sandwich to the unknown creature and after a bit of gentle persuasion it snatched the food. That was a big mistake. The same squeak she heard earlier was now coming from every direction. In the blink of an eye, Cathy was cornered with all the vicious beasts jumping up and biting her legs. Meanwhile, the weather had taken a turn for the worst. The clouds darkened the sky and covered the sun completely as waves violently struck the rocks. Cathy had let out a scream that had echoed the island. Everyone had froze in confusion and sprinted tracing the little girl's footsteps. In shock, her mum had let out a scream five times the sound of Cathy's.

Key stage 2 exercise 2

Pupil C – Piece C: an information podcast

Context: after choosing a specific dinosaur, children researched various features and had to create a podcast for the school website.

Podcast

Dinosaur: Triceratops

Introduction

Hi my name is _____ and we are going to go back millions of years ago to learn about the life of dinosaurs! There were three different periods; the Triassic, Jurassic and Cretaceous. Did you know dinosaur fossils have been found on all seven continents? Prepare yourself for the best journey of your life finding out about these amazing creatures!

Today we are going to focus on a beast who was around during the Cretaceous period. Want to know what creature I'm on about? It's the tremendous Triceratops! This fabulous dinosaur was actually super speedy with a speed of 32 mph.

Appearance

According to scientists, Triceratops was a herbivore (a dinosaur that only eats plants) and weighed around 10 ton also approaching 9m in height. This incredible creature had strong limbs to move and support its massive body. Did you know that the Triceratops was actually

spectacular in fights with its fiercely hooked toothless beak?

Habitat

Not many people know that during the Cretaceous period (the period before the mass extinction) there were only two continents meaning the violent herbivore could roam around anywhere. Scientists believe that the Triceratops lived in North America. Later on, the remains were found near Colorado, Wyoming, USA. Most massive creatures spent their time in forests because they would have been surrounded in trees and leaves (their diet).

Characteristics (behaviour)

Even though the Triceratops was a herbivore, they would have been able to cause a lot of damage to an attacker. I bet you didn't know that this fierce mammal was one of the last surviving dinosaur of their kind? Fossil evidence shows that it did battle with T-rex on occasion, and could survive that encounter.

Conclusion

So there you have it - I hope you have enjoyed the journey back to the Cretaceous period finding out about this mighty herbivore! A plant eater but a fierce addition to the many different species of dinosaurs. Thanks for listening and don't forget to check out more podcasts coming soon.

Key stage 2 exercise 2

Pupil C – Piece D: a setting description

Context: pupils watched a clip of the short film, 'Ruin' (Wes Ball) and described the scene in detail, focusing on the five senses to aid their writing.

The location was an abandoned war zone with overgrown trees all around. Although there were clouds like marshmallows in the sky, below didn't measure up. Amongst all the filage, most buildings were wonky and on a tilt with a lot of mould peeling through. Out of nowhere, a huge metal box tumbled from one of the towering buildings and the Protagonist came to investigate. Falling out of the box, was an unidentified piece of technology that had flickered on.

Hearing the roaring from the machine, the protagonist sensed danger. Without wasting a second, the unknown man dashed to see a desolate leather vehicle. On the motorway, the mysterious protagonist dodged many of the rusty cars including some lampposts. The explorer had noticed one of the signs and fled right into a dark, gloomy tunnel.

Key stage 2 exercise 2

Pupil C – Piece E: a character monologue

Context: following on from watching an action scene in the short film, 'Ruin' (Wes Ball), the pupils wrote an internal monologue of the protagonist, demonstrating the thoughts and feelings of the character, using the first person.

Why is it me that this happens to? I can't get the thought out of my head. Every minute of every day, what did I do to deserve this? All I ever wanted is to have a happy life. All I ever wanted is to have a nice home. All I ever wanted is for the tragic earth to be a better place. The feeling of not wanting to get out of bed is monotonous. I don't see the point in getting up anymore. I'm the survivor of this disgusting wasteland and I don't want to be. A successful future that I had wished for is gone. A perfect family of my own is gone. Everything that I have ever wished for is gone... I do, I really

I do, I really do try to think about some positives, but there aren't any at all. From the place I used to call my secure home (123 Shapes Avenue), I sit and reminisce, remembering fondly memories of happier times. The thing that turned my once admiring world upside down into complete devastation. I don't want to do this. Hours turned into days, days turned into months, months turned into years. Rising to my

feet, I summon the determination "I will do this" and defeat whatever this cruel thing that has ruined my life. But I can't... What if it ends me? What do I do then? What happens to mankind?

Key stage 2 exercise 2

Pupil C – Piece F: a narrative

Context: after watching the short film, 'Alma' (Rodrigo Blaas), pupils wrote the story from the perspective of Alma. They had acted out sections to discuss the reasons for the character's choices.

ALMA

Snow fell to the ground as a little girl came from around the corner. The girl, who was wearing her hat, gloves and her woolly coat, skipped happily down the empty street, not knowing what awaited her. Not another soul was in sight. Joyfully, she wrote her name on a mysterious chalkboard.
Alma.

A creaking noise made Alma turn in confusion when a doll emerged in the front of a shop window behind her. The doll looked just like the girl, not a detail was missed. Staring. Alma slowly approached the shop window full with curiosity. She stood and studied the doll, took a glance at the floor but when she looked back at the doll, it was gone... She was shocked. Where had the doll disappeared to? The girl stumbled to the door, rattling the door handle forcing the door to open. It was locked. She was unsuccessful. Annoyed and aggravated, Alma launched a snowball at the door and carried on walking. As she continued to walk down the street a noise from behind her caught her attention... CREEAAAKKKK!

The door was open. Alma didn't care about how the door opened she was so excited to find the doll. The girl took a few steps and gazed around the room, looking at all the other dolls. She saw the doll that looked identical to her and walked over to reach the doll. In the process,

She accidentally kicked a little boy on a bike and picked him back up. When he got back on his feet, he headed straight for the closing door, desperate for his freedom. After the door shut closed the doll bashed against the door repeatedly. Alma went to look back at her doll but it had disappeared again. The girl looked everywhere, on the floor, under the table. Where had it gone? After a minute of looking, she spotted the doll on top of a shelf, high up with some others. She was determined. Alma started to climb, two dolls spoke with their eyes trying to warn her not to touch the doll. The little girl climbed and climbed, took one of her mittens off and touched the nose of the doll. Her eyes were locked on Alma's finger. Black. Everything went black. She was a prisoner in her own body. It was almost like a flash of something horrific. Breathing heavily, Alma couldn't move, all she could do was spectate. A few minutes passed and another doll appeared in the big window and it happened all over again...