



## Key stage 2 English writing standardisation exercise 2

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 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 Viking saga
- B) a guide
- C) a news report
- D) a webpage
- E) a review
- F) a mystery story

## Key stage 2

### Pupil A – Piece A: a Viking saga

Context: pupils were tasked with writing a narrative involving conflict. Pupil A drew on their prior learning, additional independent research and their memories of reading 'The Saga of Erik the Viking' by Terry Jones to inspire this piece.

Before the first glimmers of morning light hit the earth's surface, Captain Madara of the Uchiha clan had summoned a meeting in the secret hideout nestled between the trees. Tension filled the air, palpable. Between Madara's commands, a momentary silence that no one dared fill. He continued, "As you know, my honorable brother, Izuna Uchiha has been mercilessly murdered at the hands of Hashitama's men. Today we avenge. Kill or be killed. Approach this battle with as little care for the wellbeing of Hashitama's men as he himself had shown my brother." Madara's eyes were steely with determination and rimmed with sadness. His clan hung off his every word; Madara was a seasoned leader, all respected him and dutifully followed any command he set forth.

This had come to no surprise to the men; they had been training for this day for many months. Target practice, strategic planning, training regimens and sleepless nights—they knew what was to come and they were ready and yet doubt still tried to creep its way into their minds like mold. Raising their weapons in agreement, his men quelled any fear, reflecting back at Madara their own determination to satisfy their leader.

"Show no mercy—except for Hashitama himself. Leave him to me," Captain Madara continued, satisfaction permeated his words as he spoke. Captain Madara was not a leader afraid to get his hands dirty. Others preferred to let their men do the work, take the risk and then claim victory afterwards but not him; he was a well experienced fighter in his own right.

Madara knew Hashitama's men would be unaware of the pending attack but every minute they waited was a minute their plan could be

galed. "Quickly with haste!" Madara shouted, ushering his soldiers out of the hideout and down the banking to the perimeter of Hashitama's territory. His men stood poised, awaiting his signal, bows furrowed, fists clenched around weapons.

"ATTACKKKKKK!!!!!" Madara bellowed and without a second's thought, his men leapt over the barriers and into Hashitama's land. As the soldiers galed in, Hashitama appeared, signaling to his own army to come forward. Despite being unaware of the attack, a Viking was always prepared for battle to some degree, such was life living in such a hostile and unpredictable environment. Even when in the deepest of sleeps, a Viking was ready to be catapulted into action with less than a moment's notice.

Within moments, dismantled body parts lay strewn, cries of horrific pain were met with cries of anger and violence. It was a horror scene.

The grass, now a sea of red, was more a mortuary than a field. Both clans were having their strongest, fiercest men slaughtered. The ground was awash with grievous fighters, now laying limp and lifeless. The two greatest tribes in existence were both taking significant hits and numbers of men left fighting were waning.

All of a sudden, silence befall. Madara trampled over his own and gve's deceased clan members towards Hashitama. He and Hashitama stood face to face in the centre of the battlefield.

Words spilled out from Hashitama's mouth, "So your arrival has finally come, Sir Madara."

"I see you are still a vain and optimistic as ever, leaving your clan to bear the burden of eliminating my army - my army who are the best warriors in the nation no less," blurted Madara placing no ~~filter~~ filter over his words. "It seems most of your men are now watching

from the skies, judging, ~~evaluating~~ evaluating your worth as a leader. Are you going to get your own hands dirty? Fight to the death. Or are you filled with cowardice. Will you make your soldiers proud or end up joining them in the clouds. If you do join them in the clouds, be sure to apologise for being a weak leader!"

Hashitama stood, angered. Madara's words had riled him, penetrated deep beneath his skin. "Let's get this over with. I have a family to get home to to share news of my victory." Hashitama kept his words measured, sitting on his bubbling rage, not allowing it to spill into his tone.

"Unlike yours, my family did not shy away from war. I know not if they are alive or deceased but I know they are supporting me now," Madara replied.

With that both men charged towards each other but defeat on either side was not straightforward. No matter how hard one thrashed their blade, the other would dodge and retaliate a counter attack. Tension in the air was palpable.

"We would make such a great team, it's too bad that you chose the wrong path," Hashitama spoke between thrusts of his sword.

"We could never," Madara replied, "And it is time now for you to die." Madara began to swing his axe with more velocity, more determination than ever to rid the world of Hashitama.

As Madara went in for the kill, Hashitama made an intelligent move - crouching, creating an opening for himself to cut off Madara's legs.

Slash. Blood gushed uncontrollably, draining the life from Madara. Unable to speak, he fell to the ground in agony and within minutes had joined his comrades as a lifeless body on the ground.

Hashitama lifted his fist into air as the realisation that victory was his washed over him.

## Key stage 2

### Pupil A – Piece B: a guide

Context: while studying 'Kensuke's Kingdom' by Michael Morpurgo, pupils explored the topic of survival. Pupil A chose to write an explanation text focussed on how parents can best support their children to enable them to survive and thrive at primary school.

#### How to survive primary school

Within a person's lifetime, nine years are spent in primary school. This period of time is the first stage of a child's education, designed to equip them with the necessary basics in reading, writing and mathematics so that they may go on into high school to hone their skills before seeking higher education or an apprenticeship. The curriculum advances through stages from learning the fundamentals through play, into more formalised activities sat at tables and chairs. Primary school is split into three key stages with the later two culminating in examinations to distinguish the progress each child has made. The final year of primary school is the most crucial and it can bear influence on a child's success at high school. This guide is written with children about to experience year 6 in mind, providing insight and advice to their parents, enabling them to guide their child to ensure their final year is a fruitful one.

With between twenty-five and thirty-five students in a class, it can from time to time be challenging to focus on the task in hand. Innocuous fun with classmates may not be as harmless as it seems, with recent studies indicating that children who engage in frivolity during lesson hours are almost six times less likely to pass the statutory Assessment Tests (SATs) that assess the skills learnt <sup>throughout</sup> ~~throughout~~ Key Stage 2. 68% of children who do not pass SATs tests are boys and there is an extremely high correlation between the inattentiveness of males in class and their under performance in tests. Social interaction is important, and playing with friends at primary school is a treasured

memory for many adults, however it is recommended that in order to achieve their potential, students save such encounters for play times. Parents are advised to remind children of this often and stay in contact with their class teacher by attending parents' evenings to monitor their child's engagement in the classroom. Enrolling a child in clubs, particularly if they are a boy, can provide them with freedom to enjoy time socially with friends outside of the classroom and may encourage focus when they are within it.

It is likely that as students approach the end of key stage 2 and the SAT tests loom, there will be an increase in homework expectation from the class teacher. Children frequently become awash with revision guides, spelling lists, online learning and worksheets during this final year. Support should be offered to children within the family home through a structured timetable, ensuring studies come before any other optional activities. A timetable can be drawn up in agreement with the child to ensure that the workload is spread out over the week, preventing the child from suffering burnout.

Listening skills are vital in year 6. Children should be made aware that at this stage it is unlikely their teacher will use the 'hands up' technique seen lower down the school. Instead, teachers in year 6 opt for a vastly different approach, commonly named 'no hands up'. This provides an additional layer of challenge; a child cannot sit complacent, comforted by the knowledge that formulating an answer is optional. Any child may be selected to answer at any given moment and children will be expected to have an answer ready to share.

Parents can support their children by building in opportunities to develop speaking and listening skills at home. At such a time as this where technology use is wide spread, the ability to speak and listen is wavering within the population - and yet is such a vital skill at school. Parents should include dinner table talk to model speaking and listening, removing any iPads or other devices to focus on fostering communication

skills.

With love and guidance, the odds of your child achieving highly are vastly increased. Follow the nuggets of wisdom shared within this guide, offered as support in assisting your child to navigate their way through the schooling system.

## Key stage 2

### Pupil A – Piece C: a news report

Context: after studying news reports, Pupil A chose to write about the situation in Ukraine in Spring 2022. The piece is presented as a live blog which gives readers updates in real time, and the pupil carried out their own research to add authenticity to this partly fictionalised report.

#### Live Updates: War rages on in Ukraine

##### Round up of latest news:

- Zelensky's speech at UN
- Death toll rises
- Putin's next move
- Bomb falls on primary school
- Russia vs the world
- Charities help displaced civilians

##### 6 Seconds ago: Zelensky directs speech at UN

President Zelensky has addressed UN officials asking for further support in the form of military aid. The plea comes after heavy bombing on what was thought to be a Ukrainian strong-hold over night, and an attack on a primary school, demonstrating the true volatility of the situation. "We must continue to fight against evil for Ukraine but also for the future of democracy," he stated in his emotional address from the presidential office in Ukraine's capital city, Kiev.

##### 5 minutes ago: Death toll rises

The number of deaths as a consequence of attacks on several Ukrainian buildings, including a primary school, has now risen to 96, with a further 300 civilians injured. Boris Johnson has taken to Twitter to condemn the attacks, referring to them as heartless and cruel.

12 minutes ago: What is Putin's next move?

Sources on the ground in Moscow have shared information which claims Putin has given the green light for nuclear weapons to be put on standby. Analyst Jacob Jones explains, "This is a significant development and one not to be underestimated. The UK and other western countries are becoming increasingly nervous of full-scale nuclear attack. The peace agreement signed by countries, including Russia, prohibited any use of nuclear weapons. Doing so could see the UK and its allies forced into direct military action. To be clear: if Russia presses the nuclear button, so to speak, the west will have to respond." He continues, "Despite the reports, it is unlikely that Putin would instigate a nuclear war.

Preparation of the missiles is more likely to be a scare tactic in retaliation for the financial sanctions imposed against his country by the majority of Western nations. Still Putin is known for unpredictable and unjustifiable actions and so there will be serious talks in the cabinet office of 10 Downing Street this evening putting into place contingency plans for if this war does turn nuclear."

26 minutes ago: Bomb hits primary school in outskirts of Kiev

A Russian missile has blown apart a primary school on the Kiev border in what is thought to have been a targeted attack by Russian troops. The callous act is thought to have killed at least twenty people as the war intensifies. The school, closed to pupils but being used as a medical centre to provide care for civilians caught up in attacks, was hit in a coordinated attack on several buildings as Russian troops struggle to gain entry into the capital city. An urgent stay-at-home order has been issued across the city with more attacks expected in the coming hours. Despite this new <sup>wave</sup> ~~wave~~ of devastation, it is thought that Russian plans to take the capital are severely behind schedule due to the unexpected ferocity shown by Ukrainian fighters - a realisation sure to have angered Putin.



32 minutes ago: Russia vs the world: who would win? - special report by Michael Robinson

Whilst Putin may believe other countries are inferior to Russia, how would Russia's military aggression hold up against united powers from around the world? Michael Robinson, Warfare expert, explains, "Russia is inherently secretive so knowing what they have up their sleeves is difficult but it is unlikely that it matches up to NATO's combined force. World War 2 is a good example which shows what allied nations can achieve."

1 hour ago: Charities rush to provide further support to displaced Ukrainians

Approximately 5 million civilians have been forced to flee Ukraine over the past two weeks as war wages on and their livelihoods are torn apart. The British Red Cross has warned that tensions are continuing to rise and violence is increasing - they are urgently seeking supplies such as: clothing, money to provide shelter, medical supplies and ~~shelters~~ <sup>refugees</sup> as camps fill with displaced refugees. The British Red Cross and other charities have been quick to set up sites of safety but now need further funding from the public. To donate click [here](#).

1 hour ago: Responses from around the world.

How have different countries responded to the horror scenes witnessed so far in Ukraine?

- USA - The USA have always had a difficult relationship with Russia so it is no surprise that they have been in full support of Ukraine from the beginning and have provided them with millions of dollars worth of aid so far.
- China - China has stayed quiet so far. Known to be an ally of Russia, China has not provided any support to Ukraine.
- UK - The UK, a member of the UN and a country with a substantial military budget given its size, has publically expressed its support for Ukraine and has been integral in pushing the UN to impose financial sanctions on Ukraine. Critics however claim the UK has not done enough and could do more to restrict Russia's income. The UK relies heavily on petrol and diesel from Russia and so it is in a difficult position. The UK has provided over 300 missiles and 200 tanks to Ukrainian forces over the last week with Boris Johnson promising 'ultimate Unlimited assistance to the country.'

## Key stage 2

### Pupil A – Piece D: a webpage

Context: pupils were tasked with writing the text for the website of an imaginary luxury hotel. Pupil A chose to base their hotel in Dubai.

The most iconic hotel in Dubai, a jewel, a diamond, a global icon...

# THE ONE

Luxury awaits you at this 5\*, all-inclusive resort which exudes all the glitz and glamour you would expect from a hotel in the heart of Dubai's city centre. A lavish lifestyle of chandeliers, fast cars and out-of-this-world experiences await you. Every inch of this hotel has been meticulously designed to ooze splendor. From the world class spa, complete with three infinity pools and eight saunas, to the fully equipped gym, there is something for everyone here are at THE ONE Dubai.

Sumptuous, unforgettable stays await you in our luxurious marina suites, each designed by world-renowned designer, Florence De-Zuma. Exquisite oil paintings line the walls and duck-down pillows lay upon sumptuous king-sized beds. With 24 hour concierge, a private living room, valet parking, Gucci amenities and a selection of 10 different types of pillow to suit all posture preferences, guaranteed relaxation awaits.

Unwind on our own private stretch of sugar white beach or engage in activities Dubai is famous for: pick up designer fashion on a shopping trip, dine at a triple-Michelin-starred restaurant or take a trip up Burj Khalifa, the world's tallest tower.

The finest French and Indian cuisines are available courtesy of our award-winning chefs in our twelve a la carte restaurants which you can visit over your stay with us. Simply present your Platinum Card and have your world opened up to tantalising new tastes. Devour succulent steak or crunch into a freshly made salad- the choice is yours.



#### Tweets

[Follow @theonedubai](#)



Mr Jones @jonesfamily1

Exceptional stay @theonedubai Thank you so much- see you guys again next year!



Cat Myers @misscatxx

Absolutely amazing- so sad to be leaving today @theonedubai

## Key stage 2

### Pupil A – Piece E: a review

Context: pupils studied online reviews, focussing on negative reviews and how writers express dissatisfaction online. They were asked to write an online review from the viewpoint of a dissatisfied customer.

# The One Hotel Dubai

Scam! Avoid! Lies! 07/06/22 post by Owleyes2244

Beach hotel? Well, what can I say? This place is advertised as the best you can get. Looking at the pictures, anyone would get a bolt of excitement at the prospect of staying here: diamond-dust beaches lapped by idyllic crystal clear ocean; enchanting rose blossoms lining the promenade; and stunning hotel rooms complete with a whole host of unrivalled, top quality amenities. What's not to love you wonder? Despite the cost of £645 per night, it looked like a dream and I thought why not- you only live once!

I thought wrong!!! Let's start with the greeting. Not the warm, welcoming arrival we had been promised- more an utter shambles. Valet parking- sounds great- until you realise the driver could not care less about your car and proceeds to scratch the entire side of it on a lamppost!! As you can imagine, I was livid. To make matters worse, I have never experienced such RUDE customer service from a receptionist in my life- she really needs to work on her customer relations!

I wasn't holding out much hope for the room at this point, and I was right to keep my expectations at rock bottom. It was a MESS!!! Putrid smells from the bathroom knocked me and my husband sick! I had specified on the booking that we would need three beds- the room had one! The décor was old and dirty; wall paper had begun to peel from the walls and there was mould on the bathroom ceiling. The oil paintings the hotel boasts about on their website aren't even real- they are print outs from the internet stuck onto bits of cardboard! The windowsills were rife with dead bugs and dust, and when I managed to find a cleaner and demanded it be cleaned, she just walked off!!!

Entering the restaurant with my 'platinum' card (NOTHING platinum about this place!), I clasped eyes on one of the worst, no- THE worst, piece of steak I've ever seen in my life! Dry, mouldy and completely inedible! I opted for what I thought to be a safer option, a salad, only to find a BEETLE wreaking havoc under a lettuce leaf!

At this point, my family and I had had enough- we weren't even able to spend the night. I demand a full refund from the owner, am in touch with lawyers and trading standards and urge anyone teetering on the edge of booking this place- DO NOT DO IT.

## Key stage 2

### Pupil A – Piece F: a mystery story

Context: after studying suspense narratives, including stories from 'Short and Scary' by Louise Cooper, pupils were asked to write a suspense narrative with a slow reveal.

I almost missed the coach, arriving in the nick of time and jumping on board just as the door began to close. Such a close call - but it wasn't quite as lucky as I'd thought...

Knocked from side-to-side from the motion of the bus, I hurried to grab a seat beside my friend Megan. As usual, her nose was buried in a book; she was the type to read stories all day long, even during her own birthday celebrations! We chatted a bit, excited about the trip. I'd never heard of the theme park before and it didn't have a website so we had no idea what to expect.

"Bit unusual to organise a last-minute school trip the night before, ain't it?" I prodded Megan.

She frowned and leaned closer. "It's not just that," she whispered, pausing for effect. "The teachers are all acting strange. Look at Miss Shaw..."

"What on earth is she doing?" I gasped in disbelief.

"She's been banging her head against the seat in front for the last ten minutes. And Miss Price can't seem to get her words out. When she ticked off the register before you arrived, she barely managed a grunt for each person."

I couldn't think of anything to say. It seemed rude to laugh, and

Megan wasn't smiling anyway. An eerie, uncomfortable feeling of dread was beginning to form in the pit of my stomach. As I looked around, I realised none of the other pupils had noticed a thing; they were chatting away without a care in the world.

She continued, "I've read about things like this happening - adults' behaviour changing, violent outbursts, losing the ability to speak. It's dangerous, Susie."

There was nothing we could do for the rest of the journey but dwell on the seriousness of our situation. I considered texting my parents, yet I knew without a doubt they'd assume I was over-reacting. Plus, the last thing I wanted was to worry them unnecessarily.

Eventually, the coach pulled off the motorway and drove down a bumpy old track. It was heading towards a theme park, that was for sure but it didn't look like any theme park a group of year 6s would enjoy visiting. The carpark (well, muddy field) was deserted. The entranceway displayed an ancient, yellowed and peeling poster advertising 'Rides 10p! Entry 20p!' It was obviously extremely old and I wondered why on earth we'd come. A shiver ran down my spine as I looked up and spotted the top of a rusted, rickety old rollercoaster. There was no way I would be risking my life on that.

"Stop pushing me!" one of my classmates exclaimed as we were herded forwards.

"Hey, you're not allowed to kick us!" a girl cried out, her face whipping around to glare at Miss Shaw.

To escape the adults' shoving, Megan and I moved towards the theme park's entrance. The crowd were jostling around us, and before I knew it, we were standing in front of a carousel. The mechanical horses were unmoving, until several of our group climbed up.

and started messing around on top of them.

"Something bad's going to happen, it doesn't look safe!" Megan yelled urgently. It was too late. With a screeching metallic sound, the carousel began to turn. Peculiar, spine-chilling piano music began to tinkle and the horses started to creak up and down. Those who were on the ride rushed to the side to get off, but it was spinning faster and faster. Megan screamed, and I closed my eyes to the sight of children flying off into crumpled heaps.

"Move along now, move along. We'll see to them!" Miss Preele's growling voice declared.

Without any chance to process what had just happened, we found ourselves standing beside the waltzers.

"This is my ~~king~~ kind of thing, let's make the most of being off school!" Joey, who usually acts like the class clown, climbed up and scrambled into a booth. His mates followed him.

"I'll push you guys!" another boy shrugged uncertain but eager to please.

Then just as he started to tug on the side of the booth to spin it the music started and the ride moved of its own accord.

All we heard were the boys' terrified screams, while the waltzers spun round in circles. When the ride stopped they were gone.

There were three of us left: open-mouthed, eyes wide, a cold sweat on our necks.

"We need to get somewhere up high, somewhere safe and away from

whoever's operating the goinground ~~rides~~ rides!" Megan bubbled in a high-pitched voice.

"The ferris wheel!" Our companion, a girl named Lisa shouted and dashed off.

"Wait for us!" I called, but it was too late, she was already at the bottom of the wheel, climbing onto the seat.

"You get in the next one!" she yelled. "well be safer in separate ones in case we're too heavy and they break."

Then the music started and the wheel began to turn:

I don't know if it was Megan or I screaming. All I knew was that I couldn't watch as Lisa's body began to corrode into thin air.

Megan and I clutched at each other in sheer panic, our wails only quelled by a sudden announcement:

"Congratulations, you are the final two! Make your way to the ticket office for the final round... Ready to play hook a duck?" I groze in shock - it was Miss Shaw, her voice laced with evil...

## Pupil B

This collection includes:

- A) a balanced argument
- B) a narrative extract
- C) a short story
- D) an explanation
- E) an information text



## Key stage 2

### Pupil B – Piece A: a balanced argument

Context: after reading 'Pig Heart Boy' by Malorie Blackman, and in connection with learning about the circulatory system, pupils were asked to write a discussion text to inform their parents of the pros and cons of animal organ transplants.

Should pigs' hearts be used in Human transplants?

It is a well known fact that using pig hearts in human transplants have been debated about for a length of time. In the UK heart failure is one of the biggest killers; on the other hand is killing animals the right thing to do? Many die waiting for a suitable donor; however P.E.T.A argue that animals should not be harmed! Patients die waiting for hearts yet the majority of animals can suffer being isolated. Although many need hearts, the chance of rejection is very high, with severe side effects. Do you agree with this? Take your side!

One of the main issues for using pigs' hearts in transplants is their <sup>being</sup> specially bred to die. Pigs are intelligent, playful and very social; in addition to this, they have many emotions. P.E.T.A (people for the ethical treatment of animals) state that animals are not ours to experiment on and are not a spare bag of parts for humans to use. Most human diseases come from animals and the chance that your body will reject it is very high with horrific side effects. Pigs are separated from family and friends just to be put in isolation for xenotransplantation (animal organs into human bodies.) Is this fair?

Only 1 in 3 people die in a way that allows this. Another problem is that many die waiting for a suitable organ donor to use. The BHF (British Heart Foundation) have funded to use a pig's heart into a baboon's body and it survived for over 6 months meaning that humans can have the <sup>operation</sup> ~~operation~~ and possibly live. As well as this, they are used for meat already and are bred especially for this occasion. 67% of people are on the organ donor list but patients need to wait for them to die and in a way that is available to use the organs so using pig hearts is the best solution. What if that was you?

To Sum up this discussion, pig hearts used in transplants is an issue that will continue until it is sorted. Should we consider helping both humans and animals? P.E.T.A. do believe that there is another way from killing the innocent pigs, yet do you want these desperate humans to die? You decide!

## Key stage 2

### Pupil B – Piece B: a narrative extract

Context: pupils read 'Goodnight Mr Tom' by Michelle Magorian while studying World War 2. They explored how writers develop characters through describing their actions and were then asked to write a narrative centred on William.

"Where are we going?!" cried the little girl as her legs were shaking uncontrollably. "Some place where you will be safe and happy," replied the billeting officer accompanying the small girl close to her. In a glimpse of her eye, she saw a tiny, pale boy in rags hiding in the corner, as the sound around her began to increase intensely. He was sat in the corner of the carriage, on the cold wooden floor clenching his black, shabby bag. A slow drop of water ran down his cheek! "When are we going to stop?" thought Willie as he was trembling on the ground.

Getting off the train and stepping onto the platform it was grey and foggy. They followed the billeting officer and got sorted into groups. They turned the corner and they all could not ~~take~~ take their eyes off the countryside view. A bunch

Of beautiful flowers blossomed near the lush green fields and towering ancient houses, beside the Sweeping hill. The children biting their lips and twiddling their thumbs were trailing <sup>closely</sup> closely behind the billeting officer. As the birds were chattering and the wind was blowing, the strong breeze swept the children off their feet. "Nearly there," the billeting officer exclaimed, as they were walking past the isolated graveyard with shadows casting on the road. The smell of lavender and fresh flowers filled the countryside air around them. Willie stared in awe as the other evacuees were being taken in, with new families and new homes.

The children were scattered all over the village and settling into their new homes. "Children,

stay at the end of the path while I walk William up to his new home," shouted the billeting officer as they opened the creaking gate. Willie

could barely move; he was rooted to the spot. Walking forwards, Willie could see the sage-green vines climbing up the overgrown house. Suddenly, he was there. Shaking in front of the door twice the size of him waiting for someone to answer.

Mr Tom answered the door sharply. "What do you want!" snapped Tom staring at the billeting officer in the eye.

"I... I.. have an evacuee for you," she stuttered pointing to the small boy facing the ground.

"And what's your name boy?" Willie took one glance at the towering man and kept silent.

"Best you come in then and you." And with that Willie trembled inside.

## Key stage 2

### Pupil B – Piece C: a short story

Context: after watching a video, 'Beyond the Lines' from the Literacy Shed, pupils were tasked with writing an account of events leading up to the children finding an artefact.

#### Memories in the Attic

"Get out of the way!" shouted Sophia as the pair of siblings crashed up the stairs. They were eagerly pushing and shoving both trying to catch their breath.

"Woah," shouted Amar with his hands in the air trying to stable his balance.

"I've never seen this before," stated Sophia trying to be sneaky. Surrounding the children were clouds of dust and precious, cluttered boxes.

"What's in there?" shouted Sophia pushing her way in.

"Hey! Let me go first," yelled Amar, elbowing his sister in the chest.

"Should we go in?" exclaimed Sophia as another thought was hitting her, but with that Amar peeked in.

"Wow!" Amar interrupted with complete shock on his face, "Sophia come look at this!" After saying that, she raced in letting her eyes adjust to the dark, dusty environment. A small ringing was in her ear as she observed the attic.

"Why would they not tell us about this; it's like they have hidden something from us," Sophia announced with a mischievous look on her face. One little window, letting all the light in, allowed the children to discover what else was in there. From on top of the table, a pile of boxes, tumbled onto the pair of siblings as they were looking through everything.

"Ooo look at this!" mentioned Amar, lifting the ancient items from the scratched, creaky floorboards. Amar saw mannequins, mangles, a wireless and a tin bath but in the corner of Sophia's eye she saw an army-green trunk in the corner of the room. Silently, tip-toeing across the attic floor, as Amar shot past trying to open the box, Sophia took a closer look. Yet, the closer she got, the smell around her began to get worse.

As they approached the evergreen trunk, Sophia knelt down and gently tapped the lock. Suddenly, the top came off.

"These are all ancient antiques from the war!" Amar commented as his sister was already rummaging through. The only light shining in was from the small window soon covered by big, grey clouds in the sky.

"It's a note," Sophia muttered, "I'm going to read it!" Yet she knew she was to do wrong. She could picture everything in her head as if she was actually there with him.

They could soon imagine the trauma he went through. Then, they heard the floorboards creak.

"Sophia, Amar, where are you?" shouted granddad, not knowing where the grandkids were. Exhausted, worried, tired, Granddad raced up the stairs. As granddad ushered into the cold and cloudy, cluttered attic, he suddenly felt his whole body go cold.

"What are you doing?" he asked angrily.

"Why would you not tell us about this?!" both the siblings shouted at the same time. Tears were now running down their cheeks. Standing up, Granddad came over and tried to comfort them.

"Did that really happen to you, Granddad?"

As soon as Amar said that, Granddad took the hat away from Sophia, locked up the trunk and carefully walked the children out, hoping they wouldn't be this mischievous ever again.



## Key stage 2

### Pupil B – Piece D: an explanation

Context: pupils were asked to write an explanation of the circulatory system related to their science learning, using the vocabulary acquired in science. They were able to choose whether to write formally or informally. Pupil B selected an informal approach, writing in the style of a job description. The edits are the pupil's own.

#### My job as a red blood cell

Do you want to know how red blood cells <sup>travel</sup> through out your body? Hello, Im Barbara and Im a red blood cell and today I will be Showing you ~~what my~~ <sup>my</sup> job is inside your body

To begin with, I hop on the tube and make my first stop at the vena cava ~~to get more oxygen from the lungs~~ <sup>^</sup> - Or as my friends say, the main root into the heart Once we get in <sup>there</sup>, we can't turn back due to the big <sup>valve</sup> chambers that sends us down to the right atrium.

Next, I go down into the tricuspid valve - Which are ~~like~~ like big doors that are 1 way - then down to the right ventricle With everyone. <sup>edge</sup> After We go to pulmonary artery which takes us to the lungs where I pick up my package (the  $O_2$ ).


After that, I take my oxygen back into the heart  
through a different tube line (the Pulmonary Veins)  
and then me and my <sup>friends</sup> go to the left atrium and  
we are still not done! Then, the <sup>mitral valve,</sup> left ventricle  
and back through the heart. <sup>They're all</sup> ~~out~~ <sup>back</sup> out through the  
aorta. We deliver the oxygen through out the  
<sup>along the different tube lines</sup> body (thanks plasma) and then start all over  
again back at the vena cava.

## Key stage 2

### Pupil B – Piece E: an information text

Context: after reading 'Survivors' by David Long and watching David Attenborough's 'Planet Earth', pupils were asked to write about biomes using vocabulary displayed on the geography working wall.

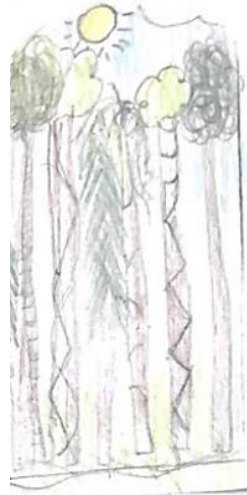
Tundra



Tundra is a frozen, treeless polar biome with Arctic temperatures from  $-34^{\circ}$  to  $-6^{\circ}$ . The lack of sunlight is a big issue in this biome due to the weather and long winters.

This biome is located in North America, Russia, Iceland and Greenland. The animals here are Musk ox, Arctic hare, Polar bear, Reindeer, Arctic Fox and the Alaska.

Rainforest



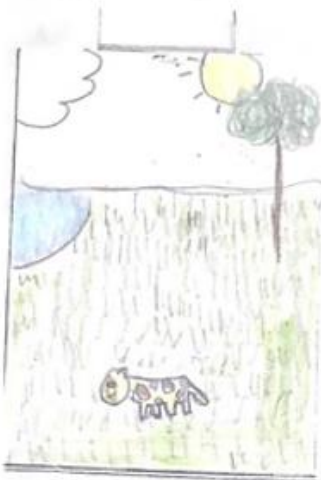
The rainforest is a tropical biome with the equator very close. This biome has many different temperatures ( $28^{\circ}$  on average) due to the location. It is located in South America, Australia, Africa and Asia. The rainforest is home to some of the largest trees including the Dain Tree that has been growing for over 180 million years. Animals here include the pink dolphin and anacondas. They have adapted to this environment because of the temperature and how dark it is. Additionally, the rainforest has trees as high as 200 feet, explaining why it is so dense and dark. ~~Therefore~~ <sup>Also,</sup> there are over 3000 different fruits growing on the trees, which could possibly be dangerous.

## Desert



The driest biome is the desert reaching to about 110 degrees Fahrenheit. Some deserts can get only an inch of rainfall a year with high temperatures and minimal water. In this biome, the plants (cacti) evolve to save water since water supply is low. The animals here adapt by not needing a lot of water and being able to blend in such as the chameleons with their big long tongues. The camels here can travel 100 miles without needing water making them a tourist attraction.

## Savannah



The tropical Savannah biome is a vast grassland (covering 20% of land) located in: Africa, Northern Australia and parts of South America. It is an extremely hot environment (with two seasons - wet and dry) which makes it inhospitable for lots of species. Here, the average temperature is  $20^{\circ} - 30^{\circ}$ ; however, there is minimal shade or water. This makes it feel a lot hotter. In the dry season, animals have to migrate to find water. The animals in this biome are extremely interesting. It is a wild feeding frenzy of predators and prey. The predators have adapted to use the long grass to attack their prey, for example, the cheetah. Although, there are numerous herbivores that have so much grass to graze on. Animals, such as elephants, get up to 50% of their diet from grasses - relying on trees and shrubs in the dry season.

## Taiga



Taiga is one of the biggest biomes covering quite a lot of the planet.  $0^{\circ}$  is the average temperature per year but in the summer the average is around  $15^{\circ}$ . The South Arctic Circle, Canada, Alaska, Scandinavia and Siberia all have the Taiga biome. Animals living there need to adapt to the cold. They do this migrating in the cold months or producing another layer of insulation to keep warm. The animals here are Wolverine, Snow-shoe hare, American marten and a Canada lynx. As well as this, the plants here include Pine (Pinus) and Spruce.

## Deciduous Forest



Located in eastern US, all over Europe, Japan, Russia and China all are parts of the deciduous forest. The daily temperature here is around  $30^{\circ}$  but drops dramatically due to the four seasons; Spring, Summer, autumn and winter. This beautiful biome has 3 layers and the tallest trees make up a canopy with ferns and moss growing on the floor. This forest is home to many animals including deer, Wolves, hawks and

Owls. The birds here migrate South for the Winter except for the black-capped chickadees, they survive by hiding thousands of seeds under tree bark during fall and eat them throughout the Winter.

## Pupil C

This collection includes:

- A) a leaflet
- B) an information text
- C) a narrative
- D) a newspaper report
- E) a set of instructions
- F) a story opening

## Key stage 2

### Pupil C – Piece A: a leaflet

Context: pupils explored persuasive leaflets related to health and well-being as part of their Personal, Social and Health Education studies. They then chose a focus area and researched, planned and wrote their own leaflets. Pupil C chose to write about the impact of exercise.

#### Sports and exercise

Prepare to have your mind blown !

According to research, exercise is one of the most important factors in keeping healthy. If you want to live a longer and happier life, you should aim to exercise for 30 minutes a day or more . With loads of different sports to try and hundreds of exercise videos online to follow, there's no excuse to be lazy ! Doctors recommend 30 minutes of exercise a day for a healthy lifestyle.

#### What are the long term benefits ?



Few people know that the physical values in doing exercise are clear - stronger bones and lower blood pressure , larger lung capacity . However, keeping active can reduce the risk of getting a disease (such as a stroke or having a heart attack ). Regularly doing a sport can improve memory . It's strange but true that exercise actually gives more energy and promotes sleep. 90% of people who try a new sport end up loving after only 2 weeks. Studies by the university of Harvard have shown that exercise can promise a longer life.

Experts say that exercise also has huge benefits for mental health and wellbeing. People who exercise every day are able to cope with anxiety , stress and other emotions better (like sadness or anger ). Everyone knows that having confidence makes you feel good. Well playing sports gives you confidence ! Just imagine how amazing you'd feel scoring the winning goal or finishing a marathon ! Even better you could make new friends with the same interests , so why are you putting it off ? Get out there and try a new sport today at your local gym!

#### What types of exercise are helpful?

There is a sport to suit every age and ability. Have you tried swimming? It's good for building muscle tone and lung capacity. If you prefer something like yoga, dancing or gymnastics then go for it! Push-ups help with upper body strength, just like sit-ups. Some people love to do boxing, tennis or badminton—these will help your speed and resilience. Finally, any weight-bearing exercise is good for your bones and joints and muscles too. This includes running, walking or basketball. Which sport will you try?



## Key stage 2

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

Context: after watching a video about Komodo Dragons, pupils invented their own dragon and wrote a report on their imaginary beast.

#### Dragons Studies

Dragons, which ~~can be easily~~ <sup>have many</sup> identifiable features, can be very dangerous. If you are lucky enough to catch a glimpse of these marvellous creatures and survive, it would be extremely rare. Fortunately, scientists have been studying them for a long time and have gathered some important information which can help explorers avoid death while in dragon territory.

#### What do dragons eat?

Dragons have a simple diet, which is mainly made up of fish. They are omnivores, who need to eat a mix of fish and vegetables (such as leaves, chili peppers, onions). Dragons have two stomachs: one to digest plants and one to digest meat and bones. Research has shown that these huge creatures eat twice a day, and then, three times a month, they have a feast. This usually means that they gorge on a large prey, such as giant squid, goats, sheep or cows. As humans, it is essential to stay hidden when a dragon is searching for prey on a feast day, or you could be part of a meal.

#### Which species are the most dangerous?

The most menacing dragon species is the Lavarous pit. It has green, scaly skin with lava inside and red iron horns. This half-snake, half-dragon creature has brown eyes with no pupils and large, razor sharp teeth (up to 10cm long). It can live up to 600,000 years old and has a loud roar that will pop your ear drums.

Even from 60 miles away? The survival chance for humans who come into contact with a Loxosceles pit is only 2.5% because it can kill very easily. It is known to strangle its prey until all the oxygen in its lungs are gone.

Another dangerous species is the Chinese Dendra. They have been around for 7,000 years and have developed a taste for human flesh. These huge beasts have long, enormous wings and sharp chicken-like claws. To kill their prey, they shoot very toxic venom like a cobra. If it feels in danger, a Chinese Dendra will burst out all its anger and start hypnotising an enemy with its dark, blue eyes.

Which environments do dragons thrive?

Over the years, dragons in northern continents have found it difficult to survive and now there are very few. (In Thailand, Malaysia and China); there are many hundreds. They live in dark caves near rocky mountains, often in family groups (of up to 10 dragons). Some also live in north Africa in the Sahara desert; when they inhale the hot desert air, they are able to breathe out fire. Since they have the ability to breathe out fire, they must drink a litre of water regularly, to stay cool. Therefore, those in the deserts usually fly hundreds of miles each day to find a river or other water source; this makes them difficult to track and trace because they are always moving.

## Key stage 2

### Pupil C – Piece C: a narrative

Context: after reading 'Prince Caspian' by C.S. Lewis and exploring battles through history, pupils were asked to write their own World War 1 battle story. Historical information and key vocabulary were shared before drafting.

In the cold winter weather of November 2016, Richard Ackermann was on the lookout for enemies in the dark night. He was patiently looking closely out at the horizon in case someone attacked. As a German soldier, he was part of a <sup>oo</sup>troop who were defending the eastern front. They lived in muddy trenches and were always freezing cold and tired, (they didn't have suitable clothing). While it was calm, Richard thought about his two children back at home in Germany. He had been away for so long, they might have forgotten him. He was just wiping away a tear, when suddenly...

"Alert! Alert! Enemy attack!" Richard shouted to wake the other soldiers, who were napping slouched against the walls. They immediately grabbed their guns and stumbled about in the dark, rushing to their posts. The air raid siren started to shriek, and in the distance people shouted and bombs exploded. The dark night was lit up red and orange like a firework.

An Austrian tank rolled up beside the

trench and two soldiers and a sergeant climbed out. The Germans raised their guns: they couldn't be sure if the Austrians were on their side or not.

"Don't mess with us," the Austrian sergeant called out. "There's Soviets on the way and we're here to sort out your disastrous front line." The Germans stepped forward threateningly, however Richard just watched silently.

He didn't know what to think. They'd lost so many, so many ~~so~~ no man's land between the trenches and they really did need reinforcements. But Austrians? Were the Nazis really that desperate?

The muscular, stern sergeant, who was called Hans Androschik, ordered his tank to fire out the Russian forces. It boomed and roared: it made the ground shake with every explosion.

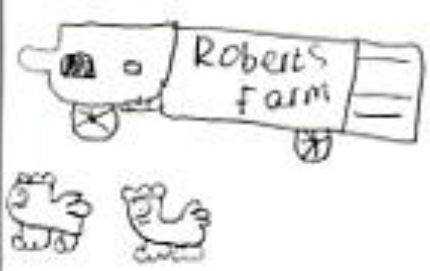
Suddenly, the trench erupted in noise and confusion. Soldiers were running everywhere; grabbing their weapons, shouting in a radius, shooting their guns over the top. Richard realised that an enemy plane had dropped a bomb close to them. Too close. With his ears ringing, he stood frozen to the spot. His heart pounded. His knees trembled. Was this the end?

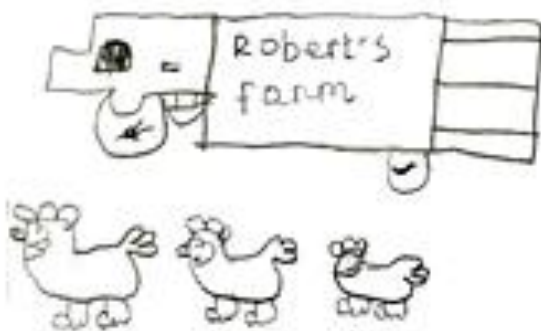
"Move man, get your gas mask on!" The sergeant shouted. "Do what I say, or I have the authority to shoot you!" His command broke through Richard's followed orders and prepared himself - he would need all his courage to survive the next few hours.

## Key stage 2

### Pupil C – Piece D: a newspaper report

Context: pupils examined newspaper reports and discussed the formal tone and vocabulary typically used by journalists. They then independently imagined an event to report on.

CHICKENS RELEASED ON THE M62	
By:	
	had 4 points on his license, and it is now likely he will lose his license completely: this means, there is a chance he will lose his job.
chicken escape!!	The crash happened during morning rush hour after a very cold night. A witness, who was walking over the bridge at the time, saw the incident. She said, "The road was icy and the vehicle suddenly swerved and slipped, hitting the safety barrier with a lot of force."
Today at 8am, a truck crashed on the M62 (which is located between London and Liverpool). Mr Lorry (42) who had been working for Robert's farm as a driver for 7 years, was not injured in the incident. However, 150 chickens died when they were run over and the rest ran away from the truck. Mr Lorry already	Since, the front of the truck was completely destroyed, it was a miracle no one was seriously hurt. Because of this event, many



chickens on motorway  
people were late for work as there were long queues of traffic behind the loose chickens. A lawyer reported that his ~~boss~~ boss gave him a warning for being late. The farm that the chickens were heading to had spent a lot of money on them but now they are owed money. The company who sent the chickens are refusing to pay up as they

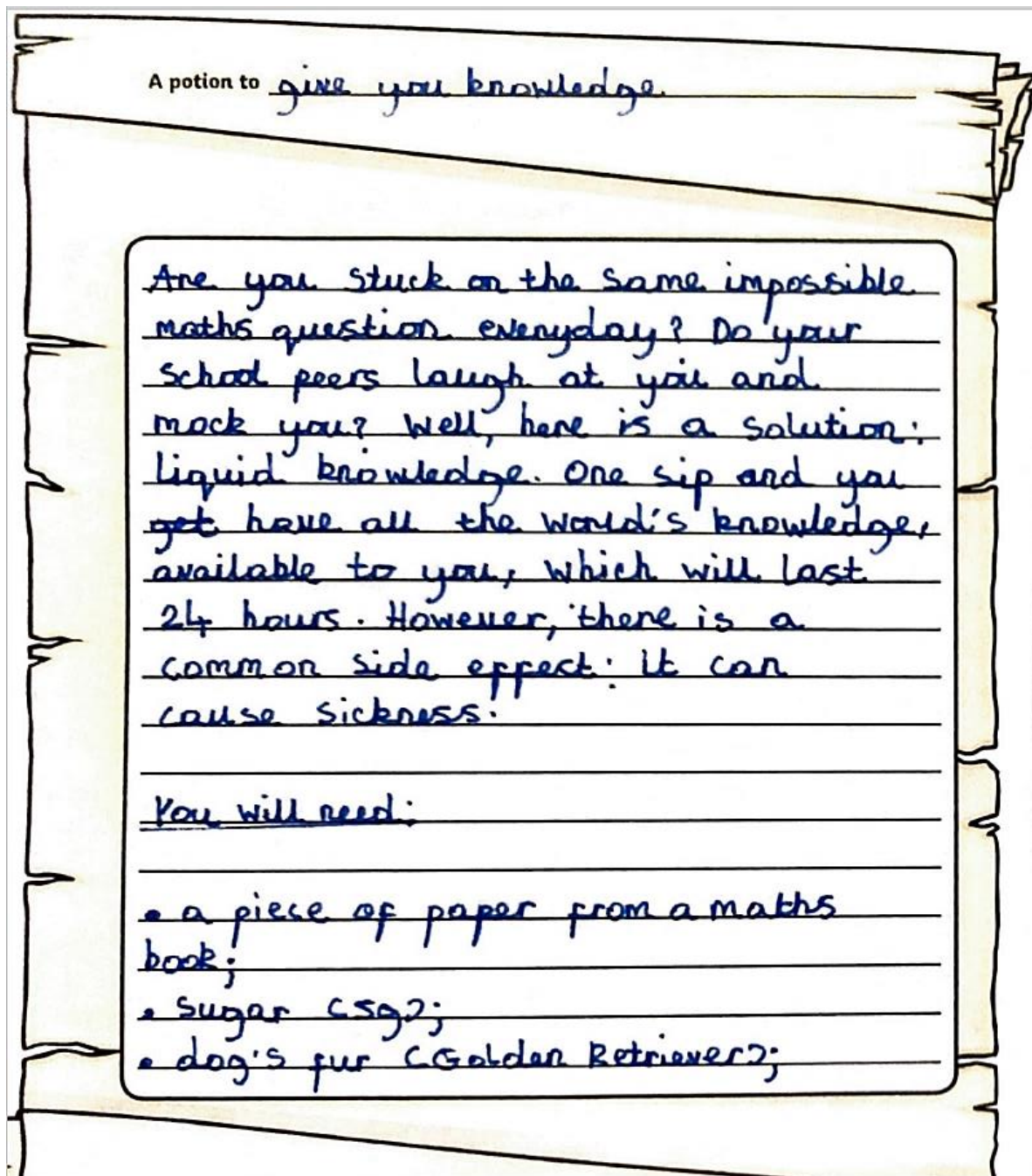
say it is not their fault.

The mayor of Manchester is now involved in the situation. "It has come to my ~~situation~~ attention that a large number of poultry are running free on a main road." He's ordered the police to collect the chickens and re-open the motorway. Mr Lorry's insurance will hopefully pay for the chicken; if they do not then the farm will produce fewer eggs and will employ less people.

## Key stage 2

### Pupil C – Piece E: a set of instructions

Context: pupils explored a procedural text, 'How to mummify a pharaoh', and practised giving and following instructions. They each invented their own magic potion which could instil superpowers. Pupil C invented 'liquid knowledge' and wrote instructions describing how to make it.





A potion to Liquid Knowledge

- a pencil;
- a black pen;
- Einstein's hair (that is remaining?).
- one mouldy egg.
- 10g toenails
- one flamingo beak
- part of a human brain.

Equipment:

- a cold bowl
- wooden spoon
- microwave
- oven
- container
- knife
- bottle

## method

1. At first, wash your hands with some fresh green acid;
2. Then, gather all your ingredients on the kitchen counter.
- 3) After that, speedily get the equipment ready.
- 4) Next, add the maths paper into the ancient cauldron.
- 5) Carefully, add some cold water that is  $-315^{\circ}\text{F}$  to create a smoke effect, (It is recommended that you do not touch it with bare hands; wear some gloves for safety.)
- 6) Now, add the rest of your

ingredients which are left.

7) Later on, take a hairbrush, and buy yourself a golden retriever.

8) After that, comb out a handful of fur from the dog, and add it to the cauldron. Stir whenever you think it is frothing.

9) Lastly, get your bottle, and carefully pour the potion into the bottle; place it in the fridge for 20 minutes to let it cool down.

10) Now, give it a taste test.

## Key stage 2

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

Context: after reading 'Haunters' by Thomas Taylor, pupils explored how writers build suspense and then drafted their own short suspense narratives.

The air was black all around me. I wasn't sure if I was visible or not. Also it felt like I was going to faint. I was having a panic attack. It felt like someone was watching me through the window. I jumped out of bed and squinted through the glass but I couldn't see anyone. What time was it? I fumbled for my phone next to the bedside cabinet. It was barely six in the morning... everyone would be fast asleep.

Stretching and rubbing my eyes, I got back into bed and tried to go back to sleep. It didn't work. Therefore, I decided to use ~~for~~ my energy to go for a jog around the block, even though it was still dark.

Outside, the wind swished the tree branches and the gate was creaking. I looked around but there was no cars or people, except for an old man wearing a warm woolly coat. He was walking a Yorkshire Terrier further down the street. Perhaps he was the person I had felt was watching the house?

Suspicious, I crossed the street. I looked back and saw that he had also crossed over. Then I sped up my running and tried to get away. However, every time I looked back, he was a bit closer, rather than farther away! My heart was pounding - and not just from the sprinting. A shiver crept down my spine like a spider on a web. I didn't understand who the stranger was or why he was following me.

Leaping over my neighbour's fence, I fled home and scrambled to find my keys. The man was at the end of the driveway. He was staring at me with red eyes, his lips moving as if he were warning me.

"Mum!" I yelled, petrified, whilst I slammed the door

and locked it from the inside.

I pounded up the stairs and screamed again. "Mum! Someone was following me! He's outside the house now."

"Don't worry angel, it must've been a dream," she replied sleepily.

"No, he was really there! come look!" I pulled her over to the window."

"Told you it was just a nightmare, go back to bed," Mum patted me on the back.

I couldn't understand why she didn't believe me but he was nowhere to be seen. So I guess the panic was over. For now...