



2018 teacher assessment and moderation

Key stage 2 (KS2) standardisation exercise 1

Introduction

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

Where extracts from a short story are included, you should assume that the complete story is available. 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.

Since this standardisation exercise must be completed without recourse to a professional discussion, during which moderators have the opportunity to seek any necessary clarification, minor edits have been made to some pieces of writing to avoid any ambiguity where the pupil's intention was unclear.

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

You should not assume that the exercise includes one collection from each of the standards within the [English writing framework at KS2](#): working towards the expected standard, working at the expected standard or working at greater depth. Each collection should be judged individually.

Please ensure you input your answers correctly into the [response survey](#) and submit before midnight Sunday 14 January 2018.

Contents

The collections in this exercise include the following pieces:

Pupil A

- A) an argument
- B) an informative article
- C) a story
- D) an interview
- E) an account of an encounter with a dragon

Pupil B

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

Pupil C

- A) a diary
- B) a letter
- C) an additional scene
- D) a narrative flashback
- E) a promotional leaflet

KS2 Exercise 1 Pupil A Piece A – Argument

Context: As preparation for a class debate, pupils were asked to present an argument for, or against, banning television for children. Pupils discussed their own opinions in small groups prior to writing.

Is TV good for children?

Recently, there have been a huge amount of debates regarding whether all children's TVs should be banned: people think that the TV is bad for young people. However, most children believe that there is no valid reason for the TV to ^{be} banned.

It is the opinion of most teachers that the TV isn't any good for children because they become so obsessed by it that all they talk about is the latest programme they're watching or the new cartoon that's coming out.

Furthermore, they then become withdrawn from the fun activities that children should be taking part in: playing outside, walking the dog or meeting up with friends.

Most children are now unhealthy from a lack of exercise by sitting in front of the TV all day. Parents also think that children don't get enough fresh air and they end up not enjoying activities outside because of the TV. Also, even before 9 O'clock there is a lot of violence on the TV and children might see this. Do we want our children to grow up in an environment like this?

Did you know that children have not been focused on learning because of ^{the} TV?

So do you think that TV is good for children?

KS2 Exercise 1 Pupil A Piece B – Informative article

Context: Following work in science on materials and their properties, pupils were asked to write an informative article for a children's science publication, which would support others' understanding of the subject, and summarise their own learning.

An explanation about materials and their properties

In our science learning we have been working with a science teacher to find out more about materials and their properties.

Did you know that depending on the properties of materials, people will choose to use them for different purposes? I would now like to share with you what I have found out about the different materials.

Glass

Are you aware that glass is made by melting sand and other minerals at very temperatures? (You can actually watch glass blowers make and bend glass at extremely high temperatures in glass workshops.) Glass is normally a transparent material, unless it has been tinted, which we use for windows, and it can be bent into many different shapes before it is cooled. Furthermore, thick glass is mostly strong, but thin glass is really fragile and it can easily break. Many of the different uses for glass include the following: windows, glasses, glass cups, ornaments and many more!

Wood

Did you know that wood is strong, long lasting and that amazingly it can also be a little flexible? Originally wood comes from long, thick and strong trees and it can be sawed and carved to make products such as beds, dolls, desks, table and garden furniture. Furthermore, you should be very careful because wood will really easily burn when it catches on fire and this is irreversible because the wood then turns into ash and smoke.

Plastic

Plastic are another form of material that we use in our daily lives but they are not natural materials. Usually, plastic is strong and waterproof, and it can be made into any shape so it is quite useful for making toys for children - the plastic forms into a new shape when you apply heat and you must bend it while it is flexible before it cools. Additionally, plastic will not allow electricity to pass through it.

Metals

Metals are very strong, they can be heavy and they are shiny. Did you know, metals can be hammered into different shapes without breaking? This is due to their inner strength and for this reason they are great for constructing houses and large structures. Also, metals are good conductors of heat and electricity therefore they are used in our homes to create pipes for electric to travel through (usually this piping is made from copper). Some metals are magnetic metal of all of the magnetic metals. The properties of metals make them useful for objects such as cutlery, vehicles and money.

KS2 Exercise 1 Pupil A Piece C – Story about a lost dog

Context: As part of their themed work on Battersea Dogs and Cats Home, the class explored the emotions they might feel if a precious pet went missing. Pupils were then asked to write a short story about a missing pet of their choice.

"Where's Rusty?" bellowed Tony, one Saturday morning, as he stomped sadly into the kitchen, "I've been looking everywhere for him and can't find him."

"He ran away when I took him to the beach with mum," cried Sammy, with a guilty look on his face, "and we looked everywhere for him but there was no sign of him, honestly." Sammy stepped backwards away from his little brother; he knew that he'd be disappointed in him so he put his head down... He really had tried to find the dog but it seemed as though it was no use.

"Is this true mum?" asked Tony, "Did you report this to the police? Come on, what's been done about the situation? Who's out looking for him? Is it only me who's worried here?"

Shaking her head in sadness, mum whispered, "Sorry Tony, but he's not lying - Rusty escaped from his harness whilst we were walking him along the beach."

Tony opened his mouth to speak but he was speechless.

"Let's go to the beach again and find our dog, Tony bravely sobbed as big tears rolled down his face. I will not rest until he is found."

They all drove to the beach to find Rusty.

"What happens if we can't find him?" Tony questioned negatively, "I don't think we will find him as he might be trapped somewhere!"

"We will ... don't worry bro," Sammy exclaimed with a frown on his face, "trust me!"

"Why should I trust you?" Tony shouted, "You were the one who lost him in the first place!"

Impatiently, Sammy bellowed, "Mum can you hurry up please because the sea might pull him away!"

They all ran onto the beach and split up until Sammy exclaimed, "I see paw marks on the sand! He must be in that cave. Quick, come and help me!"

As they entered the cave, they noticed that Rusty looked a little scared.

"Look mum, he's afraid of that huge crab," shouted Sammy, eyeing the sharp pincers, "I'll use a stick to distract this huge monster," he gulped, "as you grab Rusty..."

After that, the family were on their way home with Rusty in their arms. "I can't believe how brave you were, Sam and I'm really sorry for shouting at you," whispered Tony in embarrassment.

KS2 Exercise 1 Pupil A Piece D – Interview

Having revisited the features of biographical and autobiographical writing, pupils linked this to their science topic on the work of David Attenborough to create an imaginary interview, which would draw out details of his life and work.

Question Time with David Attenborough

Tell me about your life as a child.

What do I remember about my childhood? The most important event is the day that I was born - 8th May 1926. My parents were living in London then and already had a son named Richard. Even from a very young age, I was very interested in natural history. Even fossils and interesting stones that I found was collected and studied by me. Unfortunately, I did not have anything like Google to find out more about my specimens and then referred to books to find out more about my discoveries.

Tell me more about your family.

Well, my mum's name was Mary and she was a really kind and patient person - during World War 2, my parents fostered two girls (Helga and Irene) and they were dearly loved and cared for by my mum.

I really enjoyed having a younger brother, John, who looked up to me. My dad, Fredrick, was the principal of an university then and was rather strict, although he did

encourage me to pursue my passion for collecting fossils and any other natural specimens. My parents sent me to Wyggeston Grammar School for Boys. All my hard work and encouragement from my parents paid off when I won a scholarship to Clare College of Cambridge University in 1945 - that's where I obtained a degree in natural sciences.

How did you begin working with the BBC?

Well, after completing my degree I had to complete two years of National Service in the Royal Navy. Then I began editing children's science textbooks - although I enjoyed it, I knew I wanted to do something more. That's when I decided to train as a television producer for the BBC. Some of my friends thought that it was really funny as at that point in my life, I did not own a television and interestingly had only ever seen one television programme! In 1952 I was finally given the chance to become a presenter. Working with a man called Jack Lester, we filmed the series with live animals in the wild and in the zoos, the series was called Zoo Quest. Personally, my most memorable programme has to be 'Life on Earth' which has been watched by 500,000,000 viewers. I think that's astonishing!

KS2 Exercise 1 Pupil A Piece E – Account of an encounter with a dragon

Context: As part of a topic on the Vikings, pupils watched video clips of the film 'How to Train Your Dragon' before producing their own narrative about a chance encounter with a dragon, with a focus on descriptive writing.



Late last night, while I was hunting for food, out of nowhere I came to an almighty halt! In the bright, luminous glow of the epic moonlight, in front of me stood the Red Dragon in my way. Quickly, I noticed he was grunting at me with no care at all.

Lunging, he slapped his gigantic, battle-scarred wings with belching steam coming out of his mighty nose while I was flexing my bulky muscles. Before I knew it his long, barbed tail - laced with pointed spines - whipped through the air showing me that he was ready for battle. All of a sudden, we darted at each other.

Meeting eye to eye, he stood, his whip for a tail, and tried to lasso me but of course, I was too quick for the dangerous beast. Taking him hold by the snaky scales, I yanked him into the air. Above me, he began to chomp and bite with his crimson-stained gnashers however it was too late as I powerfully threw him down the hill. So that was the end of it!

KS2 Exercise 1 Pupil B Piece A – Information text on evolution

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



Ardipithecus ramidus:

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

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



Homo habilis:

Life for this animal started a very long time ago (2.5 million years ago). However, the early humans had developed and adapted so they could make life easier. Surprisingly, these interesting creatures had larger brains and a larger skull than we do now. These early humans mostly ate meat - instead of vegetables - for protein, to

build up their strength.



Homo ergaster

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

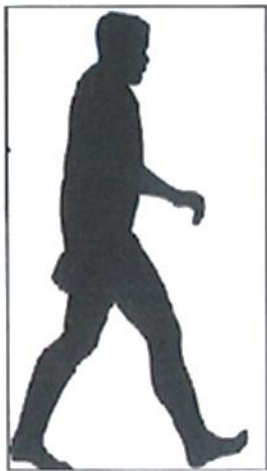
These 'humans' lived on the ground, not in the trees like the creatures that lived before them.



Homo neanderthalensis

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

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



Homo sapiens

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

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

KS2 Exercise 1 Pupil B Piece B – Newspaper report

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

THE DAILY EXPRESS 32 HOURS OF HORROR

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

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

Rescuing Matthew:

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

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

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

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

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

Hospitalisation

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

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

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

The event

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

THE DAILY EXPRESS

32 HOURS OF HORROR

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

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

The outlook

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

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

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

KS2 Exercise 1 Pupil B Piece C – Evaluative report

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

Girls' smart shoe



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

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

KS2 Exercise 1 Pupil B Piece D – Promotional material for a new toy

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

Huggsie Learning Bear

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

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



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

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

KS2 Exercise 1 Pupil B Piece E – Story

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

The final battle

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

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

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

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

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

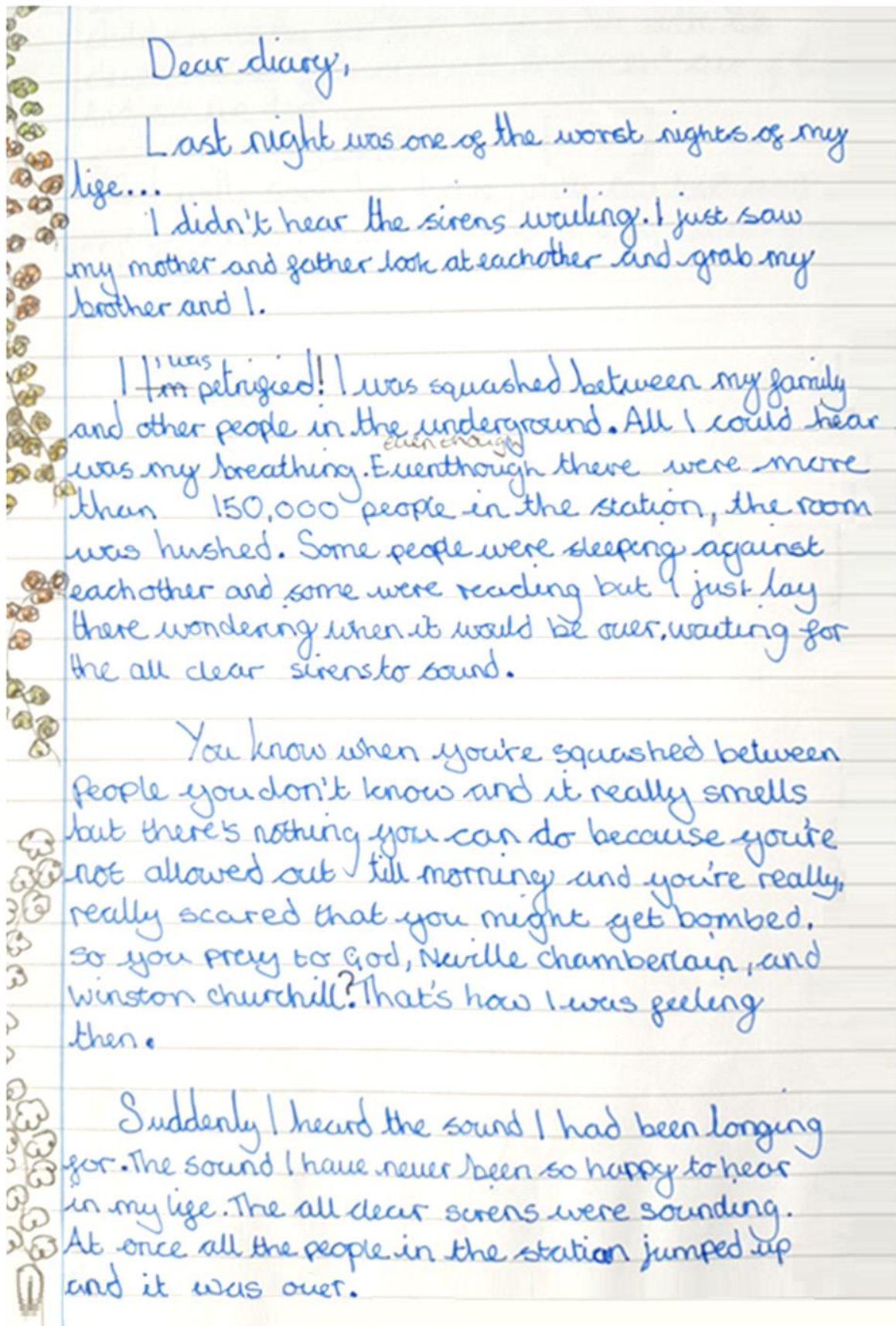
grabbed his sword and loyal shield. Peering closely at the beast, he saw the thick tussocks of hair that covered hideous scars; the Fenrir stood tall - the size of a bull. Shuffling closer, the warrior stumbled and the beast seethed with fury at the sight of Biorn as his face suddenly hardened. Biorn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

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

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

KS2 Exercise 1 Pupil C Piece A – Wartime diary

Context: As part of a theme on World War 2, pupils discussed what it must have been like to shelter in a London underground station overnight to escape an air raid; they then wrote a diary entry, detailing how they might have thought and felt.



KS2 Exercise 1 Pupil C Piece B – Letter home

Context: As part of a work theme on World War 2, extracts from 'Goodnight Mister Tom' (Michelle Magorian) and 'Carrie's War' (Nina Bawden) were shared with the class to explore how it must have felt to be an evacuee. Pupils then wrote a letter in role, with the remit of reassuring their parents that all was well.

Dear Mum and Dad,

I miss you so much! Right now I'm fighting back my tears but it's alright because there are millions of us so I'm not alone.

The train journey was quite daughtning. Lots of them were already wearing their gas masks. already. At first, I was sitting alone but a nice girl, Mary, sat next to me. Then, we instantly became best friends. It wasn't that bad after all.

When we arrived, no one picked me, no one except the awful Andersons. They only chose me because apparently I need some improvement. They only respond to Mr or Mrs and they treat me like dirt. At least it's a home. For now.

Their house is a cottage with a grand garden. There is an everlasting lake, glowing from field to field. It's lovely. I wish they're lovely. It smelt like a summers day. The smell though, puey!

The farm is wonderful. All of the animals are great fun but my favourite is the cow, Maisy. She's so lovely and sweet (but she is a bit lonely because she has no other cow friends.) It's so great and all, but I still long for you and Mary.

I love school. Miss Honey is my teacher. Well more like a second mum to me. I think she likes me too because I stay after hours so that I stay away from the Andersons. I love you so much and miss you really. All my love,

♡xO Xxxxxx . ♡xO

KS2 Exercise 1 Pupil C Piece C – Additional scene ('Private Peaceful' by Michael Morpurgo)

Context: Having read the first few chapters of 'Private Peaceful' (Michael Morpurgo), pupils were asked to write an additional scene based on Tommo's recollections of his childhood.

Charlie, Molly and I were walking to home from another treading day with Mr. Murrings. "Yeah, and remember when we had to all ^{do} our times tables. Uh!" moaned Molly. We were just turning into our cottage and then, Charlie and I felt it.

"Something's wrong," Charlie said with a worried turn in his voice.

"Yeah, you're right. There's something twitchy going on around here," I said. After a couple more steps, we heard a noise. It was a distressed frantic grunt or sob. Instantly I knew it was Big Joe. Soon after, Charlie broke into a brisk walk, into a run, and then into a race. Molly and I followed too. We opened the creaky door to hear...

"Who let that disgusting mutt in my house!"

It was Grandma Wolf, and it was not good. All of us ~~were~~ ^{were} trying to find Big Joe's cries and shrieks. Around us we heard the screams of those wretched, puckered lips.

We had come to Big Joe sitting in the corner, holding his precious box. He was rocking, singing trying to comfort himself. But this time Oranges and Lemons didn't work. It was the Harvest Mouse.

Molly had a real go at Grandma Wolf. "You're going to go to hell you wicked lady." I was proud of my Molly, but she had made everything much worse. We grabbed Joe's hands and ran into the garden with Grandma screaming after us.

There would be no tea tonight.

KS2 Exercise 1 Pupil C Piece D – Flashback

Context: Pupils were asked to create a narrative, incorporating a flashback, based on the final chapters of the novel 'Private Peaceful' (Michael Morpurgo).

A flashback to the trenches

It's an awfully wet and cold day, as usual. Typical for England. The clouds are viciously splattering throwing down all its rain. Not to mention the mud. It's gooey and cold. I'm shin-high in water and mud. My boots are battered. They're horrendously muddy and covered in brown. What an awful sight they are. I hope I get some new ones.

Our boots in the trenches were extremely uncomfortable and gave us Tommy's whopping blisters. We were always in mud, always in cold but as the days rattled on, we got used to it. The trenches were an awful sight to see - if you weren't blind.

I was writing a letter home. Never finished it. There was always something stopping me. That one night, just was about to sign off. I heard a sergeant shouting madly. I didn't know what it was, but I knew it wasn't good. All these men forced a gas mask on me. Instantly I knew.

Gas. A great gas attack. It snaked over to us getting closer and closer, nearer and nearer.

It was a beast of silence. No sound, but great damage. There was no escape, no way out. It slithered towards us sniffing us out, scenting fear. As deadly as a viper. The Devil's daughter for sure. I was trapped in its cage. I was a prisoner.

KS2 Exercise 1 Pupil C Piece E – Promotional leaflet

Having revisited the features of persuasive writing, pupils explored holiday brochures before producing a leaflet to promote their own, imaginary hotel.

Eiffel Tower, Mona Lisa, Disney Land, exhilarating waterparks and markets crammed with fresh seafood, garlicky snails and elaborate souvenirs. Paris is a city like no other!

A week's stay in the Explorers Hotel will enable you to see all of the breath-taking sights above at a very reasonable cost.

Rooms and facilities

At the Explorers Hotel, we provide freshly-made beds every day so that you can sleep happily every night. Tired of your kids? Well, tuck them away in their own bunkbed room. Wake up happy to the your own kettle and gun decor. Every room is an on-suite with a toilet, sink, bath/shower and hairdryer. Our rooms are spacious with comfy carpets and a stunning view. We assure you that you'll feel at home in our rooms! You have lots of room for your clothes and belongings in our wardrobes and drawers.

Self-Service food & drink.

Fill up your appetite with our glorious budget restaurant! Enjoy all goods from all over the world. You are spoilt for choice with currys to nuggets, from pasta to chips - there's everything you need! If you have a more continental palate, enjoy our lovely breakfast cakes, hot crossiants,

and a wide range of ~~melons~~ fruit and cereal. If you are out and about for the day, we provide a packed lunch, (if requested). Enjoy our appealing jungled-theme restaurant fit for the family. Thirsty? If so, come and choose ~~to~~ any drink you'd like: orange juice, pepsi, milk, water and more! Find a mouth-watering three-course meal, starters, mains, and delicious desserts. The sun never stops at the Explorers Hotel!