

Key stage 2

Pupil B – Piece A: a narrative

Context: after watching the short film 'The Present', pupils were tasked with writing the narrative to accompany it for an audience of children from years 4 and 5.

The Present

In a dark and gloomy room, a boy perched tensely on the edge of a faded grey sofa as the sound of gunfire punctured the stuffy air. He was completely motionless. Completely still. Even his intense, saucer-like eyes were unblinking. The only movement in the dwelling was the quivering of an ant's antenna and the rapid twitching of the boy's fingers on a controller. Suddenly, the gunfire stopped and there was an intruding *beep, beep*; the boy sighed deeply. Slowly, he took a huge, shaky breath and started the whole process again.

Abruptly, the door creaked open and a woman who resembled the boy, blustered in, causing a beam of light to penetrate the gloom. Momentarily, the boy's dilated pupils flickered away from the 12 inch screen only to dash back after seeing who it was.

"Honey I'm home," the boy's mum trilled, "Sorry I'm so late. The traffic was terrible."

After bustling around for a minute, the woman headed directly for him with a substantial box. She hurriedly dumped it on the coffee table immediately in front of the boy (who was still playing his warfare game and swerved to avoid it obstructing his vision). Vffffffttt. The jarring sound of the living room blinds being hoisted open distracted the boy for a second. Instantaneously, light filled the room, rudely interrupting the murky environment and making the boy pause for a second to adjust. Twittering like an especially annoying bird, the woman, who was dressed in a white T-shirt and black tights, marched back into the kitchen.

"Aren't you going to open the present I got you?" she called.

"Whaa?!.... Huh.... Me?.....!" the boy mumbled vaguely, the word 'present' snapping him out of a haze of pixels.

His eyes fell upon the large cardboard box that was settled tantalisingly right in front of his face. Slowly and cautiously, savouring every moment, the boy raised a corner of the mysterious box and expectantly peered in, only to see a pair of inquisitive eyes peering right back at him. Ecstatic, the boy reached in and pulled out the ball of fluff, observing it adoringly.

"Sick," the boy exclaimed, scrutinising him closely, all the while trying not to get whipped by its thrashing tail. The puppy had silky golden fur, a short, stubby, energetic tail and trusting, hazel eyes. As if being tickled, the puppy playfully wriggled and writhed in the boy's hands and that's when he noticed... Where his front left paw should be, there was a stump. He only had three legs. The puppy yapped playfully and stared back up at him with his big, round eyes but the boy cruelly tossed him onto the rigid floor.

"She's got to be kidding," he growled in disgust picking up the controller and returning to his game as if nothing had happened. Undeterred, the puppy scrambled

about, got up and walked back over the boy. Suddenly, the boy lashed out, kicking the puppy in fury. "Get lost!" he shouted.

Relentlessly, the puppy got up and set off to explore his new habitat with a tsunami of enthusiasm. A second later, the sound of gunfire re-entered the room but the boy wasn't completely consumed: half of him was now focussed on the adorable puppy, who was currently attempting to run but kept tripping. With a new-found, gleaming ball in his mouth, the resolute puppy made his way back to the boy tripping and stumbling along the way. As soon as he reached the boy, the puppy dropped the red ball and nudged it with his nose towards his new friend who kicked it aggressively into the cardboard box, which was now strewn over the polished wooden floor. Oblivious to the boys anger, the puppy incessantly lurched forwards towards the ball, thereby getting himself stuck in the cardboard box and earning himself a chuckle from the boy.

Unable to concentrate on his game or refuse the ceaseless, young puppy, the boy picked up the magenta ball along with his crutches. "We'll be outside mum!" he called, while manoeuvring his single leg around the door.

Key stage 2

Pupil B – Piece B: a non-chronological report

Context: pupils explored the features of report writing and then wrote about Howard Carter as part of their work on Ancient Egypt.

The Discovery of a Lost Pharaoh

It is widely known to Egyptologists (historians who are interested in Ancient Egypt) that on the 17th February 1923, a major break-through into ancient history was made. It was on this date that Howard Carter, who was born in Norfolk, England, famously discovered the lost tomb of a long-gone pharaoh: the 18-year-old, King Tutankhamun. Carter's effort to persevere has influenced our knowledge of Ancient Egypt ever since.

About Howard Carter

Howard Carter was possibly the most famous Egyptologist who ever lived; even as a child, he loved history (especially the Ancient Egyptian civilisation). He studied to be an archaeologist and at the age of 17, he got his dream job in Egypt – copying Ancient Egyptian wall paintings and inscriptions on archaeological sites. However, that's where Carter's good fortune ceases: he was not a wealthy man and if he wanted to pursue his true dreams, he needed a sponsor. Fortunately, in 1907, he found the perfect man (Lord Carnarvon) with whom he shared the same passion. Ten years later, Carter and Carnarvon embarked on their first expedition to discover King Tut.

The Discovery

The ground-breaking discovery of the 19-year-old pharaoh (Tutankhamun) took five years in total. Five whole years of excruciating hard work until they finally found his tomb – it was worth it! After painstakingly uncovering the annexe, the duo were able to unearth a gateway which led into King Tut's burial chamber and after that, his treasury. In the burial chamber, there were four gilded shrines; each one bigger than the one inside. Furthermore, there were over three to four thousand items – each one a priceless artefact.

All of this was located 3.9m (13 ft) under the tomb of King Rameses VI in the Valley of the Kings (the traditional burial place of pharaohs).

The key events

It was 1918 when it all started: the dig for King Tut's tomb. But, it was the key events following this date which were equally as crucial; they commenced from the 1st November 1922. It was on this date that the final season of working in The Valley of the Kings took place. Four days later – on November 9th – the first steps leading to Tutankhamun's tomb were unearthed. These led to a door sealed with brick and plaster. Eighteen days later, Lord Carnarvon and his daughter arrived at the dig. Subsequently, on the 26th November, a second door was opened and inside, was the

antechamber of the tomb. Finally, on 17th February 1923, Tutankhamun's tomb was opened and the concealed treasure rediscovered.

Howard Carter ... the most famous Egyptologist ever?

By studying Howard Carter, it is clear his discoveries have influenced history as we know it but whether or not he was the most famous, that is for you to decide.

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Pupil B – Piece C: a speech

Context: as part of their work on the Romans, pupils read 'Roman Quests' by Caroline Lawrence. They were asked to write a persuasive speech in role (Calpurnia) to another character, Juba, to persuade him to exchange his baby sister in return for safe passage to Britannia. Note that purple text is the pupil's own editing.

Context: Cap. Calpurnia's proposal to Juba.

Juba, follow me to the Triclinium and seat yourself; I have a vital proposal to make.

Juba, I beg of you to consider my ~~pro~~ suggestion carefully. You are a brave and wise boy and you have done outstandingly well to get this far but you need to seize this miraculous opportunity... for Dora's sake. I believe that our fates are intertwined and leaving Dora with me would not only ensure her safety and your journey's likelihood, but it would relieve me of the dark crushing jaws of sorrow and despair. Juba, I urge you to make the decision that would ~~me~~ make your parents proud (Jupiter rest their souls).

Do you know, my brother, Quintus, is a sailor and my husband, Appius, is a highly regarded beast importer? Between them they know every every sailor, every ship and every departure and entry time in all three harbours. I am certain they will guide you on your voyage to Britannia... for ~~zero~~ quadrans. The only price in exchange for yours, Frontos and Ursula's safe travels to ~~Brit~~ Britannia, is your baby sisters, who will most likely, even if you do safely arrive, not survive the cold, hostile, ~~foreign~~ ^{lonely} lands. You do want to save your syblings, don't you?

Juba, as you know, Dora is a sweet and very beautiful but she is also fragile and very delicate. Britannia is a desperate

solution for you and your ^{what} ~~sister~~ ^{siblings} but for Dora it is non-negotiable. Most likely, she will die ^{from} ~~for~~ the thousand mile journey, the wild wild animals, the lack of milk or the terrible, blue-faced barbarians.

Additionally, Dora will be protected and secure with me. I will love her to the tips of my fingers along with my considerate husband. Furthermore, we will take care for her, feed her, clothe her, look look out for her and educate her, which is a luxury that if she ~~was~~ went on your journey you could not provide. If you leave Dora with me, she will grow up in a safe environment and will have many friends to entertain her. Do you really want any harm to come to your youngest sister?

Juba, I am Calpurnia. I am a mater. I am your saving grace. It is not a mistake that our paths crossed, so I beg you of you, make the ~~des~~ decision that your ~~is~~ fate decrees.

Key stage 2

Pupil B – Piece D: a diary entry

Context: After reading 'Roman Quests' by Caroline Lawrence, pupils were asked to write a diary entry from the viewpoint of one of the characters (Fronto). Note that purple text is the pupil's own editing.

Dear Diary

How rich and luxurious life in Britannia is! It isn't home and it's a bit smelly and dirty... but it is the closest ~~the~~ environment to home I could have ever hoped for, ~~in a mysterious land so far from Rome, such a~~ ~~lonely~~ land. Right now, ^{strangely} ~~lounging~~ on a ^{leather} lustrous ~~water~~ mattress and holding out my wax tablet, ^{in front of my face} I am contemplating the mood of my two younger siblings: Tuba is always so anxious at the moment and Usula is suspicious of everyone we meet (she still doesn't like Uncle Pantera, ~~even~~ ~~but~~ even after all he's done for us already).

The Uncle Pantera's Villa is out-of-this-world. There's a new, priceless surprise at every turn and even after ~~two~~ ^{two} weeks of exploring the labyrinth of its ~~depths~~ ^{corridors and gardens} I still don't know half of the secrets it holds. In the atrium alone, there's a marble path way ~~it~~ flanked on both sides by impenetrable ^{emerald} emerald grass and ~~the the Italian oak~~ ~~the Roman tree~~ Eucalyptus. Dark, slender, ~~but~~ towering, Roman trees: the legendary Eucalyptus. Further into the majestic ~~courtyard~~ ^{you} temple-like courtyard you will spot marvellous, black and white, ^{diamond} diamond-shaped mosaics draped around an exuberant fountain draped.

which spued crystal-clear, sparkling water. It was just like the one they had had back in Rome only bigger, and

Once we had been showed through the garden by one of Uncle Pantera's many many, fair-haired slaves, I found myself face-to-face with an interact ^{sculpture} sculpture. Automatically, I reached out-right, left, right - but there was no door frame to reach out to so I ended up tapping my chest on muscular ~~chest~~ ~~chest~~ instead.

Suddenly I realised ~~for~~ ~~my~~ it wasn't a statue, it was my athletic Uncle: the rich ~~and~~ Mr Pantera.

Uncle is the kindest person I have ever met but he's a bit different to ~~at~~ what I long imaged him to be: He reminds me of the photos Pater used to show me of himself a younger, fitter, more athletic handsome version of himself. So far, he has granted us with delicious food, the finest feather beds and a roof over our head, but mood is so formal ~~has~~ here and I miss the laughter of the family meals back ~~at home~~ ~~at~~ in Rome.

~~After~~ In the evening of every day, Albinus (Uncle Pantera's servant) directs us to a trellised area in the back directly behind the ~~main~~ ^{accommodation} our accommodation for a banquet. After we are ^{sit} seat on the lustoury couches Albinus serves us britannia most luxurious dishes: cheese patina pies, roast hog with a plum in its jaws, watered wine and ~~at~~ my personal favourite suffered song but I miss the basic food of home.

So Bye for now diary (I need to rest my eyes) until tomorrow

Fronts,

Key stage 2

Pupil B – Piece E: a persuasive report

Context: following the year 6 residential camp, pupils were asked to write a formal report stating the advantages of this trip in order to secure funding and support for future trips from governors and parents.

It has long been deliberated that year-six residential are beneficial for the development of core values: determination, collaboration, independence and trust. And having just spent five days at Charterhouse, I know that to be true. All students who attended will have forged a plethora of memories which will be cherished and reflected upon long into the future. Although all students had a fluctuating time, every single one of them advanced their personal attributes. Evidently, you must continue these outstanding and marvellous residential, must you not?

Determination is an attribute which all children will have obtained throughout the week. They may have acquired this essential skill during caving: ~~where~~ they had to proceed, even though they were anxious. Or they might have achieved it in climbing where they kept ascending the rock face even though they yearned to capitulate. Taking oneself out of one's comfort zone is surely something all children should do regularly, is it not?

Collaboration is another constructable quality pupils will have developed as in every task there was no 'I' only team. For example, leaving no nights ~~as~~ we had to all work together and make

them immaculate (in the hope our teachers would give us ten out of ten). The next value is independence. Independence is another vital attribute ~~to~~ as it ~~allows~~ ~~allows~~ ~~allows~~ you to pack your own bag, keep your things together and be ~~red red~~ ready and on time for all your activities. This will greatly assist children in later life; they will be ~~able~~ capable to complete actions solitary and ~~unaccompanied~~ ^{unaccompanied} by an adult.

Trust is another was also a crucial quality at Charterhouse as, during climbing, we had to whole-heartedly trust our belayers (people who fix you and the equipment to the wall to the wall) secure the equipment and keep oneself safe. This skill will help the children in future to trust relatives and loved ones.

~~so many~~ If residential trips were to be discontinued, so many children would definitely miss out on this ~~once~~ once-in-a-lifetime opportunity. After all, all students should have the privilege of experiencing these stupendous and exclusive residential camps, should they not?

Pupil C

This collection includes:

- A) a letter of complaint
- B) a narrative describing a single episode
- C) a narrative describing a series of events
- D) an explanation text
- E) a persuasive letter
- F) a diary entry