

## Pupil B

This collection includes:

- A) a book review
- B) a narrative
- C) a balanced argument
- D) a 'thank you' letter
- E) a narrative

## Key stage 2

### Pupil B – Piece A: a book review

Context: after reading 'Skellig', by David Almond, pupils looked at key features of a book review and explored examples. They drew on these models as the basis for writing their own review of the novel.

Skellig

Skellig is a marvelous book with many fantasies and mysteries to be explored.

A twelve year old boy, Michael, moves houses with his Mum, Dad and sick baby sister. He lurks upon a shed and discovers a creature. He meets his new best friend, Mina. How will they help this creature and what will they do in return? Will Michael and Mina figure out why he was in this almost collapsed shed?

My favourite character in the story is Mina because she's a loyal, forgiving, friend who has a full imagination and has a passion for art. She helps Michael adventure through mysteries and even teaches him a thing or two. She is always willing to help even at the toughest times.

This book is aimed at people who like fantasies and imaginations. Could you venture through the book? The book makes you feel like you're there with Michael.

You really should read this heart-warming, magical book. If you like birds this book is for you.

## Key stage 2

### Pupil B – Piece B: a narrative

Context: after reading the opening chapter of 'Street Child', by Berlie Doherty, pupils planned their own narrative, based on events in the chapter. They drew on their history topic, life for poor children in Victorian Britain, and on lessons focused on creating suspense and developing settings in narratives.

#### Shilling Pie

Jim spins whizzed past the city, racing past dark gloomy alley-ways. As he passed boys with scaps racing down their backs, he glared up at the ghostly haunted moon. He heard distant cries and groans, echoing around ~~around~~ him. Roof tiles, shattered into small fragments and ice shards grew on shop stairs.

Jim hesitated, looking down, down, down at bone dry pavs, then gripping onto his last shilling he entered the shop. Quietly he crept forward. Mrs. Holder snatched the coin off Jim then she bit it. As she was pouring gravy on Jim's pie, he snatched it and held it tight. Jim finally set off home. He walked out the shop door. Such boys sniffed the rich smell of gravy and sniggered at Jim. Gipping only his pie, he made sure he wasn't being followed. That's until he heard deadly young voices shout, "GET HIM!" Jim ran with all his might and hid in a small alley-way and lost them. This sort of thing was usual for Jim.

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As Jim carried on his journey home, he thought about his old life at the cottage. There had so many memories there. Jim was looking into a house window. People were crying with dread and never once smiled. By now the man had vanished into the misty clouds. Jim knew it was getting late so he hurried home trying to have hope in his heart, hoping better days were upon him.

At last Jim made it home to see his sisters, Emily and Lizzie, waiting for him. Jim's Ma was resting from all the hard work she'd done for the family. Lizzie launched for the first slice, then Emily after her. Jim had the rest until one remained. "Can I have the last one?" Jim questioned.

"What about Ma?" Emily wondered. She could tell by the look on her mother's face she wasn't bothered so Emily put it on the bed next to her.

"Awww I wanted it," said Jim.  
"Jim..." shared Emily and Lizzie both together.  
"Alright sorry." Apologized Jim being sarcastic.

"At least we even got food," laughed Emily.  
"True, replied Jim, but how will we pay rent?"  
"I'm not sure," said Emily, "but this is what we have for now."

## Key stage 2

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

Context: building on their reading of 'Street Child', by Berlie Doherty, and their history topic, pupils researched information about Victorian workhouses. After discussing the basic structure for the text as a class, pupils planned and wrote their own balanced argument.

Were workhouses a positive or negative aspect of Victorian society?

In Victorian times, people who were poor or had no job had to enter a workhouse. People agree that workhouses were like "barbaric prisons" where paupers had no choice but to go to. On the other hand, some people think they did a good job because they provided food and shelter. There were many reasons for whether or not workhouses were good or bad. Were they positive or negative? Let's find out.

The main idea of a workhouse was for it to be a cruel, menacing place and people would go there as a last resort. Life in the workhouse was hard. Countless families were split up. Men and women were divided into two parts of the workhouse. Inmates at the workhouse were badly treated. It was a horror.

Children also went to the workhouse. If they broke any rules, they would be harshly punished. The punishments were being beaten with the knot of a rope by a teacher countless times, making them kneel on hot water pipes (which caused awful blisters) and

preventing the poor souls from eating or seeing their family.

The punishments were harsh in a Workhouse but they were not as awful as the jobs! The jobs were so painful and back aching they were made to be boring and difficult! In fact you had to do the jobs all day! The jobs were stone breaking (which was tiring), picking oakum (which led to blisters) carpet beating (which women had to do) and tons more.

The Workhouse was difficult to get out of and it's safe to say that, "it was a tough time." How would you like to spend your life in a Workhouse?

The food in a Workhouse was very small. In fact youths would receive three potatoes, half a loaf of bread and a little slither of grilled cheese for a whole week! That's nearly half the amount of food you eat at home!

However the Workhouse still had a positive side. They provided food which helped them keep going. They also provided shelter which was better than being on the streets. Workhouses were very cruel and bleak places to live but they did save many lives of people who entered.

Furthermore Workhouses provided lots of education to children who are there. Boys were taught 3 hours of arithmetic and reading each day and Girls were taught cooking and knitting in order to

become maids.

In conclusion I think it's safe to say Workhouses were terrible. Although it had some benefits, it was still a really cruel place. It could've been a little more kinder and supportive but that was not the case. Luckily they were shut down on the 1<sup>st</sup> of April 1930. No one will ever enter a Workhouse again.

## Key stage 2

### Pupil B – Piece D: a 'thank you' letter

Context: following a visit by a theatrical company, who performed a version of 'The Hobbit', by JRR Tolkien, pupils analysed features of a 'thank you' letter. They then planned and wrote their own letter to the company.

Dear M and M Theatrical Productions,

We would like to offer our gratitude for coming in on World Book Day to show us your play. It was really enchanting for us to watch.

For starters I found it amusing when Bilbo shouted out to an Alexa to play a song. It was quite funny because the song was about becoming a hero. And then you walked around the room singing the song.

The main thing that I enjoyed was when Bilbo and Thorin fought the dragon and then they shot the black arrow into its dark, scaly head. But on the other hand Thorin still died from the fierce spider. This scene was very tragic.

I really appreciate all of your effort in coming all this way to show us your play. I couldn't believe all of the actors remembered their lines seeing that the show was on for an hour.

My favourite character in the story was Balin because he was a true friend to Bilbo. However, the actor I liked best was Bombur because he had the job of playing three characters (Gandalf, Bombur and Goblin). He had to remember plot of lines for all three of them which is impressive.

Nevertheless, the only improvement I would make, would be for there to be some female actors. Overall, I really enjoyed your play. We are very grateful.

Yours Sincerely,  


## Key stage 2

### Pupil B – Piece E: a narrative

Context: drawing on 'Street Child' and an opening extract from 'Far from Home', by Berlie Doherty, pupils planned further events featuring the main characters, Emily and Lizzie. They were asked to include a difficulty for the characters to overcome and to introduce new settings and characters.

#### *FAR FROM HOME*

*As the girls dashed around the corner they saw a man. The tall, slender man stood still like a crow, staring deep into Emily and Lizzie's souls. His cold, white knuckles were as delicate as a pen. Lizzie and Emily wanted to run but they saw he needed help. He tried to speak but they saw he needed help. He tried to speak but he was only letting out cackles. He showed his ice, cold frost eyes to the girls. He was lonely. Whimpers came as the skinny bone-like body crept closer. His cold hands reached onto Lizzie's shoulder as his knuckles trembled. The girls ran as*

*fast as they could but they gazed back and no one stood there until, they realized he was behind them. His hair swayed like a dancing fire. He opened his mouth for Emily and Lizzie to see crooked broken teeth.*

*The man glared down at the girls with a frown.*

*"Come with me," he said slowly with his deep, rough voice.*

*"Emily," Lizzie whispered, "I don't think we can trust him."*

*The man heard them though.*

*"Don't trust me?" the man yelled, "I'll make you not trust me!"*

*The man grabbed Emily and Lizzie by the shoulder and threw them into his cart. The girls screamed for help but none would hear.*

*"Where are you taking us?" cried the girls.*

*No answer.*

*"Who are you?"*

*...*

Again, no answer, until he finally spoke.

"You will be taken to a friend of mine now be quiet!"

The girls exchanged glances. They had arrived at their destination.

The man cackled an evil laugh. The building looked like a barbaric prison. The girls were pushed in reluctantly.

They screamed as the man dragged them across the concrete. That's when they saw the building up close. It was big. It had small windows it was danger.

"Let's see if you like it here," the man scowled.

They heard the clatter of keys as they entered a lock. Silence. Right before their eyes the steel gate opened. There was no escape. The girls knew that. They were in the grasp of a workhouse. But now they have to face cruelty because someone lied to them. All was not good. The girls heard the key lock in the old, rusty door. Then silence again. The girls were sent to a small room with walls as soft as a pillow. Lizzie stared out of the small delicate window. That's when she saw something. Two small boys carrying an object she couldn't identify. One of the boys was small. Thin. Recognizable. That's when he turned to show his face...

"It's Jim!" shouted Lizzie.

Emily dashed to the window to see. Indeed, it was Jim. Right before their eyes. They tried to call out his name but he was too far to hear them and just like that, he disappeared.