

Pupil C

This collection includes:

- A) a non-chronological report
- B) a newspaper report
- C) a narrative dialogue
- D) a set of instructions
- E) an argument
- F) a narrative

Key stage 2

Pupil C – Piece A: a non-chronological report

Context: pupils explored examples of formal information writing and after discussing common features, chose an animal as the focus for their own piece. They researched their chosen animal and drew on this to write a report.

Swans

The swan is located in the colder regions of Europe. This creature is easily recognised by its pearly feathers lining its back.

Habitat:

Swans are usually found in the Northern Hemisphere more often than the southern. All swans prefer wet, damp areas such as shallow wetlands and marshes. They live in undisturbed lakes and like to roam over large areas of water. Most of these creatures live in European countries and central Asian countries.

Diet:

These elegant animals consume aquatic vegetation, which includes grass, insects, pondweed and tadpoles. Babies are lactophagus meaning they are dependent on their mother's milk. Also they can only eat grass until 1 year old. Male swans are Carnivorous and eat live animals such as insects and tadpoles. However, the female is an omnivore and has a diet of flies, cornwheat and grass. If you ever find yourself feeding a swan, never feed them food from your home such as pasteries, meat and bones; this can lead to digestion problems.

Life cycle:

When an egg is laid, it will have to be placed above water levels; the baby will die if this process is failed. 12 months later, the baby swan (cynett) is given life by the mother. At first, they will appear grey or even pink. After a year, the creature will have adapted and turned white. At 4-7 years, this creature will generally mate. Mating happens when the swans nod their heads and flap their feathers.

Appearance:

It may be easy to spot a swan when there is one in sight. But this animal is more than a white body and an orange beak. Swans are very good swimmers. This is because they have a streamlined body and fully webbed feet. Their full white feathers are waterproof so the water trickles off their body. This elegant creature has a flexible neck; they need to reach far down to get their prey, especially tadpoles.

Key stage 2

Pupil C – Piece B: a newspaper report

Context: following a classroom focus on a past motorway incident and how this was reported, pupils looked at different articles about unusual events. They then planned and wrote their own report about a similar, fictional incident.

The designer collision

Late last night a collision took place in Central London causing thousands of designer products to become damaged, consequently leaving customers devastated.

Yesterday evening, at 11:35pm, a lorry that was confirmed to be carrying over 2000 bags from the Dior Warehouse (London) worth around 3.2 million pounds, crashed into Wright Shopping Centre causing the truck to overturn. Consequently, bags spilled into the carageway before being run over by oncoming traffic causing irreversable damage.

Since the incident, many rumours have been spread claiming that the collision lead to a leak in the shopping centre and a sudden closure of the store. The shop owner has stated that she will have no income this week due to not having anything to sell.

A witness explained, "I saw the driver on my way home and he was speeding like an idiot. Of course he crashed!"

Another witness, named Clara. H, argued that she had seen him falling asleep through her reerview mirror and had quickly dodged out of the way.

Dior have issued a statement stating, "This is the consequence of products being transported incorrectly and leaving our money to produce bags wasted."

A clean up has taken place to help clear the damage caused by the incident. However, it is not confirmed how long it will take for the road to be opened again.

The lorry driver is currently in hospital due to his head injuries and has confirmed that he will never drive lorries again to stop anything like this happening in the future.

Key stage 2

Pupil C – Piece C: a narrative dialogue

Context: pupils explored dialogue using an extract from a familiar book, 'Prince Caspian', by C S Lewis. They considered their own experience of dialogue and arguments and used hot-seating and freeze-framing to explore this further. They then wrote their own dialogue between two characters.

AS the ship was floating into the depths of the ^{ocean} sea, ~~an~~ ^{the} enemy's boat caught Mateo's eye. Mateo set his army into battle formation, ready to attack. ~~As~~ ^{As} soon as the enemy's army got into formation, Mateo shot his cannon and commenced the battle. Swords were clashing, blood was dripping and pure hatred ^{filled} in the air. To Mateo's surprise Apollo - the leader of the other ship - ~~walked~~ ^{made} ~~the~~ first speech:

"Why would you send your men to fight me when I have done nothing to you?" stated Mateo, his ^{eyes} ~~eyes~~ watering.

"I beg your pardon, I was the one who did nothing. You however did commence the battle," protested Apollo.

"Protect yourself? Your army is weak anyways," joked Mateo. However Apollo ^{did} not ~~take~~ ^{take} it as a joke.

"Weak! I'll let you know my army is twice as strong as yours," spoke Apollo, slushing onto Mateo's collar.

"Oh, so you think you're tough eh?" said Mateo confidently, pointing away from Apollo.

"Stop thinking you're so brave, kid. Faking it isn't going to get you anywhere," growled Apollo, pulling a pistol from his pocket.

"Ohh, uh, it's sorry! Um, you're not going to shoot me with it are you?" shrieked Mateo, taking a few steps back.

"So, um, Apollo, I'll make you a deal; if you let go I'll never come near you ^{again}, ok?" suggested Mateo.

"Seems like a deal," stated Apollo putting the ^{weapon} gun in his bag and a grin emerging on his face.

"phew!" said Mateo, relieved.

After Mateo had turned around, what he did not know was that Apollo would pull the pistol out of the hatch and shoot his deal. There lay Mateo's ~~body~~ deal body floating on a boat, in the ocean hundreds of miles away from where it could be found.

① And I was only trying to protect myself, *

②, on the other hand,

③ He had a lack of faith in his self.

Key stage 2

Pupil C – Piece D: a set of instructions

Context: after exploring extracts from Shakespeare's 'Macbeth', and a relevant scene from 'Harry Potter and the Half-Blood Prince', by JK Rowling, pupils discussed abstract nouns such as 'friendship' and 'loyalty'. They looked at examples of instructions and developed their own ideas for potions through discussion.

How to make a 'flying potion'

Are you tired of walking all the time? Do you ever wish you could fly away from your problems? Well this is the solution for you! Follow these simple steps and soon enough you will be whirling in the air.

What you will need:

- 7 fairy wings
- Rose oil (150ml)
- White wine (250ml)
- 15 fairy roots
- 2 box tumes
- 5 litres of water
- Cauldron
- Cutting board
- Thermometer
- Syringe
- Tubes/rials
- Stickers (optional)
- 3 moon stones
- 6 strands of star grass
- 1 flower head from a tulip.

Method:

1. Before starting, make sure you have all of your ingredients at hand. You must approach with caution and make sure there are no spillages due to some of the ingredients being poisonous.
2. Firstly, place your cauldron over an open fire and the temperature must be 117° - 119° . Use a thermometer to check this.
3. Secondly, cover the base of the cauldron with all 7 of your fairy wings. This is a hazardous action; over gloves are essential to make sure you are not burnt.
4. Once the previous steps are completed, pour 373ml of rose oil into the cauldron carefully.

5. Following on from this get your second bowl and drop 5 daisy roots, all head from a tulip, 6 strands of star grass and 250ml of white wine. Mix together using a large spoon until thick.
6. Now combine the mixtures from both bowls and put into the cauldron. If this is followed correctly, the mixture shall be a peony colour with a sweet aroma.
7. Next cut exactly in the middle of your barberries. *caution!* You are using a sharp item! Place both slices in at opposing ends of the cauldron.
8. Once this has been followed, throw in your moonstones. These will create mini explosions to happen during the process and this is completely normal.
9. Now pour the mixture into vials and label them with stickers (optional).
10. Lastly leave them to cool on a high shelf overnight - this will ensure they do not fall into the wrong hands. They will be ready after 48 hours.

Once ready use it whenever you need to fly. This potion should last 14 hours and will make your

① in the hands of danger.

② the mixture is thick and no lumps are visible.

③ problems drift away.

Key stage 2

Pupil C – Piece E: an argument

Context: after considering themes in fairy tales and questions such as, 'how far can the actions of Hansel and Gretel and those of the witch be justified?', pupils chose their own topic for developing an argument. They planned and wrote their own argument text, drawing on research.

Should the government do more about vaping for under 18s?

Over the past few years, there has been a new device called a 'vape' which has gained popularity quicker than anyone could have predicted. This hazardous product has caused many children under the age of 18 to go from living their best lives to lying in hospital beds; this must stop. In this argument I will be covering the main reasons why the government should urgently step in to protect under 18s from e-cigarettes.

Firstly, vapes contain many ingredients that can cause catastrophic health issues. Ultrasonic particles block the lungs and if too much is inhaled, devastating consequences can be the result. These plastic tubes are packed with flavourants made from chemicals such as diacetyl which is clearly bad for the human body, particularly a child's body which is not fully developed yet. Vapes, like cigarettes also contain nicotine which is a highly addictive drug. Do you want your child to be a drug addict? If not, surely you agree more needs to be done to protect them.

Secondly, I want to talk about the health issues caused by vaping. This new habit teenagers are developing causes lung diseases. If you vape, studies show you are 34% more likely to have a heart attack or suffer another heart related illness such as heart failure, valve diseases and angina; 55% more likely to suffer from a mental illness such as anxiety or depression; and are guaranteed to do irreversible damage to your lungs. ②

What's more, if you vape around babies they are much more likely to develop Sudden Infant Death Syndrome (SIDS). Second hand smoke from cigarettes causes damage to children's lungs and can stunt their growth. Studies are currently being done to see if this is also the case with vaping. Is it worth the risk? Do you not value your children's lives? A generation of teens growing up with the habit is going to lead to their own children having a parent who vapes around them.

My last point is that, despite the clear problems vaping causes, many children are taking up the habit. This is because they are being persuaded to do so. They are marketed like toys; bright colours, sweet tastes and fun TV adverts all attract children's attention. Whilst vapes are illegal for under 18s already, the government still needs to review their laws urgently. Vapes should not be in full view and positive views about vaping should be banned.

To sum up my points, action needs to be put into place so that e-cigarettes are not as accessible to under 18s. They are harmful in many ways and the advertisement needs to be banned.

A recent survey showed

① Every 1 in 20th parents report vape usage when around their children.

② These illnesses can have life threatening consequences for individuals so why not do we not ban this illness inducing hazard?

Key stage 2

Pupil C – Piece F: a narrative

Context: after classroom exploration of 'The Promise', by Nicola Davies and work focusing on trust, lies and promises, pupils were asked to think up a problem that could be solved through a promise.

The Vow.

When Kelly was young, she lived in a town that
swept in sorrow. All the joy and colour in the city was
gone due to a curse which had forced everyone who
entered the city to frown. All the other cities usually looked
down on their boringness and their continuous sadness.
This city made their children come face to face with despair.
The city was tall, grey and strong. Everybody who came
in, came out ^{of the} with huge amounts of dread.

③ Kelly acted mean, dreadful and angry too. She lived off scraps
and food stolen from other people.

One night when Kelly was looking for a victim, she came across
a tall, slender girl. This girl was... smiling? Kelly was confused
(people rarely rarely smiled here). The only thing that made people
smile was money and power. Her mind wandered thinking about
what the contents of the bag would hold. Was it gold, was it money
or was it jewels? ④

Abruptly
Kelly lunged forward at the girl snatching her bag, but to
Kelly's surprise, this person clutched onto the bag with the straps
of the ^{God's} gods and she spoke, "I will let go of the bag
only if you make a vow with me to spread it as
it is very powerful."

Kelley did not care but ~~to~~ ^{answered} she said, "I agree to make the vow." The girl let go and Kelley ~~disappeared~~ ^{disappeared} into the deep, dark city.

~~Feeling~~ ^{Shy,} Kelley ran into a small cave ⁽⁵⁾ she had discovered only a few days ago. ⁽²⁾ She rummaged through her big black bag to find several containers of glitter. Was this some sort of joke? Kelley expected food and money, she did not know what

to do. She began to think back to what the mysterious girl had said. Only if you make a vow to spread it. Kelley had an idea!

When she arrived at school the next day, glitter in her bag and rays of destiny shining over her, she sat down ~~at~~ her desk and sneakily put the glitter on her hand. Now, the only thing she needed to do was to touch someone. Later the teacher did a handshake with everyone in the class. Kelley was just. Terror ran through her body with the thought of getting the teacher dirty. She took the hand off her teacher, her heart skipping a beat and her eyes squinting. Then... he smiled, because of the curse no-one had smiled it was a change to see such an expression. The boy behind her (who was still in shock) began to shout, "Kelley is magic! shake her hand before it runs out." Everyone was running over. This was a lot for Kelley to take since there were lots of children in the class. Eventually the children were smiling so much, no one could stop it until Kelley remembered the inspectors were coming today.

On that very afternoon, the inspectors were on their way. Even Kelly as her smart self could not find a solution for this straight away, however a thought she would ever imagine came to mind. "Guys I have an idea," she exclaimed. Before anyone could say a thing she shouted her plan to her classmates. "We can put glitter in their coffee and give it to them since they wouldn't be able to see it!"

As they expected, the inspectors came. It was time to put the plan into action. Kelly opened the door and greeted them politely. They sat down, the regular questions were asked and then Kelly passed them both a boiling hot glitter infused coffee. Her classmates had all crossed their fingers, even Kelly, hoping it

would work. The first one, Aaron, and the second, Adam, began to smile. ^{smiles} Their faces were stretched all the way across their faces. "The plan had worked!" Kelly thought. Ah

After a few days she was going to admit what she had done but it was already too late. These unique expressions were spreading like wildfire. ⑥

A year later Kelly and the mysterious girl, who was called Elaina, were ~~rewarded~~ ^{reprimanded} for changing the world. Glitter medicine, glitter food and glitter drinks were invented. This regal city that was always looked down on was now outshining all the other cities and they lived a happy life.

The End'

① holding a bag

② ~~feels~~ Feeling excited,

③ Living in this death town was a young girl called Kelly. As a young girl you'd expect Kelly to be cheerful and energetic. However this was not the case.

④ Would it make her smile too?

⑤ (which was on the outskirts of the town),

⑥ Little did Kelly know how much hers and everyone else's lives would change forever.
did so