



Key stage 2 English writing standardisation exercise 2

For the purpose of 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 letter written in role
- B) a narrative recount
- C) a balanced argument
- D) a non-chronological report
- E) a descriptive setting
- F) a diary entry

Key stage 2 exercise 2

Pupil A – Piece A: a letter written in role

Context: following a study of The Edwardians and the sinking of the Titanic, pupils read the back story 'The Joining of the pair' about 2 women who met and travelled together on the ship. They were then asked to write a letter from the viewpoint of a character who planned to sail on the maiden voyage to a relative already in America.

Blossom Road
London, England
BEA UTJ
08.03.1912

My darling Edward,

I am writing to inform you what I have recently up to. How are you my dear? Pray, you are okay and happy. I hope your job, working at the cotton mill, is definitely not pressurising you. It would hurt your mother's ears to hear that. Oh my Edward, I wish that you are having a rather pleasant time in America. It is such a tranquil place, where the lemony sun hangs itself in the clear blue sky, where harmony and happiness lives. Edward thank you for your previous letters. I keep the abundance on a golden tray. I always read them in my spare time.

For seventeen weeks, I have been reading a book called The Lost World. It is such a fabulous book. I recommend it highly to you. This one of a kind book is full of adventure and discovery. Tomorrow, I will finish it.

I have also been sewing a pillow case and it is truly marvellous. It is dark blue and light blue, your favourite colours as a child. Remember when all you asked for was blue blankets, suits and lots of others? It is embroidered with a pink blue thread on the edges. I will let you fill it with your finest cotton.

Edward, after many days of thinking and wondering, I have decided to buy a first class ticket to America to stay with you for a while. I need to spend time with you, love. Edward my dear, I know you are working very hard and I am extremely proud to be your mother, I am boarding Titanic and arriving in America on the twelfth of April. I will send you more detail another day.

All my love,
Mother

x x x

Key stage 2 exercise 2

Pupil A – Piece B: a narrative recount

Context: following a study of The Edwardians and the sinking of the Titanic, pupils read the back story 'The Joining of the pair' about two women who met and travelled together on the ship. They were then asked to write a narrative recount of their meeting from the point of view of one of the women. The pupil's writing has been transcribed from their handwritten text.

As the darkness of the night stretched over my head I took my leave from work. It had been such a long day and my head was filled with questions and confusion. The coldness of the night seemed as if it had gripped onto me, never once letting go.

As I tightened my small scarf around my neck I saw a woman in the distance grappling with an abundance of posters. A couple of moments later, she dropped them onto the cobbly floor giving a sigh. I rapidly rushed over to her; I picked up quite a few of her posters. I looked at one recognising her purple and green banner. Was she a suffragette? ~~People~~ They were the people who were ready to fight, ready to be thrown in prison, ready for anything, just to fight for women's rights. Then my face dropped; my fingers were filthy, absolutely disgusting. I had left muddy fingerprints all over the papers. Embarrassed, I expected the modern woman to give me a dirty look and walk off. However, she did not.

"How kind, my dear. Thank you, you really are a charm! My name is Mabel, Mabel Awkright and you are?" Mabel pleasantly asked.

"Alice. I am truly sorry for putting dirty fingerprints on some of your papers. I really am" I apologised, trying to sound amiable. "Is it okay if I help you put up your brilliant posters around town is it?"

"I really like you Of course Alice. Only if you want. I think we should become friends, you are indeed such a dear" Mabel complimented beaming happily. She held my hands up ~~with~~ revealing her white, silky gloves and smiled at me. And it gave me great delight to smile back.

Around town we went handing up posters. I do hope our strong friendship still builds on.

Key stage 2 exercise 2

Pupil A – Piece C: a balanced argument

Context: pupils read several balanced arguments before writing their own about a topic of their choice. This pupil chose to write about the pros and cons of having to wear a school uniform. The pupil's writing has been transcribed from their handwritten text.

Should we put a stop to uniform?

Uniform is a set of clothing telling people, just by showing them your uniform, where you come from. Usually, it would show, identification, belonging and representations to other schools or clubs. It is said that, 94% of schools, across the UK, wear school uniform. Leaving 6% to show their "true colours".

_____ Primary school now believe that we should throw school uniform into the past, should we? Here are some of reasons why we should keep or ban uniform.

On the other hand, many people complain that uniforms are expensive, especially at the start of the year, where they have to buying the whole set: black shoes, pinafores, shirts, jumpers/cardigans, pants, tights and the physical education clothing too. However, supermarkets have now decreased the price, to make the uniform as cheap as possible and affordable. Similarly, it saves quite a lot of money on buying designer clothing.

"Not having uniform causes problems of those who can have the most expensive clothes. People that can't afford it feel left out." Mrs _____, headteacher of _____ Primary school.

Another fact is that in the dinner hall, some people accidentally drop food and liquids on themselves. This causes them to trash the clothing.

On the other hand, we many people have decided that it is better to ban uniform because you can feel uncomfortable. Collars can be itchy because of the cheap material. Some people can also become really hot and or cold. Therefore, if uniform becomes banned then we can wear the clothes that are suitable for winter and summer.

"Some people, including myself, get irritated in class. This is because of the itchy fabric. Then, we can not focus in class. As a result, we do not know what we are doing." _____ student in Year 6.

Key stage 2 exercise 2

Pupil A – Piece D: a non-chronological report

Context: as part of their topic in science, pupils researched animals living in different regions of the world. They chose one animal from a cold climate and one animal from a hot climate and wrote about them. This pupil chose to present the information for a younger audience.

The image shows a handwritten report on lined paper about camels. The title 'Adaptation Camels' is written in large, stylized letters with a pink wavy underline. The report includes several sections: a 'Fun Fact!' bubble stating they live in a hot desert over 42°C; a paragraph explaining that camels take years to develop features for their desert environment; another 'Fun Fact!' bubble about storing 46 buckets of water; a statement that camels are extraordinary animals; an 'Introduction' section; and a photograph of a camel with three circular inset images showing its face and hump details.

Adaptation Camels

Fun Fact!
They live in a hot desert where it is over 42°C.

These camels have taken years and years to have features they need to help them live in their location the desert.

Fun Fact!
They can store 46 buckets of water in their huge body!

Camels are extraordinary animals.

Introduction

Camels live in the desert and have amazing characteristics to help them live in their environment.





! AMAZING ! • FEATURES !

Features

The camel has two long eyelashes to protect sand from coming in its eyes.

It has a large hump to store fat and can go without water for a long period of time. They have these features because there is less vegetation in the area. Also, they have large flat feet to stop it sinking.

I'm on top of the world !!!
Get it?

Polar bears

THEY LIVE IN THE ARCTIC!

I know that!

NOW ! FACT!
They have ~~four~~ inches of fat under the black skin!



The first thing you see is ice and snow (actually!)

FEATURES :
Polar bears, that have some really interesting features of their bodies, can survive because they have; big paws to roam around, also to swim, small ears and tail to minimise heat, white fur to camouflage, sharp claws to dig through ice and hollow fur to trap heat.

How do they get food?
Smelling is one of the best ways to find food; they can smell various amounts of food from 20 miles away! Also they have large, sharp teeth to tear off the flesh of animals.

PENGUIN

PENGUINS

Penguins have never met with polar bears (EVER)! You see, polar bears live right on top of the world, where as penguins live on the bottom!



← Polar bears

← Penguins



Feathery Features

Small bill and flippers means less cold blood, thus less heat loss. Webbed feet to 'fly' in the water. Waterproof feathers and wings. Solid bones to dive without injuring themselves. They can travel 15mph under water and can go 200 feet under water.

WOW!

Can I
at least live
in England?
It's still quite
cold there!

I'm
feeling down.
Sometimes, I feel
scared of falling
off earth. I KNOW!

Key stage 2 exercise 2

Pupil A – Piece E: a descriptive setting

Context: after reading 'Cloud Tea Monkeys' (Mal Peet and Elspeth Graham), pupils prepared to write their own Himalayan folktale. In this piece, the pupil has written a description of the setting for inclusion within the longer story.

Dawn had casted rays of of luminous, ^{golden} glowing ribbon, over the glassy lake. Katrina woke up at the crack of dawn to watch the beautiful sun - rise over the horizon. The mist of the morning rose into the cool air. The rough road ~~was~~ lit with lamps. She wore her little dress, which was embroidered with glowers ~~and~~; ^{she} wrapped her pink scarf around her neck. She exited the house with her cup of cocoa in her hands. The view seemed enchanted to her. Then, she heard the mumbles and murmers of the radio. She could also smell the sweet aroma of; strawberry pancakes, dark, crispy toast, English muggins, ripe fruit and mango juice. Her Aunt Emma rushed out with the baskets. They sprinted over the cobbly roads and over the rocky hills. They laughed and played, which ~~seemed~~ ^{seemed} like forever.

After the lemony sun rose into the middle of the vivid, blue sky, they arrived at the field. It was dappled with glossy rose bushes and Emerald trees, which ~~was~~ ^{was} as high as a skyscrapers, were scattered ~~in its own area~~ ^{all over the field}. The minty, green grass ~~was~~ levelled into one height. It ~~was~~ absolutely spectacular. The ~~most~~ best of glowers were given rich soil and compost. Aunt Emma worked as a glower seller. She had the bet glowers anyone could have.

Key stage 2 exercise 2

Pupil A – Piece F: a diary entry

Context: pupils studied The Tudors in history lessons and carried out their own research about life in Tudor times, including the fate of Henry VIII's wives. They were then asked to write a diary entry in the role of Anne Boleyn for the night before she was executed.

18th May 1536

Dear Diary,

Tonight is the final night of my life. My palms and forehead are sweating. I am alone in this damp room with only a blanket, a small glass of water and a slice of bread. It is ever so dark in here but there is a candle lit in the corner. I think silence is listening to silence, I can even hear the pencil scratching the paper. Tomorrow, I am going to die!

King Henry the VII is going to execute me because stupid people have been saying that I have been with boys. And so what if I have? Henry has been with ladies all his life. He has believed the utterly annoying women in court. Therefore, he has planned to execute me in public! How unfair! Now he absolutely hates me, he also does not appreciate having Elizabeth around. All he wants is a boy!

How will Elizabeth, ^{my precious pearl,} cope without me? She is only two years and eight months old. I pray for her, to be looked after and loved.

Pupil B

This collection includes:

- A) a diary entry
- B) a mystery story
- C) a survival guide
- D) a letter
- E) a set of instructions
- F) a story

Key stage 2 exercise 2

Pupil B – Piece A: a diary entry

Context: during a cross-curricular topic, pupils learned about the jobs performed by children and others working in mines of the past. Pupils went on to write a diary entry, based on the experiences of their chosen mine-worker.

Down the mine

Dear Diary,

17th December, 1896

Exhausted. I'm absolutely exhausted. I had to get up at 4 to get ready to go down pit. As if that wasn't bad enough, I then had to walk 5 miles to get there. 5 miles! When I finally arrived, I noticed how packed it was. Families were stood together and chatting. It made me feel so alone.

Suddenly, I was grabbed and shoved into corner of a cramped cage. It was like being imprisoned. Soon it was full. ~~Absolutely~~ ~~Absolutely~~ Absolutely cramped. As it slowly lowered, there was creaking. I wept silently (scared I'd be shouted at if anyone heard). Soon, the cramped space thudded to floor. Everyone piled out, and yet again, I was left stood by mine's end. Worry engulfed me as darkness did too.

While I was lookin' round (well, trying to - the only light was from the registration office), I was interrupted by a hand on me shoulder. It was a tall man and he had a wooden stick in his hand - it was Deputy. He led me to a load of long, gloomy and shrinking tunnels. He told me I was a hurrier and he'd come back and get me when me shift was over. Then he left me! In the dark. Alone. Petrified.

So that's what I spent 12 hours doing, pullin' an easy cart with rocks hittin' me back. I was greasy, hungry and injured! Do I really have to do it all again tomorrow?

Chat soon, Cole

Key stage 2 exercise 2

Pupil B – Piece B: a mystery story

Context: following a local history topic, pupils wrote a 'mystery' story incorporating their knowledge of mining alongside techniques to build suspense.

Hi. My name is Lewis Smith, and I'm here today to tell you a ~~story~~ story. A horrific, but true story. So, if you're interested in happy endings, this is not the book for you, and I recommend you close it ~~immediately~~ immediately. Are you still reading? Well, I will begin this terrible tale. The catastrophe began as I arrived at work...

Lewis, Tom and Chris stood in the queue for the lift, chatting away. It was the 12th June 1976 (one of the hottest summers the men had ~~experienced~~ experienced). So it was unusual when clouds engulfed the sky. "I knew this weather won't last," said Tom, feeling disappointed. "Doesn't matter," replied Chris, "we're off down pit." Finally, the lads stepped into the lift, which soon descended.

A few moments later, Lewis said goodbye to Tom and Chris as they went to their stations and he went to sign in.

"Ey up, Lewis. You're on the coal face today," greeted the Deputy.

"Alright" "Alright, boss," said Lewis as he began walking through the labyrinth of gloomy tunnels to his station. As he arrived, he put on his ear defenders and began drilling at the coal, however, he did not work for long. BANG!

Silence. BANG! There it was again, but even louder. "It's alright, men, keep working!" yelled Dan - another worker. No one moved. Lewis stood still, frozen with fear.

He looked up. Cracks spread around the ceiling and supports as a louder rumble echoed around the winding tunnels. Panic and terror rained down: boulders and rocks fell, dust filled the air and people ran to weak safety. "Run!" yelled Lewis. Suddenly, the roof caved in, and as it did, Lewis blacked out.

So, that's how the story ends. I told you this tale was terrible. I should have known to run while I had the chance. Now I sit here every day, watching the mine. But, no one can see me...

Key stage 2 exercise 2

Pupil B – Piece C: a survival guide

Context: during a cross-curricular topic about Antarctica, pupils read articles and researched the region before writing 'a survival guide' using what they had learned.

Antarctica Survival

Located near the Southern Hemisphere, Antarctica is bitterly cold. This vast, desolate tundra is extremely isolated (it is 10,384 miles from the UK). Classified as a desert, Antarctica lacks fresh water and vegetation, making it uninhabitable. Extremely dangerous, Antarctica is only explored by the greatest adventurers.

Freezing Temperatures

Reaching as low as -51°C , the average temperature makes Antarctica extremely cold. Katabatic winds and herbies - which reach between 60-100 miles per hour - makes it feel colder. The cold is caused by the lack of clouds, which makes it easy for the heat to escape. These severe conditions cause many potentially dangerous problems: hypothermia, frost bite, blisters, numbness and even death. To prevent these problems, explorers must wear many layers. Also wear hats, ~~scarves~~^{scarves}, earmuffs, gloves and goggles to protect body-parts at risk (eyes, nose, fingers, ears and toes).

Dehydration

Dehydration, a common problem which adventurers face, is deadly. It is caused by not drinking enough fresh fluids and not keeping ~~of~~ hydrated. Due to the lack of ~~fresh~~^{clean} water sources, explorers are at risk. There are many symptoms to dehydration: headaches, ~~hallucination~~ hallucination, dry skin, dizziness, fast heartbeat and breathing, confusion and fainting. To resolve these

problems, bring a sufficient supply of liquids.

Dangerous Ice

This vast land mass is mostly made of ice but not all of it is stable. There are many dangerous ice floes and unstable ice shelves that could easily put explorers at risk. If an ice floe or shelf broke off you were stood near it, they could become separated from their group and become stranded at sea. Global warming is also making the ice more of a risk as it is melting it. To keep safe, stay ~~away~~ away from the edge of ice, ice floes and weak ice.

① and an explorer ~~works~~

Key stage 2 exercise 2

Pupil B – Piece D: a letter

Context: pupils were asked to write a formal letter to the queen, from a fictional character of their choice, asking for her help. The pupil chose to write as Roald Dahl's 'BFG'.

The BFG
The Cave in The Mossy Mountains
Giant Land
Giant Country
GC9 1MM

Queen Elizabeth II
Bugglingham Palace
London
BP8 QE11

Our Spegtacular Queen,

I is the BFG (Big Friendly Giant) and I and my tiny friend Sophie is needing your asiftance. Your Majesty, our Monarch, the Ruler of - Er - straight lines, Ingurland is in dan-ger, therefore we is needing as much help as we is able to obtains.

Every nights, colossal, gro-esque giants is gobbling up childrens, defouring them whole. I is believing there is five of these criminals: the Flesh-Lump Eater, the Bone Crusher, the Child Chewer, the Meat Dripper and the Butcher Boy. These awful beings is needing to be stopped. But, you needs not fret: I is having a plan to defeat these evil, child-munching monsters.

Firstly, I is needings you to contact the armed fork-ies. Next, I is going to key-ate a dream so the giants sees what foul beasties they is. Afters that, I is going to leads the army to Giant Country and, once the giants is dreamings, they is going to swoops down, securings them in a considerables sized net. They then is going to banish therns on an iso-lollied island, where they is never goings to bothers any more innocent childrens again.

Your Majesty, I hope you is going to assists us in our plan. We really is needings your help.

Your Sincerelys,

Your Humbug Servant,

The BFG

Key stage 2 exercise 2

Pupil B – Piece E: a set of instructions

Context: for National Science Week, pupils investigated carrier bags with the aim of finding the bag that could hold the most tomatoes. Using their findings, pupils were asked to write instructions for adults to make a 'carrier bag for life'.

How to solve the never-ending Carrier bag nightmare

Have you ever been walking back from the shops and - OH NO - your weak carrier bag has ~~broken~~ broken? Your shopping rolling away from you as you frantically try to pick up your hard-earned, newly bought items. Isn't it time ~~we~~ ^{you} put a stop to this nightmare scenario? Well, my product is the answer to your prayers. It is quick, cheap and easy to make. If you create this handy gadget, you will never have to buy another bag again!

Equipment:

- 4 identical pieces of cardboard (big enough to fill the bottom of your bag).
- Duck tape
- Plastic sheets (similar to plastic wallets).
- A carrier bag
- A pair of scissors

How to make this fabulous invention:

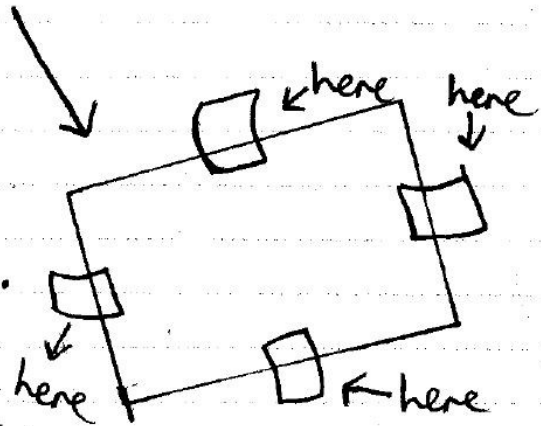
Firstly, individually wrap each piece of cardboard, tightly in ~~the~~ ^a plastic sheets. It is essential you sellotape the sheets together with the duck tape, so they remain fastened.

Next, stack the now wrapped pieces of cardboard and fold a plastic sheet over them. Yet again, you must

Join them together in the same manner as stated in instruction one.

After that, you will need to fasten a piece of duct tape to each side like so.

Finally, place the contraption into the bottom of your bag and secure it ~~in place~~ by sticking the tape to the sides.



Now - hey presto - you are ready to go shopping without the worry that your shopping bag will break. Your bag knuty is a bag for life.

Key stage 2 exercise 2

Pupil B – Piece F: a story

Context: as part of their learning about Antarctica, pupils read 'Sky Song' (Abi Elphinstone). Pupils wrote their own stories linked to the book, selecting characters, the setting and a problem, based on the original.

Strange Magic

Racing through the dense forest of Gnarled Branch, Blaze scanned his surroundings: tall trees stood like soldiers with their leaves thrashing violently in the howling wind, the snow glistened in the winter sun and bent twigs reached out like crooked fingers. His hair billowed in the wind as he ran faster and faster. The pain from his heavy backpack on his shoulders was almost unbearable, but this was overtaken by a sense of determination that he would save his sister (Lexi) from the dreaded Ice Sorceress.

Suddenly, Blaze stopped.

"There it is Star! Can you see it?"

A ball of white fur wriggled inside his hood, then a small head appeared - it was a fox cub. In the distance stood the only darkness that haunted the land - Eval Palace. They were close.

Soon, Blaze was stood below the castle. He hid behind an iceberg so he would not be seen by the guards. The bridge, that led up to the fortress, was near. Ever since Lexi had been captured, Blaze spent most of his time studying the defenders. The guards changed post every hour and went to protect a different part of the palace. This happened at the same time every day, so, before long, the same routine began, and the protectors marched through the white carpet of snow and disappeared round the corner. The new guard would be there soon. He had to act fast.

Dashing towards the palace, Blaze ran up the bridge. He reached into his backpack and pulled out a pair of crampons and some strong rope. Going as fast as he could, he attached the crampons to his boots and launched the rope up to the nearest balcony. Finally, his plan to save his sister was in action.

"Don't worry, Lexi. I'm going to save you." he whispered to himself. Blaze rapidly climbed up the rope and soon found himself somersaulting into a pool of shadows.

Darkness. Nothing else could be seen. Blaze slowly picked himself up and dusted himself off.

"GRRR!" growled Star as he leapt down from Blaze's hood.

The cub's hair stood on end as he stared into the gloom. There was something there. By now, Blaze's eyes had adjusted to the darkness and were beginning to make out a silhouette. A person.

"Who's there?" Blaze called into the blackness.

There was no response. He crept cautiously towards the thing. Blaze's jaw dropped. Encased inside an ice sculpture was a girl

"My name's Circe. You have to help me!"

Even though she couldn't move her body, Circe's eyes were alive. They were full of desperation and hope. Blaze's mind was racing; he was here to save his sister but this girl needed him. He didn't have the time but there was something about this girl's voice that was persuasive

"I can help you," began Circe, "I have information on the palace."

This was all Blaze needed to hear. Information on the palace would be a great assistance to help get Lexi out. And he knew how to free Circe - magic! From his backpack, Blaze took out a leaf. It was fiery red and the stem was a bright orange. He crumbled it up and blew the pieces onto the statue. Suddenly, a burst of flames snaked its way around the ice sculpture, melting it. The girl was free.

Circe slumped to the ground. Because she was released, Blaze could see her more clearly: locks of long, brown hair sat on the shoulders of her flowy dress, her cheeks were rosy red and her lips were an icy blue. The thing that stood out the most to Blaze were her eyes - they were a sparkling green. She sat up against the wall and began to speak, "Thankyou, thank you so-"

All of a sudden, an ear-splitting siren sounded. Lanterns began sparking alight around the room and pulsing a blood-red light. A chant began. 'What are you doing? The Ice Sorceress is coming.' It got louder and louder, faster and faster. Then suddenly, silence. Footsteps.

They were trapped. There was no way out. The only exit was blocked by unknown footsteps. Desperately, Blaze pulled out a green leaf, crumbled it and sprinkled it on the floor. Nothing happened. Had Blaze's magic failed?

"What's that?" asked Circe, "Is it a - a flower?"

Appearing from the floor was a daisy. Then another appeared and another and another. Before long, a trail of nature spread across the room. The two followed it and were lead to a wall. Blaze pushed against it and tumbled into a tunnel. A secret passage. They swiftly scrambled through and were taken to a large room.

"Stop right there!" bellowed a voice as they entered. Surrounding them was a group of guards. The Ice Sorceress had caught them. They were grabbed and taken down a corridor .

"You're going to the dungeon!" shouted the guard.

Well, Blaze would see Lexi but now he needed someone to save him too.

Pupil C

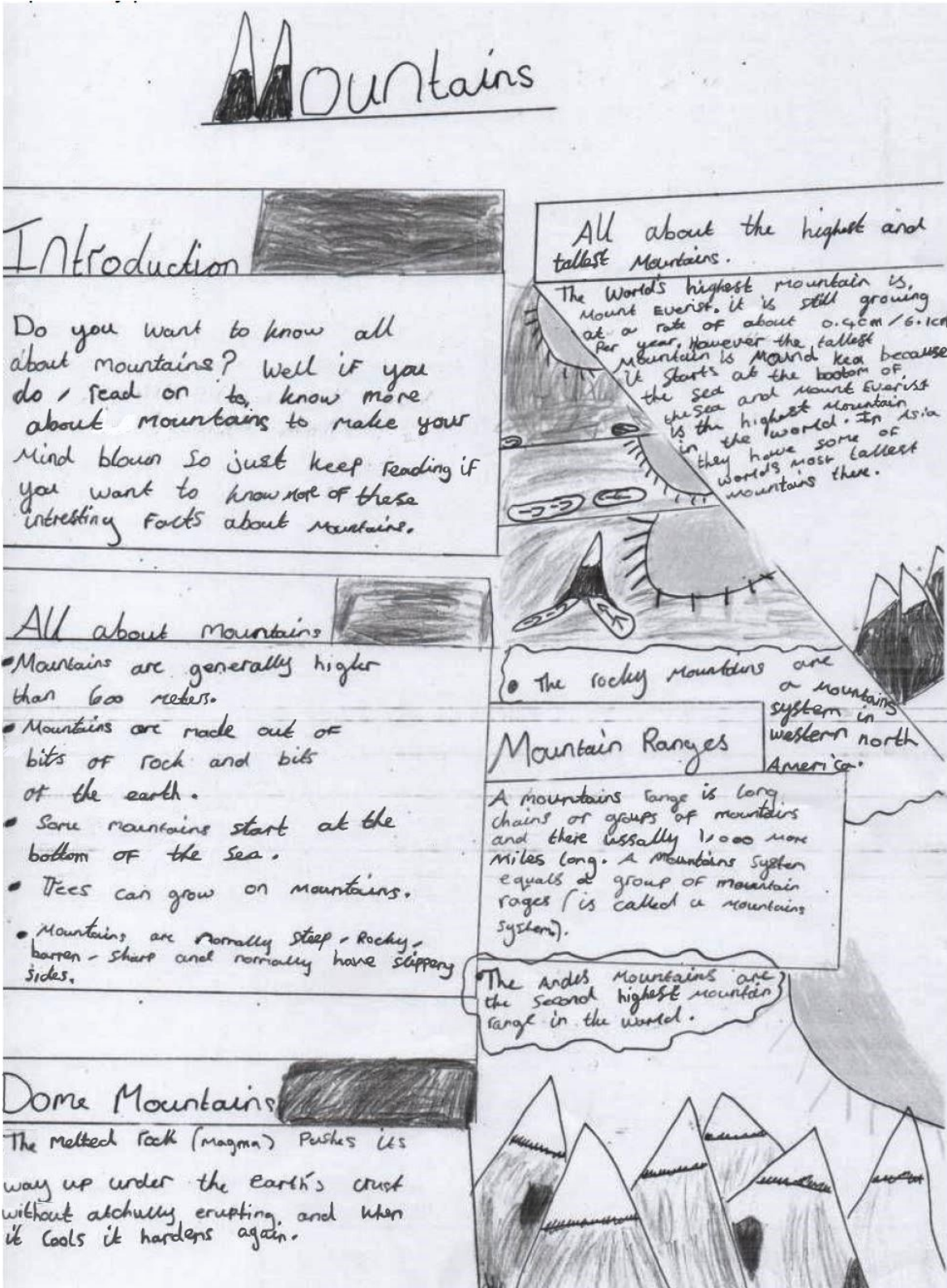
This collection includes:

- A) an explanation
- B) a persuasive leaflet
- C) a narrative
- D) a scientific report
- E) a non-chronological report
- F) a story opening

Key stage 2 exercise 2

Pupil C – Piece A: an explanation

Context: following a study of mountains and the mountain environment in geography lessons, pupils conducted their own independent research before creating an A3 sized explanatory poster on mountains.



Key stage 2 exercise 2

Pupil C – Piece B: a persuasive leaflet

Context: following a study of mountains and the mountain environment in geography lessons, pupils conducted their own independent research into the Rocky Mountain National Park. They then produced their own leaflet to persuade people to choose this as a holiday destination.

Would you like to experience the amazing adventures at the Rocky Mountains? What are waiting for? Book your dream holiday today, you'll be enchanted with everything you see. Climb up the mountains and experience your dream looking below at the national park. It may feel like heaven on earth from looking at the beautiful landscape.

Come and embrace the feeling of hiking, we have 355 miles of hiking trails which are sign posted for your convenience. Rangers will help you provide advice which are appropriate to different fitness and experience the travels. They range from the flat lakeside strolls to steep mountain peaks.

The road of the Rocky Mountains and the National Park offers visitors to access into beautiful meadows and other places. If you are patient, this drive would be good for you, sometimes animals get in the way and it can be annoying. But on the bright side you can see paradise there is colorful animals and creatures everywhere. It is like heaven even though it has the dramatic expression of a long drive.

If you are interested in wild life then this is the perfect place for you. You get

the opportunity to see 60 species of mammals, 280 recorded numbers of birds, ~~11~~ species and lots of different butterflies. If you are interested in bats they feed over lakes and ponds at dawn and dusk so that is where they are most likely to be. Mule deers are very common in the Rocky Mountains and they can be seen anywhere so make sure you take some photos of the animals and make memories of this beautiful place.

Key stage 2 exercise 2

Pupil C – Piece C: a narrative

Context: pupils were introduced to a forensic scientist as a visitor in school and were able to ask questions and make notes about her work. Subsequent science work over several lessons involved forensic investigations and opportunities to record findings. Pupils also read several detective stories before creating their own narrative based on what they had investigated and read.

The Missing iPhone

Gazing out of the street ^{their} there were millions of people rushing into the iPhone shop to get the newest phone out. There was only one iPhone that was why everybody was rushing to get their ticket to try and win it. On the street there were bright neon street lights just invented also there were the new flying VIP cars to skip all the traffic that ^{had} have just been invented as well. In the sky there are electric airplanes so then you don't have to worry about breaking down. Dr Polly took one more look onto the street and said "Wow what a world."

The office was huge it had a massive desk, a water couch, a high ceiling and there cup of chocolate latte that they have every day. ^{when while} While they both drink their lattes they get a phone call saying that Mrs Chante won the iPhone but somebody ^{had} has stolen it from her when she put it in her bedroom covered up.

"Finally a case to solve" said Polly, so loo loo and Polly rang the new flying car company asked them if loo loo and Polly were allowed to borrow one of their flying cars to get to Mrs Chante's house and skip all the crowded traffic. A couple of seconds later the flying car arrived at the front door beeping its horn, Dr Polly and loo loo grabbed their coat, hat and briefcase and headed downstairs to their lift.

Dr Polly and Loo loo headed into the flying car and started flying to Mrs Chante's house. Dr Polly and loo loo have never been into a flying car that drives itself, at first they were a little bit scared but after a couple minutes later they only had butterflies in their stomach. As they were flying they could see thousands of designer shops and diamond jewellery shops, Polly and Loo loo were gazing into the diamond and jewellery shops as usual. Dr Polly rang Mrs Chante and said "Hi Mrs Chante we will be there in any second but can you tell us what number door you live at", Mrs Chante replied saying "yes of cause my door number is 73 on Oxford Street".

Finally Dr Polly and Loo loo arrived at Mrs Chante's ^{Street} house at the end of the street there was this strange looking suspicious man wearing all black with a backpack but Dr Polly said you can't judge a book by its cover and just walked into Mrs Chante's garden and rang the doorbell. It looked like Mrs Chante was rich her house was a mansion it was huge on the outside, Polly said "Wow I wonder what it would look like on the inside". After a couple of seconds she eventually opened the door and let us in.

Dr Polly and loo loo said to Mrs Chante "do you live with any maids, butlers or family members?" Mrs Chante replied saying "yes I live with 4 maids, 2 butlers but no family members. Dr Polly said "do you think any of the maids or butlers would have stolen the brand new iPhone?" Mrs Chante says "well yes because they are the only people in my house". So Dr Polly and loo loo started looking for clues, they both went upstairs were the phone was last seen, as soon as they walked into her bedroom Dr Polly found a piece of

blond hair and some pair of white cleaning gloves . Dr Polly said to Mrs Chante "have any of the maids have blonde hair" She said yes 2 of the maids have blonde hair and they are the sweetest people ever why would they take any of my stuff". Dr Polly was so annoyed that 2 of the maids are blond. As Dr Polly was talking to Mrs Chante Loo loo found a piece of a Crum were the iphone was last seen, Loo loo shouted "Polly I have found a clue it looks like someone has been eating pizza and left a little Crum", Dr Polly said to Mrs Chante "has anybody been eating pizza today" and she "said yes Mr burn". Loo loo and Polly were wrong all this time it looks like someone has tried to trick us but there plan did not work. Dr Polly and Loo loo said in their mind the case is solved.

Dr Polly said "could we go and speak to Mr Burn please" Mrs Chante said "yes you could but he had just arrived at bargains market" Polly and Loo loo were not giving up. Dr Polly said to Mrs Chante "how long do you think he will be", Mrs Chante said "he went there about 20 minutes ago so I don't think he will be any longer anyway". Mrs Chante offered Dr Polly and Loo loo for a cup of tea while they both waited for Mr Burn.

Key stage 2 exercise 2

Pupil C – Piece D: a scientific report

Context: following a science topic on animals and habitats, pupils were asked to write a scientific report about the classification of animals.

Classifying Animals

Introduction

Many animals swim, fly or breathe air. Scientists classify these animals into different groups. Most animals are invertebrates like crabs, lobsters, jellyfish and a starfish and these animals ^{live} grow in the water there whole life.

Fish

Fish live in the water and they can breathe in water as well. They use their gills to breathe in the water not lungs. They have scales and gills. They also can not control their body temperature in the water or outside the water.

Amphibians

Amphibians are frogs, newts and toads. They are not warm blooded they are cold blooded they live on land and in the water. Unlike fish amphibians have smooth moist skin. When they lay eggs it is shelly and

Covered they are also to layed in water. Some babies might not look like their parents because they go through stages like tadpoles go through the stages ^{called metamorphosis.}

Reptiles

Reptiles are crocodiles, turtles and snakes they are also cold blooded. They are air breathing animals. they can not breathe under water. They breathe on land even though they are cold blooded.

Key stage 2 exercise 2

Pupil C – Piece E: a non-chronological report

Context: following a science topic on animals and habitats, pupils were given the opportunity to create their own imaginary creature and write an entry for a children's encyclopaedia on animals.

All about the Liate

Introduction

There is lots of strange animals out there but the animal that scientists have just discovered is the strangest of all. They have also discovered a name for it, it is called the Liate because it has a lions face and head and a snakes body as they learned more about the animal.

Appearance

The Liate is a varieties of a lion and a snake as believed. It ^{weighs} ~~weighs~~ up to 30-50 pounds and it is 0.35 meters tall. It has a cute orange feary face and a white sleek scutly body. Scientists believe that the Liate is one of the rarest animal on this earth. Did you know that the Liate's body is the biggest snakes body in the world. If you see this animal be sure to be atleast one mile away from it because it is known to kill any person or animal with its sharp teeth and the Vemon inside. The Liate is also

known to live in any dessert so if you go to visit a dessert and want to take some pictures while embracing the sun well I would just wash out if I was you.

Habitat

The Lizard lives in the dessert in Africa now but it used to live in the rain forest in America. It makes it own den by moving its body by gathering all the sand and stones, it also finds other predators homes and lives there.

Key stage 2 exercise 2

Pupil C – Piece F: a story opening

Context: the class had read several mystery stories and had been given opportunities to discuss common features and participate in drama activities prior to writing. They were then introduced to comic strips and heroes. After creating their own comic strips, they continued the narrative as a story.

She fell to the floor in a faint and screamed while pressing her hands to her head. Lady Mountjoy's jewels have gone. They have been stolen. Violet the private maid was behind Lady Mount in the open doorway. When she screamed so Violet came as fast as she could. Lady Mountjoy's brother Gerald came out of his room half dressed and shouted "Whatever is up Bella?" but Violet answered Gerald saying that Lady Mountjoy had fainted. Polly the other maid heard Lady Mountjoy scream so she told the butler and the cook to come up.

They were tripping up the stairs to see what had happened and to see Lady Mountjoy is ok while the butler is trying to get up the stairs. By this time Lady Mountjoy was awake she told everybody that her jewels are gone. Lady Mountjoy called the police quickly.

The police arrived a minute later at Lady Mountjoy's house. She was so glad the police were here. The police went and got a detective to solve who stole the jewels. When the detective arrived he interviewed all the people in the house.