



Key stage 2 English writing standardisation exercise 1

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 narrative
- B) a balanced argument
- C) narrative letters
- D) a newspaper report
- E) a narrative

Key stage 2 exercise 1

Pupil A – Piece A: a narrative

Context: after reading and studying 'Where the Wild Things Are' (Maurice Sendak), pupils wrote their own version of the story for a different audience. Two images have been removed from the bottom of the text.

Sailing across the whirling ocean and through crashing waves, Max searched for land in his own private boat. He sailed for what seemed like days, weeks or even years until, in the distance, he found an island covered in emerald trees where the wild things lived. As Max approached, these fearsome beasts roared dreadful roars, gnashed dreadful teeth, rolled their dreadful eyes and showed their dreadful claws! But, Max was not afraid. Marching forward, he shouted, "Be still!" Brazenly, he stared right into their tawny moonlit eyes and the wild things were tamed. Intimidated by Max, the wild things realised that Max was much more 'wild' than them. They gazed at him in awe, bowed and named him the King of Wild Things.

Max, who quite enjoyed the thought of being King, considerably stood in front of subjects and proclaimed, "Now wild things, let the rumpus begin!" Listening to his commands, the wild things followed Max deep into the dense vegetation. Under the bright shimmering stars at night, they danced: stomping their dreadful feet, wagging their dreadful tails and cheering with their dreadful roars. When the sun rose, they swung from branches, startling innocent birds and laughing at poor monkeys as they went. Finally, they took Max up on their nasty sweaty backs and paraded around the island.

"Now stop!" Max cried, and sent the monsters away. From the distance, the scrumptious smell of food began to waft. He craved to be in a place where he knew there was love and care so he decided to give up his throne.

But the wild things cried, "Oh please don't go - we'll eat you - we love you so!" And Max said "No!"

Key stage 2 exercise 1

Pupil A – Piece B: a balanced argument

Context: pupils were given an Aquila article about the advantages and disadvantages of safari parks. This was analysed together before identifying key arguments for and against zoos, a topic they had already considered earlier in the key stage. The pupils chose their own arguments and collated evidence to support them. An image has been removed from the bottom of the text.

Should zoos be banned?

All around the world, zoos are visited by many people. Zoos popularity has increased majorly over time. When people visit them, they meet peculiar and interesting creatures. Initially, zoos had a bad reputation for how they imprisonment animals for entertainment purposes. Now always some people still have these thoughts if zoos are good or bad. Are zoos good or bad? What do you think? It is important to debate the existence of zoos; in one way they help the population of animals through conservation and for research, however their likely damage is untold.

I know ~~re~~ many children enjoy a day at the zoo, where they can get to view a gorilla up close or enjoy the elephants in person. Where else would you get the opportunity.

However, zoos been around since Victorian times, the reality is not cute and fun, watching an animal pace around an enclosure, desperate to escape. The cage is no replacement for their natural habitat, no matter how nice it looks. I was shocked to discover that animals have recently been prescribed medicines to keep happy. As ^{an} animal lover, I find it hard to support this.

But it should be mentioned that zoos are not circuses and things have changed a lot since they first began operation. Modern zoos offer much insight into the lives of animals, and provide a safe environment and space for endangered species to exist. They can be a place of sanctuary where animals can be looked ~~after~~ ^{after} from the dangerous world that humans have destroyed.

On the ~~hand~~ ^{other} hand, it could be argued that humans should not just give up on the animals natural environment but instead be fighting to protect it. Surely keeping

Should zoos be banned?

animals in their own habitat should be the aim for all?

So, what is the verdict? Whatever way you think, zoos are going to be part of our world and for years to come.

Key stage 2 exercise 1

Pupil A – Piece C: narrative letters

Context: inspired by a video clip in which 2 children stuck in different cars in a traffic jam communicate through drawing pictures, pupils wrote 2 letters, taking on the roles of each character. Particular consideration was given to providing a clear contrast between the 2 letters and therefore personalities of the 2 characters. An image has been removed from the top of each letter.

Dear Lucas,

It really was a wonderful moment when our eyes met. When I saw you, I felt something weird. You seemed sad and bored. I was also bored in the traffic jam but you made me smile. I had noticed your parents squabbling. Do they ^{quarrel} fight a lot? Don't worry, my parents sometimes argue. It's normal. Your parents do seem like nice people, I barely see my parents. They are always busy and have not time for me.

Really, I was disappointed that you couldn't get the window down but it's okay. No harm done! Your drawing made me giggle. ^{You're} really funny.

Coincidentally, we both ^{are} fans of Robbie Williams and we were both listening to the same album. I haven't seen him, but I wish I had. Actually, I am going to see his concert live. Have you seen him?

Anyway I better go, maybe one day we'll meet in the future.
Best wishes, Amanda.

Dear Amanda,

Thank you for
distracting me ~~during~~^{when} the road
was packed with traffic. It seem
ed never ending and I was so bored. ~~On the other~~
~~hand~~ My parents were bickering, sorry you had
to see that! A small part of me was embarrassed but
they are good people - trust me. Mum just lost her cool
in the traffic ^s Jam. It's normal, all parents s^dght, ~~Don't~~
they? Your parents seem joyous. Do they ever fight?

I had loads of fun with you by the way. Your
art piece was very nice. Yours was definitely better than
mine. I see you also a fan of Robbie Williams. My
favourite album is ^e Escapology. He is my favourite singer.
Finally, I had seen him in ~~the~~ a concert. ^{Last week} It was the
best night ever. Have you ever seen him?

I was heading to my aunt's house. Sorry I never got
to open the window. It wasn't working. I tried to
get your number but my dad drove off. I told him
but he ignored me. I was gutted. Perhaps we might
meet again!

Hope to see you soon, Lucas.

Key stage 2 exercise 1

Pupil A – Piece D: a newspaper report

Context: following the birth of the Duke and Duchess of Sussex's first child, Archie, pupils wrote a newspaper article announcing his birth. The pupils considered key questions for their article and completed research to find information before writing independently. An image of Prince Harry has been removed from the text.

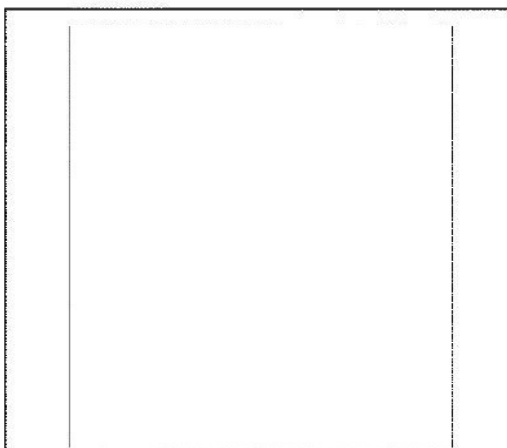
ROYAL BABY ARRIVES

Today, the Duke and Duchess of Sussex welcomed a new addition to their family.

A new baby is here-it's a boy! At the front of Frogmore Cottage, the Duke of Sussex announced the birth of the baby. The news is spreading everywhere. Just this morning, the baby was born in Great Portland Hospital in Central London, at 05:26 BST. He is the Queen's eighth great grandchild and seventh in line to the throne. The infant weighs 7lbs 3oz (3.2kg).

At the moment it is undecided if the prince will be an earl. Prince Harry stated that it was the most marvellous experience. The baby is nice and healthy. The Duke exclaimed "mothers and baby are incredible." Doria Ragland, who is Megan's mother, is staying with the new parents. Using Instagram, The Duke and Duchess of Cambridge posted a picture wishing them congratulations. The Queen was amazed by the news.

The Duke and Duchess are still



The prince pleased with the news.

deciding on a name; they don't have one yet because the baby was overdue. Rumour has it, their favourite names are Alexander and James or a slightly more modern name Archie. Prince Harry announced in the news he will reveal the baby's image to the world in two more days.

Key stage 2 exercise 1

Pupil A – Piece E: a narrative

Context: pupils read 'Floodland' (Marcus Sedgwick) as a class novel and a variety of writing opportunities were developed as the novel progressed. They took on the role of the protagonist Zoe and wrote a letter to her parents from whom she had been separated. Role play was used to support first person narrative and the pupils considered emotive language techniques.

Running quickly away from Norwich, I ~~can~~ ^{could} hear loud bangs behind me. The mob were very angry and they started shouting at me. They were causing a scene. They were chasing me. I ran as quick as I ~~can~~ ^{could} to get to my boat lycia. I rushed to the shed where lycia ~~is~~ ^{was}. I pulled her towards the shore line and jumped in. I made it...

As I started rowing, I could hear the angry mob shouting come back here. I felt isolated. I ~~have~~ ^{had} no one with me.

As I continued to row, I started to reminisce back when I was with my family. I remembered when Mum, and Dad and me use to hang around next to the fire place and we used to go to the park. Thinking back to the day we got separated was a nightmare. It was the most miserable night of my life.

As I ~~row~~ ^{was} Norwich ~~is~~ ^{was} getting smaller and smaller. Norwich, which was once a ~~city~~ ^{city} ~~island~~ is now an island. There was nothing left of the city ~~except~~ ^{except} the remains. Then a single tear dropped down my cheek. ~~Then~~ I closed my eyes and drifted off to sleep suddenly.

~~Then~~ I woke up and found myself in the middle of the sea. I realised that I had fell asleep and drifted off. My cars were gone. This is disastrous.

Pupil B

This collection includes:

- A) a narrative
- B) a persuasive letter
- C) a balanced argument
- D) a narrative retelling
- E) an instruction manual
- F) a narrative

Key stage 2 exercise 1

Pupil B – Piece A: a narrative

Context: after reading 'The Tunnel' (Anthony Browne), pupils wrote their own story inspired by the tale and involved characters who did not get along.

The Board Game!!!

Once upon a time, they were two very difront children: Riley liked adventures and fighting. But Jackson on the other hand he liked boardgames and everything bearing. In the back garden Riley and Jackson were fighting like lions at fish feeding time. But then there Dad came and told them off.

"Stop fightin some one is gona get heart" said Dad.

"Fine" replied Riley.

"Ok" said Jackson.

"Why dont you go and play a boardgame" said Dad.

"Yes" Shouted Jackson.

Riley said nothing.

They laid the board game on the table.

With a puzzle on his face, Jackson said. "Don't you think this board game lucks diferont to day?"

Riley replied "nah, lets ~~z~~ just get on with the game."

"You're the oldest you go first," said Jackson pushing in the ~~the~~ dice to Riley. Riley rolled the dice and got a one. All of a sudden, Mr. Monopoly disappeared off the game. "Just happened happen?"

"What just happened?" Jackson asked. "Here give me the dice. Let me have a go."

Jackson rolled the dice. He scored a 3. All of a sudden a building disappeared. "This is getting weird weird." "You have one more fate roll" replied Jackson.

"I'm going to roll again."

"Wait" shouted Jackson.

"What?" said Riley.

"What is some thing bad happened? Aren't you scared?" said Jackson.

"No" he rolled the dice. All of

All of a sudden, he started to fade away.

Key stage 2 exercise 1

Pupil B – Piece B: a persuasive letter

Context: pupils read articles about parental use of mobile phones and its impact on children, as well as examples of persuasive texts. They were asked to write a letter to a reader of their choice, persuading them to support an issue the pupil felt strongly about.

Class _____,
_____ Junior school,
_____ Avenue,
_____.

Tuesday 30th _____ 2019

Dear Mrs _____,

Without a doubt you are the best deputy head teacher ever. I am ~~writing~~^{writing} this letter to persuade you to let us have mobile phones in school, most of us can type faster than we write on paper. ~~would~~ you let us use mobile phones?

First of all, if they ~~break~~^{break} it is not your fault. Do you realise how much easier it would be? ~~We~~ could play games, Maths and literacy for free! It would make people want to do work because ~~they're~~^{they're} on their phone. That is so easy to do, don't you ~~think~~^{think}? ~~What~~ what if ~~there~~^{there} was an emergency? ~~We~~ could use our phones to ring some one.

Further more, what if we need to send an important message to our parents? What is the point in spending money on time watches when you could just use your phone? ~~What~~ ^{What} about the people who work in the office? ~~because~~ we could just send out the message ^{ss} instead of them. ~~and~~ what if we need to do medical training? We could use our phones to do so.

I'm sure that an intelligent woman like you would agree with me that ~~using~~ ^{using} phones is ~~resources~~ ^{resources} better ~~design~~ ^{design} than using ~~resources~~ ^{resources}. Think - do you want to be ~~responsible~~ ^{responsible} for having no money in school. And what about when you run out of money? When it is ~~sats~~? So I hope you have ~~decided~~ ^{decided} to make this school good!

Your sincerely _____

Key stage 2 exercise 1

Pupil B – Piece C: a balanced argument

Context: whilst reading 'Holes' (Louis Sachar), pupils discussed their opinions about the use of hard labour as punishment. They studied examples of balanced arguments and then wrote their own text exploring the question of whether young people should be punished for breaking the law.

30% of people agree that law-breaking should be punished. For over 5 years, there has been disagreement about harsh punishments or even if punishment is appropriate at all - particularly in the case of delinquent criminals. There are arguments for and against the punishment of young people and this balanced argument will consider the opinions of both sides.

Most people think that subjecting these children to hard work is a brilliant idea; in fact they should argue that there are actually benefits to it. By being given orders to dig a five foot hole, this will cause them pain for their actions. And victims will have justice for what they have done.

On the other hand, there are other reasons against punishment at Camp Green Lake. What about all of the dangerous things such as animals: snakes, scorpions and lots of other creatures. They are very dangerous - some even poisons and could cause death.

reasons To conclude, I have given you lots of reasons to consider should they go through pain or have a good life? you decide. choose wisely.

Key stage 2 exercise 1

Pupil B – Piece D: a narrative retelling

Context: during a study of 'Macbeth' (William Shakespeare), pupils explored themes, characterisation and Shakespearian language. They also watched short film clips to support their understanding. In response to a detailed reading of Act 1, scene 1, pupils re-presented the start of the story as a narrative.

On heathland in Scotland, a drip splattered, it was a sign of a storm! The wind shattered your ear drums. The thunder split the earth in half. The floor splashed, the moon looked like a snow ball.

The ^{rain} rain came down like mini missiles corrupting the water. a ~~fast~~ flood swept every thing - nothing stood!

~~poof!~~ ^{poof!} There stood three creepy women hugging the tree. All three of them stood around a cauldron casting spells. I wonder ~~how~~ ^{who} they are?

The three fingers pulled back ~~the~~ their hair pick black hood down to reveal their ~~positive~~ identity. They looked older than they ~~actually~~ ^{actually} were, wrinkly, long pointy nose and blood shot eyes. ^{their} hair ^{with} as ^{as} thick as straw, longer than a sky scraper. The tallest one was holding a broom. She was using it to ^{mix} ~~mix~~ ^{hessian} ~~hessian~~ bag full of ^{creepy} and ~~gross~~ ^{gross} gruesome things. there skin peered whilst doing so.

Splash! In to the steaming cauldron. As a
frog's leg slowly floated up to the top
they chucked in a snake's tongue into
the cauldron the bubbles rose ~~to~~ to the top
and croaked like a toad.

"When shall we meet again?"

"In a ~~horrible~~ hurricane, at a valley"
said the one with one eye.

"Should we meet after the battle has been
won and lost?" said the plump one.

The witches cursed the sky, tearing ^{sunder} ~~sunder~~
every thing in half. All of a ~~sudden~~
the ~~to~~ three witches ~~disappear~~ disappeared.

"Ha ha ha" fading away, around the
moon.

People say when they disappear, And if you
never it would ~~eternally~~ ^{eternally} curse you. Their
bads are what called them, Nobody
knows if it is true or not. What
do you think?

Key stage 2 exercise 1

Pupil B – Piece E: an instruction manual

Context: pupils explored a set of instructions about a pair of magical boots that enables the wearer to fly. They then created their own instructions linked to an item of clothing with their chosen magical properties.

Magic Watch instruction manual

What you will need:

- Magic watch (fitted to your wrist).
- Strait wrist.
- Belief in magic!

Warning and safety information:

After the package has arrived do not do this!

- Don't put on the watch the wrong way around, it will shatter your wrist.
- Do not break the screen or you will be sent back in time and you won't be able to get back.
- They may sometimes be a mount function.

How to use the magic watch:

- First get the watch out of the glittery case and make sure you put the watch on the right way around.
- Once you have the watch on your wrist, there is a number six on the watch. The screen will allow you to touch it.
- Once you have done that, wait three seconds and it will turn on.

- And then you will be able to time travel. to do so put a time on the watch and when that time ends you will be back.

How to care for your magic watch:

- Your magic watch has a special care plan to keep it clean
- Every time you use it, the watch needs to be polished (polish in box).
- Make sure it is not damaged.
- place the watch where no one can find it.

please note: magic watches, if you stop believing in magic you will be lost and the touch screen will freeze so you can't use it. The watch only works for the person who wore it first.

Key stage 2 exercise 1

Pupil B – Piece F: a narrative

Context: as part of a narrative writing unit, pupils studied a range of texts and then planned and produced a piece of writing portraying the atmosphere of an abandoned fairground.

Zelda was wondering around the gloomy abandoned fair ground. The lightning struck the atmosphere. She was all alone. Thunder ^{ripped} the sky in half. The rain fell down like mini missiles. The roller costers looked like monsters ten ~~feet~~ tall ^{with} big arms and teeth! They came closer and closer. Zelda shivered in fear, could she find shelter?

All of a sudden Zelda sensed some thing in the gloom. It was tip-toeing. A ^{stainy figure} mysteriously laid under a truck. Zelda glimpsed some orange eyes, lit up. A low growl ^{shot} into her alert ears; the rain pricked Zelda's like a thousand daggers.

Without a doubt Zelda was crouched behind the popcorn stand, next to the popcorn stand they was an a electric generator. It was still warm, Zelda could just about see the enormous foot prints that looked like cats paws.

Beside ^{the} generator Zelda waited pensively but the ^{great} rain cat came closer and closer the ^{great} rain cat had tangeren eyes ^{and} drenched paws. It came closer and closer.

Zelda couldn't bear it any more! Jumping like a kangaroo from her hiding place, she dashed across. The rain cat did not follow.

Pupil C

This collection includes:

- A) a newspaper report
- B) a narrative
- C) a non-chronological report
- D) an explanation
- E) a biography
- F) an additional chapter to a narrative

Key stage 2 exercise 1

Pupil C – Piece A: a newspaper report

Context: as a class, the pupils read 'The Giant's necklace' (Michael Morpurgo). Following several writing opportunities inspired by the story, and drawing on previous work on newspaper reports, pupils were asked to write an account of Cherry's disappearance.

A HOLIDAY CATASTROPHE!

by XXXXXXXXXX

Yesterday evening, Cherry Rose Blossom, aged 11 years old, went missing from Boat Cove.

She was last seen digging for pink cowrie shells down and at the beach. Her mum - Catherine Blossom - quoted: "Cherry was an independent and confident girl. She would never give up and was very mature for her age. Deep down, I know she's out there somewhere. We left her because we trusted her, unaware of what could've happened."

Cherry lives with 4 older brothers named James, Jake, Isaac and Ethan. She is the youngest one in the her family of seven with a mum and a dad named - Catherine and David Blossom. Her family and her were enjoying their annual holiday in Boat Cove, Cornwall, in their cottage for 2 weeks.

Cherry was last seen wearing: a jersey, blue jeans ^{and} boots. She has long brown hair, brown eyes and was last digging at the sand.



An image of Cherry.

Witnesses stated: "The weather was mostly miserable that day. It was stormy and the tide was charging in. My daughter, Ellie, mentioned that she had seen a girl rapidly digging at the sand and I guess that was Cherry. I will keep an eye out for anything that comes across. Hopefully the little girl will be found and come back home safely to her family."



Police and Coastguard found Cherry's towel filled with pink conch shells.

So far, police have not discovered anything but a towel which Catherine Blossom claims for it to be Cherry's. Kindly, family and friends have participated in searching for Cherry^{her} and are not giving up yet. The search for Cherry Rose Blossom is ongoing until we get to an end.

Key stage 2 exercise 1

Pupil C – Piece B: a narrative

Context: as a class, the pupils read 'The Giant's necklace' (Michael Morpurgo). The pupils focussed on the turning point of the story where Cherry is left alone, distracted on the beach, whilst collecting cowrie shells. Shared writing was then completed – the focus was being able to write from a different perspective, other than that of a human. Using this writing experience, they went on to write from the sea's perspective as it spots Cherry on the beach.

I see her, right there in the distance, moving frantically around on MY beach. What is she doing? She seems to be remorselessly digging through my beautiful sand. I swell with fury, clashing my body against the sharp rocks. Slowly, my fierce blue bulldozers rise. I draw closer and closer to the girl, raising my fists, ready to pounce. She stops digging, ^{swiftly} ~~rapidly~~ turns her head towards me. She backs away, paralysed in fear.

I gather my white horses and charge towards the girl. Then, I stop. My eyes dart around my beach, searching for a way to trap her. Her screams ricochet off the cliff sides, whilst the girl paces from side to side, ^{rapidly} ~~rapidly~~ waving her arms. ^{swiftly}

My team and I charge towards the girl's exit from my beach. I whistle my deadly song, alarming her. She stands up, her knees shivering from the cold. I order my white horses to surround her and envelop her with ice-cold water, freezing her to death. She quivers in her soon-to-be watery grave. My team grip onto her, pulling the girl into danger. I ^{wrap} demand her to ⁱⁿ my blue barriers. It's time she takes her last breath...

Key stage 2 exercise 1

Pupil C – Piece C: a non-chronological report

Context: as part of a theme on 'Medicine through the Ages', the pupils researched the role of the plague doctor. They then wrote a non-chronological report, aimed at year 6+ pupils, informing them of this important role. An appropriate image to describe how the plague was spread has been removed from the top of the second page.

The history of The Plague

In the summer of 1665, London was hit by a terrible disease which spread quickly across Europe, causing many people to die. The plague killed approximately 30-60% of Europe's total population, therefore people were terrified to catch it. At that time, many people ^{thought} perceived that the plague was caused by miasma, ^(dirty air) but it was actually caused by rats.

The plague doctor's outfit

In 1620, Charles de L'Orme invented the plague doctor's outfit, so when the doctor treated the victim, he would not get infected. It was worn to protect the plague doctor from airborne diseases. The outfit was: an ankle length overcoat, a beak-shaped mask, usually filled with a strong substance (herbs), gloves, boots and a wide-brimmed hat. They also held a wooden cane to push the victims away if they came too close.



This is an image of the plague doctor's outfit.

What caused the plague?

The majority of the doctors believed that miasma (dirty air) caused the plague, but it was actually caused by the bacteria found on rats. The fleas, which were carried in the rat's fur, would bite the rat, therefore it would become infected. After biting the rat, the creature would infect humans and they would cough, sneeze and splutter, which spread the debilitating ^{illness} disease.

Many people believed that this is how the plague spread

'Treatments' and 'cures'

People created their own 'treatments' that they predicted would work and make the victim better, but then discovered that they were unsuccessful with their creations. These 'cures' were as ~~so~~ simple as: drinking fire wine, eating toads, bathing in milk and holding a small bunch of flowers and herbs held up to the nose. They also believed that tobacco was highly valued as a medicine! ~~Did you know that the multiple of doctors were unqualified?~~

Key stage 2 exercise 1

Pupil C – Piece D: an explanation

Context: as part of the science topic on evolution, pupils explored fossils, in particular those created by the process of mold and cast. They went on to write an explanation about these processes.

Fossils are the cast of remains of animals, plants or insects. They can be formed in different ways, for instance, insects getting trapped in tree sap, which eventually hardens into amber; an animal becomes trapped in the ice and is frozen, or the mould and cast of different animal bones. These processes take place over millions of years.

One of the ways for a fossil to be formed starts with the animal ^{dying} dead. The flesh of the animal is then eaten by other creatures. All that remains of the animal is its bones. Sediment (soil and sand) eventually covers the ^{skeleton} bones, which presses it down into the ground. From that point on, more layers of sediment pile over the bones. The sediment now develops into solid rock. Over the time, small streams of ground water finds its way through the rock and slowly wears the bones away. This would occur over a prolonged time. All that is left is a natural mould in the exact same shape as the animal. The ground water slowly carries small particles of rock, which fills the mould over thousands of years.

When tectonic plates collide, the fossil would rise to the ground; this is not the only way that a fossil would rise. This could happen. It could rise through an earthquake or the way that mountains rise naturally. Finally, the ~~erosion~~ (wind and rain) would slowly ^{erode} wash the top layers of rock away, leaving the fossil visible. Paleontologists dig and dig for a very prolonged time to conclude in discovering parts of a fossil, or, if they are lucky, a whole fossil.

Key stage 2 exercise 1

Pupil C – Piece E: a biography

Context: as part of the history topic 'Against the Odds', pupils studied the role of suffragettes in bringing about changes to the law, and the lengths they would go to in order to achieve these. They researched the life of Emily Davison and wrote a short biography, which reflected key events of her life.

EMILY DAVISON!



DEEDS NOT WORDS



Emily Wilding Davison

This is an image of Emily Wilding Davison.

Emily died for her cause.

Early Life Who she was

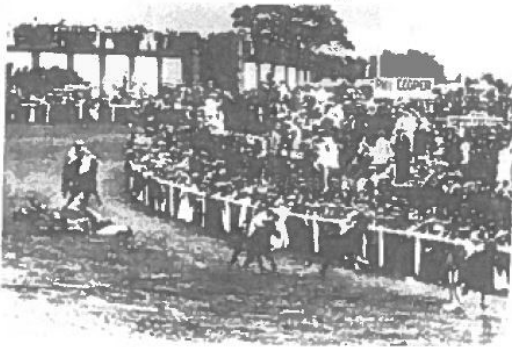
Emily Wilding Davison was the most important and famous suffragette. She fought for women's rights to vote. She died for her important cause. As a strong group (WSPU), Women's Social Political Union, the suffragettes were able to get women's votes and make the men understand that women were just as strong and useful ^{as} ~~than~~ men. She was born on the 11th of October 1872, in Blackheath, London.

Early Life Davison

Emily Wilding Davison was born on the 11th of October 1872, in Blackheath, London. She attended Kensington High School, Royal Holloway College and she studied at St Hugh's College, Oxford and the University of London. When Emily was born, her Dad was aged 44 and her mum was aged 19. In 1906, Emily joined Emmeline Pankhurst's WSPU group. Emily Davison quit her job as a teacher to become a full-time warrior suffragette in 1909. She had started off peacefully protesting but as no one was listening, she and her group developed into violently protesting.

Tragedy!

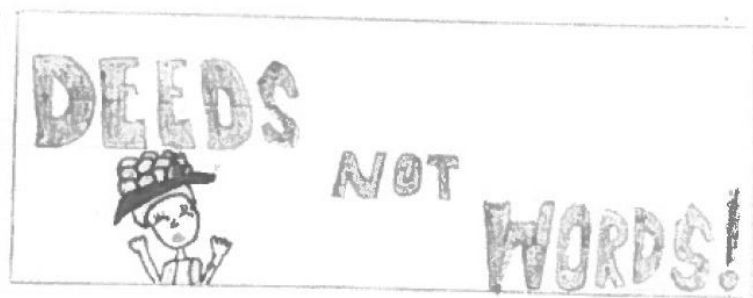
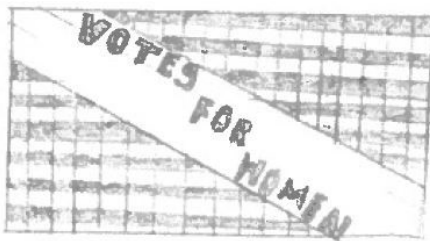
Emily Davison had been sent to prison nine times and she joined the hunger strike, and ^{49 times} was brutally force-fed. ~~On the~~ In 1913, Emily deliberately faced horses as they sped past. She stepped out onto the track during the Epsom Derby. A horse named Anmer had knocked her over completely. Anmer had trampled on her with his hooves. The horse was owned by King George V. ~~Em~~ Unfortunately, Emily Wilding Davison had died on the 8th of ~~June~~ June 1913 - due to severe injuries which had happened at the Epsom Derby.



(The Epsom Derby, where Emily was trampled over by Anmer)

Life as a suffragette

Emily had joined the WSPU (Women's Social Political Union) and had quit her job as a teacher to become a full-time warrior in 1909. The group had started off as peaceful protesters but as no-one was listening and acting on it, they had slowly developed into violent protesters, such as: throwing stones at the windows of the parliament, marching into parliament and chaining themselves to railings so the policemen couldn't arrest them.



Key stage 2 exercise 1

Pupil C – Piece F: an additional chapter to a narrative

Context: as part of a theme on 'The Americas', the pupils compared and contrasted different countries within the North and South American continents. They were read the first part of 'Queen of the Falls' (Chris Van Allsberg), which is set in Canada, and had to plan and go on to write chapter 3 of the story.

"Oh, Lord," she whispered, and then she was gone.

Chapter Three: The Deadly Fall

~~The deafening roar of the water rics~~
The deafening roar of the water ricocheted off off the sheer rocks and filled the crowd's ears as the barrel approached the edge of the waterfall. "I can't believe this is actually happening; I'm so amazed!" whispered ~~the transfixed audience~~ ^{a member of the crowd} in awe. The barrel slowly floated across the crystal clear water, ready to plummet down.

This was the moment everyone had been waiting for: Annie Taylor was about to perform the deadly drop down the mighty Niagara Falls. The crowd's eyes widened and their jaws dropped in disbelief as a ~~to~~ loud crack appeared in the barrel. Crimson blood coloured the water as Annie's barrel cascaded down the falls. The churning water rushed towards her and concealed Annie, pushing her down into the diamond & mist below.

The audience fell silent as jagged pieces of wood came racing down the thunderfall. One by one, they started to crash into the rocks below. Voices broke the silence. "What's happening Dad, is the lady still alive?" asked an anxious, little girl. "She's not gonna make it, I bet 'ya." replied the girl's dad, his eyes transfixed onto the barrel.

~~See~~ Suddenly, a young boy's dog named ~~sk~~ Skipper, leapt out of his arms and swiftly ran to the rocks, which sat below the falls, sensing danger. The boy, unaware of what tragic ~~tragic~~ ^{tragedy} awaited

him, followed Skipper and called out his name every time he barked.

In a blink of an eye, Skipper and his owner disappeared in the mist alongside Annie Taylor and her barrel. The muted crowd stood paralysed in fear, staring at the diamond mist.

All that was left when the wind cleared away the fog was a small stream of blood ~~woven~~ weaving through the water and the cracks between each sheer rock. Where had Skipper, ~~his owner~~ the little boy and Annie disappeared to?