



Key stage 2 English writing standardisation exercise 3

For the purpose of this standardisation exercise, you should assume that discussion with the teacher during the moderation visit has satisfied you 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, exercises or writing from across the curriculum.

This exercise does not contain any collections from pupils deemed to have a particular weakness.

You should not assume that the exercise includes one collection from each of the standards within the [English writing framework at the end of key stage 2](#): working towards the expected standard, working at the expected standard or working at greater depth. Each collection should be judged individually.

Please ensure that you note your answers down clearly and correctly, and give them to the person overseeing the standardisation exercise once completed. There is no template for you to record your responses. You will need to record your responses using a format agreed within your local authority.

Pupil A

This collection includes:

- A) a recipe
- B) a story opening
- C) a letter
- D) an information text
- E) an explanation text

Key stage 2 exercise 3

Pupil A - Piece A: a recipe

Context: as part of their topic on World War 1, the class learnt about rationing and life in the trenches. Having cooked Maconochie stew in design technology, they used their knowledge and experience to create a set of instructions on how to make the dish. Pupils selected information about the stew and its use during the war to include in the text.

Maconochie Stew

Maconochie was a stew that was originally made for British soldiers in WWI between 1914 – 1918. Even now, in the 21st century, Maconochie Stew is still seen as a delicacy for many. It is easy to make because the vegetables which are used in the stew, such as potatoes, carrots and turnips are grown in Britain. This is because, when the stew was developed, it was a period of rationing and food from other countries could not be imported due to the bombing of ships.

Ingredients

- 1 large potato
- 1 turnip
- 1-2 biscuits
- 1 pint of water
- ½ stock cube

Method

- The very first thing to do is to pour 1 pint of water in to a saucepan and heat it on the hob until it boils.
- While you are waiting for the water to boil, get a knife and chop the large potato in to eights using the bridge method.
- Next, do the same to the carrots and turnip. Try to keep the pieces a similar size so they cook evenly.
- Step three is to put the vegetables in the boiling water for ½ an hour, adding ½ a stock cube.
- After a while, just before you serve, crumble the biscuits into the stew and cook for a further 5 minutes.
- Lastly, pour the stew in the bowl and savour the delicious masterpiece.

Key stage 2 exercise 3

Pupil A - Piece B: a story opening

Context: as part of a poetry performance, pupils learnt and performed *Jabberwocky* (Lewis Carroll). To support their understanding of the poem, they wrote their own narrative version of the opening, choosing to adopt the point of view of either the protagonist or the Jabberwock.

The Jabberwock

As the satisfying breeze from the large forest was flowing through the calm air, birds were tweeting and flying over the towering trees. Scott was marching along the rocky paths of Epping Forest. Accidentally, ~~Scott~~ he tripped over a branch which fell from a dark oak tree.

Realising he was late, he quickly headed to his old Victorian house where he lived with his old grumpy father.

"Welcome home my son."

"Hello father," said Scott gently.

"I have bad news," said his father. "There have been attacks. All the victims of these attacks have giant ~~see~~ scratches on their bodies, which are very peculiar."

"Well, that is weird!"

"There was a witness who saw the attacks. They have described the attacker as being a giant, furry beast with claws like swords and jaws like daggers! I'm afraid that this beast is the one who killed your mother!"

"I think this beast is the one and only Jabberwock... I will have to kill him!" shouted Scott heroically. "I will avenge my mother! But first I need information," said Scott nervously.

"Let me tell you all you need to know," Scott's father said confidently. "The Jabberwock lives in the woods to the north; take my sword and hunt that ~~dangerous~~ treacherous beast. Be careful - it is a dangerous ~~world~~ world out there!"

Scott ran to the northern part of the forest. He searched for hours but he ~~could~~ find could not find anything. Later on, he walked up a hill and came across a large tree with the words, Tum Tum tree carved on its bark. At first Scott did not know the meaning of the words but then he realised it was a name. He sat down and rested for a while. "Roarrr!" ...

Key stage 2 exercise 3

Pupil A - Piece C: a letter

Context: as part of a poetry performance, pupils read, learnt and performed *Jabberwocky* (Lewis Carroll). They debated whether the Jabberwock should have been slain, before writing a letter to the protagonist, urging him to reconsider his actions.

22nd May 1281

Austin Rece
Star Cottage
Brick Lane

Dear Austin,

I am writing this letter to tell you that you should not kill the Jabberwock. IF you do you will make the worst decision of your life ; you could still change this.

Can you not understand that it is an injustice to kill a creature?
Murder is a horrible crime. The Jabberwock is an innocent creature which does not deserve this torture.

I fear, my friend, you have failed to understand the consequences of your decision. It will lead you to serious emotional health issues. I really hope that you have understood what I am trying to tell you. If you kill the Jabberwock your mind will be filled with guilt and regret ; you will be sad for the rest of your life if you do this.

A sensible person would have realised that the Jabberwock might have a family, people who love him. If you kill him they would be heartbroken. Not to mention they will be angry enough to kill you.

The Jabberwock is not weak. Actually it is a powerful beast that could tear you apart in to pieces using its humungous jaws and claws. Don't risk your life!

Now that you have read my letter, I hope that you will reconsider your cruel decision and choose the right thing.

Yours sincerely,

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Pupil A - Piece D: an information text

Context: having read *The Land of Neverbelieve* (Norman Messenger), pupils created models of their own fantastical landscapes. They acted out a journey through their imaginary land and then used their ideas to write an information text.

The Land of Neverbelieve

Explorer, Norman Messenger, discovered the island, The Land of Neverbelieve, while travelling Australia. He has described the island as being a profusion of amazing animals, plants, mountains, rivers and lakes.

The Chirainbow

The Chirainbow (a chicken-headed rhino) which has rainbow feathers is the same size as a small house. This magnificent creature is a herbivore and a very big fan of brick trees, which it can destroy using its horns, in order to reach the appetising, juicy leaves. The Chirainbow is hunted by many creatures but its main enemy is the Albino Titanoboa, which has lived on earth for millions of years.

The Albino Titanoboa is a very large snake which can grow up to be 2990 Kg and 20 m long. Since it has such a big body it has to eat big creatures such as the Chirainbow.

Plants

The fruit salad tree is a tree that anyone would like in their garden because it grows any fruit possible: melons, apples, oranges, pears, strawberries, pineapples and many more.

The semi-transparent cherry-growing tree is easy to grow but hard to eat since they are nearly invisible and they can grow to be hundreds of metres high.

Key stage 2 exercise 3

Pupil A - Piece E: an explanation text

Context: as part of their history topic, pupils learnt about the causes of World War 2. They used their knowledge to write an explanation text, choosing, as a class, the main causes they wanted to explore. Following the initial draft, pupils edited and then typed their work.

The Causes of World War Two

Who started WWII?

The second World War, starting in 1939, had one of the biggest negative impacts on Europe, destroying many cities. Adolf Hitler, who most people agree was the main cause of WWII, was leader of Germany from 1933 – 1945. Most see him as a cruel and racist man because he hated Jewish people and wanted to build a race of aryan. He killed approximately 6 million Jewish people in places called the concentration camps which were prisons for people who were mostly Jewish. There they were often killed using gas chambers. Hitler wanted to take over the whole of Europe.

Fairness

At the end of WWI, Germany had to sign the Treaty Of Versailles which meant that Germany had to pay 6 million DM, which lead them to being a very poor country. As well as this, Germany could have neither a large army, aircraft, ships, submarines nor soldiers. Hitler thought that it was not fair so he wanted to break the treaty.

The German people were happy for Hitler to break the Treaty as they were suffering from poverty and unemployment. Hitler's strong views enabled him to rise to power in a country that wanted change.

If the treaty of Versailles was fairer, maybe the war would never have begun.

Declaring the war

When Hitler had first become leader of Germany, he built a gigantic army of 2 million soldiers, a large German air force, ships, tanks and many other weapons. When the new leader was ready, he had invaded Poland, trying to make a big push into Europe. When that happened, Britain declared war on Germany as they had sworn that they would help protect Poland with the help of France if they were attacked by Germany. A few days after the invasion, Britain said that if Germany wouldn't back off they will declare war. On the 3rd of September, Germany still had not retreated so Britain and France declared war.

Pupil B

This collection includes:

- A) a short suspense story
- B) a balanced argument
- C) a poem
- D) a formal letter
- E) a myth

Key stage 2 exercise 3

Pupil B - Piece A: a short suspense story

Context: as part of a unit of work on storytelling, pupils discussed the attributes of a good short suspense story. Having read *The Hook* (Roger Hurn), they used the title as a stimulus for their own short, chilling tale.

"So you're sure you'll be alright on your own?" her mother questioned, carving her fingernail ^{with the bite of her teeth.} *absent minded^{ly}

"For the a-millionth time yeh," Charlotte answered, rolling her ^{eyes impatiently} ~~impatient~~ eyes and rhythmically tapping her freshly painted fingernails on the kitchen table.

"Ok, sweetheart, I'll be back by 9:30 at the latest. If anything happens, call me," her mother replied ^{reassuringly} ~~reassuringly~~. Due to the harsh breeze outside, the heavy oak door sealed almost immediately ^{after her mother left}. Charlotte was left alone in the house; this was how she preferred to spend her evenings.

Climbing ~~to~~ up the staircase to her room, Charlotte threw open her bedroom window ~~was~~ and clambered into bed. The wind stroked her cheek with its invisible fingers and the cool air was a relief.

Needing sound, Charlotte switched on the TV...

"Attention everyone," the voice echoed.

"A murderer has escaped from Locksley Prison. He is known to be highly deadly. If you spot him, take caution to not confront him! This ~~has~~ horrific figure has been reportedly seen in the locality and has a hook instead of a right hand." Charlotte had heard enough.

She lived on the outskirts of Locksley; the prison was about a mile or two from her house.

Like splintering needles darting through the night sky, a hideous storm was brewing outside. Immediately, Charlotte glanced at her ~~clock~~ clock; the time was 10:15 pm. This was getting scary. Shivers tore down her spine and racked her body. Thunder crashed and howled overhead. Through the window, the moon was being drowned by a mass of heavy, grey clouds. The thunder was bellowing and growling, gorging the ~~sky~~ ^{air} with ~~its~~ ^{its} voice. Charlotte slammed the window shut, staring in awe as lightning tore through the sky; blinding her, it illuminated a lone figure leaning against a lamppost. Slowly, the silhouette approached, increasing speed ^{with} each step.

Charlotte glanced around, padlocked the window and ran as fast as her legs could physically ~~run~~ ^{move}. She needed to lock the front door before the ^{is} person invaded her home! When she arrived downstairs, her heart stopped. The earth was holding its breath. Fear choked her with his murderous hands. There in front of her, stood a man. ^{Attached to one of his hands} ~~On his right~~ hand, Charlotte caught a glimpse of silver metal, before never imagining this would ^{ever} happen to her. Darkness fell.

No one ever discovered the mystery of why Charlotte disappeared so suddenly that night. ~~Charlotte's~~ ^{Her} body was never found. Despite ^{located} ~~found~~ this, an unusual object was found after the night of the murder: my hook.

Key stage 2 exercise 3

Pupil B - Piece B: a balanced argument

Context: as part of a project on art in the community, pupils explored the growing popularity of graffiti. Pupils were divided in their views as to whether graffiti artists should be allowed to deface public buildings with their art and, following a class debate, wrote their own balanced arguments for and against graffiti.



Should graffiti be a legal art form or is it just an eyesore and an act of vandalism?

Graffiti - otherwise recognised as 'street art' - is most famously associated with the mid 1960s, when this unique genre of art became prevalent during the hippy movement. During the 20th century, it has been made fashionable and brought up-to-date by the infamous Banksy. However, there is still much debate surrounding whether this daring form of art is an eyesore and a simple form of vandalism or an extraordinary masterpiece. After reading this argument, which side will you be drawn to?

It is believed by many that graffiti should become a justified, legal art-form which deserves respect and acknowledgement. There are numerous reasons for this; the following opinions demonstrate the arguments in favour.

Firstly, it is considered that graffiti is environmentally friendly. Due to the fact that this genre of art provides an alternative canvas, trees are redeemed and, therefore, so are the habitats of a variety of species of animals. If the residents of our planet continue to demolish rainforests, all species will become extinct and we would eventually run out of paper.

Secondly, it allows artists to express their emotions through the artwork they produce. Instead of communicating their fervour verbally, and disturbing others, graffiti artists can create a masterpiece through their feelings. These could include anger, happiness, joy and sadness. Furthermore, towns and cities could become beautiful places, regularly attracting visitors from around the globe.

On the other hand, it is stated by many that people consider graffiti an act of vandalism and a destruction of private property. Since this expressive art form can be shown around the locality you live in, taxpayers are forced to spend millions of pounds cleaning it up. As a result, vital funds are lost for hospitals, schools and roadworks, where money is better spent. Secondly, graffiti art causes environmental pollution in cities and towns: the atmosphere around us is of huge importance but is being polluted due to the toxic use of spray cans. Graffiti can also influence children: young infants could absentmindedly repeat inappropriate language to others and adolescent citizens could see prophanaties in graffiti which is a terrible way for them to witness 21st century artwork.

To conclude, my personal opinion is that graffiti should not be legalised as a form of art. This is due to the fact that if it were legalised, everyone would want to create it and it would be everywhere. Perhaps a compromise could be reached if the government established an area where graffiti is permitted to be displayed.

After reading this argument, which side will you be drawn to?



Key stage 2 exercise 3

Pupil B - Piece C: a poem

Context: as part of a theme of work on 'Frozen Kingdoms', pupils explored a collection of poems featuring personification, including *Snow and Snow* (Ted Hughes), and *I am Winter, King of Seasons* (Brenda Williams), as well as a BBC trailer for the Winter Olympics. They then planned and wrote their own 'winter' poems, focusing on powerful imagery and personification.



Winter



Winter is a Frost Dancer,

Delicately gliding her insipid, frosty fingers,

Ornamenting each blade of grass in a glistening coat of icy droplet,

She flexes her pallid, frost-laced ballet shoes and pirouettes tirelessly,

Every individual turn cloaking the bleak lake in a thick coat of patterned ice.

Though she has done much work, this stunning winter dancer has not yet completed her job,

Embellishing each window pane with a delicate snowflake frost bunting,

She hopes the children will be as enchanted as she is once they awake.

Winter is an Ice Ambassador,

Transforming Autumn's brittle pathway into one of his own,

Commanding any encryptions of the previous seasons annihilated,

Expending his pallid icicle staff, the Ice Ambassador engraves an icy glow into every gnarled, twisted branch in his sight,

Casting a incantation on the trees leaves and fluctuating them into shards of ice which suspend precariously from the frosty, wooden trees.

The Ice Ambassador recognizes he will have to retreat somewhere else soon...

After the process of Winter has started and done,

It's time for the joyous excitement of Spring to come,

Even though this season doesn't feel sorrow and shame,

The next season will presently arise and begin their reign.

Key stage 2 exercise 3

Pupil B - Piece D: a formal letter

Context: having revisited the features of formal writing, a scenario was provided in which a visit to a local cinema failed to go to plan. Pupils role-played ways in which they might react to failings by both staff and management, and then wrote a formal letter of complaint to the manager.

Dear Sir / Madam,

I am composing this letter to inform you of the inadequate standard of service at your screening establishment: Cine-for-Everyone. My family and I were made to suffer an appalling experience when visiting your 'so called' 3-star cinema on Sunday 22nd April this year.

Initially, following taking our seats in the screening room, to my dismay, instead of the 'U' film we were expecting (Coco), an 18-rated horror movie was screened. My four-year-old son immediately concealed himself under his seat and refused to appear until the appropriate film was shown. He is currently undergoing therapy treatment for the continuous nightmares he is experiencing. I would strongly suggest training your employees to ensure that the correct film is played at the right time.

Once my family and I had finally reconciled this problem, and the desired film was being screened, the sound immediately desisted; we could not hear anything for the first fifteen minutes. Consequently, I was required to explain a brief summary of the film to my son. Eventually, the sound of the film evolved, but in a foreign language. As a result, my son was baffled and began disrupting customers' viewing. Could you imagine suffering the embarrassment I witnessed? I would advise hiring a sound inspector to improve your systems.

Finally, as I started on the supposedly 'sweet' popcorn I had purchased, another problem occurred: I had been given salted. Due to the severe allergic reaction I have to salted popcorn, my husband immediately appealed to a member of staff, but was dismissed with a 'not my problem'. As a result of the ambulance not being contacted soon enough for my needs, my eldest son missed the birthday celebrations he had been looking forward to for several months. If I were you, I would train your staff to provide their customers with the correct order placed.

To conclude, I trust that after reading my letter, you understand the pain my family and I experienced at your establishment. To compensate us for this atrocious day, I expect reimbursement for the family ticket, our popcorn, and the parking fine we received due to leaving your cinema late. You will also find attached to this letter, the therapist's bill and receipt of my son's birthday celebration cost. Should you not comply to this request, I shall be seeking my lawyer's advice.

I look forward to a reply within the next 7 days.

Yours sincerely,

XXXXXXXXXX

Key stage 2 exercise 3

Pupil B - Piece E: a myth

Context: as part of a topic on Mexico, pupils learnt about Mayan mythology. They explored how and why a character might embark on a quest, as well as the challenges they might face. The pupil then chose to write the opening to their own Mayan myth.

"Hello, is anybody there?" Gnarled, twisted branches clutched Votan's murky cloak. Murderous ghoul-like shadows rambled around him. No-one answered. It had been ^{Votan's} his desire to save his village, which had ^{led} brought him to this dangerous place...

It had begun two months before, when darkness had consumed the ^{once peaceful} village. Any sign ~~of~~ of light had been annihilated by the crescent moon and ~~would~~ waking up each morning was a sight to behold. No sun meant no crops, no light and soon, no villagers; everything would perish, with the moon in control.

While the villagers worried and prayed each night before going to sleep, only to awake to what they feared the most, a young village boy named Votan knew he had to take action. Creeping cautiously out of his thatched hut, ~~to~~ this brave young adventurer set off to the small temple on the outskirts of the village. Luckily, pushing open the door to it, he found the building completely empty. ~~A moment later~~ Votan knelt before the altar; his only chance to stop this eternal darkness was to reason with the Moon goddess, Ix Chell.

"Please, oh mighty Ix Chell, I beg you

to make an end to the eternal darkness thrust on our village," Votan muttered under his breath, waiting for 'himself' to speak another word. "Our beautifully grown crops ~~that~~ are dying due to ~~no sunlight~~ your darkness," he ~~stopped~~ ^{paused}, then ^{uncertainly} continued on, "Do you really wish for us to ~~die~~ expire of starvation?"

A beam of light struck the altar and, suddenly, a pure voice whispered a chorus of echoes.

"Votan, you are my a courageous boy - and are my only hope," the voice ~~was~~ exclaimed; "my dear brother, the Sun God, has been captured by the Lords of Death and without him, your village will never witness light again. You are the ~~the~~ person I have been awaiting to undertake the perilous journey to the UnderWorld. You are the person who can defeat the Lords of Death and ~~red~~ bring my brother home. You are the person who can be your village's saviour. Will you accept this daring challenge?"

Pupil C

This collection includes:

- A) a character description
- B) a promotional leaflet
- C) a first-person narrative
- D) a non-chronological report
- E) a legend
- F) a letter

Key stage 2 exercise 3

Pupil C - Piece A: a character description

Context: having read the first few chapters of *Charlie and the Chocolate Factory* (Roald Dahl), pupils undertook hot-seating activities to explore some of the characters in the book. They considered the features of an effective character description before writing a profile of a character of their choice.

The first finder was a man called Willy Wonka, and Mr Bucket's evening newspaper carried a large picture of him on the front page.

The picture showed a crazy, dazzling man with a hilarious smile. His face was as clean as a whistle. On his head he had a fabulous top hat. On his chest there was an enormous bowtie. He had a crazy smile and a pointy nose. Mr Willy Wonka had two big eyes as big as a chocolate bar. His wonderful cane made him as happy as an elephant in water. His arms were dangling tree branches. He was a bouncing frog full of energy and power. His eyes that shone were like delicate diamonds.

Mr Willy Wonka told the reporter "Whoever has a golden ticket is aloud in my factory any time??"

Key stage 2 exercise 3

Pupil C - Piece B: a promotional leaflet

Context: as part of their exploration of *Charlie and the Chocolate Factory* (Roald Dahl), pupils were informed that a new chocolate factory was to be opened. They read reviews of local attractions before designing and writing a leaflet promoting the new factory.

Discover the magnificently wonderful, magical world of chocolate.

As you step into the world's biggest and best chocolate factory immerse yourself in the deliciously wonderful sights and smells.

Lose yourself in the greatest, latest and top secret inventions.



The Rooms

1. The Chocolate room.

The heart of the factory is where it all happens. Feast your eyes on the great brown river and uncover how chocolate is made.

2. The Inventing Room.

Where Wonka's newest creations come to life!

3. Meet the fabulous, inventive Willy Wonka and the mysterious singing Oompa Loompas.

4 The Great Glass Lift-

Experience how the children felt in the lift that can go anywhere.

Key information

- Great free samples of chocolate
- Free parking
- Special events
- School visits welcome
- Mouth-watering restaurants
- Discounts for school trips

For more information
email Wonka's
world'@factory.co.uk

Key stage 2 exercise 3

Pupil C - Piece C: a first-person narrative

Context: having read *The Land of Neverbelieve* (Norman Messenger), pupils were asked to imagine they had visited the part of the island that most appealed to them. Using pictures from the book as a guide, they wrote a first-person narrative, describing the scenery and wildlife encountered.

In front of me I saw a beastly mountain with creepy horns but it ~~was~~ ^{had} 3 snail eyes. Puzzled. I saw rocks that looked like deadly teeth that could shread you to pieces. I could smell something rotting. I carried it to sea to give it a ~~wash~~ ^{bath} then I took it back. But when I came out ~~over~~ ^{everything} started to shake. I saw something swoop at me. I ran but it wouldn't stop trying to attack me but I tried climbing in the trees, ~~jumping~~ ^{jumping} from tree to tree.

The red mountain bleeding down like syrup on ~~pancakes~~ ^{pancakes} his beedy eyes looks like it was going to threaten me. The rocks that looked like teeth were sharper than a knife. The mountain had a huge arch. The rest of the mountain had weird ^{other} heads. One had a wolf shaped face but the ~~others~~ ^{other} had a ghostly glow. My face paled as I saw a rotten mountain head.

Carefully I walked ~~around~~ ^{around} Neverbelieve Island. I found a tree, it had lost its leaves and it looked ^{like} it was dying. I tried spraying it with water but nothing happened. ~~it~~ ^{it} started to decay it smelled of rotting fish but then I found a snail. It had a creepy ^{shiny} eye on ~~its~~ ^{its} shell. I could hear something that ~~sounded~~ ^{sounded} like a ~~roar~~ ^{roar}. I saw one ^{little} beedy eye but ~~when~~ ^{when} I looked back at the tree it had shrunk. On the branches I saw ~~fo~~ ^{little} hands trying to hit me. Slowly I walked away ~~but~~ ^{but} I couldn't see anyone. I walked back into the mountains. I saw a skeleton. I tried ~~swimming~~ ^{swimming} off Neverbelieve island but I kept getting ~~whor~~ ^{whor} washed back to the island. I decided to get off the island.

Key stage 2 exercise 3

Pupil C - Piece D: a non-chronological report

Context: during a visit to Warner Bros. studio, pupils observed how hybrid creatures were created for films. They later designed their own imaginary creature before writing a non-chronological report about their creation, drawing on the stimulus text *Fantastic Beasts and Where to Find Them* (JK Rowling), clips from the corresponding film and a modelled text about a manticores.

The Butter Buck, which is a combination of a butterfly, a bear and a duck, is a mythical creature that can breathe under water. It inhabits water, air and caves. It also likes hiding in trees.

It has beautiful butterfly wings which makes him fly so fast. He has a duck mouth that creates a sonic scream. He has a long snake tail like a grappling hook to hook onto anything. Interestingly, he has duck feet that allow him to swim fast underwater. Curiously his duck nose can smell blood from 500 miles away. He has a rhino's ear that can hear at great distances. When observed close up, you can see that his hands are really sticky which enables him to climb walls. The Butter Buck makes a quacking sound that shoot you backwards for miles. The eyes can see through anything and nothing can stop him. This makes him a formidable predator.

The Butter Buck has a very peculiar diet. He eats a fish whole. Also it eats pizza (he eats a slice in a second). He also eats hamburgers, waffles, hot dogs, sausages and chips. He drinks water, coke, 7up, pepsi. This creature robs all the food from fast food restaurants. Plus he eats strawberry laces. He grabs it with his feet. Because of his strange diet he has so many stomach aches.

A Butter Buck who is a very brave beast is surprisingly very fast. Smart. The Butter Buck has the magical ability to fly especially fast. The Butter Buck is very vicious so it protects itself from danger. When being attacked, a Butter Buck is threatening because it will get a knife. When the Butter Buck is grumpy don't go near me it because it will kill you! It has an aggressive personality which is very deadly. It is clear that the Butter Buck is a formidable creature.

Key stage 2 exercise 3

Pupil C - Piece E: a legend

Context: pupils explored the legend *King Krakus and the Dragon* (Janina Domanska). They then used the structure of the source stimulus to write a story based on their imaginary creature, a town of their choice and an original hero.

Not so long ago, there was a town called Hamsbury, that was a peaceful town. People enjoyed fishing, feeding ducks and shopping. As you walked through the town, you could hear the birds singing and people chatting. There were never any fights or arguments and everyone was happy all day everyday.

But one day Hamsbury was attacked again by a mysterious beast who had put his head above the ~~sewage~~ ^{sewers}. He had two long, beautiful but deadly wings and his duck mouth was so loud your ears ~~break~~ broke. His long snake tail was a grappling hook when the people saw it they trembled in fear and ran into their homes, locked their doors and hid under the bed.

"we are the army. we will destroy the beast he is no threat to us." "The beast shall not live. we have the best guns to destroy it before it destroys us." "Why won't you die?" said ~~commander~~ commander Fred. It's so strong the people thought. Everyone shivered and said "we're even more scared than before." "What can we do commander Fred?" said George. "I don't know how we are going to kill them, we have nothing to fight with he's too powerful." "we need to tell the mayor but he got in his car and ran away ^{on} we put a tracker on his car."

"Everyone please come to town hall I have a plan!" said Harry "If everyone goes and hides in their houses I can trick the beast and use his weakness against him." Everyone hid in their homes. The beast came out in the dead of night. Harry got his katana and tried to kill him by the throwing it at him but he jumped out of the way. He got Kryptonite from his pocket (Kryptonite is the beast's weakness.) and threw it in his mouth. He jumped around and ~~exploded~~ exploded everywhere. He had finally killed the beast.

Harry went to the town hall and got a microphone. He announced the butler buck was no more. Because the mayor left, the people made Harry mayor and give him beer.

Key stage 2 exercise 3

Pupil C - Piece F: a letter

Context: as part of their work in geography, pupils learnt about a cocoa-growing co-operative in Ghana. They explored a case study of life in Mim (a village in rural Ghana), drew inferences about the lives of local people from a series of pictures and made notes from online interviews. Pupils then wrote a letter to a friend, informing them about their daily life in Ghana.

Dear Roman

My name is Harry, I am writing to you about the life in Mim. I live in a small cottage I am ten years old. I have two older brothers, my mum and dad, is what we call.

I have a big family my mum stays at home so someone's there for when we come home and my dad works as a cocoa farmer. My brother who is the ^{oldest} also works as a cocoa farmer but my mum also tries to supply food. When me and my brother ^{come} home we ^{help} around ^{the house} with the farming my mum and dad find it boring, we find it fun.

Some people think it is ~~always~~ ^{always} sunny but sometimes we can be horrible and wet. There is also thunder and lightning which is always the worst part of the weather and thanks as it sometimes my parents get time off. This is really bad weather but sometimes it can be good.

I go to Axxxxxxx primary school where I learn how to do sports but my brother goes to high school where he learns to write. My teacher is called Mr. Axxxxxxx and my brother's teacher is called Mrs Bxxxxxxx who is a lovely adores my big brother.

In our free time we love to play netball after school I am always in goal and he kicks the ball.

Bye. Harry