



Riverside Writing Exemplars: EYFS

An
ambitious
curriculum

Children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.

It is crawlin
and is moovin
and is crawlin
evree waiv
and got five
legs.



caterpillars et
lefts. They
hav lots
of legs. He
mays a cacoon.
mya

I got a To feree
can woble toof I
bed. Pat my toof in my
plcese giver a coin
Love from Bilal

Bilal - independent
writing at busy table
Bilal had a wobbly
tooth, so he decided
to write a letter to
the tooth fairy.



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In fut ball
you hat to
warm
The up.
fri golee naztoo
the and
you bull get
get nked to
a goe.

ELG 10 Writing.
ELG 4 PD
In football you had to warm up.
The goalie has to try and get the ball.
You need to get a goal.
This child independently went to the writing table and responded to an outdoor football session she had been involved in.

1. dot stand on them
2. and heether An them up
3. and neether Cias them
4. Food and Frins De
5. heether mane hos wen You Dia ne Lt School

tomiss shayn
you are
invited
to my
party
Love
Scarlett
X X X X X X X X X X

Scarlett selected the paper and black felt pen. She copied 'invited' from a selection of helpful words. She wrote the key words independently - to, you, area, my and love and she used her phonic knowledge m-i-ss and s-w-ay-n.



Riverside Writing Exemplars: Year 1

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Composition

- Draw upon what they have read
- ✓ **Orally rehearse most sentences before writing them**
- ✓ **Sequence sentences to form short narratives**
- Read their writing aloud clearly enough to be heard by their peers and the teacher

Grammar and punctuation

- Join words together to make a coherent sentence
- Leave spaces between words
- Join words and clauses using *and*
- Can separate words in writing using spaces most of the time
- ✓ **Use capital letters for names of people, some places, some days of the week and the personal pronoun I mostly correctly**
- ✓ **Use some capital letters, full stops, question marks and exclamation marks to demarcate sentences with increasing accuracy mostly correctly**
- Understand and use specific Y1 terminology (*letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark, exclamation mark*)

Spelling

- ✓ **Spell most words containing each of the 40+ phonemes**
- ✓ **Spell most common exception words**
- ✓ **Spell most days of the week**
- Spell most of the sounds taught in year 1 (English Appendix Spelling)
- Spell words with adjacent consonants
- ✓ **Add suffixes to verbs where no change is needed in the spelling of root words (e.g. helping helped, helper) and –est where no change is needed in the spelling of the root word**
- ✓ **Use prefix words starting with un and understand how it changes the meaning (e.g. unkind, undoing)**
- ✓ **Begin to use regular plural noun suffixes – s/es (e.g. dog, dogs, wish, wishes)**

Handwriting

- Sit correctly at a table, holding the pencil comfortably and correctly
- Form lower case letters in the right direction, starting and finishing in the right place
- Form capital letters and digits 0 – 9
- ✓ **Begin to understand which letters belong to which handwriting ‘families’ (i.e. letters that are formed in similar ways)**

Common
exception words

Pupils' attention should be drawn to the grapheme-phoneme correspondences that do and do not fit in with what has been taught so far.

the, a, do, to, today, of, said, says, are, were, was, is, his, has, I, you, your, they, be, he, me, she, we, no, go, so, by, my, here, there, where, love, come, some, one, once, ask, friend, school, put, push, pull, full, house, our – and/or others, according to the programme used



Riverside Writing Exemplars: Year 1

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Leaving finger spaces.

Joining words and clauses with 'and'.

Name: Lauren Date: 4.1.16

Can I write a letter to a famous person?

Capital letter for the personal pronoun 'I'.

Dear Mary, in school we have been learning about you and your cakes. I love your cakes. I wish you or it or you are in the British bake off. We are having a British bake off in school. It is a competition who does the best cake wins. You have five children don't you. We are going to sign how old are you. Let's do some questions now. What was the first cake you made because I love all cakes?

Edited writing - Re-reading what they have written to check that it makes sense.

Beginning to use question marks.

Accurate sentence punctuation.

Joining clauses with and / because.

Use of question mark and full stops.

One day Bob woke up and had a very long shower. Not he got dressed and had his breakfast with two sunny side up eggs and a cup of tea. Then Bob went to the rocket station on his bike. At the rocket station Bob changed into his rain suit and went into his jacket.

The princess and the horse

One day a time there was a princess that lived in the forest and in her castle and castle bed she dreamt about a crown that shimmered in the sun and was even better than diamonds. One day she went out side to look for the crown she dreamt about and while she was there she bumped in to a horse the horse had the crown and the princess said please can you hand it to me. I wish to have it. The princess said I will. I wish to have it. The princess said I will. I wish to have it. The princess said I will. I wish to have it.

Some use of connectives to join simple sentences

1st person recount

Sequenced sentences

Common exception words correctly spelt

The children re-read their work confidently and fluently. They identified where their writing did not make sense and made corrections.



Riverside Writing Exemplars: Year 2

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Composition

- Plan and say out loud what they will write about
- Write poetry and write for different purposes
- Write ideas and key words including vocabulary
- Encapsulate what they want to say sentence by sentence to aid coherence
- **Write simple, coherent narratives about personal experiences and those of others (real or fictional)**
- **Write about real events, recording these simply and clearly**
- Read aloud what they have written with appropriate intonation to make the meaning clear

Grammar and Punctuation

- **Demarcate most sentences in their writing with capital letters and full stops, and use question and exclamation marks correctly when required** (with increasing accuracy)
- Use sentences with different forms: statement, question, exclamation, command
- Use some expanded noun phrases to describe and specify
- Use the singular apostrophe for possession
- Use commas in a list
- Use apostrophes for possession and contractions
- **Use present and past tense mostly correctly and consistently**
- **Use co-ordination (e.g. or / and / but) and some subordination (e.g. when / if / that / because) to join clauses**
- Use the progressive form of verbs in the present and past tense to mark actions in progress (e.g. he is drumming, she is shouting)
- Understand and use specific Year 2 terminology (*noun, noun phrase, statement, question, exclamation, command, suffix, adjective, adverb, verb, past tense, present tense, apostrophe, comma*)

Spelling

- **Segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonically-plausible attempts at others**
- **Spell many common exception words**
- Add suffixes to spell some words correctly in their writing (e.g. -ment, -ness, -ful, -less, -ly)
- Spell by segmenting spoken words into phonemes and represent these by graphemes, spelling many correctly
- Spell many contracted forms correctly
- Spell some common homophones and near homophones correctly

Handwriting

- **Form capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters**
- **Use spacing between words that reflects the size of the letters**

Common exception words

Some words are exceptions in some accents but not in others – e.g. *past, last, fast, path* and *bath* are not exceptions in accents where the **a** in these words is pronounced /æ/, as in *cat*.

Great, break and *steak* are the only common words where the /eɪ/ sound is spelt **ea**.

door, floor, poor, because, find, kind, mind, behind, child, children*, wild, climb, most, only, both, old, cold, gold, hold, told, every, everybody, even, great, break, steak, pretty, beautiful, after, fast, last, past, father, class, grass, pass, plant, path, bath, hour, move, prove, improve, sure, sugar, eye, could, should, would, who, whole,

any, many, clothes, busy, people, water, again, half, money, Mr, Mrs, parents, Christmas – and/or others according to programme used.
Note: 'children' is not an exception to what has been taught so far but is included because of its relationship with 'child'.



Riverside Writing Exemplars: Year 2

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Meet Fred. Fred loves to find things. one day Fred said to his mum I'm bored. GO INTO THE ATTIC! said his mum. And so he did. Fred went into the attic. ^{It} was really dark in the attic and there were many deep holes in the floor. Just then some thing caught his eye. ^{It} was some boxes on top of each other. One was long and one was fat and the other was a silver case. Fred ~~took~~ ^{took} ~~took~~ ^{took} them all down stairs. & First he opened the silver one which had wires in it. ^{Soon} ~~soon~~ he had opened all of them.

Fred put all the parts together. it made a computer. Suddenly he ^{Spotted} ~~noticed~~ a white box ^{with} ~~with~~ 3 pins. ^{It} was a plug Fred plugged in the plug. The computer said DELL. Whatever does that mean? Thought Fred. He made jumpers, bread and butter he had finish writing ^{everything} ~~down~~ that the machine went boom. Fred was sad. ^{So} ~~so~~ he went to the garage got some tools and put it back together. From that day on Fred used his machine every day ^{to knit} ~~to knit~~ his school jumper.



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Dear Elliott We know what your machine is it's
a typewriter

How to use it:

1. First put the paper in the typewriter.
 2. Turn the dial to send the paper into the typewriter to print a letter.
 3. Next push the keys down firmly.
 4. Now push the silver lever down on the side of the typewriter.
 5. If you hear a ding that means ^{you are} ~~you~~ at the end of the line ding! ding!
 6. You can't take any thing ^{away} as if you make a mistake! ~~back space~~
- I hope you learn how to use your typewriter
love from [redacted] xxx Now you can type letters
to me.

Missing one dragon

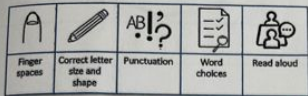
Last seen flying out of forest
school on Monday night. He has a silver
tummy, black body and black feet. It
will breath fire at you and eat you up!
If seen then please report on 06 3066 1300 999 013.
If seen and not reported you will be locked
in jail for three years! You will be
rewarded £900 or 309306 bucks if you report.
Whatever you do do not shoot it!
Its claws are silver so it is easy
to be seen. [redacted] class 3 year 2.



Riverside Writing Exemplars: Year 2

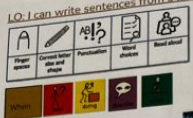
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I.O. I can write a narrative: Tuesday 12th March Modelled -
Wednesday 13th to Thursday 14th Independent

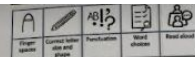


One sunny day, Robert visited his grandad in his attic and Grandad's attic was full of ancient things. When Robert went towards a massive china teapot, Grandad opened a big curtain to reveal a bigger door. When Robert went in the door he ended up in the biggest submarine.

I.O. I can write sentences from a story



Suddenly, his Grandad peered intently into the distance and saw an inspiring island. What a Surprise it was!! It was the most beautiful island they just can't stop to staring at it. When they arrived, they had an exploration at the beach on that island. Grandad and Robert saw a jungle and had a bath on the wonderful waterfall.



After a few days, Grandad had to go home. Grandad was sad because he didn't want to say good bye. You'll be crying because I'm never, ever coming back, ever again.



Riverside Writing Exemplars: Year 3

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Composition

- ✓ Write narratives, describing setting and characters within a storyline or plot
- ✓ Use paragraphing to group related material, focusing on a theme or topic
- ✓ In non-narrative, use simple organisational devices (heading and subheadings)
- Use the present perfect form of verbs instead of the simple past (e.g. 'He has gone out to play' in contrast to 'He went out to play'.)
- ✓ Extend sentences using a wider range of conjunctions other than those stated in the working towards standard
- ✓ Express time, place and cause using conjunctions (e.g. *before, after, while*), adverbs (e.g. *soon, therefore*) and prepositions (e.g. *before, after, during, because of*)
- Understand and use specific year 3 terminology (*preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter, vowel letter, inverted commas and speech marks*)
- Draw upon material read
- Use, when appropriate, figurative language included metaphors and similes

Grammar and Punctuation

- Demarcate sentences with full stops, with occasional error
- Demarcate sentences with capital letters, with occasional error
- ✓ Use question marks and exclamation marks mostly correctly, with occasional error
- Use apostrophes consistently to mark the possession of singular nouns
- ✓ Begin to use inverted commas to punctuate direct speech

Spelling

- Spell mostly correctly, words with prefixes: sub-, super-, anti-, auto-, inter-, un-, dis-, mis-, in-, il-, im-, ir-, re-.
- Spell mostly correctly words with suffixes: -tion, -sion, -ation, -ture, -sure, -ly, -ally, -ed and er
- ✓ Spell many of the words in the yr3/4 NC list
- ✓ Spell many of the homophones and near homophones from the Y3/4 appendix
- Begin to explore and understand how word families are based upon common words and are related in form and meaning e.g. solve, solution, insoluble
- Use the first two letters of a word to check its spelling in a dictionary
- Begin to build a varied and rich vocabulary

Handwriting

- ✓ Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left un-joined.

Word list – years 3 and 4

accident(ally)	early	knowledge	purpose	calendar	fruit	often	strength
actual(ly)	earth	learn	quarter	caught	grammar	opposite	suppose
address	eight/eighth	length	question	centre	group	ordinary	surprise
answer	enough	library	recent	century	guard	particular	therefore
appear	exercise	material	regular	certain	guide	peculiar	though/although
arrive	experience	medicine	reign	circle	heard	perhaps	thought
believe	experiment	mention	remember	complete	heart	popular	through
bicycle	extreme	minute	sentence	consider	height	position	various
breath	famous	natural	separate	continue	history	possess(ion)	weight
breathe	favourite	naughty	special	decide	imagine	possible	woman/women
build	February	notice	straight	describe	increase	potatoes	
busy/business	forward(s)	occasion(ally)	strange	different	important	pressure	
				difficult	interest	probably	
				island	island	promise	



Riverside Writing Exemplars: Year 3

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B

Friday 22nd April. Sentences usually correctly demarcated. Differentiation
✓ This task was differentiated by outcome.

Aim: I can write a character description.

Lots of statements

The Big, Bad Robot, was yellow/purple/red/blue and orange. His eyes were flashing red and green. He was as creepy as a rusty, old horse. Also he has the shiny golden stars on his front. The Big Bad Robot has two curly wires on top of his head.

spellings correct

This mischievous character is very naughty. Indeed, he is never up to any good at all. I think he might be cross sometimes because everyone tells him what to do. He's very naughty and sometimes mischievous because he is very sneaky. he is always in trouble. This naughty robot likes to play tricks on Winnie and Wilko.

Apostrophes correctly used for contraction and possession

subordination

This sneaky robot's behaviour is bad because he pulled Winnie's nose and Wilko's tail. So Winnie shouted at him. Exclamatory sentence. Winnie shouted at the robot he got even more bad. Everyone can agree that he wasn't very popular, because he wasn't very kind. He wasn't very kind because he stole Winnie's wand so she couldn't turn the robot back into a model.

co-ordination

Well done, you've worked hard and I can find evidence of the different sentence types we have learned this year. 😊

Be careful not to change tense.

✓ No Check your spellings. Use your purple pen.



Riverside Writing Exemplars: Year 3

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One upon a time, there lived two boys called Charlie and Aiden. They lived with their parents in a forest. One afternoon they were going to find a magic football before they left. Charlie filled his pockets with 20 small stones and after searching ~~and~~ didn't find it. They went home until the next morning.

The next morning, Charlie filled his pockets with 20 small stones. They went to a tree and went to sleep. When they awoke, the footballs were gone. They wandered round for several hours until they came across the magic football. They kept on walking until they came across another magic football.

The second football moved by itself sets. After 3 minutes they reached a cabin at the door it transformed into a human. Aiden said it was a shape shifter. They went inside the cabin. Suddenly the shape shifter kidnapped Aiden and tied him up. The shape shifter wore a turquoise suit with every single shape on the suit. He captured Aiden ~~when he was~~ and he said that magic football.

After 30 minutes Shape Shifter went to get ingredients to make little boy

blood stew. In the corner of Charlie's eye he spotted a pair of scissors beneath the long wooden table. Quickly, Charlie ran to the scissors and picked them up. He ran back to Aiden and cut him free. Aiden saw two poles and a roll of rope and they tied it to the poles. Next, they saw spikes under the oven. Shape Shifter came back in and he saw Aiden freed and he yelled NO. He leapt over the rope and landed on the spikes. 2 minutes later they found an unlocked vault full of gold worth 1,000,000. Once they found their way home their parents and their children were very wealthy.



Riverside Writing Exemplars: Year 3

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Tuesday 26th September to Friday 29th September
LO To write a persuasive letter

Dear Jack,

When I read

When I read the letter
from the giant, I knew
straight away that you should
not climb the dangerest beanstalk.
I think the giant was
not would cut the beanstalk
into 4 pieces. and Jack, do
not climb the dangerest beanstalk.
There are two reasons
why you should not climb the
beanstalk. You don't
know how capable he is.

Firstly, What do you know
about giants? The giant mite
eat you for dinner
with baked beans on top. The giant
mite be really strong, gigantic
be enormous, taller than the
gold houses. Some giants in
stories mite be mean and untrustworthy.
So far

Secondly, climbing a giant, bendy
beanstalk is an extremely dangerous
thing to do. What a
preacherous trip! You might roll off
at any moment! You may
not be able to breathe
at in the dangerous, windy
storm. The giant might be
ready to eat you. The giant
might be faking to be your
friend.

In summary I don't think you
should climb the baked
beanstalk because the giant
is not trusted to be
your friend.

Yours sincerely Harris

Well done Harris, a good letter!

Just one small dot on top of the letter!

Wednesday 13th to Thursday 14th March
LO To write a setting narrative

At the top of the polished stone steps, a cow
slurps loudly. A slimy, rusty fox
was staring, ready to pounce
to the get the silvery, striped fish.
A squirrel ballances elegantly to
drink the clear water. The
fish play happily in the blue
waterfall. The gentle, calm river flows softly
over the top of this small, rocky waterfall.
As it trickles, as it freezes like
lemonade, little drops of water melts
in the hot, sparsely sun.
As the river journey progresses
along the sweet cedar flavours.
As the river journey continues it passes
a green, baring tree. Sweet scattered
flowers reflect their shadow on the
water. Beyond the tree beyond
the a delicately watching their
family play and drink drink
safely in the water.

Sunlight shines on the yellow, orange green
leaves. The sun sparkles on the
river like a polished silver
across the so surface. In the
distance silvery mist heaves over
the sea. The water rolls
a next to the green leaves.
It continues on. Stay in the same tense
and conjunctions.



Riverside Writing Exemplars: Year 4

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Composition

- ✓ In narratives, create increasingly effective settings, characters and plot
- ✓ In non-narrative work, use organisational devices such as headings and sub headings with increasing effect
- Draw upon material read
- Write in a range of genre forms

Grammar and Punctuation

- ✓ Use fronted adverbials (e.g. *Later that day*) with a comma mostly correctly
- Use paragraphing to organise ideas around a theme
- Select appropriate pronouns or nouns within and across sentences to aid cohesion and avoid repetition
- ✓ Use inverted commas and other punctuation to indicate direct speech mostly correctly (e.g. *comma after the reporting clause, punctuation within inverted commas: The conductor shouted, "Sit down!"*)
- ✓ Use a new line for a new speaker when writing direct speech
- ✓ Use apostrophes to mark plural possession (e.g. *The girl's name, the girls' names*)
- Understand and use specific Y4 terminology (*determiner, pronoun, possessive pronoun, adverbial*)

Word list – years 3 and 4

accident(ally)	early	knowledge	purpose
actual(ly)	earth	learn	quarter
address	eight/eighth	length	question
answer	enough	library	recent
appear	exercise	material	regular
arrive	experience	medicine	reign
believe	experiment	mention	remember
bicycle	extreme	minute	sentence
breath	famous	natural	separate
breathe	favourite	naughty	special
build	February	notice	straight
busy/business	forward(s)	occasion(ally)	strange

Spelling

- ✓ Spell most of the homophones and near homophones from the Y3/4 appendix
- ✓ Spell most of the words in the yr3/4 NC list and majority of focus spelling rules in appendix 1
- Spell mostly correctly words with suffixes: -tion, -sion, -ation, -ture, -sure, -ly, -ally, -ous, -cian
- Spell mostly correctly words that contain the l sound spelt with a y (e.g. *Egypt, gym, myth*)
- Spell mostly correctly words that contain the k sound spelt ch (e.g. *chemist, echo, character*)
- Spell mostly correctly words with the sh sound spelt ch (e.g. *chef, machine, brochure*)
- Spell mostly correctly words with the g sound spelt gue and the k sound spelt que (e.g. *tongue, antique, league, unique*)
- Spell the u sound spelt ou (e.g. *young, touch, double*)
- ✓ Use standard English forms mostly correctly (e.g. *we were instead of we was, I did instead of I done*)
- Use the first two letters of a word to check its spelling in a dictionary

Handwriting

- ✓ Increase the legibility, consistency and quality of their handwriting paying particular attention to downstrokes of letters, ascenders and descenders

calendar	fruit	often	strength
caught	grammar	opposite	suppose
centre	group	ordinary	surprise
century	guard	particular	therefore
certain	guide	peculiar	though/although
circle	heard	perhaps	thought
complete	heart	popular	through
consider	height	position	various
continue	history	possess(ion)	weight
decide	imagine	possible	woman/women
describe	increase	potatoes	
different	important	pressure	
difficult	interest	probably	
disappear	island	promise	



Riverside Writing Exemplars: Year 4

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Before the rats appeared, Hamelin was beautiful and had a sparkling river which flowed gently. The birds singing in the light blue sky above which I enjoy. I enjoyed the delicious smell of the mouth-watering toast. I was really proud with my children and proud of my town. I was contented for my job and my children also ^{with} contented me and my husband, after doing work baking bread, we ^{had} a nice calm time lying in. The swirling, sparkling river ^{was} nice to paddle in. The small, happy, tiny school ^{was} where children ^{could} have fun there. The mighty mountain ^{was} beautiful to look at the view.

After the rats invaded, our town was destroyed and had been ripped and torn. I was anxious and devastated when the rat came. I was really really petrified when I saw them I could not move. Everywhere I went I saw RATS! RATS! RATS! They chewed the Town Hall's decorations and ruined it. I felt worried. Disgustingly, they dipped their dirty bodies in the river ^{like} as though they were dipped in mud. Rapidly, they chewed the pencils with their razor yellow teeth. I was constantly being ^{bit} constantly couldn't go to bed (unless there was one in there). They all used the market as a toilet and it was ugly, smelly.

The Violinist of Lahore

This is the story of the Violinist of Lahore and this is the way that I tell it. The City of Lahore was beautiful. The deep blue sky with fluffy clouds and tranquil mosque. They ^{are} amazing. There were busy roads and busy people which worked and they worked. The tall, strong Minar-e Lahore ^{is} lovely to look at. You can have a tasty, enjoyable picnic outside it. The giant, lovely mosque which had a tranquil sound and ^{the buildings were} it was shiny, well-painted domes on top of the stunning building. The wide, ^{we} lines streets went bright and cheerful. With cafes and alive street musicians.

In the ^{your} ninety seventy four, in the city of Lahore, there ^{were} a plague of snakes. They had snakes in ^{the} the ditches, they had snakes in their pots, snakes in their britches and in the babies' cot. They ^{were} had so many snakes that even the cabbies had left the city. Early ^{curious} morning a stranger looking man appeared in Lahore. He was short and plump with a hairy moustache and he wore a top hat, half of orange, half of blue. If you pay me the night ^{sum} some of money, I will rid your ^{city} town of snakes, he announced. The thing agreed to pay him if only he could get rid of the snakes.

Soon after, ^{he} he tied a violin he wore around his shoulder and played a mysterious tune. To everyone's amazement.

Can I copy a writer's style? Matilda/Oompa-Loompas.	Me	Partner	Teacher
You MUST remember to:			
At least two with adjectival phrases.	✓	✓	✓
Powerful adjectives in front of nouns to give more detail.	✓	✓	✓
Similes to describe in the description.	✓	✓	✓
Short sentences for impact.	✓	✓	✓
Neat, joined handwriting.	✓	✓	✓

A wonderful paragraph Suffah to describe your character in the style of Ted Hughes.

→ Look for ^{and} and make your corrections.

The Steel Man came to the edge of a forest. What was he made from? Nobody knows. How long had he walked for? Nobody knows. What was he doing here? Nobody knows. Brighter than ^{the} Queen's tiara, Steel Man stared at the forest. His nostrils, as small as a bee, sniffed. His ^{enormous} enormous, steel head turned left then right then up and down. The Steel Man's fingers swirled with a rapid motion. His finger nail were as pointy as a witch's nose. His ears turned this way and that way. Never before had Steel Man ever seen the dark forest. He knew he had to save Earth. But what from?



Riverside Writing Exemplars: Year 4

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Monday 22nd January 2024
To write a mythical narrative

Eleanor and the Crystal of Light

In a small village, there lived a courageous little girl called Fairy Eleanor. Early one morning people began to notice that their children were going missing. Every one was scared but Eleanor wasn't. People were confused why the children were going missing.

Later in the afternoon a troll who was asking as a house and feeding children. The troll is ugly and ungodly. People didn't know where they came from. The bravest people went to search where the trolls come from. Later that day when the people came back they were so tired. The next day the trolls entered the village everyone was so scared.

All of a sudden people began to worry. "If only we had the Crystal of Light!" shouted a woman. Eleanor began to think she thought that she could find the greatest crystal of light to save the village. What does the Crystal of Light do? asked Eleanor. "If you hold the crystal of light above your head it can defeat any monster," said the woman. I wonder where it is. In a cupboard she found a map it told me where the crystal of light was. She set off. She went up a mountain and crossed a bridge. Then she saw a cave she went in it and saw the crystal. She was so shocked she walked forward and held it carefully. She came back to the village.

Finally they met face to face, I made my way back to the village. I heard a very loud noise of the trolls stop stomping. I knew it was

the right time to use the crystal of light. The trolls chased me for a long time but I got away from them. I hid in a corner and took the crystal and ran away. I took the crystal and ran away with it.

As the sun began to set Eleanor was so really tired that the trolls. The trolls came around for so long. Then, Eleanor stood confidently and held the crystal of light above her head. The crystal beamed very brightly. It defeated the trolls, they ran away with a thud using their last breath. Everyone cheered and chanted I was a hero.

Wednesday 6th December 2023
I can write an information report

Polar Bears BEARS

Introduction

This is Mahabhi Information report.

Appearance

Polar bears have black white fur, black skin, hollow hairs, weigh 800kg and they are 3m long.

Diet

polar bears eat seals like harbor seals, harp seals, bearded seals and ringed seals and they also eat Arctic foxes, Beluga and fish. They are also predators and they are carnivores.

Habitat

polar bears mostly in Arctic, dens, Russia, Canada, Alaska and also these places temperature is sub zero.

Fun Facts

Did you know Billy 42 years old and A male polar bear can weigh as much as ten men! And also a polar bear latin name is ursus maritimus.

"Fun right" I hope you liked this information report.



Riverside Writing Exemplars: Year 5

An
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Composition

- Identify the audience for and purpose of the writing

Plan their writing by:

- ✓ **Noting and developing initial ideas drawing on reading**
- In writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed

Draft and write by:

- ✓ **Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning**
- ✓ **In narratives, describing setting, characters and atmosphere and using dialogue to sometimes convey character and advance the action**
- Précising longer passages
- ✓ **Using further organisational and presentational devices to structure text and to guide the reader (e.g. headings, bullet points, underlining)**
- Perform their own compositions, using appropriate intonation, volume and movement so that meaning is clear

Grammar and Punctuation

- ✓ **Use relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun**
- ✓ **Indicate degrees of possibility using adverbs (e.g. perhaps, surely) or modal verbs (e.g. might, should, will, must)**
- Use devices to build cohesion within a paragraph (e.g. then, after, that, this, firstly) and use adverbials of time and number to link ideas across paragraphs
- ✓ **Use brackets, dashes or commas to indicate parenthesis**
- Use commas to clarify meaning or avoid ambiguity
- ✓ **Understand and use specific year 5 terminology (modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity)**

Spelling

- ✓ **Spell correctly most words from the year 3 / year 4 spelling list and some words from the year 5 / year 6 spelling list**
- Can convert nouns or adjectives into verbs using suffixes (e.g. ate, ise, ify)
- Spell words with the following patterns; -cious, -tious, -cial, -tial, -able, -ably, -ibly, -ant, -ance/ancy, -ation
- Adding suffixes beginning with vowel letters to words ending in -fer
- Words with the sound spelt ei after c (e.g. deceive, ceiling)
- Words containing the letter string -ough
- Words with silent letters (e.g. doubt, island, thistle)

Handwriting

- ✓ **Write legibly and fluently**

Word list – years 5 and 6

accommodate	criticise (critic + ise)	individual	relevant
accompany	curiosity	interfere	restaurant
according	definite	interrupt	rhyme
achieve	desperate	language	rhythm
aggressive	determined	leisure	sacrifice
amateur	develop	lightning	secretary
ancient	dictionary	marvellous	shoulder
apparent	disastrous	mischievous	signature
appreciate	embarrass	muscle	sincere(ly)
attached	environment	necessary	soldier
available	equip (–ped, –ment)	neighbour	stomach
average	especially	nuisance	sufficient
awkward	exaggerate	occupy	suggest
bargain	excellent	occur	symbol
bruise	existence	opportunity	system
category	explanation	parliament	temperature
cemetery	familiar	persuade	thorough
committee	foreign	physical	twelfth
communicate	forty	prejudice	variety
community	frequently	privilege	vegetable
competition	government	profession	vehicle
conscience*	guarantee	programme	yacht
conscious*	harass	pronunciation	
controversy	hindrance	queue	
convenience	identity	recognise	
correspond	immediate(ly)	recommend	

[English Appendix 1- Spelling](#)



Riverside Writing Exemplars: Year 5

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without getting cold.

What do they eat?

Snakes have an appetite of other snakes, rats, mice and they also eat eggs whole. Snakes use their camouflage colour to hunt down their prey. Snakes are vicious, meat eating animals. They mostly swallow their food whole because they do this because they only use their fangs to grip on their prey to kill what it wants to eat.

Interesting facts!

Snakes have many facts, but there's some which are really interesting like if a snake is cold-blooded when it goes to sleep it turns into a corpse position to help them get to sleep without them getting colds. Did you know a snake has pits between their eyes so these are heat sensors. Snakes kill their prey by suffocating it's prey and it swallows it whole?

Conclusion

Snakes are an endangered species because people kill venomous snakes so they could use there's poison to turn there venom into medicine for other people.

Well done, this is a super non-chronological report

Snakes are really dangerous small poisonous

Annotations:

- Tense:** Points to the first paragraph.
- Exclamation:** Points to the underlined sentence in the first paragraph.
- Colon:** Points to the underlined sentence in the first paragraph.
- Different tense:** Points to the underlined sentence in the first paragraph.
- Nodal verbs:** Points to the underlined sentence in the first paragraph.

Can use the same
Can use the person
Can use the same
Can use the same

Tense is largely consistent throughout and writing is legible.

Use of paragraphs to organise ideas and structure writing.

Use of conjunctions within and across sentences.

Capitalisation of nouns, although sometimes there is some inconsistency at times.

Use of exclamation to emphasise action/key messages within the narrative, although scope to develop use of clause structures.

Evidence of cohesive language across the piece - linking ideas/themes and shifting the narrative on.

Now it was time to go to sleep and all of a sudden we went to sleep and left the man to guard what I then BANG! the door fell down. I woke up to myself falling asleep because the man who



Riverside Writing Exemplars: Year 5

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Genre: Persuasive argument

Use of sequential language/cohesive language to provide order/structure, eg. 'Firstly...' / 'Secondly...'

Clear, concise introduction which delivers purpose for writing.

Modal verbs indicate degrees of possibility.

Use of pronouns to address the reader/audience.

Vocabulary chosen for effect, eg. 'demolished'.

Sentence lengths chosen for desired effect – 'Save your country.'

Knowledge of writing genre and its' features. Writer is secure in enforcing facts to add validity and weight to the argument.

that night, he decided to stop working for the ungrateful king Henry, who was a servant, had so much stress that he couldn't handle it. He used to be a strong, fearless human being, but a jealous witch cursed him. All of his wealth had been stolen and poverty struck.

The next morning, he packed his bags and left. The only thing which remained was a sincere note saying:

Dear King,

I'm so sorry but I had to leave because you were causing me to much frustration and stress. I've gone to look for a magical 2 pence coin which squares every 2 hours so I get rich. I have a good chance of getting elderly on my journey. You won't be able to find me so you should get another servant or get up and stop being lazy. You might disagree with me and make it illegal but I honestly don't care. By the time you have read this I'll already be far away. I know the because you can't read and you don't have a servant to do it for you. In 31 days I'll be richer than you and a happy man.

See you later (or maybe not)

Henry, the old servant of yours.

A few weeks later, Henry, who was gradually water, found himself in his first destination, 'the country of cash'. After he had looked for and made his huge country he met a generous scientist. "Hello, I never knew that anybody

Fronted adverbial, followed by comma

Modal verb indicates degree of possibility

Uses organisational and presentational devices to structure text and to guide the reader

Select a handwriting style appropriate to the task (see below).

Relative pronoun 'who' begins relative clause



Riverside Writing Exemplars: Year 6

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Composition

- Draw upon material read
- Plan their writing by identifying the audience for and purpose of the writing
- **Write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader (e.g. the use of the first person in a diary; direct address in instructions and persuasive writing)**
- **In narratives, describe settings, characters and atmosphere**
- **Integrate dialogue in narratives to convey character and advance the action**
- Distinguish between the language of formal and informal speech
- Perform their own compositions, using appropriate intonation, volume and movement so that meaning is clear

Grammar and Punctuation

- **Select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately (e.g. using contracted forms in dialogues in narrative; using passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility)**
- Use the perfect form of verbs to mark relationships of time and cause
- Use expanded noun phrases to convey complicated information concisely
- **Use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms, figurative language) within and across paragraphs**
- Understand how words are related by meaning as synonyms and antonyms (e.g. big, large, little)
- Use the passive voice to affect the presentation of information in a sentence (e.g. I broke the window in the greenhouse/The window in the greenhouse was broken.)
- **Use verb tenses consistently and correctly throughout their writing**
- **Use the range of punctuation taught at key stage 2 mostly correctly (e.g. inverted commas and other punctuation to indicate direct speech)**
- Use of the semi-colon, colon and dash to mark the boundary between independent clauses (e.g. It's raining; I'm fed up)
- Understand and use specific year 6 terminology (subject, object, active, passive, synonym, antonym, ellipses, hyphen, colon, semi-colon, bullet point)

Spelling

- Spell words with the following patterns; (-anc, -ancy, -ent, -ence, -ency,
- Use the hyphen to join a prefix to a root word e.g, co-ordinate, re-enter)
- Understand and use a range of homophones and other words that are often confused (e.g. advise/advice, practise/practice, heard/herd, mourning/morning)
- **Spell correctly most words from the year 5 / year 6 spelling list and use a dictionary to check the spelling of uncommon or more ambitious vocabulary**

Handwriting

- **Maintain legibility in joined handwriting when writing at speed**

Word list – years 5 and 6

accommodate	criticise (critic + ise)	individual	relevant
accompany	curiosity	interfere	restaurant
according	definite	interrupt	rhyme
achieve	desperate	language	rhythm
aggressive	determined	leisure	sacrifice
amateur	develop	lightning	secretary
ancient	dictionary	marvellous	shoulder
apparent	disastrous	mischievous	signature
appreciate	embarrass	muscle	sincere(ly)
attached	environment	necessary	soldier
available	equip (-ped, -ment)	neighbour	stomach
average	especially	nuisance	sufficient
awkward	exaggerate	occupy	suggest
bargain	excellent	occur	symbol
bruise	existence	opportunity	system
category	explanation	parliament	temperature
cemetery	familiar	persuade	thorough
committee	foreign	physical	twelfth
communicate	forty	prejudice	variety
community	frequently	privilege	vegetable
competition	government	profession	vehicle
conscience*	guarantee	programme	yacht
conscious*	harass	pronunciation	
controversy	hindrance	queue	
convenience	identity	recognise	
correspond	immediate(ly)	recommend	

[English Appendix 1- Spelling](#)



Riverside Writing Exemplars: Year 6

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Viking Day

When I walked into the hall, I turned my head around and saw the most peculiar sight. It was a man, dressed in linen, who had very long hair. He was very ~~Welsh~~ welcoming, of ~~course~~ ^{course}, but had a lot of weapons ~~and~~ ^{surrounding} surrounding him. The first words he said were G'DAR! I didn't know what he meant but I repeated the words back. No one knew what he meant but he explained that they meant, good day. It was Viking language. I knew this by the weapons, fur, runes and by the fact that it was Viking Day.

Firstly, he told us to turn around. We saw some tunics, ropes, head scarves and hats. We had to put these on, starting with a tunic. Then we sat down again, and he told us about the Vikings and that people had completely got them wrong. The man's name was Gary, and he was really funny. Suddenly DONG!! The bell rang for playtime. During break everyone was looking at us, obviously, because we were wearing head scarves, tunics ^{and} ropes.

After break the man told us more about the Vikings and their lands and society. He also told us some Viking legends and stories, in which he included the fur skins of animals. It was really fun. After lunch we did a load of activities

including making oil lamps out of clay, learning to fight with a spear and ~~making~~ ^{draining} draining a board game on a piece of cloth with charcoal (which was really hard). ~~and~~ ^{and} the Gary kept on blowing this really loud horn that I'm pretty much certain that the whole school heard. But then the day came to an end and we had to give Gary back our tunics and pack away. Then Gary let us ~~answer~~ ^{ask} a few questions, some of which ~~were~~ ^{had} very interesting answers.

At the very, very end Gary told us how to remember all the things we learnt about: Sailors, Farmers, Raiders, Settlers, Traders and Crafters - and that was the end of the day.



Riverside Writing Exemplars: Year 6

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Dear Gary,

I would like ~~to~~ to thank you for teaching us a lot about the Vikings. It was really ^{good} fun. I enjoyed it because it was very entertaining.

First of all, I loved it when we were sitting on the carpet and benches, and you were telling us that story about the men and the heacons. We were all just gazing at you, when all of a sudden...Dang!! You hit the shield ^{off} with a silver sword. That was one of my favourite parts ~~of~~ about the day. Another one of my favourite parts, was when you were telling us about the marriages and honey moon, because it was very interesting and intriguing.

I liked it when we were all lined up with shields and some spears, and you told us to shout as loudly as we could, when already everyone was looking at us. I tried as hard as I could not to shout too loudly, otherwise we would have blown the roof off! I enjoyed this part because it made me feel alive. It made me feel indescribable. I also loved making the board game, although it was really challenging, but I love a challenge.

I ^{was most intrigued} loved ~~it~~ when you told us some of the Viking legends, especially when you told us about the Odin one, and that some of the days of the week were named after Viking gods. It was really, really cool.

The only improvement, I'd say would be maybe more activities because we had a little more time at the end. But apart from that I loved it. It was an amazing day. Thankyou very much for the wonderful visit. I hope you can take my idea on ~~board~~ board.

Yours sincerely

Mxxxxxx



Riverside Writing Exemplars: Year 6

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Tuesday 5th March 2024

LO - To be able to use a plan to write my narration

In the unimaginable and vast islands we observe the wolf pack searching far and wide for their next ~~breasting~~ ~~unaware~~ victims. A wolf pack works in ~~unison~~ to catch prey. Combining their hunting skills is ~~important~~ to capture prey. Although hunting doesn't ~~as~~ almost go their way - wolves have been hunting these fields for decades and have benefited from their vast abundance of food. They truly are part of this island and this island is part of them.

Something catches their eye, a hare it is. Wolves are renowned for their hearing and eyesight so they can sense movement from miles away. Hares ~~have~~ been hunted for years but their speed and agility is a very good weapon to escape.

Here a chase takes place as they begin to pick up speed, the hare dashes across the island. Sadly the hare manages to get away. Perhaps next time it will be the wolves' dinner.

Also, another opportunity for the wolves to prove themselves as king of the island. This time the entire pack tries to pull the hare off. The rapid acceleration help the wolves come alongside the hare and pounce. At last a meal not much but enough to survive.

Now we leave the wolves as they eat their deserved prey. We will join back later to discover the ways of the wolf.

We leave the pack now and will join them again later to discover more about the wonderful ways of the wolf.

Monday 4th March 2024

LO - To be able to use a plan to write my narration

In the vast, barren, lifeless lands of the grassy plains, we observe the wolf pack contemplating their next meal. Wolves are a close-knit family with the alpha male and female at the heart. They have travelled together for many miles and now stop on this outcrop to survey the land. ~~Wolves have hunted these lands for many years, benefiting from the abundance of food, water and shelter that surrounds them. They truly are part of the land and the land is part of them.~~

Now ~~something~~ something catches their attention, as ears prick they turn in unison. They have acute hearing and unparalleled sense of smell. They can sense movement long before any animal appears. And there we see the source of their fascination: ~~a hare~~ a hare. Hares have been hunted by wolves for centuries; they will provide much needed sustenance for this hungry pack of wolves.

As they begin the chase, they pick up speed, one behind another. ~~Hares are known for their speed well as changing direction at any time. They almost had it, tearing of the hare's tail violently. Maybe next time they will succeed.~~

Also, another opportunity arises - a second hare. This time the whole pack gives in. As the ~~hare~~ hare begins their pause point on the ~~ground~~ ground. Finally the hare loses speed and the wolves catch up. Savagely the wolf leaps onto the hare and catches it. Success at last!