

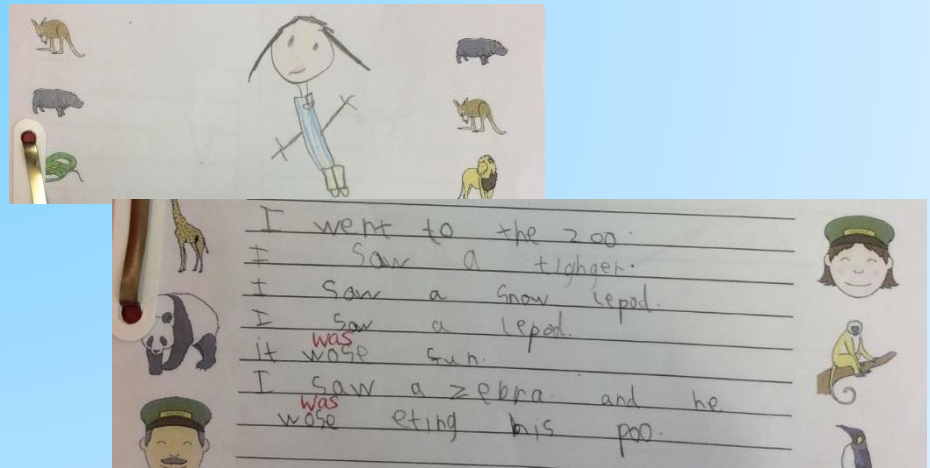
Lickey Hills Primary School and Nursery - School Newsletter

Curriculum Corner - Writing

At Lickey Hills Primary School and Nursery, our overarching aim is to promote and develop a love of language and literature, through widespread reading for pleasure. Equipping pupils with a strong command of the spoken and written word provides a foundation for emotional, intellectual and social development. It also builds confidence, allows pupils to access every aspect of the curriculum and increases their future prospects. As such, precedence is given to the mastery of the English language, and opportunities for promoting a love of literature are capitalised upon across the curriculum. Take a look below for a little taster of some of the English learning that has happened in school this year.

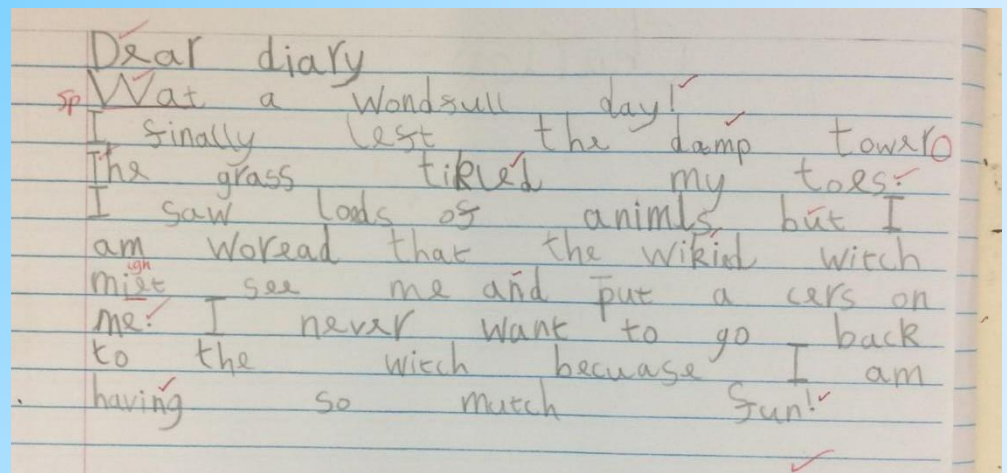
EYFS: Writing to Inform A Recount

During EYFS, children become aware that writing is used for a range of purposes. They distinguish it from drawing and learn the left to right convention of writing in English. A wide variety of writing opportunities are provided to the children to engage in writing activities, such as writing recipes in areas of role play. During the Summer Term, Reception have taken advantage of an opportunity to write about real life experiences and have written their own recounts based on their trip to Twycross Zoo.



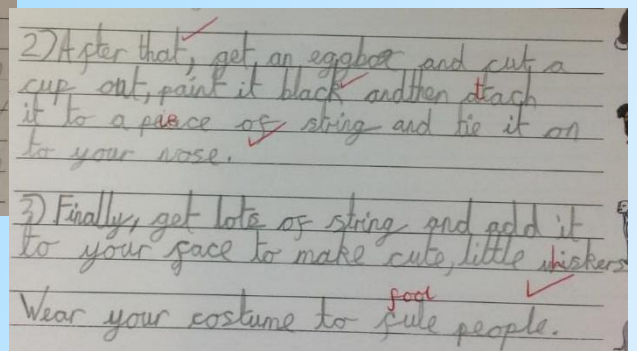
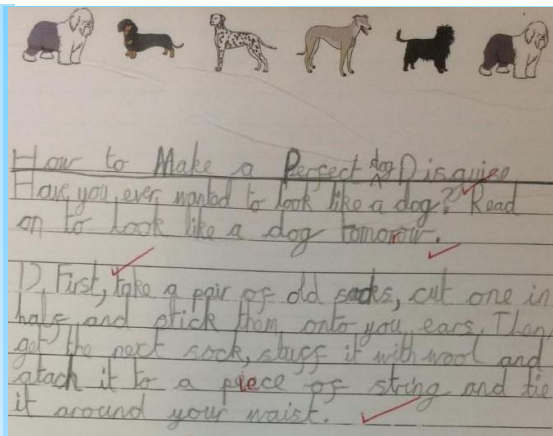
Year 1: Writing to Entertain A diary entry

At LHPSN, we start every writing journey by explaining to the children what the purpose of their writing will be. The purposes for writing in KS1 are to write to entertain and to write to inform. In the Summer Term, the Year 1 children have been reading 'Rapunzel' by Bethan Woollvin to inspire their writing. They have recently stepped into the shoes of Rapunzel and wrote a diary entry! They have planned, drafted their diary entries and here is a published piece!



Year 2: Writing to Inform Instructions

Children in Year 2 have been perfecting their ability to write to inform by writing a set of instructions. To support them with this they have used their VCOPS success criteria to ensure their writing includes all elements of an excellent set of instructions! This set of instructions was inspired by the excellent book, 'Wanted: the Perfect Pet' by Fiona Robertson.



Lickey Hills Primary School and Nursery - School Newsletter

Year 3: The Writing Process

At LHPSN, the children go through 5 stages of writing; critiquing what a good one looks like (WAGOLL), planning, drafting, editing and improving, then publishing. Through providing children with a WAGOLL before they write, they are equipped with the understanding of what they are aiming for and use it to inspire their own writing. Here is an example of how we unpick what makes a good one! Year 3 were on the hunt for features that were included in a WAGOLL explanation text!

Explanation Text	Success Criteria	Can I critique a WAGOLL?
V	Headings and subheadings	✓
	Subject specific, technical vocabulary	✓
	Caption to a diagram	✓
C	Subordinating conjunctions	✓
	I SAW A WABUB If, since, as, when, although, while, after, before, until, because	✓
	Coordinating conjunctions	✓
	FANBOYS For, and, nor, but, or, yet, so	✓
O	Subordinate clauses (fronted adverbials)	✓
	Bullet points	✓
P	CAPITAL LETTERS to start a sentence	✓
	Question marks?	✓
	Apostrophes for possession, after subordinate clause	✓
	Structure	✓
S	Interesting facts box	✓

The Phases of the Moon

Did you know that the Moon itself doesn't emit any light like the sun? When we see the Moon, what we are seeing is the sunlight reflected off it. The phase of the moon is how much of the Moon appears to us on Earth to be lit up by the sun.

Every 29.53 days, the phases of the moon make a complete cycle. As the moon orbits the Earth, we can only see a portion of the lit up side. When we can see 100% of the lit up side, this is a full moon. When we can't see any of the lit up side, this is called a dark moon or new moon.

What are the different phases of the moon?
As the moon orbits or circles the Earth, the phase changes. The New Moon phase is where we can't see any of the lit up side of the moon. The moon is between us and the sun. As the moon orbits the Earth, we can see more and more of the lit up side until finally the moon is on the opposite side of the Earth from the sun and we get a full moon. As the moon continues to orbit the Earth, we now see less and less of the lit up side.

The phases of the moon starting with the New Moon are:

- New Moon
- Waxing Crescent
- First Quarter
- Waxing Gibbous
- Full
- Waning Gibbous
- Third Quarter
- Waning Crescent
- Dark Moon

Year 4: Writing to Entertain Writing in role

Year 4 have fully immersed themselves into their key text this term - 'The Great Kapok Tree: A Tale of the Amazon Rainforest' by Lynne Cherry. The text explores the tale of a man who starts to chop down a great Kapok tree in the rainforest. Exhausted from his labours, he puts down his axe and rests, but as he sleeps the animals who live in the tree come and plead with him not to destroy their world. The Year 4 children wrote in role as one of the animals in the rainforest. After planning, drafting, revising and editing, take a look at this fabulous, published piece in role as a boa constrictor! Similes, subordinate clauses and fronted adverbials make this the perfect piece to entertain the reader!

Boa Constrictor

This is my story, when I woke up, I slowly stretched out my coiled body. Then all of a sudden, a spider monkey pranced past me. At that very moment, I knew it was time for breakfast! I yawned and started slithering up the kapok tree. By now, it was just after sunrise. I was now near the canopy when I spotted it the swift cheeky spider monkey prancing carelessly just above me. As I slithered up, the kapok tree's trunk towards the spider monkey and just as I was about to catch it... pounce! a silly jaguar caught it before me. I gave it a hiss to warn it off so it kept away happily the lifeless spider monkey still dangling from its mouth. No doubt it was a sneaky treat before breakfast.

Finally, I found and claimed a howler monkey! It was just what I needed. Now the rainforest was full of its small bustle and better the bees were buzzing, the macaws were playing joyfully, the toucans were scawring, the spider monkeys were swinging and the howler monkey was howling. Then as I was thinking about seconds the rainforest fell eerily silent... as two aliens straggled into the rainforest. We were all curious about why they were here. Then I saw the sparkling glint of an axe blade and strait away I knew they meant trouble. Then the uneasy silence was broken by a larger alien grunting some sort of roar while pointing in front of him. Then I became very worried when they

disappeared below me, I froze. I thought I quivered then below me from out of nowhere the tree shook as I saw the larger alien creature leave. I knew I had to investigate, so I plucked up my courage and slithered down the familiar trunk of the kapok tree...

At last, I made it to the lush underbrush and by that time the vibrating had stopped. Guess why the alien was asleep! I made sure I was as silent as a leaf dropping, so I would not make him stir up. A wisely taking advantage of my situation, I slithered closer to his ear and whispered "Since this is my home, if you destroy it I will have nowhere to go." I froze as it stirred in its sleep. I sighed a sigh of relief as he continued snoring noisily. Then I carried on "If my home disappears, then I

and many others more of my species will suffer and die. How would you feel if some strange creature just came along and started destroying your home and future life? If you do it, I will die and you need me because due to my diet I keep the population of small rodents down and those rodents may carry dangerous human diseases or become pests in areas. If you cut down this magnificent tree, do me and many others will lose everything. Our fate is in your hands." With that, I slithered silently up the trunk of the tree for I had done all I could do. Now all the creature had to do was the right thing.

Lickey Hills Primary School and Nursery - School Newsletter

Year 5: Writing to Discuss A Newspaper article

When children enter Year 5, they are introduced to 4 purposes for writing; writing to entertain, writing to inform, writing to persuade and writing to discuss. The Year 5 children have been writing to discuss and have recently published fabulous newspaper articles, using their VCOPS success criteria to support them! This was based on the text 'Rooftoppers' by Katherine Rundell, where the main character, Sophie, escapes with her ward, Charles, to Paris in hope to find her biological mother. The purpose of the newspaper article is to discuss the fact that Sophie has gone missing.

6:00 pm LONDON EVENING NEWS
mysterious Maxims fled our country...
Written by: Sienna Anderson

A twelve year old girl found on ship wreck Queen Mary, in a cello case middle of English Channel.

A run-away incident...

Unfortunately, juvenile Sophie Maxim disappears with her foster dad Charles Maxim. "I had an attended meeting yesterday at 5:30pm and they were GONE... I was jittery," commented Mr Eliot. The young girl Sophie, who was due at St. Catherine's Orphanage, had absconded. The London Police have concluded they could have travelled abroad which is suspected as the cello case was made in Paris.

Sophie is a slim build around 5ft, with brown eyes and lightning coloured hair. If seen you are encouraged to contact the CCS.

A most peculiar sighting

Sophie Maxim and Mr Maxim (Charles Maxim) met at sea. Sophie, who was oddly rescued by a scholar. How Unusual? Mr Maxim has brought Sophie up since her 1st Birthday. Charles (a single dad)

What a super effort to improve your written piece Sienna!
Well done - keep it up Miss Salisbury

has raised her to twelve years old under the wonderful watching eye of the CCS. They are expected to be in Paris on a bid to find her biological Mother.

Witness Testimonies

Luckily, The CCS has gathered some pieces of information off local neighbours - who would prefer not to be named. "It was unlike Charles to be getting in to a taxi cabin as he would normally be in a horse cartage," stated the neighbour. We have opted to find them with no hesitation. Sophie ~~could~~ could be in deep slinger. Here is some information from Mr Eliot.

"Sophie is under the CCS' care and belongs to the authorities. It is awful of Charles, as he knows she was due to St. Catherine's Orphanage, and missed her introduction," asserted Mr Eliot. We have collected information from the London Police. "It is in my duties to look for Sophie the camera footage has told us that the cello case smashed and we figured the cello (and case) was made in Paris so I should fly over there determined to find the Maxims in my duties." This is from the London Police.

Vitality, those who have any information about Sophie and Charles are urged to report to the CCS or Police immediately.

Year 6: Writing to Inform A biography

Year 6 have recently enjoyed reading Shackleton's Journey by William Grill which is the true story of how Shackleton and his crew managed to survive in their epic adventure of crossing the frozen heart of Antarctica. Whilst reading this book, the children became aware of George Marston, who was the artist on two expeditions to Antarctica with Shackleton. The Year 6 children have subsequently done an excellent job at writing a biography about him to inform readers about his life.

George Marston
Artist or legend?

George Marston was a famous artist, but why? Well, dear reader, Marston was the artist on The Endurance, a glorious ship owned by the one and only, Ernest Shackleton, a famous explorer that intrigued the public with his skill and ideas.

George was brilliant at keeping people's spirits high, as he was a good singer and dancer as well as artist. Marston proved himself useful on the Trans-Antarctic Expedition, and you can say without a doubt that his paintings were magnificent. Let us find out this talented man's heroic story.

George was born on the 19th of March, 1882. Not much can be said about his childhood, but we know he was