

# Year 7 Non-Fiction

Exemplar Materials

# Developing

- Spelling – most monosyllabic and polysyllabic words are spelled correctly with some errors. **your/you're**
- Punctuation and capitalisation – punctuation of sentences is generally correct with full stops at the end.
- Ideas and content – offers a few opinions on school uniform. Tries to comment on reasons for and against and then arrives at a decision at the end.
- Overall structure – there is an attempt to format the letter appropriately, with one address in the top left and the date on the right. Paragraphs are used, but this letter is quite short with only two paragraphs.
- Vocabulary – words are correctly used but the word choice is quite straightforward.

Mrs Gilpin 8.12.21  
St Mary Redcliffe and Temple School  
Somerset Square  
Bristol  
BS1 6RT

Dear Mrs Gilpin,

There has been a question everywhere in schools whether we should wear uniform or wear our own clothes. I have answered saying that uniform is about school and how uniform means your respecting the school.

But, also wearing own clothes can make you express and show yourself in what you like! And also if you wear your own clothes, it will be hard and you will struggle finding what you want to wear everyday. So, I think we should keep wearing uniform at this moment and think about it in the future!

# Secure

- Spelling – most polysyllabic words are spelled correctly with only a few errors.
- Punctuation and capitalisation - generally correct but there are some omissions. Commas are used after connectives and apostrophes are used in contractions. There are several missing capital letters in the address though.
- Ideas and content – this response shows good focus on the task and a range of clear opinions. They try to address the counter argument and make a few suggestions of their own.
- Overall structure – this is well structured with regular paragraph breaks. There is a short introduction and clear connectives to signpost their argument at the start of each paragraph.
- Vocabulary – words are correctly used but there is some informality in places. 'kids'

Bristol  
8.12.21

Mrs Gilpin  
St Mary's Redfern and Temple School  
Somerset School  
Bristol  
BS1 6KT

Dear Mrs Gilpin,

I am writing this as reply to your question. I think that all children although it can be quite expensive, should wear uniforms. I think this because, when children are at school they feel not more focused when wearing uniform and feel like <sup>they are</sup> ~~being~~ at school.

Secondly, if kids didn't wear uniforms not everyone would feel like there on the same level because some people can't afford expensive clothes like other kids. But when they are all wearing the same thing they may not feel so different. Also children may be bullied for what they wear.

Finally, when wearing school uniforms kids <sup>look</sup> ~~feel~~ smart, and represent the whole school and make the school look good overall.

However, some people would disagree with me because they say things like it makes them feel free, and yes it probably would ~~be~~ make them feel free, even though it sounds fine, it would just cause more problems.

I suggest that maybe on days like red nose day, or those type of days if every school had no uniform. No-one would be able to tell the difference between pupils from <sup>different</sup> ~~many~~ schools.

Finally, if ~~st~~ students were allowed to wear their own clothes, in no doubt, it would cause jealousy, arguments and potential bullying; creating unnecessary drama's that could easily be avoided with wearing uniform. It could cause extra stress and worry for students and an extra set of rules to follow.

To conclude, school should be a place to learn, and be with friends and for extra opportunities not a place of being judged by what you're wearing.

Yours sincerely,

# Extending

- Spelling – consistently accurate spelling throughout
- Punctuation and capitalisation - a wide range of punctuation is used confidently and accurately to enhance meaning.
- Ideas and content – ideas are well-developed and focused on the task at all times. Ideas are perceptive and confident. Opinions are clear and developed using a range of rhetorical devices.
- Overall structure – there is a clear introduction followed by five developed paragraphs. Connectives (e.g. **Firstly, However,**) are used to sequence ideas.
- Vocabulary – word choice is ambitious and purposeful.

Bristol  
BS4 89R

Mrs Gilpin  
St Mary Redcliffe and Temple school  
Somerset Square  
Bristol  
BS1 6RT

Dear Mrs Gilpin,

I am writing to inform you about my opinion on the subject of wearing our own clothes to school. I do not think we should make this a rule and here are some reasons why.

Firstly, wearing school uniform makes students ready to learn and ~~to~~ outlines the difference from school and home. In London they did an experiment where two tutor classes from Hazelwood Secondary school took a lesson, one class in uniform, one wearing our clothes. The class was an hour long and students wearing uniform were more engaged and focused on the lesson than the students wearing our clothes. This study proves that some students wouldn't engage as well in the lesson if they wore what they wanted.

wearing school uniform shows children that equal no matter what their background you look the same and people can't see rich or poor and this can prevent self doubt in people just because the same clothes.

is that some children will be able to wear new and fashionable clothes while others linking back to my second point, this is bullying. Study shows that over 50% of pupils who go to state schools in the UK are bullied because of what they do or wear. Also another study showed that children who are bullied for 2 or more years perform well in exams, for example GCSE because of low self esteem.

However, some may argue that wearing your own clothes helps young people to express themselves and help them learn about what different people like and what different cultures people would choose to wear. Although 46% of our school would like to have no school uniform the other 54% of people would like to keep it as it is.

In conclusion I think we should stick to the school uniform rule but we could let people wear badges and small accessories to express themselves but they are still ready to learn and they will prevent certain types of bullying.

Yours Sincerely

# Year 8 Travel Writing

Exemplar Materials

## Narrative Travel Writing

Hello my name is Noah Today for my first time I am going to city center for the first time in the bus. when got on the bus it took half an hour to get there. The journey was very good because ~~lot's of kind people speaking to me~~ because there were kind people speaking to me and it was wonderful to speak to people there. when I got there

When I got there I walked around the park and it was lovely and calm. Then I started to walk to city center it took a few minutes to get there ~~there were shops~~ shopping shops to get there. when I enter the city, it was loud noise and loud. The first shop I saw was Nike and I went in there asked a guy called Tim is this your first time here he said no. He asked the same question and said yes and he was shocked then he walked away from me.

After he walked away from me. I started to head out of the Nike shop. Then looked around me I saw the best thing ever I saw RFC. When I looked that it I started to run to RFC. when I got there there were a long long line. So I walked from RFC sadly.

## Developing (comments on next slide)

To make me happy I went to sports ~~center~~ to get some football shoes, and football and training things. But it ~~costed a lot~~ it costed me a lot it costed more than 90 pounds. least I am happy now. Then I started shopping made me hungry I started to walk to RFC when I got there I bought some chips and chicken. when I started to walk to the bus stop so I can go home now. 😊

Thankyou for hearing my story 😊

bye have a nice day 😊

# Developing (previous slide)

- Spelling –most monosyllabic and polysyllabic words are spelled correctly with some errors **their/there.**
- Punctuation and capitalisation – punctuation of sentences is generally correct with full stops at the end. There is a tendency to use ‘and’ instead of a variety of punctuation. There is incomplete punctuation of the first sentence of the third paragraph.
- Ideas and content – the description of the events in the story is clearly but straightforwardly described. The development of each idea and place is limited. The opening and ending to the piece are perhaps not fitting in with a piece of written travel writing.
- Overall structure – this is clearly structured with regular paragraph breaks and a coherent chronological structure.
- Vocabulary – words are correctly used but the word choice is quite straightforward.

# Secure

- Spelling – most monosyllabic and polysyllabic words are spelled correctly, with some errors their/there.
- Punctuation and capitalisation – generally correct, with some useful punctuation for effect at the end of paragraph one.
- Ideas and content – this is good piece in that the writer attempts to pick out lots of details and give original impressions about the place they are visiting. The piece conveys the excitement of the day but is perhaps a little short.
- Overall structure – this is well structured with regular paragraph breaks and a coherent chronological structure.
- Vocabulary – words are correctly used with one or two ambitious vocabulary choices.

Wednesday 18<sup>th</sup> October

I woke up and it was time, me and my friend got dressed and ready to go. At exactly 6:30 we got into the car and we were off. The journey <sup>there</sup> felt like ages, we got stuck in traffic which much to my dismay added an hour to our journey. After what felt like years of driving we finally arrived at our destination, Alton Towers. We quickly scanned our tickets and we were in we ran through the park in search for a rollercoaster to ride. Then we saw it, our first rollercoaster.

I ran through the entrance and was delighted that we had got ~~got~~ passes for my birthday present. We quickly ran past everyone in the queue and we managed to get straight onto the ride! As we pulled the safety belt down I felt tingles of excitement rushing up my stomach. Then we were off. Our cart ~~fixed~~ shot through the twists and turns of the rollercoaster. When the ride finished we got off ~~slightly~~ slightly off balance but full of excitement.

~~We~~ Over the space of the day we managed to get on every single rollercoaster the park had to offer. Before we knew it it was time to go home. We drove home with our heads full of exciting memories from our day.



# Extending

- Spelling – consistently accurate spelling throughout.
- Punctuation and capitalisation - a wide range of punctuation is used confidently and accurately to enhance meaning.
- Ideas and content – ideas are well-developed and expressed in a range of tones. Ideas are humorous and apt, and fitting of the piece. References to Tolkien, etc, add an extra dimension.
- Overall structure – the writer guides the reader through the narrative with apt observations and comments.
- Vocabulary – word choice is ambitious and used to create a wide range of effects successfully.

Travel Writing end-of-unit assessment

Thursday 14th October 2021

There was an almighty CRUNCH as the car skidded backwards into the bollard. "That's going to leave a dent!" I remarked. We had been heading to Conelston Campsite which was <sup>in the middle of a forest by South Wales</sup> ~~near a castle and some other things~~. It had been a rather uneventful drive up until this point, mostly on the M4 and some other A roads. We reached the campsite, but all the gates were shut. There was no one to ring and so help to ask for because this wasn't a proper campsite just some land in the woods available for hire which someone had the bright idea of renting into a campsite. We loitered around in the car, looking for ways to open one of the three gates. The pin number for the lock my mum had been WhatsApped worked, but the various locking systems on the various gates seemed to be welded shut. After a while another car full of campers came along and someone stepped out and opened the gate! Evidently, I was an utter failure as a human being as I hadn't figured out the mechanism, and my mother was rather frustrated as a result. She all too hastily reversed the car and roared straight into a bollard she hadn't seen. The dent is still there.

We finally arrived at the campsite, and in our haste to finally set up we somehow failed to realise that we parked directly next to an active wasp nest! To add to our misadventure was the fact that I have an irrational fear of flying insects, especially wasps. I spend a lot of time reading, and when you are trying to enjoy J.R.R. Tolkien's "Lord of the Rings" with B wasps buzzing almighty around you whilst being an absolute waspaphobe you don't seem to be quite so gripped by the story. This of course was a huge problem so we decided to go to the nearby dunes with some friends and some bodyboards to try to invent dune-surfing. The ocean of silent dunes continued all the way to the sea, so we integrating our strange new sport into the water: walk up one side, surf down the other. To my elation and surprise it actually worked! We continued this way until we reached one enormous dune with at least a 70° incline! We staggered to the top and went back down at record speeds for our strange new sport and, after a few trips up and down my board scuffed an object buried in the sand at the bottom. After a bit of "I don't know the actual opinion, this will do."

Year 9  
**POWER, CONTROL AND  
FREEDOM**

Exemplar Materials

# Developing

- Spelling – most monosyllabic and polysyllabic words are spelled correctly with some errors
- Punctuation and capitalisation – punctuation of sentences is generally correct with full stops at the end. There is a tendency to use 'and' instead of a variety of punctuation.
- Ideas and content – quite narrative driven to begin but then does start to show some focus on the task. Limited use of quotation from the text.
- Overall structure – this is an attempt to use paragraphs but some are undeveloped.
- Vocabulary – words are correctly used but the word choice is quite straightforward.

At last ~~the~~ the man sat down due to his verticlose  
Udel above his right ankle. He Looked outside his  
Window, and Down into the ~~bitte~~ Street. He then  
decided to gown down to the shops and get a diary,  
he was very nervous that he might get caught cos  
that was illegal in those days but he bought  
it, and was fine, so then went back to his  
apartment, ONCE he got home he then sat down  
to the side of the tv so it couldn't see him, and  
got a pen ready, he got himself a bottle of  
Victory gin and then wrote, April 14th, 1984, last  
night...

In 1984 the only freedom they really had was  
to go home at times of something like that.

In 1984 Powell was given only to people of  
who make the rules.

In 1984 control was evolute i mean the  
fact that people were started to look at the  
tv because they were scared that being watched  
and they couldn't even own their own books legally  
that's a big sign sign of control.

# Secure

- Spelling – most polysyllabic words are spelled correctly with only a few errors. they're/there
- Punctuation and capitalisation - generally correct but there are some omissions, for example 'Winston' isn't always capitalised and quotation marks aren't always used.
- Ideas and content – this response shows good focus on the task and uses quotations from the text to support ideas. There is a good understanding of the extract. It would be better to start new paragraphs with a clear point rather than a quotation.
- Overall structure – this is well structured with regular paragraph breaks. There is a short introduction to show focus on the task.
- Vocabulary – words are correctly used but there is some informality in places. This is bringing children up with the

Write how freedom, power and control are presented at different points in 1984.

In 1984 the power and control are a big factor in the story due to Big Brother. Although the story there is a lack of freedom.

"Big Brother is watching you." This quote shows control as everywhere you go someone is following you. The word "watching" read in this context can show menace, worry and ~~and~~ not feeling safe. This shows that in 1984 there is so much control it can play into people emotions.

"A very low whisper would be picked up." This quote also shows power as Big Brother holds so much control over Winston Smith that he can hear everything that Winston does. The word whisper shows that even the smallest of things Big Brother knows about. This shows that in 1984 Big Brother has so much power over people he can hear and know everything they're doing.

"Freedom is slavery." This quote from the text shows the lack of freedom in 1984. This is bringing children up with the idea that slavery is and doing what Big Brother wants is right. The word freedom is wrongly interpreted here as in 1984 it has lost its meaning and is being called the same as slavery.

# Extending

- Spelling – consistently accurate spelling throughout
- Punctuation and capitalisation - a wide range of punctuation is used confidently and accurately to enhance meaning.
- Ideas and content - ideas are well-developed and focused on the task at all times. Ideas are perceptive and confident.
- Overall structure - there is a clear introduction followed by four developed paragraphs. Connectives (e.g. Furthermore) are used to sequence ideas.
- Vocabulary - word choice is ambitious and purposeful.

## Power, Freedom and Control

George Orwell's 1984 is based on the ideology of how power, freedom and control is abused by authority. The book demonstrates how people in power have complete and utter control over how we live our everyday lives. 1984 also comes in to context of how easy it is to become brainwashed by those in authority positions.

At the beginning of the book, the protagonist Winston Smith describes how police patrols survey the area. He says: "In the far distance the helicopter skimmed down between the roofs... it was the police patrol, snipping into people's windows." This gives the impression that there is a lack of privacy and freedom in 1984. It also suggests that there is a lack of trust in the police force.

An example of an abuse in power in 1984 is the posters that are repeatedly mentioned throughout the extract saying "Big Brother is watching you." The poster is demonstrating the importance of people in power, as well as making it seem that every action you take is scrutinised.

Furthermore, there is a quote in the book that states "only the thought police mattered." The police monitor thought and punish those who seek rebellion.

An example of control in 1984 is how Winston Smith describes the feeling of being watched. "You had to live in the assumption that every sound you made was overheard,

and, except in darkness, every movement scrutinised. This gives the impression that Big Brother controls people by putting cameras and surveillance to make it seem as though what they are doing is wrong. This, consequently, makes them fear authority.