

KS3

Writing  
Examples

## The Door of Disappearances

CX Alice tried to keep up with her friends as they finished their drinks and cakes, all getting up to leave the café. She half-choked on a biscuit as she tried to tell them to wait for her. They got the message and stayed put. After a few minutes, ~~Alice~~<sup>she</sup> managed to finish the last of her food. The friends waited again for Alice to gather her things and stand up. Alice hurried in front of them to get the door. A minute passed as ~~Alice~~<sup>she</sup> stood holding the door before she looked around. There was no-one there. Her friends had gone.

✓ I'm sure they're just messing with me, Alice thought. They're probably just hiding in the toilets.

SI She made her way over to where the toilets were and looked around. Her friends weren't there either. As Alice started to walk back into the main room, something caught her eye. It was impossible, but Alice saw a tiny hole appear in the bricks of the wall, slowly growing to about the size of a small plate. She was intrigued and took a step closer. As her fingertips touched the hole's edges, it immediately decreased in size until it completely vanished. A little freaked out, Alice turned back to the wall behind her and bent down to search under some tables. Every now and then she thought she heard breathing behind her. It's not real! She told herself. It's just my stupid imagination!

SI ✓ Then there was the scream.

✓ If there's anything an imaginative person knows, it's that there's a difference between a sound that's imagined and a sound that is actually real. Alice was imaginative. She knew that scream was real. Terrified, Alice slowly

turned her head. The hole had reappeared, but it wasn't just a hole anymore. A big black door stood towering above her, Alice stood up - she didn't want to - she turned the handle of the door - she didn't want to - she pushed it open - she screamed. Alice was outside in a shadowy alley, but she wasn't alone.

There was someone there, standing amongst figures that lay spread-eagled on their backs, clearly dead. The someone was cackling, an evil and cruel cackle, horrible and dark. Horrified, Alice stumbled. The person stopped laughing abruptly and strode forwards. As they were about to step into the light, both were plunged into darkness as the last rays of sunlight disappeared beyond the horizon. All that was left was the moonlight, shining feebly onto the bodies' faces. Alice's stomach gave a sickening lurch, ~~and~~ as tears welled up in her eyes. It was her friends. A rush of anger and hatred for the person walking towards her built up in Alice's mind. Who was it? It was me.

I walked towards the girl on the floor, reaching out a bloody, scarred hand and grasping the back of her shirt. I dragged her along, grazing her knees on the rough ground of stone. I let go. She dropped to the ground, squirming and wriggling trying to move, but she couldn't. "Why can't I move?" She screamed. "Why? LET ME GO" "I'm afraid I can't do that," I said coolly, and from that moment on neither of us spoke. She was alive, but I was undead. I had more power. I broke

SI 43 off a metal bar from the wall and, steadying myself, threw it down onto Alice's head. She was unconscious. My work was done. I left the alley.

Sim Alice woke up, breathing heavily. There was a searing pain in her forehead. She lifted a hand and felt it. Vivid, red blood was trickling down her fingertips. Just like the blood, memories of what had happened trickled back into her head. The person, the bodies, her friends, dead - but as the thought of her friends drifted through her mind, Alice looked around. She was alone. There was something wrong about this, though...

ONO Bang.  
SI Something was in the alley.  
! Bang!

RR j It was getting closer; Alice cowered in a corner.  
ONO BANG!  
- The noise was getting louder; Alice pressed her eyes shut, terrified -

SI The noise stopped. There was a low groan. Alice opened her eyes. Once again, she screamed. Her friends were circling her, walking around, but they weren't exactly - alive. There were huge, gaping rips in their skin, blood cascading out. Their bones were broken, their bodies twisted and mangled. It was impossible. They couldn't be here, they were dead, they couldn't. Then it dawned on Alice: zombies. She had seen magic holes and been stuck in one place for no reason; it was possible. But zombies attacked, didn't they? They weren't attacking - oh. Alice tried to escape, she didn't want them!

# Grade 4+

get her, to be like them. They blocked her. One grabbed one of her wrists, another her neck. One of their heads was getting closer, closer, closer, until - bite. She screamed in agony, dropping to her knees, clasping her neck. She fell to the ground as the last of the human thoughts drifted away. That was the end for Alice. She was just like them.



In the first paragraph, you use the name 'Alice' a lot. Can you replace some of them with pronouns for more sophisticated cohesion?

Key	1 Writing Assessment WHAT WAS BEHIND THE DOOR?	Pink or green
!	Exclamations - no more than two	█
?	Questions - plenty	█
E	Ellipses or dashes for dramatic pauses	█
CX	Complex sentences (commas)	█
CP	Compound (connectives or semi-colons)	█
SI	Simple for dramatic impact	█
SP	Speech - use sparingly	█
Teacher comments / next steps		
Wow! What a gripping plot. Great suspense through sentence types and plot devices.		

# Shakespeare: Finding the Facts

SS? Shakespeare. When you hear the name, what do you think  
SS? Romeo and Juliet? Well, there is a lot more to him  
! than you might think! Shakespeare isn't boring,  
E even if you may think so. You just need to find  
the facts....

## Life & Family

William Shakespeare was baptised on 26<sup>th</sup> April, in  
! 1564. Wow, that's a long time ago! His baptism was  
in the Holy Trinity Church, Stratford upon Avon. Stratford  
upon Avon is about 100 miles  
( North - West of London (North - West  
means diagonally to the top left,  
basically). It has a **BIG** river  
! next to it, with lots of water

Did you know?

No one actually  
knows when

Shakespeare was  
born, but they think  
it was 23<sup>rd</sup> April

1564!

CP Only the date of a baby's baptism was  
recorded, so the baby could even be a month  
old by the time it was baptised! William lived  
with his parents in a house on Henley Street. William's  
dad was called John Shakespeare and his mother  
was called Mary Shakespeare. John had lots of  
ECL different jobs, but when he was a farmer, he got  
! D in lots of trouble for making a big pile of animal  
poor outside his house! See, I told you Shakespeare  
wasn't boring! William would have had 2 older  
sisters, but they both died before he was born.  
D? Maybe they died from the deadly plague, what do  
you think? William married a girl called Anne

Hathaway. Their first child was called Susanna, and she was born only 6 months after the wedding. This was on 26<sup>th</sup> May, 1583. In two years, William and Anne had twins called Hamnet and Judith, but Hamnet died at 11 years old. Poor William! When ~~the~~ <sup>he</sup> died, Shakespeare only left his wife his second-best bed! Did you know Shakespeare died on his birthday in 1616? Now, let me tell you about the "Lost Year". For two different periods of time in his life, William Shakespeare disappeared. No-one knows where he went, so they call them: The Lost Years... mysterious, isn't it? I think so...

## Plays & Theatre

William Shakespeare wrote 37 plays, 154 sonnets and 5, very long, poems. Each and every play was put under one of three categories: Comedy, History or Tragedy. A comedy play had a happy ending and was mainly about love and humour (basically stuff he found funny). He wrote 17 comedy plays! Wow! A history play was usually based on things that actually happened or historical events. These plays had people like Richard 3<sup>rd</sup>, (also known as Richard Lionheart), Henry 8<sup>th</sup>, King John, Henry 5<sup>th</sup>, Julius Caesar etc. History plays were about kings and the mistakes they had made. William wrote 10 histories! ~ Not as many as the comedies, but still quite a lot! The last category is Tragedy. What do you think happens in Tragedies? It is, of course, tragedy. Unfortunate

for the main characters, they would probably be dead by the end of the play. They are usually about mistakes that the main character has made that result in - you guessed it! Death. Poor characters....

Fun Fact!  
Shakespeare found stuff like butts & farts funny!!!

You may have heard of "The Globe Theatre" or "Shakespeare's Globe." The Globe Theatre was where William's plays were performed. It was nicknamed "The Globe" because of its round shape. You had to pay to get in and the more you paid, the better the seats you get. For the very poor people, it only cost a penny to stand in the "pit." It would stink, they would throw rotten food and tomatoes, fights would break out and they would scream at the actors. Wow, rude or what?! They didn't have any proper sound effects back then, so when they fired a cannon for effects, the cannonball crashed into the roof and the whole theatre burned down! Everyone got out in time, but it must have been scary. That happened on 29<sup>th</sup> June, 1613. Then, in 1644, puritans burned it down! That's just mean, isn't it?

## Witchcraft

When King James 1<sup>st</sup> took the throne, he brought with him the idea of witchcraft. He thought he had been targeted by them. Isn't that kinda stupid? He wrote a trilogy - ~~the~~ three books ~~the~~ about magic and how to spot a witch. He called it Demondology (it might

seem confusing because of the 'æ', it's basically an 'a' and an 'e' stuck together). Because he wanted to please the king, Shakespeare decided to write some plays with witchcraft in them, because he knew that James was interested in it. One of his most famous plays including witches is Macbeth.

I bet you have heard the three witches' chant!

Double, double toil and trouble,

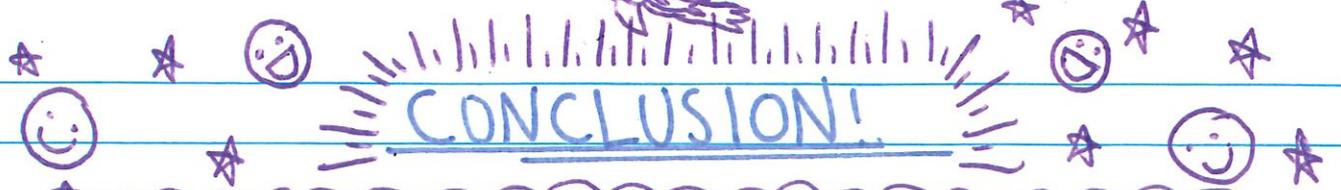
Fire burn and cauldron bubble, . . . .

VSS?

See? Shakespeare also wrote *The Tempest*, in which the man Prospero has a magic staff. He's a wizard! In *Macbeth*, the three witches are evil, old and ugly. Basically, they look like "classic witches with warts and stuff."

## Language

William Shakespeare found a lot of things funny. Some of the things you find funny now, in fact. He added a LOT of puns into his plays, which audiences loved. For example, the characters' names Shakespeare would give some characters names that suited their personality. Like Nick Bottom, in *A Midsummer Night's Dream*. His name is a pun (of course! He is stupid and arrogant and ~~is~~ at some point in the story, Guess what? A pun! Nick Bottom is called an 'ass' by his fellow actors. In the next scene, he has the head of a donkey (because of magic) and a donkey can also be ~~also~~ referred to as an 'ass'. The thing is, though, that 'ars' sounds very similar to 'ass', and an arse is a butt, or 'bottom'. See now? Nick Bottom. Good old Shake



# CONCLUSION!

So, there you have it! Finding the facts. There is so much more to Shakespeare than Romeo and Juliet, as you have now seen. What next? Research, if you want; there are many more facts about Shakespeare that you can find, even after reading this! Hope you enjoyed Shakespeare: Finding the Facts!

~ P.S.

If you want an idea of what you should find out now, you might like reading about the curse Shakespeare had written on his gravestone!



Grade 5

2	Green or pink
Objective: Writing to inform Fascinating facts about Shakespeare	
Interesting selection of points	Green
Paragraphs	Green
Connectives and topic sentences	Green
Detail - 8-10 sentences per paragraph	Green
Accurate punctuation	Green
Range of sentence types	Green
Range of sentence lengths	Green
Accurate spelling	Green
Ambitious vocabulary	Green
Appropriate style - facts and interesting information	Green

**Improvement points on writing to inform:**

A loved the content, tone and presentation throughout. You have a skilful way to identify and appeal to your audience.



Just because we have to give some feed forward... can you replace a pair of commas with a pair of dashes for the full complement of ambitious punctuation?

Friday 13<sup>th</sup> November

Writing Assessment: Recount narrative

The stench of rot and decay lingered in the air. Slowly, I trudged through the slime-coated, muddy ground. Distant gunshots bring me back to reality; they reminded me that it was real and not just a nightmare. Men marched beside me. They weren't men though. No. They were empty shells, just bodies, merely dead men walking. We were all sentenced to one fate. Death. You might be lucky, you may survive the shells, gas and gunfire, but you can never escape the dreadful horrors of war. Forever you are their prisoner.

BOOM!!! "Over the top!" the officer shouted loudly. One of the new soldiers tried to hide, tried to run away. The officer got out his gun. Mercilessly, he shot. The soldier fell down. No one else refused. We charged up through the barbed wire. Loud noises came from everywhere; gunshot, shouting and explosions built up into a great cacophony of madness. Did I just see...? "Gas! Gas! Gas!" Yellow fog slipped towards us, slithering like a snake. Everyone ran. I followed. My leg caught on something. Barbed wire. The gas drew nearer. I called out for help. No one came. The fumes surrounded me, closed in on me from all sides. I tried and tried to free myself but I couldn't. I cried. I choked. I drowned.

The body was flung a cart. Covered in boils. Barely recognisable, barely human, barely alive. He should have died in the murderous gas. Instead he is on the edge of life. Slowly, he is burning from the inside out. He will live in an agonising prison of pain for the rest of his days, inching closer and closer to death, almost touching it. Almost is a long and painful wait for him.

Grade	1 Writing Assessment Recount Narrative "In the Trenches"	Pink or green
1	Good, planned ideas - appropriate scene and event for WW1	
1	Accurate paragraphing	
2	Accurate spelling	
2	Accurate punctuation	
2	Accurate capital letters	
3	Well-chosen verbs	
3	Sentence variety - length and punctuation	
3	Wide range of descriptive techniques - simile, metaphor, adjectives, integrated dialogue, the five senses	

Teacher comments.

Outstanding use of sentence variety and technique.



Can you write an equally sophisticated simile for this piece.

# Making a difference

We all want to make a positive difference in our lives. When the Christmas season comes to an end, when the partying dies down, we all make them. Whether we want to lose weight, stop drinking, eat less chocolate or be more eco-friendly, resolutions are part of the New Year's traditions. But how long do you keep up your new, better life? A month? A week? A day, even? In the next four paragraphs, there are tips that could help to make your life just that little bit better: ~~whether~~ whether it's being that obedient youth your parents want you to be or helping the environment, I'm sure there's something in there for you.

## Home (and arguments)

As we grow up, we understand the world around us more, and we start to form our own opinions. We start to mature and grow more independent. But, unfortunately, we still have parents, and they still govern over us. They want us to think for ourselves, but still follow their rules. You and your parents may disagree about what's good for you, and there's bound to be arguments. As they have the final verdict, they usually win and get their way. Here are some tips to persuade them you're right:

1. Bargain/compromise - Make a deal with them (i.e. "If I wash the dishes can I have a fiver when I go out with my friends?"). Or you can compromise and let them get the better end of the deal (i.e. "How about just £2.50?").

2. Build up - Slowly build it up. Say you want a later bedtime. Slowly go to bed slightly later (by, like 10-15 minutes) ~~so~~ until it feels normal to your parents. ~~Repeat~~ Repeat

as necessary.

3. Brainwash - Make them think it's their own idea. You need to be subtle. You ~~could~~ <sup>can</sup> make them associate something they think is bad with something that's good. This takes ~~time~~ <sup>time</sup>, so you have to be patient.

### Politics (and how not to get annoyed at it)

With politics so prominent at the moment, it's hard not to ~~to~~ have an opinion. Our opinions on politics are generally based on our parents' ~~views~~ <sup>views</sup> and the way we are brought up. If you want a larger voice, you could join a council or form a debating team. Or you could do what I do and ignore it all as it annoys me too much.

### Esteem (How not to have too much or not enough of it)

No-one likes someone with too much esteem. They go around, so full of themselves, looking like cocky idiots. But you can just think, if they keep that charade up, they won't have any friends! But you don't want too low esteem either; you could develop mental illnesses like depression or anxiety. Here are some tips to help you on your path to esteem perfection: Work out; this is a really good way of boosting your esteem. It releases stress, while builds muscle, which can make you feel better about yourself. Meet up with your friends; this is good because it makes you feel included, and you will probably enjoy yourself. Watch what you're eating; I don't mean you go on an extreme diet of only green beans and moss (as that's not healthy), just cut back on sugary snacks. You could even replace them with Acai.

## Global Warming (it exists)

Wow. Our ~~parents' generation~~ parents' generation has presented us with a pristine and amazing world, haven't they? Did you know that 1 million different species are having to move habitat due to global warming? If we don't change our situation in the next 12 years, there is no possibility of reversing the effect of it. It's a serious and prominent topic in today's news. Here are some handy tips to help you become an eco-warrior: Eat less red meat; the agriculture industry is one of the biggest contributors to climate change and the greenhouse effect, and red meat (especially beef) produces most of that CO<sub>2</sub>; Switch off lights and switches if you're not using them, or you could walk/~~to~~<sup>ride</sup> to school or other places more, instead of using a car.

So, yeah. I've spoken my immense wisdom. Not all the advice ~~could~~<sup>could</sup> be for, but I'm sure there's something in there for you. Stay positive, make a difference! See y'all!