

Year 6
Writing
Examples

Tuesday 1st October 2019

①

The Water Cycle

?
? can
! Have you ever wondered where your water comes from?
? can How does your water get to your tap? Or maybe you've wondered how the Water Cycle works? I will explain this to you, so read on! The Water Cycle is a simple process that goes on and on.

②

Evaporation

AVC,

Initially, the first step in the water cycle is Evaporation. Evaporation is a fancy word for when a liquid turns into a gas. This is caused by the sun which produces heat and energy. Evaporation doesn't only occur on seas, it occurs on many places such as: seas, oceans, streams, lakes, puddles, plants or any other bodies of water. The water liquid is evaporated and is turned into water-



! 1st,

vapour, this is a gas, and will rise into the air. Did you know, Evaporation can occur on rainy days, cloudy days and cold days? To sum up, Evaporation is water liquid to gas - water vapour which rises up. Evaporation is the very first step to the water cycle. And with that, the first step is complete.

Transpiration

! 1st,

Secondly, we have the amazing, fantastic Transpiration! Did you know, Evaporation doesn't just occur on water? Plants can be evaporated too! Plants can evaporate through tiny pores in the leaves; they're too tiny to see with your eye though! This process is called Transpiration and can happen with any plant: flowers, trees, grass, fungi, bushes and any

other plant you can think of. The heat and energy from the sun evaporates the water inside the plants



and the water turns into water-vapour and as it rises, it will join the water evaporated from the bodies of water (seas, oceans, lakes etc). So, to sum up, transpiration is water evaporated (being turned into water vapour) and rising to the sky.

And with that, the second step is complete.

Condensation

Next, is condensation, the third step of the Water Cycle.

Condensation is when clouds form. How do clouds form?

I hear you ask, well listen closely,

I'm going to explain. As the water-vapour rises, it starts to cool, this is because the heat from the sun is no longer focusing on the water.

The water-vapour (now water droplets) meet a dust particle in the air.

More water meets more dust and as you may have guessed, starts to create clouds. These clouds get bigger until you can look up and see them in the sky. The clouds are then moved by the wind and carried across the earth. This may be a small move or a long move that carries the clouds for miles. Eventually the clouds rain (I will explain that later). So, to sum up, condensation is when the water-vapour rises, meets dust, forms clouds. There you have it, the third step is complete.



Precipitation

Now, we have precipitation. Precipitation is another fancy word for 'the stuff that falls from clouds'. As the clouds move, eventually the water droplets get bigger (from cooling) and are ready to fall. Not just as rain, it could be rain, snow, sleet, mist or hail. Of course there could be a snow storm or a sand storm, but we're talking about the 'water cycle' not the 'sand cycle'. Anyway, the water falls from the clouds. What



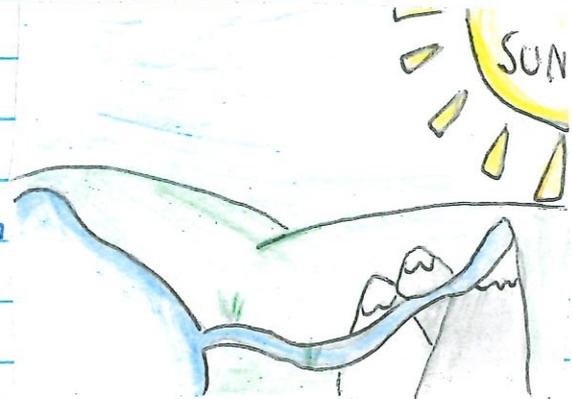
happens to the clouds then? I hear you ask, well the clouds disappear. So to sum up, precipitation is when water droplets fall from clouds. And with that, the fourth step is complete.

Collection

Finally, we have collection. Collection is when the water falls and makes its way back towards the sea. The droplets of water fall down and have three choices.

The first is surface runoff, this is when the water falls down mountains, on that topic there is also 'sublimation'. Sublimation is when the snow that falls on mountains are evaporated. It is when a solid is turned back to gas, skipping the liquid stage. Anyway, back to collection.

The second way that water can get back to the ocean or seas is underground. The water seep through rocks and soil from underground, and that's pretty much it. The water travels underground until it reaches the sea. The third and final way is when the water simply



Acid rain

Now, you probably thinking, 'Why is acid rain here?' I thought you said the water cycle was complete! Well it's not,

This is a little extra I'm going to tell you about. Acid rain sounds really bad, I know, but it's



not really. It isn't powerful enough to burn through your skin. Acid rain is caused when the smoke from pollution or volcanos mix in with the water vapour. Then it goes through

condensation and it falls into rivers or puddles or streams. When animals drink this acid rain it is poisonous. But again, not poisonous to kill or seriously harm any animal that drinks it. Pollution is a serious thing though and if it gets worse over about a century it may be deadly enough to kill an animal, or maybe a human... So, to sum up, acid rain is when the smoke from volcanos and pollution mixes with the rain and so makes acid rain.

Thank you for reading about the water cycle and remember, the water cycle never ends!



Can you find an opportunity to use dashes in this piece?

	1 Writing Assessment THE WATER CYCLE	Pink or green
CD	Explain the full process of the water cycle using subheadings for each stage.	
	Paragraphs show logical steps explaining each part of the cycle.	
	Use capital letters, full stops and question marks accurately.	
	Correct spelling of technical words.	
	Present tense is used throughout.	
CD	Time conjunctions are used to create formal cohesion within sentences.	
AVC	Adverbials are used to show how, where or when a stage of the process happened.	
	The full range of punctuation is used.	
Teacher comments / next steps		
Very detailed and informative		
Pupil comments		

travels in rivers or streams. So, to sum up, collection is a process when the water is collected and travels back lakes, seas or oceans. And with that, the last step of the water cycle is complete.

8. Nov. 19

Autobiography

I was eight years old when we got our rabbit.

EXN
ALL
I can still remember the day we got him, his large, brown, pleading eyes shining up at me. It was a sunny Saturday in July when I sat on the sofa doing nothing. My mom walked in and switched off the TV. "Stop moping around and listen! I have news!" She said. I rolled my eyes, was this something stupid again?

EXN
SIM
AVC
"cont"
!
AVC
"cont!"
- "
The bright sunlight poured into the room, like sweet lemonade being poured into a cup. My mom was scrolling threw her phone, trying to find something. I waited, and waited. Eventually, she said, 'We're getting another pet.' I couldn't contain myself! I'd always wanted a cat, for as long as I could remember. I'd beg my parents for one. This was going to be the best day ever! In my mind, I thought of which one I wanted, not stopping for one second to consider I was wrong. Without thinking, I yelled, 'I want a tabby one! I'll name her **Tiggy**! Or a black cat! I do so hope it's -' But mom broke me off. 'We're not getting a cat.'

"E"
EXN
AVC
'Oh...' I thought. Perhaps it was a dog then? I was still wondering when my mom showed me the picture. There stood, two, tiny, furry bunnys, munching lettuce. The first one was a white tittle bunny with grey patches and droopy ears. Although they were cute, it wasn't what I'd wanted. 'Oh.' I said again then paused. 'We're getting this one.' My mum pointed

to the second bunny which was a ginger little bunny with even longer droopy ears. 'When?' I asked. 'It's a birthday present. And it will be yours.' I'd never owned a pet before. Of course we had had a hamster, but I suppose it was my mum's really. And our fish were obviously my dad's. I was still excited though.

AVC Even if it was a rabbit. One week later, the days had gone by slowly and I was getting more excited by the day. Two weeks later, it was all I ever talked about. Three weeks later, this was it! We were getting our rabbit! My mom bought out a small carrier cage I forgot we had and had once belonged to our hamster. (We never used it though.)

ALL SIM I clambered into the car like a hurricane, and waited. I felt like ages before my parents came in. AVC Finally, they started the car. It felt like hours until we finally stopped the car.

EXIV ALL The beaming sun shone down on us as we entered it. I could smell the fresh, farm hay and I could almost taste the smell of sweet, warm bread.

SS! We were here! There was with snow-white painted walls and everlasting ivy creeping up the wall.

AK It looked more like a cosy holiday cottage than a house though. Then, turning around, I saw the shed.

CONF It was more like the typical kind of shed you'd see in your garden, except it was much bigger.

There were three dogs, all different sizes. One was quite large and looked like your average sheepdog. The second, was a small dog that reminded me of a mini golden retriever.

The third, I am quite sure, was a golden retriever.

EXIV
ME7
- The shed had a small amount of the creeping ivy then the house and it was at least two times as small than the house. The shed had no windows, creating what must have been an inky black room inside. The three dogs kept barking at us. White puffy candy-gloss swirled in the beaming sky.

PER Between the white gate and the house, the shed stood waiting for us to enter it. Eventually, a woman came. She was about the size of me and a half. She was wearing a jumper and trousers with her hair tied in a messy bun. But her eyes stood out to me the most. They were a brilliant blue and dazzled in the sun. She hurried towards us while hushing the dogs away. The shed door opened. Never for one moment did I expect there to be so many.

j There was; white, gray, silver, black, ginger and pale bunnys^{ies}, all with droopy little ears. Above them all was a ginger bunny, it was huge. It stared at us with big brown eyes. Happily, the woman told us it was our rabbit's dad and that someday our bunny would be as big as him. (Though I'm quite certain our bunny isn't nearly as big as him now.)

AUC Hurridly, my mum got out the small cage to carry him home in. I was so excited as the woman opened a cage to where my bunny was. He was so tiny! Like a little ball of sluff with little paws and droopy ears.

✓ And that, is how we ~~bought~~^{got} our rabbit.

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AVC

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CONT It was more like the typical kind of shed you'd see in your garden, except it was much bigger.

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2 Writing Assessment AUTOBIOGRAPHY		Pink or green
	Use paragraphs to organise ideas.	
	Capital letters and full stops are used accurately.	
CD	Write in chronological order using past tense	
	Include a key event in your life which include feelings, reactions and opinions	
EXN	Setting has been described using expanded noun phrases for detail.	
	Use first person pronouns consistently	
AVC	Use fronted adverbials to show time	
	The full range of punctuation and sentence features has been used.	
Teacher comments / next steps		
I absolutely love this! You have managed to build suspense, excitement and joy all the way through.		
Pupil comments		



What GD punctuation are you missing? How can you include it?

Jan 20

Character Description

"The evacuee"

EXN She was a diminutive, little girl. Her pale, PER ALL shaking skin shrunk from the short sleeves AV and cold winds. She shook her head slowly V and her dark black hair swayed left and V : AV right. A train whistled: her eyes darted quickly around. They were a deep blue and held a yearned, sorrowful look. Everything around her ALL was dark and dangerous. Her clothing was a - SIM dull grey-like a camera had snapped it and PER V AV forgot the colour. The teddy clung desperately to her hand as she slowly ^{and} shakely walked up the steps. Fear and loneliness hung in the air as her boots, which were slightly too big, stumbled around, lost and silent. Her tidy hair, was now messy and her cheeks were tear stained "SF" and dirty. Nothing made sense. "Mama..." Her X3 ? breath quickened. Black fog circled her limp, shaking body. Where was she? Why was she here? What was going on? The train whistled- she took one last glance at the city, her home.

	3 DESCRIBE CHARACTER	Pink or green
	Punctuation and capital letters are accurate	
EXN	Appearance is described using adjectives	
V	The character's movements have been shown using verbs	
AV	The character's movements are further described using adverbs	
SIM / MET	Similes or metaphors have been used	
ALL	Alliteration has been used.	
GD	Draws on independent knowledge to use other figurative devices	
Teacher comments / next steps		
<p>Breatn-taking! This is so atmosphenic!</p>		
Pupil comments		



Just because I have to give you a challenge... can you write a sentence in passive voice for this piece?

t/5/18 L.O. - Police Report

Date: 27/10/02

Time: 1:01 am

Reporting officer: Fowl 0012

-hyph. On Saturday October 25th, The Bear-Brown household was robbed and abandoned with severe property damage

EXN Neighbors recall seeing a young, blonde haired girl pickin up a large stone. When she turned around it was said that the only distinguishable feature of this girl was

EXN that she had a small, compact group of unevenly sized
WOW freckles on the top righthand corner of her forehead.
() Her hair was curled unnaturally and worn in bunches
(2 ponytails on either side of her head).

INTERVIEWS

high
AVC Ted the Toad recalled seeing a blonde girl throwing a blue, Mary-Jane shoe directly at him. The girl was tall but very young.

PV A girl carrying a duvet was spotted by Rob the Rabbit. He
ID said she climbed out of a smashed window with a child's duvet
PRE slung over her shoulders.

PRE Fred the Fox heard the sound of smashing glass and saw that a young girl in a blue and white checked dress was using her blue sash to swing a large stone at the window of the Bear-Bro house.

The chronology of the robbery is clear: A girl used the sash from her dress to sling a large stone into the side-window of the house. DNA evidence was found on a shard of the glass which contained a fingerprint. A single hair was found in a spillage of porridge. The child's duvet was missing from the bed and in its place was a plastic rainbow hairband.

EXN

The identity of this robber was discovered only a day after the crime, it was Goldilocks.

Gender: Female

Age: 14 years

NOTE - Previously known for escaping prison.

	5 Writing Assessment POLICE REPORT	Pink or green
	Capital letters and full stops are used accurately.	
CD	Paragraph cohesion is shown through sub headings.	^
PV	Passive voice is used to create an impartial report.	
AVC	Fronted adverbials are used to show time, manner or place of the crime.	^
PRE	Preposition phrases are used to show where or when events happened.	
EXN	Expanded noun phrases are used give more detail about the crime.	
ID	Integrated dialogue is used, and accurately punctuated, as quoted witness evidence.	
	Formal writing style is evident and includes reported facts.	

Teacher comments / next steps

Clear report in a formal style. * *
Can you add another suitable AVC below?

Edie Ray
57 Smoke Avenue
Frome
Somerset
BA11 0RX

Mr. C Brown
Oakland Hotel
Sidney
Australia

Wednesday 31st January 2018

Dear Mr. Brown,

CO I am writing to inform you that my experience at Oakland Hotel was certainly not 5-star material. Whoever posted the reviews is just writing mindless drivel. Oakland Hotel is in desperate need of refurbishment and is currently not suitable for any living being such as myself.

hyph
EXN
MV
CO When I arrived at the hotel in my car, I realised what a disgusting state the car-park was in: a red with rust, 20 metre tall lamppost had fallen, barring the exit. This is extremely dangerous and should be repaired immediately. In addition to this, the reception assistants could not care less about assisting the residents. When I requested for a member of staff to show me to my room, the receptionist rudely called me a fool and marched off. Feeling annoyed, I asked another resident and, kindly, they helped me find my way.

EXN The worst part of my stay at Oakland Hotel was the bedroom. Ripped curtains were draped over the windowsill, letting in the bitter

CD cold from the smashed window behind. Furthermore, I noticed
the duvet, pillowcase and bedspread were ridiculously filthy.
Black and brown stains were smeared over the dirty duvet,
yellow marks were smudged across the empty pillowcase and
WOW worst of all the bedspread squelched with fetid green mould.
MV I decided I would certainly not be wasting my time here and
left the very same day I arrived.

Please take my unfortunate experience into consideration.

Yours sincerely,
Eddie Ray.

	Writing Assessment Formal Letter	Pink or green
	Addresses, date, greeting and sign off for a formal letter are used.	
CD	Use paragraphs.	
	Capital letters and full stops are used accurately.	
EXN	Use expanded noun phrases to add detail.	
CO	Compound sentence joined with a coordinating conjunction.	
SUB	Compound sentence joined with a subordinating conjunction.	
	Complex sentence joined with more ambitious internal punctuation.	
	Formal tone is evident through vocabulary choices.	
Teacher comments / next steps		
<p>A great formality to your writing! the Can you show a sub below?</p>		
Pupil comments		
<p>The hotel needs to be cleaned and is not comfortable for my dog because there is nothing dog-friendly.</p>		

17/1/18

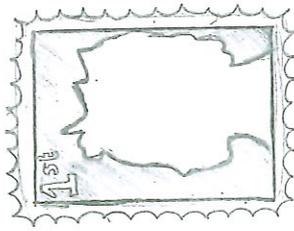
To Eva,

You are seriously so lucky not to be here right now; this hotel is literally trash! The roof's a diagonal slope, so I have to crouch all the time! The colours are rubbish!

Everyone knows mustard yellow, white and maroon stripes are so 1970! It's horrid! I'm so disappointed. When I first walked into the room, I screamed so loud my eardrums nearly popped! I went: AAAAAAARRR GHHH!!!!!! So yeah, that was pretty funny!

When I put my suitcase on the bed, a load of dripping wet mould squelched out from the bedspread. It stank literally so much, too; it was totally gross! I didn't why I'm still here, really. That's pretty much it until now.

Love from,
x Eddie x



Eva Burghes
25 Maple Close
From
Somerset
BALL FAV

	Writing Assessment Informal Letter	Pink or green
	Use the addressee's first name and sign off using your first name.	Yellow
	Sign off using words which show your relationship with the addressee.	Yellow
	Informal phrases are used.	Yellow
cont	Contractions are used.	Yellow
	Slang words are used.	Yellow
	Personal, emotive ideas are used.	Yellow
	Interjections are used.	Yellow
	Capital letters, full stops and paragraphs are used accurately.	Yellow
Teacher comments / next steps		
Well done, Edie. You have applied all the text features / grammar on the checklist.		
Next steps: try to think of alternatives to using 'so! 😊		
Pupil comments		
Therefore, consequently, hence, thus		