



THE LITERACY
COMPANY

Exemplification materials to support assessment

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Year 6

C = Composition	GP = Grammar and Punctuation	T = Transcription
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Produced alongside practitioners to support teachers with the assessment of writing.

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St. Werburgh's and St Columba's Catholic Primary School, Chester
Upton Heath C of E Primary School, Chester

This collection demonstrates evidence that the pupil is able to **work at the Y6 national standard** across a range of tasks. All writing is completely independent and some edits have been made at the point of writing to make corrections, revisions and additions.

Composition:

The pupil writes for a range of purposes and audiences, selecting appropriate form and features. Many pieces are written at length and sustained over time. Characters and settings are created effectively, especially in pieces 1, 5 and 9 where convincing characters are revealed. Vocabulary and grammar selection to reflect the level of formality has improved over time. In some of the pieces, a lack of formality was evident e.g. in piece 6 the comment '*Thanks for reading!*'. However, in later pieces (8 and 10, as well as in piece 1) content is more carefully selected. The pupil effectively evaluates and edits to make appropriate changes in most pieces of work.

Paragraphs are used to organise information and expand ideas, descriptions, themes or events in depth. The pupil uses a wide range of cohesive devices to link ideas within and across paragraphs (*Many years went by, they began to walk in her direction..., From our information,*). Organisational devices are used appropriately: bullet points in a list of job requirement essentials; columns, headline and by-line in a newspaper report; and letter layout. Tense choices are mostly used accurately to create cohesion and avoid repetition (*were gazing, had come*).

This evidences security in composition (planning, drafting, evaluating, editing and proofreading and structuring and organising texts) at Y6 national standard.

Grammar and Punctuation:

The pupil uses expanded noun phrases (*fresh scent of new blossoms on the trees, in the small, dusty town of Preston*), adverbs (*terribly sorry, I possibly could*) and prepositions (*at the top of her father's cottage, up close to the rock*) to convey information concisely throughout all tasks. Relative clauses convey further information; relative pronouns (*which, that, when*) are evident throughout the sample. Verb forms are used effectively to mark the relationships of time (*She had never felt more frightened therefore did not dare to move a muscle*) including use of modals to indicate degrees of possibility, probability and certainty. The pupil uses passive voice to create a more formal presentation (*It is said by many people*).

Punctuation has improved over time: the pupil has used a wide range more consistently in summer pieces, including brackets, dashes and commas for parenthesis, commas, colons, semi-colons, hyphens, and bullet points.

This evidences security in composition (applying vocabulary, grammar and punctuation) at Y6 national standard.

Transcription:

The pupil spells most words correctly. For some misspellings, the pupil has proof-read and redrafted independently using a dictionary (see edits on the last photo).

The spelling patterns and rules are mostly accurately applied:

- Prefixes and suffixes (terrible, distance, information/location, presence, precious)
- Rules e.g. 'i before e' and applying 'ough' (interview, although/thought)
- Silent letters (dumb, knowledge)
- Homophones (advise, advice)
- Word list (muscle)

There are several examples of dictation exercises in the pupil's books that include accurately spelt words from the Y5/6 list.

Handwriting is legible, fluent and maintained when writing at efficient speed. Some appropriate choices are made regarding letter shape e.g. the voice in the Humpty Dumpty piece (5) and the use of block capitals for the headings on pieces 8 and 10. Handwriting is not always joined.

This evidences security in transcription at Y6 national standard.

Working at Y6 national standard

There are ten completed pieces of work within this exemplification to demonstrate that the child has met the expected standard for Y6. The pieces of work are from spring and summer term. There are a variety of longer pieces of writing sustained over time and shorter pieces which are written throughout the development of a unit.

Piece 1- Narrative (spring)

The first piece is an extended narrative which was written at the end of a unit of work based on the classic text 'The Selfish Giant'. It is a story written from the viewpoint of a tree in the giant's garden. The pupil was familiar with the story and had completed several pieces of writing leading up to the final task.

The next three pieces of work were short tasks written throughout the unit of work on the Selfish Giant:

Piece 2- Persuasive letter (spring)

This was a short note from the giant to ask Spring to visit his garden.

Piece 3- Diary (spring)

The diary is written by Gulliver after he has been captured by the Liliputians and has been trapped by arrows and ropes.

Piece 4- Setting description (spring)

This piece follows drama work when the giant looks out of the window and realises spring has arrived; it describes what the giant can see.

Piece 5- Character description (spring)

In preparation for writing the final 'Selfish Giant' story, the teacher focused on characterisation and how to describe characters in a way that would affect the reader and evoke feelings. In this piece, the pupil has written the character of Humpty Dumpty as a villain.

Piece 6- Explanation (spring)

This explanation is written for humans about how to survive in a giant's world. The sessions prior to writing involved researching a range of giants, class discussion on problems for giants and humans, planning for the explanation, and participating in shared writing modelled by the teacher.

Piece 7- Narrative (summer)

This piece was written at the start of a new unit as an assessment piece. It was based on the picture on the cover of the book 'The Watertower', following whole class discussion and book talk.

Piece 8- News/magazine interview (summer)

This piece of writing contrasts the reporter's formal voice when interviewing with the character (Bubba's mum in The Watertower) who speaks more informally using colloquialisms and contracted forms.

Piece 9- Character recount (summer)

This is a recount from the character Spike's point of view when he runs down the hill to collect Bubba's shorts (The Watertower). The pupil was asked to describe the town and Spike's feelings on the journey through it.

Piece 10- Newspaper report (summer)

At the end of the unit on 'The Watertower', the children planned for and wrote a newspaper report. The children were asked to focus on using colons and semicolons and to write in a formal tone.

Piece 1

To write at length to retell a story

Joy, laughter ^there were, warm hearted children dancing ~~round~~ around my feet. There was a light ~~sence~~ sense of love in the atmosphere. Every one of the children ~~were~~ ~~prancing~~ **was prancing** happily in the garden, until **we heard** this:

"Get out!" It was the giant. He **hadn't returned** for years on end. My ~~blossams~~ blossoms turned cold and began ~~fading~~ fading away. The **weeping children broke my heart** to go away and ^when they did, winter fell. The mean, grumpy giant put up a sign, built a ^**high cobblestone wall**, and **slammed the door on the garden**; for some reason he was cross ^and **full of hatred**...

All of us trees were gazing around at the terrible sight of winter. The **Hail, North Wind and Frost** had come but worst of all, soggy, freezing, wet snow. We sat for many months awaiting the spring ^but it did not come. All of a sudden, I began to hear muttering, I **could** feel warmth between my toes. I **could** smell the calming, fresh ~~sent~~ scent of new blossom ^on the trees and just in the distance, beyond the other trees, ^I saw children; the signs of spring.

I ~~looked~~ **gazed** up towards the other trees and they ~~were full of~~ **covered** with colourful, sweet smelling, flowers. Then, I looked at my branches. **I was shivering and ^still** **awaiting a happy little face like sunshine**. All of a sudden, I gasped. What was that tiny weeping sound coming from below my branches? Then I saw him. The smallest boy in the garden. I bent my branches as low as I ^**possibly could**; no use. STOMP! I ~~heard~~ **heard**, then the garden fell ~~quiet~~ **silent**. STOMP, STOMP! Every one of the children scuttled away from the monstrous giant. ^All apart from the one under the branches. The giant leaned forwards, lifted the boy onto me and beautiful pink and white ~~blossam~~ **blossoms** appeared. The little boy ^sniffed, dried his tears and kissed the giant.

The next gorgeous day, along came all of the ^happy delightful children as happy as usual but the little boy, that the giant lifted to my ^cold branches, was not there.

"Where is he?" questioned the giant ^in a booming voice. **He was nowhere to be found**. The children told the giant that that they hadn't seen the delightful boy in a while.

Use dialogue to advance the action
C

Expanded noun phrases and prepositions convey complicated information concisely
GP

Colons used accurately
GP

Passive voice used to affect the presentation of information
GP

Evaluate writing and edit to make appropriate changes to grammar, vocabulary and punctuation
C

Passive voice to affect the presentation of information
GP

Verb forms used effectively including the 'perfect form', progressive and simple past
GP

Semi-colons used to mark the boundary between independent clauses
GP

Modal verbs to indicate degrees of possibility, probably and certainty
GP

Create settings and consider atmosphere using expressive or figurative language
C

Precision through appropriate use of modals and adverbs to indicate degrees of possibility
GP

Proof-read for spelling errors
C

The **giant's heart sank as deep as the dark blue ocean**. He had loved the ~~small, little~~ tiny charmer the most because he kissed him sweetly. Now [^]that he was gone, it didn't feel right. The trees and flowers were never quite at their best and the children remembered every part of the games they played. That one little boy was there to be heart and soul of the garden.

Use figurative language
Describe how it makes the character feel
C

Use a range of cohesive devices to link ideas within and across paragraphs (including repetition of a word or phrase; grammatical connections such as, adverbials; and ellipsis)
C

Many years went by and the giant got older. Every day the children would still come to see him and play games in the garden. The [^]old, content giant was glad to be in the garden. He would wait every day for the children and sit outside in his large, golden brown armchair just to watch them play. They would dance around us trees and would warm my heart and fill it with joy. All was delightful [^]and happy but still the boy did not return.

Make appropriate choices of grammar and vocabulary to clarify and enhance meaning and to reflect the level of formality required. *Vocabulary is appropriate for a classic narrative throughout text:*
Years went by
All was delightful there to be the heart and soul still awaiting
C

Colons and semi-colons used to mark the boundary between independent clauses
GP

The next morning, when the sun was rising [^]above the lush green moor, the giant stood at the [^]sparkling window looking out for the children. ~~That is when I saw it~~ Then it appeared; we saw it. Underneath my branches stood the little boy we were waiting for. The giant came stumbling towards us and his eyes were full of love. Then he turned angry. He shouted at the little boy and was annoyed that he had left. However, the boy did not look upset in any way. He was calm, relaxed but it looked as if he wanted to say something; ~~so~~ the giant stopped talking.

Relative clauses clarify and explain the relationship between ideas
GP

"You will now come to my paradise with me." the boy ~~whispered~~ whispered. From then, I saw everything as a big blurry light. I fell asleep, I don't know how but I did...

The next morning, **when I woke,** [^]it didn't feel like it was as bright as it usually is. The first thing I saw was the children with their parents weeping and in front of them, the giant. He **lay as still as rock and looked as cold as ice** ~~the thickest ice one earth~~. We scattered our [^]**silkey white blossoms all over his dead body**. They left, locked the gates and the giant was safe in his own paradise.

Expanded noun phrases, adverbs and prepositions convey complicated information concisely
GP

Accurate spelling of rules and patterns for Y5/6
Suffixes: (-ible) terrible
(-ance) distance
T

Use appropriate choice of tense to support whole text cohesion
was annoyed
he would wait
he had loved
the giant leaned
GP

Piece 2

Use a range of cohesive devices to link ideas within and across paragraphs (including repetition of a word or phrase)
C

Y5/6 spelling – words containing 'ough'
although
T

To write a letter in first person in role as the giant

Dear Spring,
I'm writing to ask if you can ^ **come and visit** my garden. Whatever it is hat causes you to stay away, I am terribly sorry if it was ~~me~~ my fault. It feels like winter is still here, but only you can fix that. **Please visit soon.** Although you stay outdoors, it will be **(as always)** the most enjoyable season of the year.
I hope to see you some time soon.
from the Giant xx

Use organisational and presentational devices to guide the reader
C

Brackets used to indicate parenthesis
GP

Piece 3

Adverbs used to convey information precisely
GP

To write a diary entry in role as Gulliver

'Ouch!' I cried, as a small needle like prick woke me up. **Gradually, I began to sit** up but something was holding me back. **As I slowly turned my head from right to left, these tiny little creatures began shouting.** 'He's awake! He's awake!' I had never felt so intence. **'AARGHH!' I wailed again.** This time another ten pricks hit my left leg. **This was terrible.** What was I going to do?

Vocabulary and grammatical choices to suit both formal and informal situations
GP

Use dialogue to advance the action and/or reveal new information C

Piece 4

Create a setting and consider atmosphere using expressive or figurative language
C

To write a setting description

The giant peered out of his window and † in his garden he saw the most delightful sight. Trees had begun to blossom; **gliding birds began to sing;** and all the children had returned to what was now the most gorgious, garden ever. The birds ‡ flew above the garden once more and although the winter was still in one corner of the garden, sat by the gap in the coblestone wall, the **children played, giggled and spread happines.** It was lovely.

Semi-colons used to separate items within a list
GP

Piece 5

Create convincing characters and gradually reveal more as the story unfolds, through the way they talk, act and interact with others C

To write a paragraphs to evoke a reponse
"Grumpy Humpty!" a woman shouted as she booted him on his little legs onto a pile of moss outside. That woman hated him. Well, as it seems, everyone else hates hated him. I suppose they would after whate he has had done. Stole things, robbed and possibly murdered. Today, Humpty sat on the king's wall and we all know sh the sign on the wall reads: VANDeliSUM-eRs WiL Be PutT-iD IN JaLE. But Humpty sat there anyway. Not did he just sit there, he began drawing and scaching on # the wall.
"HEY!" shouted a gang of guards. Humpty sliped off the wall. SPLAT! a scrambled egg lay on four guards behind the wall, they left him there. Never belive the rhymys, they just didn't want to put humpty back. It's not that they couldn't...

Evaluate writing and edit to make appropriate changes to tense C

Use dialogue to advance the action C

Modal verbs and adverbs to indicate degrees of possibility, probability and certainty GP

Expanded noun phrases, adverbs and prepositions convey complicated information concisely GP

L.O. - to write a paragraphs to evoke a respons.
"Gumpy Humpty!" a woman shouted as she booted him on his little legs onto a pile of moss outside. That woman hated him. Well, as it seems, everyone else ~~frates~~ ^{hates} him. I suppose they would after whate he ~~had~~ ^{has} done. Stole things, robbed and possibly murdered. Today, Humpty sat on the king's wall and we all ^{know} sh the sign on the wall reads: VANDeliSUM-eRs WiL Be PutT-iD IN JaLE. But Humpty sat there anyway. Not did he just sit there, he began drawing and scaching on # the wall.
"HEY!" shouted a gang of guards. Humpty sliped off the wall. SPLAT! a scrambled egg lay on four guards behind the wall. And after seeing the drawing on the wall, they left him there. Never ^{believe} the rhymys, they just didnt want to put humpty back. It's not that they couldn't...

A range of punctuation is used: commas to avoid ambiguity, colons to introduce, hlyphens GP

Legible, fluent handwriting is usually maintained when writing at efficient speed. This includes appropriate choice of letter shape and whether or not to join letters. T

Make appropriate choices of grammar and vocabulary to clarify and enhance meaning and to reflect the level of formality required. Informality is maintained throughout piece. C

Target area: Proof-reading and dictionary work to redraft spellings and punctuation, including: rhymys, sliped, couldn't, scaching humpty T

To write an explanation

This is a guide for humans to help them in the presence of giants. Hopefully, after reading this guide, you will have plenty of knowledge on surviving in the giants world. Giants usually live in fairy the tale lands which makes ^it hard for you to survive. Hopefully this information will be helpful.

Firstly, I will tell you about movement. Humans must always be very aware that giants have much larger feet than you. They can be extremely clumsy and may tip and fall often. This could conclude in you being squished. To avoid this, always be alert and ready to move out ^of the way.

Secondly, Communication. Giants will be able to talk so much louder than you. Don't even think about shouting. So, when you first encounter a giant, make sure you make a good first impression. Then they will be nice to you, and, listen to what you have to say and tend are likely to talk quieter to you.

Thirdly, giants' feelings. Giants can be awfully possessive over their precious items. They will love them dearly. Never steal their prized possessions because that could often result in another squishing. Giants will also judge you by your first impression and won't give you another chance so make sure they get only your good side. They will judge you ONCE! (they're a bit dumb)

Over all, I hope my this guide about giants has helped you in one way or another. As long as you always remember to be alert, make a good first impression and never steal a giants things, I'm sure you will survive perfectly in the giants world. Thats all the top tips I can give to you. Thanks for reading!

Relative clauses clarify and explain the relationship between ideas
GP

Modal verbs and adverbs to indicate degrees of possibility, probability and certainty
GP

Vocabulary and grammatical choices to suit both formal and informal situations,
This piece loses formality at the end with 'Thanks for reading!'
GP

Précis longer passages appropriately
The pupil was able to précis and summarise longer passages to make notes for this explanation
C

Use paragraphs to develop and expand some ideas, descriptions, themes or events in depth
C

Commas to clarify meaning and avoid ambiguity
GP

Expanded noun phrases, adverbs and prepositions convey complicated information concisely
GP

Make appropriate choices of grammar and vocabulary to clarify and enhance meaning and to reflect the level of formality required
C

Brackets to indicate parenthesis
GP

Accurate spelling of rules and patterns for Y5/6
Suffixes: (-ation) information
(-ence) presence
(-cious) precious
Silent letters: dumb, knowledge
'l before e: interview
T

Piece 7

Repetition of the word 'window' aids cohesion C

Relative clauses clarify and explain the relationship between ideas GP

Expanded noun phrases, adverbs and prepositions convey complicated information concisely GP

To write a school short paragraph story

Molly, was stood at her [^]old tatty bedroom window. The same old window that was at the top of her [^]farthers [^]cramped cottage overlooking the [^]deep, blue sea and the [^]lush green hills. This [^]cold night felt particularly [^]gloomy and dark. The lights were off, the moon was covered by thick [^]dusty fog and the tiny village seemed dead. Molly was sick and tired of this same sight.

Use paragraphs to develop and expand some ideas and events C

The passive voice is used to affect the presentation of information GP

All of a sudden, a gloomy, green light appeared on a nearby hill. To her surprise, another two began glowing. Dad was asleep on the couch so she new now was the H time. So she grabbed a [^]small bag full of things [^]she thought she might need and escaped out [^]of the back door for her adventure...

Create a setting and consider atmosphere by using expressive or figurative language and describing how it makes the character feel C

Use a range of cohesive devices to link ideas within and across paragraphs (including repetition of a word or phrase; grammatical connections such as, adverbials; and ellipsis)

Molly walked against the [^]bitter wind. It was a [^]blisardy blustary night by the ocean. Once she got close enough, Molly hid behind a large rock, took her benoculars out of her bag but the lights went out! Molly curled up to the rock and the wind fell. She had never felt more frightened therefore did not dare move a muscle. Then the wind blew howled again.

Evaluate writing and edit to make appropriate changes to grammar, vocabulary and punctuation C

See also repetition of wind in paragraph three C

As the dull, green lights went turned on again, she peered around the rock. 'Huah' she gasped and fell to her knees. She saw a great, tall, UFO with two angry looking humanoid by it. They began to walk in her direction...

Make appropriate choices of grammar and vocabulary to clarify and enhance meaning and to reflect the level of formality required C

Create convincing characters and gradually reveal more as the story unfolds, through the way they talk, act and interact with others C

What could she do now? She grabbed her bag and pulled herself up close to the rock. Her heart was pounding. Then they stopped. Molly felt so releaved. However, she couldn't get home and Dad would be up soon. ~~Could this night get worse?~~ This night couldn't get worse...

Y5/6 spelling – words containing 'ough' thought
Y5/6 word list - muscle

T

Use organisational and presentational devices to guide the reader
Interview layout with new line for each speaker C

Use paragraphs to develop and expand some ideas and events
C

A range of punctuation is used: commas to avoid ambiguity, colons to mark the boundary between clauses
GP

PRESTON RUMOURS

Today on the BBC news at five, some of the best news-reporters **have had** an interview with Mrs D'Angelo: a common citizen of a small, dusty town called Preston. Here, Mr. F. Thomas reports.

"Good Morning, Madam," grinned Mr, Thomas as he joined Mrs D'Angelo at the breakfast table.

"Hu," she grunted, as she rolled her eyes and folded her arms. Mr Thomas looked at her: puzzled.

"So," he continued, "How do you like living here, in Preston?"

"Why d'you care?" she **sniggered** spat back at him. **Mr. Thomas explained** that he wasn't being rude and was only trying to get some information for his report,

"A'right then." She then continued about the water-tower. "I don't tell no one to go in'o that tower. All them people have ter'ble stories." The next thing **that was noticed by Mr. Thomas** was Mrs D'Angelo's son creeping in behind her.

"I ain't not let'in me **son** little Bubba up that hill!"

So Mr. Thomas left it at that and thanked Mrs D'Angelo for her advice.

Verb forms used effectively including the perfect form of verbs
GP

Vocabulary and grammatical choices to suit both formal and informal situations
GP

Evaluate writing and edit to make appropriate changes to grammar, vocabulary and punctuation
C

The passive voice is used to affect the presentation of information
Here it creates a formal tone

Accurate spelling of rules and patterns for Y5/6
Suffixes (-ation): information
Homophones: advice/advise
'I before e: interview
T

To describe a character's feelings on a journey

As I jumped off the bottom bar of the green, old, rusting ladder, I began sprinting my fastest through the endless field of long, golden grass. Although I longed for a piece of fruit from the stall I was passing, I had to carry on through the dusty town of Preston. The sun was burning on my body: warm sweat was dripping off my head. I felt like I was surrounded by fire. While I approached the house, sweet-smelling air freshener floated towards the window. With that, I clambered in...

Expanded noun phrases and prepositions convey complicated information concisely
GP

A range of punctuation is used: commas to avoid ambiguity, colons to mark the boundary between clauses, hyphens to avoid ambiguity
GP

Create a setting and consider atmosphere by using expressive or figurative language and describing how it makes the character feel
C

The passive voice is used to affect the presentation of information
GP

Use a range of cohesive devices
C

Use appropriate choice of tense to support whole text cohesion
I jumped
I began sprinting
I was passing
Sun was burning
I was surrounded by
GP

Mostly accurate spelling
T

Make appropriate choices of grammar and vocabulary to clarify and enhance meaning and to reflect the level of formality required
Began sprinting through the endless field of long, golden grass
Rusting ladder
I longed for a piece of fruit
I clambered in
C

PRESTON WATERTOWER WONDER

Many people wonder what happened to the young boy Bubba at the watertower; many people think it is normal.

Make appropriate choices of grammar and vocabulary to clarify and enhance meaning and to reflect the level of formality required

C

Mostly accurate spelling

T

Yesterday evening, in the small, dusty town of Preston, a very strange thing happened to a young boy named Bubba. Due to his friend's adventure passion, he got himself in a bit of trouble...

Preston is a small, hot town in the Australian outback. Most of the time it is was a hot and sunny location and a lovely place to be. This was until the rusty, old watertower was built. People who visit say has cursed the place: it makes people stare at it non-stop.

A young boy Spike is a friend of Bubba's: here we interview him... " I were dashin' to get some shorts for me friend Bubba; when I got back, he seemed different."

A range of punctuation is used: dashes to indicate parenthesis, commas to avoid ambiguity, colons to mark the boundary between clauses

GP

Accurate spelling of rules and patterns for Y5/6

Suffixes (-ation): information, location

(-ssion) passion (Y3/4)

T

From our information, young Bubba was by a tree and all of a sudden he saw something happen to the watertower. "This cursed him," many people say. It is said by many people 'this cursed him!'

Travelers say that the town is like this and can only be stopped in one way... Travelers, who visit the town, say that as a result of this behaviour, only one thing can be done... The watertower must be taken down. Next year, people are starting a club to do so. However this could be a hard task and will take lots of us.

If you want to help or have any extra information (that could be useful) please get in touch Please do so; it will help.

The passive voice is used to affect the presentation of information

GP

Evaluate writing and edit to make appropriate changes to grammar, vocabulary and punctuation, to enhance effects and to clarify meaning.

C

Modal verbs and adverbs to indicate degrees of possibility, probability and certainty

GP

Use organisational and presentational devices, including use of columns, to guide the reader

C

L.O.-to plan a newspaper report.

Headline (from session 5)	Preston water tower wonders.
Introduction Brief summary of 5Ws (when, where, what, who, why)	Who - Spike, Bibba, village people What - water tower changes Bibba When - recently, yesterday Where - Preston Why - Parts, owning/adventure
Information about Preston and the watertower (Use description from session 4)	Preston small dusty/leandy Hot sunny water tower rusty monkey monkey wet maddy green smelly
What happened to the people in the town Rumours	water tower acting the some curse'd them Bibba was next.
Interviews with key witness using direct and reported speech. Mixture of action and dialogue	Quotes Spike villagers interview with Mrs Dango all been curse'd
Summary of events and evidence Question to provoke reader	Extra info Ask get in touch How would you.... Think about them.... Summing up.

Plan writing by identifying audience and purpose of the writing

C

Make appropriate choices of grammar and vocabulary to clarify and enhance meaning and to reflect the level of formality required

C

A range of punctuation is used:
consistent punctuation of bullet points
GP

Have you ever wanted to work with horses? If so, now is your chance. At the Gester ^{stables} riding school, we now have three job places open. We're looking for ^{someone} ~~someone~~ with the ^{change} love of horses and new ideas to bring to the table. ^{a passion for} Read on for more details...

We want you to enjoy it so now I'll tell you, it's not as dull as it sounds. ^{type of} If you like children ^{as well}, this is your job. You can teach them to ride and only have to pass a ten question test for the job. Even if you don't know anyone, I'm shu sure you will by the end of your first week because our motto is: 'We work as one.' This will be a five day job, four hours a day and a not too early start.

This job requires:

- Horse riding skills - walk, trot, canter, gallop, jump.
- Very knowledgeable on horses - illness, hygiene, homeing etc.
- Friendly and keen to lend a helping hand to others.
- Commitment to the work - no offs, lates (etc.) commmenty.

^{thoroughly} We will ^{sp} thoroughly enjoy your interview/test results if you can provide us with all these things.

We can provide you with a 1-6 person cottage in the local area or we'll pay for public transport for you ^{speaker} to get here. As I said ^{sp} earlier, it is a 5 day job at the stable. For this job you will receive a £8000 monthly payment. If we were to go out of business ^{sp, unlikely} (which is ^{highly} unlikely) ~~but~~ we will give you full support on new job findings if required.

How to apply? ^{which}

These are the steps in ~~with~~ you must follow if you want the job:

1. ^{ring} ~~ring~~ go online, or come to the office to book an interview.
2. After the interview, ^{ring} ~~ring~~ go online or at the office, ^{call}