

Year 6

Exemplification material

Expected standard: Fiction

An opening effectively transplants the tale

Wednesday 24th May 2023  
Q: Write and edit a narrative  
dilemma. Vivenne Sophie

They waved goodbye; Sophie set of ~~up~~ Matteo across the rooftops. A figure, a line, a speck. They were gone. A tear ran down Charles and Vivenne's faces. Proudness, <sup>and</sup> sadness; all feelings <sup>in</sup> of the world seemed to come to them. Sophie thought that life would never feel better; she found her mother, a real friend (Matteo) and her home, the rooftops.

Independently drawing on what they have read as model for their own writing (characterization)

Provide a succinct but comprehensive introduction

Multiclaue sentence deploys a range of clause structures including a relative clause

Chronologically ordered paragraphs drive the narrative forward

Noun phrase conveys details concisely

Vocabulary appropriate to the genre, supports the setting of the story and helps to create the atmosphere of the piece

Spellings mostly correct including Y5/6 words

Vocab appropriate for genre

It was a cool winters night, on the 26 twenty sixth of December in the year 1923. There was a cool breeze, sending a calm sensation through the air <sup>from</sup> the distance, ~~it~~ <sup>was</sup> ~~there~~ <sup>plashing</sup> of waves gently <sup>gentle</sup> crashing against the <sup>top of the boat</sup> rocks. There was a ~~cool~~ <sup>gentle</sup> melody of cello music, somewhere, playing faster and faster, double time; it was like a sign telling Sophie where to go to find her other half, her mother. Sophie was <sup>beginning</sup> ~~begining~~ to feel desperate to find where the ~~marvellous~~ <sup>her</sup> music came from; a feeling inside ~~here~~ <sup>her</sup> told her that she knew this music, that she was closer to her long lost mother. As she began to rethink the idea of coming here at all and <sup>what</sup> ~~wondered~~ if Charles had been right, she bumped into something. Embarrassed, she got up but when she noticed what she bumped into she burst out with joy.

"Mother?" asked Sophie anxiously, "Excuse me, are you my mother?"

The ~~woman~~ <sup>Excuse</sup> with lightning <sup>coloured</sup> hair looked at Sophie. In a fraction of a second the two girls looked less like two strangers, more like one laughing body. They embraced, tightly as if they would never get

Opening sentences with a fronted adverbial

Inverted commas and related speech punctuation

Cohesion is achieved through the use of adverbials

Maintain legibility in handwriting

Passive form shows good control over language

A range of punctuation used correctly

Brackets for parenthesis is used effectively to highlight detail

Modal verbs to suggest degrees of certainty or possibility

Consistent and correct use of verb tenses

A clever integration of descriptive detail at key moments in the story

another chance to. The two looked alike, lightning colored hair, green eyes and holding a cello case by their. A happy feeling rushed through Sophie's heart, never ignore a possible. It was as if they knew each other all along, a strange, unexplainable feeling rushed through her heart.

"I am so sorry for leaving you for so long but I must tell you <sup>why I did so</sup>," said Vivienne...  
 Vivienne explained how she left Sophie; it was a so warm ~~cooler~~ summers day and the weather was perfect for a boat ride. It was Sophie's first birthday (9th July) and Vivienne pinned on to Sophie's chest a <sup>badge</sup> ~~badge~~ with the number one on it, as she got dressed into her disguise as George so she could play the cello. It felt impossible that anything could go wrong. <sup>Suddenly, rumours</sup> ~~Suddenly,~~ rumours passed that the boat called The Queen Mary was punctured. Heart filled with guilt, Vivienne placed Sophie in the cello case and hoped someone would be there for her, hoping she would survive. When it felt like all hope was lost, Vivienne <sup>escaped</sup> and swam her way to the nearest <sup>shore</sup> ~~shore~~, looking for Sophie. ~~yet~~ She couldn't find her. Charles took her <sup>but</sup> ~~yet~~ Vivienne didn't ~~know~~ <sup>real</sup> ~~know~~ at the time.

Sitting on the rooftop, Vivienne turned to Sophie, "Did you know your <sup>real</sup> ~~name~~ name is Violet?" asked Vivienne with joyfully.

Charles <sup>sat</sup>~~sat~~ next to Vivienne and <sup>laughed</sup>~~laughed~~, "I knew there was something funny with 'George'".  
Vivienne thanked Charles and hugged him tightly. Matteo's mouth was ~~of~~ wide open in surprise and astonishment, even the wind seemed to ~~rustle~~ whistle harder. Charles blew his pipe while Vivienne smoked a cigarette. (Out of no where, there came a high pitched shriek, Matteo fell off the roof top.)  
"It's no one planning to help me, I feel, here you ~~know~~!" screamed Matteo angrily.  
Sophie took his arm and pulled him ~~back~~ up.  
When everything went quiet and the sun began to rise, Sophie made up her mind. She wanted to live on the roof tops; it was where <sup>felt & felt she</sup> she belonged.  
"Charles, <sup>mother</sup>~~mom~~, I want to live with Matteo," Sophie announced. <sup>you shown your self</sup> "Do what you like, <sup>replied</sup> ~~replied~~ Charles, <sup>your</sup> responsible enough."  
Sophie and Matteo waved goodbye and set off in to the night, arm in arm, through the sunrise. ~~A~~ <sup>Sophie</sup> tears sparkled on everyone's faces. She <sup>Sophie</sup> found her mother, her friend and her true home, life could never get better than

The narrative climax is achieved with tension and a sense of resolution

Semicolon marks the boundary between two independent clauses

Editing and redrafting-actively improving and correcting work independently

Write effectively for a range of audiences

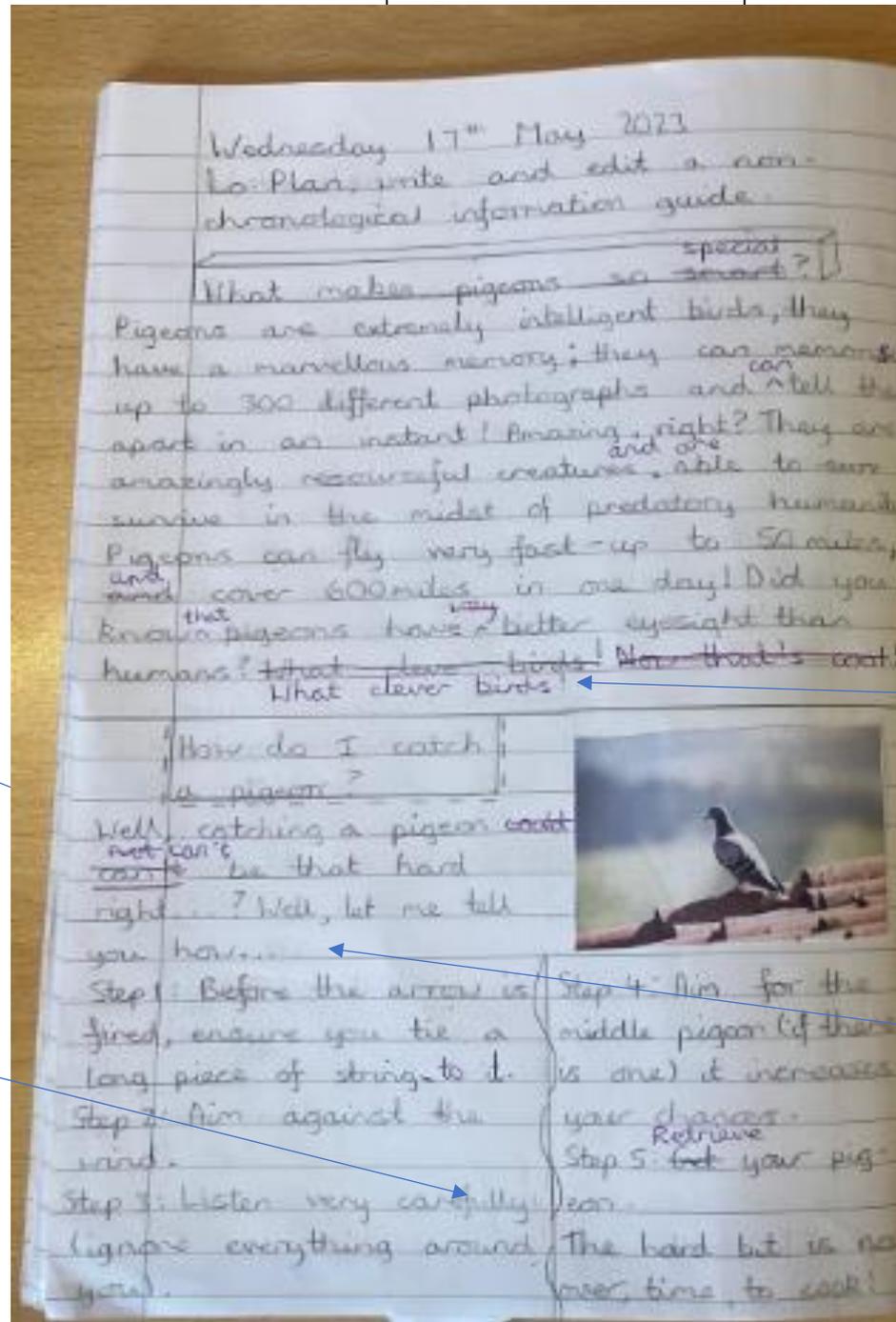
Positioning of the pronoun supports cohesion effectively

Exemplification of Year 6 expected non-chronological report.

Series of well-developed paragraphs that expand on providing a fascinating insight on the many uses of pigeons.

Modal verbs successfully denote ability and possibility

Passive verbs to effect how intonation is presented.



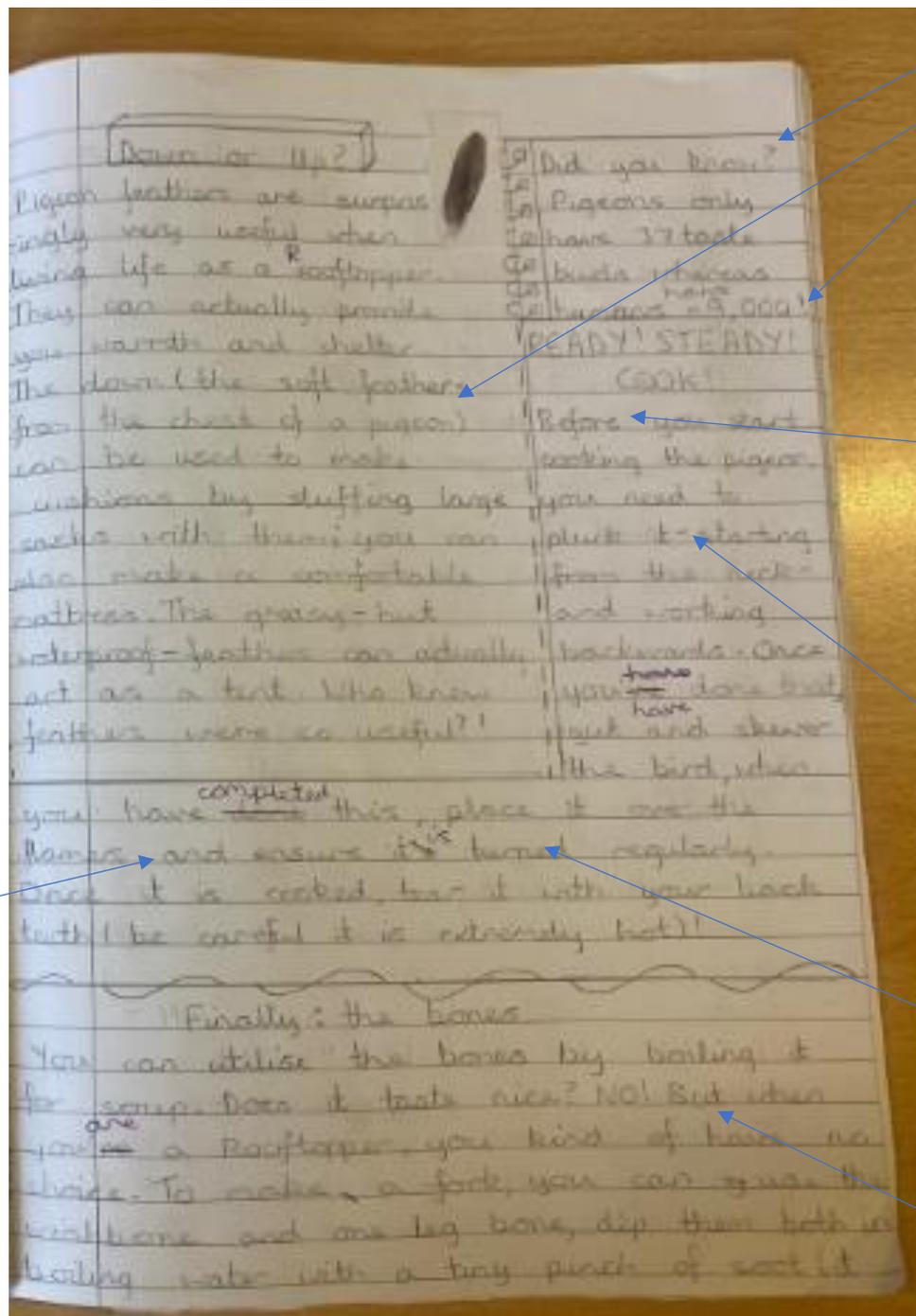
Marvellous. Year 5 and 6 word spelt correctly.

Multi clause sentences.

Editing and re drafting- actively improving and correcting work independently.

Write effectively for a range of purposes and audiences.

Exemplification of Year 6 expected non-chronological report.



Range of punctuation used correctly.

Fronted adverbials provide a variety of sentence structure and.

Dash to mark strong afterthought.

Conjunction to build cohesion in and across paragraphs.

Verb tenses consistently and correctly

Subordinate conjunctions