

Key stage 2 English writing standardisation exercise 1

For this standardisation exercise, you should assume that following the discussion with the teacher during the moderation, you are satisfied that the writing is independent, including the use of any source material, and that any edits are the pupil's own.

Where handwriting seems inconsistent, you should base your judgement on the strongest piece, and assume that this is validated by further evidence in the pupil's books.

Where there is no evidence of correct spelling of words from the statutory word lists in the pupil's independent writing, you should assume that the teacher has provided evidence in the form of spelling tests or writing from across the curriculum.

This exercise does not contain any collections from pupils deemed to have a particular weakness.

All assessments should be made using the [Teacher assessment frameworks](#) at the end of key stage 2: English writing – working towards the expected standard, working at the expected standard, or working at greater depth. You should not assume that the exercise includes one collection from each of the standards. Each collection should be judged individually.

Pupil A

This collection includes:

- A) a newspaper report
- B) a discussion
- C) a mythical narrative
- D) a non-chronological report
- E) an adventure narrative

Key stage 2

Pupil A – Piece A: a newspaper report

Context: after discussing key features of newspaper reports in class, pupils were provided with the wordless book 'Tuesday' by David Wiesner and tasked to write a newspaper report about some of the events in that story.

Mysterious Tuesday

Yesterday morning, lily-pads were found all over the town of Wellsberry. Strange happenings were reported on Tuesday evening. That seems to be a mystery upon the town...

Police received the first report of fishy activity at 9:00pm sharp on Tuesday evening. In ^{the} Berry street area of the town, the strange tapping on the window. An old lady reported her washing was missing between 9:00 - 9:20. A middle aged woman reported that there was a problem with her tv at approximately 1:00 am, apparently it was turning on and off independently.

Eye witness Tommy Jenner, 18, has independent ideas about what happened: "I was gettin a late - night snack when I faintly saw green figures speeding across the sky"

This is a very unusual investigation, we urge the public to remain vigilant at all times and to report any incident to our local police.

Key stage 2

Pupil A – Piece B: a discussion

Context: after reading 'Skellig' by David Almond, in which one of the characters is home-schooled, pupils wrote a discussion text about home-schooling.

Should children be home-schooled?

Home-schooling is when a child is taught in their local home by their parents. On the other hand, state schools is when children attend a school funded by the government. Lastly, public schools is when parents pay a lot of money for their child to go to school.

Firstly, it is clear that there are millions of reasons why children are home-schooled; parents know their children most and know how to deal with them. Children won't find it as challenging to learn simple subjects. Children can spend more time with family and do more activities/sports.

However, parents have to give up their jobs to teach their kids. Parents aren't teachers so it will be hard to pass exams. Parents don't know what to do on a daily basis.

Although children will be protected from bullying, children wouldn't be forced to do things they don't want to. Parents know how to make things easier for their child to understand it better.

On the other hand, children will be isolated at home following along with no friends or other relatives. Most importantly, social skills, children will be extremely lonely and wouldn't know how to share.

In conclusion, the majority of children attend school to have a reputation even if it provokes strong opinions to other peers.

Key stage 2

Pupil A – Piece C: a mythical narrative

Context: after reading Marcia Williams' 'Greek Myths', pupils selected a myth to retell in their own words. Pupil A chose to write the story of Orpheus' ill-fated attempt to rescue his beloved Eurydice from Hades, the underworld.

Orpheus approached the gloomy dark hall way, that made him shiver through his body. His heart was pounding like a hopping bunny on a summer day. Orpheus was getting closer and closer to somewhere as cold as a snow storm; he was freezing. When he looked around, it was all grey like he was at a funeral. He thought he heard something or someone behind him but he didn't dare turn around or move, until he saw the most terrifying thing ever... it was only the most gruesome... there was a spirit flowing around like a phantom. Orpheus couldn't believe his eyes... he couldn't believe he saw *Ghosts!*

When Orpheus finally got to the underworld, he begged the Gods to let his girlfriend go free from Hades. "Please! She's nice, she's radiant, she's my world!" The Gods were intrigued. "And why shall we set her free?" cried the Gods. "Because she will never hurt a soul," he said with butterflies. The gods were touched by that sentence how Orpheus was willing to risk his life to save his girlfriend. "We will set her free." Orpheus cheered all because he showed the symbol of love. "But there's one condition you must never show rude or impolite actions ever... again!" the Gods barked. Orpheus said, "What - ever I will do anything."

On his hearing this wonderful news, Orpheus grabbed his things and carried on his journey. Sooner or later he was told that he can have his lover Eurydice's spirit behind him: So he carried on continuing his journey back to the land of living so he can see Eurydice.

Eventually, he had made it all the way to river styx. This was the end of his journey. He was going to see his Eurydice but he wasn't allowed to look at her or else she will disappear but he couldn't bare it he took a quick glance at her and thought nothing will happen but as soon as he looked at her, she faded away forever. Eurydice was stuck in the land of living for eternity.

Key stage 2

Pupil A – Piece D: a non-chronological report

Context: as part of their work on the Amazon, pupils explored the features of non-chronological reports. They each chose and researched an Amazonian animal species to write about, pupil A chose sloths.

Sloths

Sloths are unique animals that sleep for 15 hours a day! They have long legs, stumpy tails and round heads; they have a very impressive passion in swimming. They spend the majority of their time in the canopy only coming down one time per week to relieve themselves. The pygmy sloth is critically endangered and the maned sloth is venerable. If you want to find out more about our furry friends read on.

Appearance

Sloths are adorable animals that live in tree tops although their eye sight and hearing isn't the best they always manage to protect themselves. They're a few different species altogether there is 6 of sloths: pygmy, three: food sloth, maned sloth, pale - throated sloth, brown - throated sloth, Linnaeus's two, food sloth, hoffman's two food sloth. Their extremely slow. They have low metabolic rate. They are solitary animals that grow to 26 - 27 inches tall.

Habitat

Most sloths are located in Brazil and Panama and live in central and South American tropical rainforest. They live in trees to protect themselves from predators. Their home is safe for them.

Diet

Their leaf diet isn't very nutritious, so they don't get much energy from it, which will be a reason for their lifecycle. They eat leaves, twigs and bugs.

Did you know?

Did you know six species are threatened by habitat loss?

• Sloths travel 1 yard per day less than half a football field

• female sloths give birth to one baby per year (2)

Key stage 2

Pupil A – Piece E: an adventure narrative

Context: as part of their work on the Amazon, pupils watched videos of the rainforest and read 'The Explorer' by Katherine Rundell. They then rewrote the opening of the book.

The engine was gasping for air; the plane shook like a cold polar bear. Fred was anxious like a soldier scared for war, but he was excited for landing. The view from the plane was amazing, it was mossy green and next to the grassy green trees was a waterfall as blue as the sky following the shimmering river. There were four children in the plane, there were two boys and two girls. The teen boy looked 15 or 14, he had brown hair and was wearing a cricket uniform. The little boy is about five or four, he has dirty blonde hair and cries when he doesn't get his way clinging to his sister who looked about ten and had brown hair. She wore jeans and a pink top with flowers on it. Lastly, the picky teen girl who was definitely 15, who had blonde bleached hair with pink highlights and was glued to her phone.

All of a sudden, the pilot started to make a sound. It sounded like he couldn't breathe, as if he was having a panic attack. The plane went from side to side shifting it to disaster. Fred woke up to the plane shaking aggressively. So he went to investigate... (Fred went to the control room where the pilot was when he saw something unspeakable) The pilot wasn't breathing. Fred was shaking him trying to wake him up, "Come on wake up!" "Are you alive?" Fred kept trying and looking out the window, "Grab the controls!" Shouted Max, "If you don't you're gonna get us killed!" Con shrieked. (Max cried)

Fred decided to do something and fast, and he had no choice. He grabbed the control panel but it was too late: the plane went straight down like a rock.

Making the children fly, across the plane and hit the wall hard making them have bruises all over their bodies. "Ahhhhhh" They all screamed, then it all went black.

Pupil B

This collection includes:

- A) a book review
- B) a narrative
- C) a balanced argument
- D) a 'thank you' letter
- E) a narrative

Key stage 2

Pupil B – Piece A: a book review

Context: after reading 'Skellig', by David Almond, pupils looked at key features of a book review and explored examples. They drew on these models as the basis for writing their own review of the novel.

Skellig

Skellig is a marvelous book with many fantasies and mysteries to be explored.

A twelve year old boy, Michael, moves houses with his Mum, Dad and sick baby sister. He lurks upon a shed and discovers a creature. He meets his new best friend, Mina. How will they help this creature and what will they do in return? Will Michael and Mina figure out why he was in this almost collapsed shed?

My favourite character in the story is Mina because she's a loyal, forgiving, friend who has a full imagination and has a passion for art. She helps Michael adventure through mysteries and even teaches him a thing or two. She is always willing to help even at the toughest times.

This book is aimed at people who like fantasies and imaginations. Could you venture through the book? The book makes you feel like you're there with Michael.

You really should read this heart-warming, magical book. If you like birds this book is for you.

Key stage 2

Pupil B – Piece B: a narrative

Context: after reading the opening chapter of 'Street Child', by Berlie Doherty, pupils planned their own narrative, based on events in the chapter. They drew on their history topic, life for poor children in Victorian Britain, and on lessons focused on creating suspense and developing settings in narratives.

Shilling Pie

Jim Jarvis wizzed past the city, squing past dark gloomy alley-ways. As he passed boys with scaps racing down their backs, he glared up at the ghostly haunted moon. He heard distant cries and groans, echoing around ~~around~~ him. Roof tiles, shattered into small fragments and ice shards grew on shop stairs.

Jim hesitated, looking down, down, down at bone dry boys, then gripping onto his last shilling he entered the shop. Quietly he crept forward. Mrs. Holder snatched the coin off Jim then she bit it. As she was pouring gravy on Jim's pie, he snatched it and held it tight. Jim finally set off home. He walked out the shop door. Such boys sniffed the rich smell of gravy and sniggered at Jim. Gipping only his pie, he made sure he wasn't being followed. That's until he heard deadly young voices shout, "GET HIM!" Jim ran with all his might and hid in a small alley-way and lost them. This sort of thing was usual for Jim.

☆ ☆ ☆

As Jim carried on his journey home, he thought about his old life at the cottage. He had so many memories there. Jim was looking into a house window. People were crying with dread and never once smiled. By now the man had vanished into the misty clouds. Jim knew it was getting late so he hurried home trying to have hope in his heart, hoping better days were upon him.

At last, Jim made it home to see his sisters, Emily and Lizzie, waiting for him. Jim's Ma was resting from all the hard work she'd done for the family. Lizzie launched for the first slice, then Emily after her. Jim had the rest until one remained. "Can I have the last one?" Jim questioned. "What about Ma?" Emily wondered. She could tell by the look on her mother's face she wasn't bothered so Emily put it on the bed next to her. "Awww I wanted it," said Jim. "Jim..." shouted Emily and Lizzie both together. "Alright sorry," apologized Jim being sarcastic. "At least we even got food," laughed Emily. "True, replied Jim, but how will we pay rent?" "I'm not sure," said Emily, "but this is what we have for now."

Key stage 2

Pupil B – Piece C: a balanced argument

Context: building on their reading of 'Street Child', by Berlie Doherty, and their history topic, pupils researched information about Victorian workhouses. After discussing the basic structure for the text as a class, pupils planned and wrote their own balanced argument.

Were workhouses a positive or negative aspect of Victorian society?

In Victorian times, people who were poor or had no job had to enter a workhouse. People agree that workhouses were like "barbaric prisons" where paupers had no choice but to go to. On the other hand, some people think they did a good job because they provided food and shelter. There were many reasons for whether or not workhouses were good or bad. Were they positive or negative? Let's find out.

The main idea of a workhouse was for it to be a cruel menaging place and people would go there as a last resort. Life in the workhouse was hard. Countless families were split up. Men and women were divided into two parts of the workhouse. Inmates at the workhouse were badly treated. It was a horror.

Children also went to the workhouse. If they broke any rules, they would be harshly punished. The punishments were being beaten with the knot of a rope by a teacher countless times, making them kneel on hot water pipes (which caused awful blisters) and

preventing the poor souls from eating or seeing their family.

The punishments were harsh in a Workhouse but they were not as awful as the jobs! The jobs were so painful and back aching, they were made to be boring and difficult! In fact you had to do the jobs all day! The jobs were stone breaking (which was tiring), picking oakum (which led to blisters) carpet beating (which women had to do) and tons more.

The Workhouse was difficult to get out of and it's safe to say that, "it was a tough time." How would you like to spend your life in a Workhouse?

The food in a Workhouse was very small. In fact youths would receive three potatoes, half a loaf of bread and a little slither of grilled cheese for a whole week! That's nearly half the amount of food you eat at home!

However the Workhouse still had a positive side. They provided food which helped them keep going. They also provided shelter which was better than being on the streets. Workhouses were very cruel and bleak places to live but they did save many lives of people who entered.

Furthermore Workhouses provided lots of education to children who are there. Boys were taught 3 hours of arithmetic and reading, each day and Girls were taught cooking and knitting in order to

become maids.

In conclusion I think it's safe to say Workhouses were terrible. Although it had some benefits, it was still a really cruel place. It could've been a little more kinder and supportive but that was not the case. Luckily they were shut down on the 1st of April 1930. No one will ever enter a Workhouse again.

Key stage 2

Pupil B – Piece D: a 'thank you' letter

Context: following a visit by a theatrical company, who performed a version of 'The Hobbit', by JRR Tolkien, pupils analysed features of a 'thank you' letter. They then planned and wrote their own letter to the company.

Dear M and M Theatrical Productions,

We would like to offer our gratitude for coming in on World Book Day to show us your play. It was really enchanting for us to watch.

For starters I found it amusing when Bilbo shouted out to an Alexa to play a song. It was quite funny because the song was about becoming a hero. And then you walked around the room singing the song.

The main thing that I enjoyed was when Bilbo and Thorin fought the dragon and then they shot the black arrow into its dark, scaly head. But on the other hand Thorin still died from the fierce spider. This scene was very tragic.

I really appreciate all of your effort in coming all this way to show us your play. I couldn't believe all of the actors remembered their lines seeing that the show was on for an hour.

My favourite character in the story was Balin because he was a true friend to Bilbo. However, the actor I liked best was Bombur because he had the job of playing three characters (Gandalf, Bombur and Goblin). He had to remember plot of lines for all three of them which is impressive.

Nevertheless, the only improvement I would make would be for there to be some female actors. Overall, I really enjoyed your play. We are very grateful.

Yours Sincerely,



Key stage 2

Pupil B – Piece E: a narrative

Context: drawing on 'Street Child' and an opening extract from 'Far from Home', by Berlie Doherty, pupils planned further events featuring the main characters, Emily and Lizzie. They were asked to include a difficulty for the characters to overcome and to introduce new settings and characters.

FAR FROM HOME

As the girls dashed around the corner they saw a man. The tall, slender man stood still like a crow, staring deep into Emily and Lizzie's souls. His cold, white knuckles were as delicate as a pen. Lizzie and Emily wanted to run but they saw he needed help. He tried to speak but they saw he needed help. He tried to speak but he was only letting out cackles. He showed his ice, cold frost eyes to the girls. He was lonely. Whimpers came as the skinny bone-like body crept closer. His cold hands reached onto Lizzie's shoulder as his knuckles trembled. The girls ran as

fast as they could but they gazed back and no one stood there until, they realized he was behind them. His hair swayed like a dancing fire. He opened his mouth for Emily and Lizzie to see crooked broken teeth.

The man glared down at the girls with a frown.

"Come with me," he said slowly with his deep, rough voice.

"Emily," Lizzie whispered, "I don't think we can trust him."

The man heard them though.

"Don't trust me?" the man yelled, "I'll make you not trust me!"

The man grabbed Emily and Lizzie by the shoulder and threw them into his cart. The girls screamed for help but none would hear.

"Where are you taking us?" cried the girls.

No answer.

"Who are you?"

...

Again, no answer, until he finally spoke.

"You will be taken to a friend of mine now be quiet!"

The girls exchanged glances. They had arrived at their destination.

The man cackled an evil laugh. The building looked like a barbaric prison. The girls were pushed in reluctantly.

They screamed as the man dragged them across the concrete. That's when they saw the building up close. It was big. It had small windows it was danger.

"Let's see if you like it here," the man scowled.

They heard the clatter of keys as they entered a lock. Silence. Right before their eyes the steel gate opened. There was no escape. The girls new that. They were in the grasp of a workhouse. But now they have to face cruelty because someone lied to them. All was not good. The girls heard the key lock in the old, rusty door. Then silence again. The girls were sent to a small room with walls as soft as a pillow. Lizzie stared out of the small delicate window. That's when she saw something. Two small boys carrying an object she couldn't identify. One of the boys was small. Thin. Recognizable. That's when he turned to show his face...

"Its Jim!" shouted Lizzie.

Emily dashed to the window to see. Indeed, it was Jim. Right before their eyes. They tried to call out his name but he was too far to hear them and just like that, he disappeared.

Pupil C

This collection includes:

- A) a non-chronological report
- B) a newspaper report
- C) a narrative dialogue
- D) a set of instructions
- E) an argument
- F) a narrative

Key stage 2

Pupil C – Piece A: a non-chronological report

Context: pupils explored examples of formal information writing and after discussing common features, chose an animal as the focus for their own piece. They researched their chosen animal and drew on this to write a report.

Swans

The swan is located in the colder regions of Europe. This creature is easily recognised by its pearly feathers lining its back.

Habitat:

Swans are usually found in the Northern Hemisphere more often than the southern. All swans prefer wet, damp areas such as shallow wetlands and marshes. They live in undisturbed lakes and like to roam over large areas of water. Most of these creatures live in European countries and central Asian countries.

Diet:

These elegant animals consume aquatic vegetation, which includes grass, insects, pondweed and tadpoles. Babies are lactophagous meaning they are dependent on their mother's milk. Also they can only eat grass until 1 year old. Male swans are Carnivorous and eat live animals such as insects and tadpoles. However, the female is an omnivore and has a diet of flies, cornwheat and grass. If you ever find yourself feeding a swan, never feed them food from your home such as pastries, meat and bones; this can lead to digestion problems.

Life cycle:

When an egg is laid, it will have to be placed above water levels; the baby will die if this process is failed. 12 months later, the baby swan (cynett) is given life by the mother. At first, they will appear grey or even pink. After a year, the creature will have adapted and turned white. At 4-7 years, this creature will generally mate. Mating happens when the swans nod their heads and flap their feathers.

Appearance:

It may be easy to spot a swan when there is one in sight. But this animal is more than a white body and an orange beak. Swans are very good swimmers. This is because they have a streamlined body and fully webbed feet. Their full white feathers are waterproof so the water trickles off their body. This elegant creature has a flexible neck; they need to reach far down to get their prey, especially tadpoles.

Key stage 2

Pupil C – Piece B: a newspaper report

Context: following a classroom focus on a past motorway incident and how this was reported, pupils looked at different articles about unusual events. They then planned and wrote their own report about a similar, fictional incident.

The designer collision

Late last night a collision took place in Central London causing thousands of designer products to become damaged, consequently leaving customers devastated.

Yesterday evening, at 11:35pm, a lorry that was confirmed to be carrying over 2000 bags from the Dior Warehouse (London) worth around 3.2 million pounds, crashed into Wright Shopping Centre causing the truck to overturn. Consequently, bags spilled into the carageway before being run over by oncoming traffic causing irreversable damage.

Since the incident, many rumours have been spread claiming that the collision lead to a leak in the shopping centre and a sudden closure of the store. The shop owner has stated that she will have no income this week due to not having anything to sell.

A witness explained, "I saw the driver on my way home and he was speeding like an idiot. Of course he crashed!"

Another witness, named Clara. H, argued that she had seen him falling asleep through her reerview mirror and had quickly dodged out of the way.

Dior have issued a statement stating, "This is the consequence of products being transported incorrectly and leaving our money to produce bags wasted."

A clean up has taken place to help clear the damage caused by the incident. However, it is not confirmed how long it will take for the road to be opened again.

The lorry driver is currently in hospital due to his head injuries and has confirmed that he will never drive lorries again to stop anything like this happening in the future.

Key stage 2

Pupil C – Piece C: a narrative dialogue

Context: pupils explored dialogue using an extract from a familiar book, 'Prince Caspian', by C S Lewis. They considered their own experience of dialogue and arguments and used hot-seating and freeze-framing to explore this further. They then wrote their own dialogue between two characters.

AS the ship was floating into the depths of the ^{ocean} sea, ~~an~~ ^{the} enemy's boat caught Mateo's eye. Mateo set his army into battle formation, ready to attack. ~~As~~ ^{As} soon as the enemy's army got into formation, Mateo shot his cannon and commenced the battle. Swords were clashing, blood was dripping and pure hatred ^{lingered} in the air. To Mateo's surprise Apollo - the leader of the other ship - walked aboard. However Mateo ^{made} struck the first speech:

"Why would you send your men to fight me when I have done nothing to you?" stated Mateo, his eyes ^{crossed} watering.

"I beg your pardon, I was the one who did nothing. You however did commence the battle," protested Apollo.

"Protect yourself? Your army is weak anyways," joked Mateo. However Apollo ^{did} not take it as a joke.

"Weak? I'll let you know my army is twice as strong as yours," spoke Apollo, slushing onto Mateo's collar.

"Oh, so you think you're tough eh?" said Mateo confidently, pointing away from Apollo.

"Stop thinking you're so brave, kid faking it isn't going to get you anywhere," growled Apollo, pulling a pistol from his pocket.

"Ohh, uh, it's sorry! Um, you're not going to shoot me with it are you?" shrieked Mateo, taking a few steps back.

"So, um, Apollo, I'll make you a deal; if you let go I'll never come near you ^{again}, ok?" suggested Mateo.

"Seems like a deal," stated Apollo putting the ^{weapon} gun in his bag and a grin emerging on his face.

"phew!" said Mateo, relieved.

After Mateo had turned around, what he did not know was that Apollo would pull the pistol out of the hatch and shoot his deal. There lay Mateo's ~~body~~ lead body floating on a boat, in the ocean hundreds of miles away from where it could be found.

① And I was only trying to protect myself,"

②, on the other hand,

③ He had a look of panic in his eye.

Key stage 2

Pupil C – Piece D: a set of instructions

Context: after exploring extracts from Shakespeare's 'Macbeth', and a relevant scene from 'Harry Potter and the Half-Blood Prince', by JK Rowling, pupils discussed abstract nouns such as 'friendship' and 'loyalty'. They looked at examples of instructions and developed their own ideas for potions through discussion.

How to make a 'flying potion'.

Are you tired of walking all the time? Do you ever wish you could fly away from your problems? Well this is the solution for you! Follow these simple steps and soon enough you will be whisking in the air.

What you will need:

- 7 fairy wings
- Rose oil (150ml)
- White wine (250ml)
- 15 fairy roots
- 2 hairbrushes
- 5 litres of water
- Cauldron
- Cutting board
- Thermometer
- Syringe
- Tubes/rials
- Stickers (optional)
- 3 moon stones
- 6 strands of star grass
- A flower bud from a tulip.

Method:

1. Before starting, make sure you have all of your ingredients at hand. You must approach with caution and make sure there are no spillages due to some of the ingredients being poisonous.
2. Firstly, place your cauldron over an open fire and the temperature must be 117° - 119° . Use a thermometer to check this.
3. Secondly, cover the base of the cauldron with all 7 of your fairy wings. This is a hazardous action; oven gloves are essential to make sure you are not burnt.
4. Once the previous steps are completed, pour 373ml of rose oil into the cauldron carefully.

5. Following on from this get your second bowl and drop 5 daisy roots off head from a tulip 6 strands of star grass and 250ml of white wine. Mix together using a large spoon until thick.
6. Now combine the mixtures from both bowls and put into the cauldron. If this is followed correctly, the mixture shall be a peony colour with a sweet aroma.
7. Next cut exactly in the middle of your hareberries, caution: You are using a sharp item! Place both slices in at opposing ends of the cauldron.
8. Once this has been followed, throw in your moonstones. These will create mini explosions to happen during the process and this is completely normal.
9. Now pour the mixture into vials and label them with stickers (optional).
10. Lastly leave them to cool on a high shelf overnight - this will ensure they do not fall into the wrong hands. They will be ready after 48 hours.

Once ready use it whenever you need to fly. This potion should last 14 hours and will make your

① in the hands of danger.

② the mixture is thick and no lumps are visible.

③ problems drift away.

Key stage 2

Pupil C – Piece E: an argument

Context: after considering themes in fairy tales and questions such as, 'how far can the actions of Hansel and Gretel and those of the witch be justified?', pupils chose their own topic for developing an argument. They planned and wrote their own argument text, drawing on research.

Should the government do more about vaping for under 18s?

Over the past few years, there has been a new device called a 'vape' which has gained popularity quicker than anyone could have predicted. This hazardous product has caused many children under the age of 18 to go from living their best lives to lying in hospital beds; this must stop. In this argument I will be covering the main reasons why the government should urgently step in to protect under 18s from e-cigarettes.

Firstly, vapes contain many ingredients that can cause catastrophic health issues. Ultrasonic particles block the lungs and if too much is inhaled, devastating consequences can be the result. These plastic tubes are packed with flavourants made from chemicals such as diacetyl which is clearly bad for the human body, particularly a child's body which is not fully developed yet. Vapes, like cigarettes also contain nicotine which is a highly addictive drug. Do you want your child to be a drug addict? If not, surely you agree more needs to be done to protect them.

Secondly, I want to talk about the health issues caused by vaping. This new habit teenagers are developing causes lung diseases. If you vape, studies show you are 34% more likely to have a heart attack or suffer another heart related illness such as heart failure, valve diseases and angina; 55% more likely to suffer from a mental illness such as anxiety or depression; and are guaranteed to do irreversible damage to your lungs.^②

What's more, if you vape around babies they are much more likely to develop Sudden Infant Death Syndrome (SIDS). Second hand smoke from cigarettes causes damage to children's lungs and can stunt their growth. Studies are currently being done to see if this is also the case with vaping. Is it worth the risk? Do you not value your children's lives? A generation of teens growing up with the habit is going to lead to their own children having a parent who vapes around them.

My last point is that, despite the clear problems vaping causes, many children are taking up the habit. This is because they are being persuaded to do so. They are marketed like toys; bright ads, colours, sweet tastes and fun TV adverts all attract children's attention. Whilst vapes are illegal for under 18s already, the government still needs to review their laws urgently. Vapes should not be in full view and positive views about vaping should be banned.

To sum up my points, action needs to be put into place so that e-cigarettes are not as accessible to under 18s. They are harmful in many ways and the advertisement needs to be banned.

A recent survey showed

- 1) Every 1 in 20th parents report vape usage when around their children.

- 2) These illnesses can have life threatening consequences for individuals so why not do we not ban this illness inducing hazard?

Key stage 2

Pupil C – Piece F: a narrative

Context: after classroom exploration of 'The Promise', by Nicola Davies and work focusing on trust, lies and promises, pupils were asked to think up a problem that could be solved through a promise.

The Vow.

When Kelly was young, she lived in a town that
swept in sorrow. All the joy and colour in the city was
gone due to a curse which had forced everyone who
entered the city to grow. All the other cities usually looked
down on their boniness and their continuous sadness.
This city made their children come face to face with despair.
The city was tall, grey and strong. Everybody who came
in, came out ^{of the} with huge amounts of dread.

③ Kelly acted mean, dreadful and angry too. She lived off scraps
and food stolen from other people.

One night when Kelly was looking for a victim, she came across
a tall, slender girl. This girl was... Smiley? Kelly was confused
(people rarely smiled here). The only thing that made people
smile was money and power. Her mind wandered thinking about
what the contents of the bag would hold. Was it gold, was it money,
or was it jewels? ④

Abruptly,
Kelly lunged forward at the girl snatching her bag, but to
Kelly's surprise, this person detached onto the bag with the straps
of the ^{God's} bag and she spoke, "I will let go of the bag
only if you make a vow with me to spread it as
it is very powerful."

Kelly did not care but ^{answered} she said, "I agree to make the vow." The girl let go and Kelly ~~disappeared~~ ^{disappeared} into the deep, dark city.

^{Feeling} ^{strong,} Kelly ran into a small cave ⁽⁵⁾ she had discovered only a few days ago. ⁽²⁾ She rummaged through her big black bag to find several containers of glitter. Was this some sort of joke? Kelly expected gold and money, she did not know what

to do. She began to think back to what the mysterious girl had said: "Only if you make a vow to spread it." Kelly had an idea!

When she arrived at school the next day, glitter in her bag and rays of destiny shining over her, she sat down at her desk and sneakily put the glitter on her hand. Now, the only thing she needed to do was to touch someone. Later the teacher did a handshake with everyone in the class. Kelly was first. Terror ran through her body with the thought of getting the teacher dirty. She took the hand off her teacher, her heart skipping a beat and her eyes squinting. Then... he smiled, because of the curse no-one had smiled it was a change to see such an expression. The boy behind her (who was still in shock) began to shout: "Kelly is magic! shake her hand before it runs out." Everyone came running over. This was what for Kelly to take since there were lots of children in the class. Eventually the children were smiling so much, no-one could stop it until Kelly remembered the inspectors were coming today.

On that very afternoon, the inspectors were on their way. Even Kelly as her smart self could not find a solution for this straight away, however a thought she would ever imagine came to mind. "Guys I have an idea," she exclaimed. Before anyone could say a thing she shouted her plan to her classmates. "We can put glitter in their coffee and give it to them since they wouldn't be able to see it!"

As they expected, the inspectors came. It was time to put the plan into action. Kelly opened the door and greeted them politely. They sat down, the regular questions were asked and then Kelly passed them both a boiling hot, glitter infused coffee. Her classmates had all crossed their fingers, even Kelly, hoping it

would work. The first one, Aaron, and the second, Adam, began to smile. ^{smiles} ~~They~~ ^{his} faces were stretched all the way across their faces. "The plan had worked!" Kelly thought. ~~At~~

After a few days she was going to admit what she had done but it was already too late. These unique expressions were spreading like wildfire. ⑥

A year later Kelly and the mysterious girl, who was called Eleina, were ~~praised~~ ^{known} for changing the world; Glitter medicine, glitter food and glitter drinks were invented. This regalwie city that was always looked down on was now outshining all the other cities and they lived a happy life. ~~AA~~

The End'

① holding a bag

② ~~feels~~ Feeling excited,

③ Living in this death town was a young girl called Kelly. As a young girl you'd expect Kelly to be cheerful and energetic. However this was not the case.

④ Would it make her smile too?

⑤ (which was on the outskirts of the town),

⑥ Little did Kelly know how much hers and everyone else's lives would change forever.
did so