

Leigh: annotations

Piece A: Short story	Key
Pupils explored and acted out the five stages of a journey through a rainforest, in which weather was used to suggest a change in atmosphere or fortune. They then wrote their own five-stage story, set in a different location, introducing a clue, which would be used later in the story to help the narrator reach their destination.	[C] composition [GP] grammar and punctuation [T] transcription

This short narrative takes the form of a 'journey story' in 5 stages (opening, build-up, problem, further problems, resolution).

The main character is confronted with 3 obstacles (frostbite, a blizzard, an encounter with a snow leopard) that are overcome by the end of the story.

Chronologically-ordered paragraphs drive the narrative forward, from the phone call that initiates the journey, through each of the 3 challenges, to the simple but appropriate resolution.

Cohesion is achieved through the use of adverbials which help to sequence the events (*Immediately, As soon as, Eventually, Within a few minutes, In time*) and accurate use of pronouns.

[C]

The question makes good use of the modal verb (*could*) to suggest degree of possibility.

[GP]

"Lauren, I have just received a phone call from work, because we need to go to Antarctica so I can report the weather!" exclaimed mum as she put some winter clothing in a suitcase and the two tatty-looking passports in her bag. Immediately, Lauren put on her brand new winter boots and her waterproof fur coat. As soon as all the bags were packed they ran extremely fast to where Lauren's mum's BMW was parked and they set off for Gatwick Airport.

Opening with dialogue introduces the characters, establishes the setting and provides a rationale for the journey, advancing the action in the story from the very beginning.

[C]

Expanded noun phrases (*two tatty-looking passports, her brand new winter boots*), incorporating preposition phrases (*a phone call from work*), convey detail concisely.

[GP]

Eventually, they arrived in Antarctica where the film crew were waiting for Lauren's mum to report the news, causing Lauren to be left alone and find the winter hut herself. As soon as her mum left, she ~~started~~ picked up the bags and began to walk. Quickly, a light gust of wind moved towards her but when it had passed, it left Lauren with a ~~frost~~ very painful frost bite. What might she could she do now with to get rid of the frost bite? she thought to herself, but gradually it melted from the warm heat of her coat.

A multi-clause sentence deploys a range of clause structures, including a relative clause (*where the film crew were waiting*). This control of language is good, although the choice of verb (*causing*) lacks the precision that might be used by a pupil working 'at greater depth within the standard'

[GP]

Positioning the pronoun before the noun (*her...Lauren*) supports cohesion effectively within the sentence.

[GP]

Within a few minutes, Lauren carried on with the journey when a bundle of hail stones constantly crashed down onto her head as a blizzard slowly

Sentence structure and grammar across the piece are controlled effectively, but the pupil relies too much on fronted adverbials: many of the sentences begin in this way. Greater variety for specific effect might be expected from a pupil who would be judged to be working at greater depth in writing. This should now be a target for this pupil.
[GP]

occured, right in front of her. There was no way of escaping the disastrous snow storm because it ~~would~~ would only plough what was in front of it (which was Lauren).

Commas for parenthesis are used effectively here to highlight the approach of the snow leopard.
[GP]

Menacingly, a snow-~~leped~~ leopard approached her, **as if from nowhere**, **in** with an angry mind – ready to attack. Lauren was stuck between a fierce snow-leopard **and** a powerful blizzard; knowing there was no-one to help her and no way to escape.

Co-ordination is used to balance noun phrases and clauses, emphasising the scale of Lauren's predicament and the absence of options.
[GP]

A fronted subordinate clause foregrounds Lauren's determination and resourcefulness, setting up the rest of the sentence. This construction is used very well here.
[GP]

Fortunatley, Lauren realised she had her super strong, winter boots on and ~~a~~ immediately took one of them off. **Determined to escape**, **she flung** one of the boots onto the snow-leopard, causing it to limp away in agony. Relieved, she cried with happiness and leaped with joy that she was finally free from that vicious leopard.

The device of the snow boots coming to the rescue has been set up across the narrative, supporting cohesion across the text (*her brand new winter boots, her super strong winter boots, one of them, one of the boots*).
[C]

In time the blizzard dissapeared, the hailstones had stopped and everything was calm again. Lauren arrived at the winter hut and ran for the lift.

While the narrative is resolved in a satisfactory way, the ending is somewhat rushed compared to the detailed and cleverly-written opening.
[C]

Spelling is mostly correct. There is some inconsistency when adding the -ly suffix to words ending in 'e' (*immediatly/immediately; extremely; Fortunatley*). 'Immediately' is one of the words in the year 5 / year 6 spelling list, as is 'occur', which is also incorrect when the -ed suffix is added (*occured*). Another word in that list, *disastrous*, is spelled correctly. The word 'disappear' from the year 3 / year 4 spelling list is not correct (*dissapeared*).
[T]

Inverted commas, commas for clarity (including after most fronted adverbials), a dash to mark a strong afterthought, and brackets for parenthesis are used correctly. The semi-colon in the fourth paragraph is inappropriate as it does not mark the boundary between two independent clauses.
[GP]

The joined handwriting is legible.
[T]