



Edition 1:

Autumn 2022

Aim High Authors Magazine



Learning Together & Making a Difference

Celebrating writing at
Abbey Gates Primary





Welcome



Welcome to our very first edition of Aim High Authors Magazine. Here you will find pages packed with awesome work from the children.

In this edition you will see a range of writing from across school this term. From Foundation to Year Six, each class has produced writing inspired by a text or a given purpose to write. I have loved reading the contributions chosen by teachers for the magazine. The children have put in so much effort, aiming high with their writing.

I hope you enjoy reading this term's collection, and that the children do too! If they haven't been selected this term, maybe they will get a mention in the next edition.

Mrs. Quant-Epps

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Contents



Writing News

Poetry Corner

Foundation Stage

Year 1

Year 2

Year 3

Year 4

Year 5

Year 6

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Writing News



The children have been working really hard with their contributions for this, our first edition of Aim High Authors. Not only that, but they have also been writing poems for our latest poetry book based on the theme EXPLORE. If you haven't ordered a copy yet, don't miss out, they make great Christmas gifts!

This term, some of our Year 6 authors took part in an amazing opportunity to work with CBBC, taking part in a live lesson! They worked with the Children's Poet Laureate, Joseph Coelho, to write a poem inspired by nature and the grounds at Newstead Abbey.



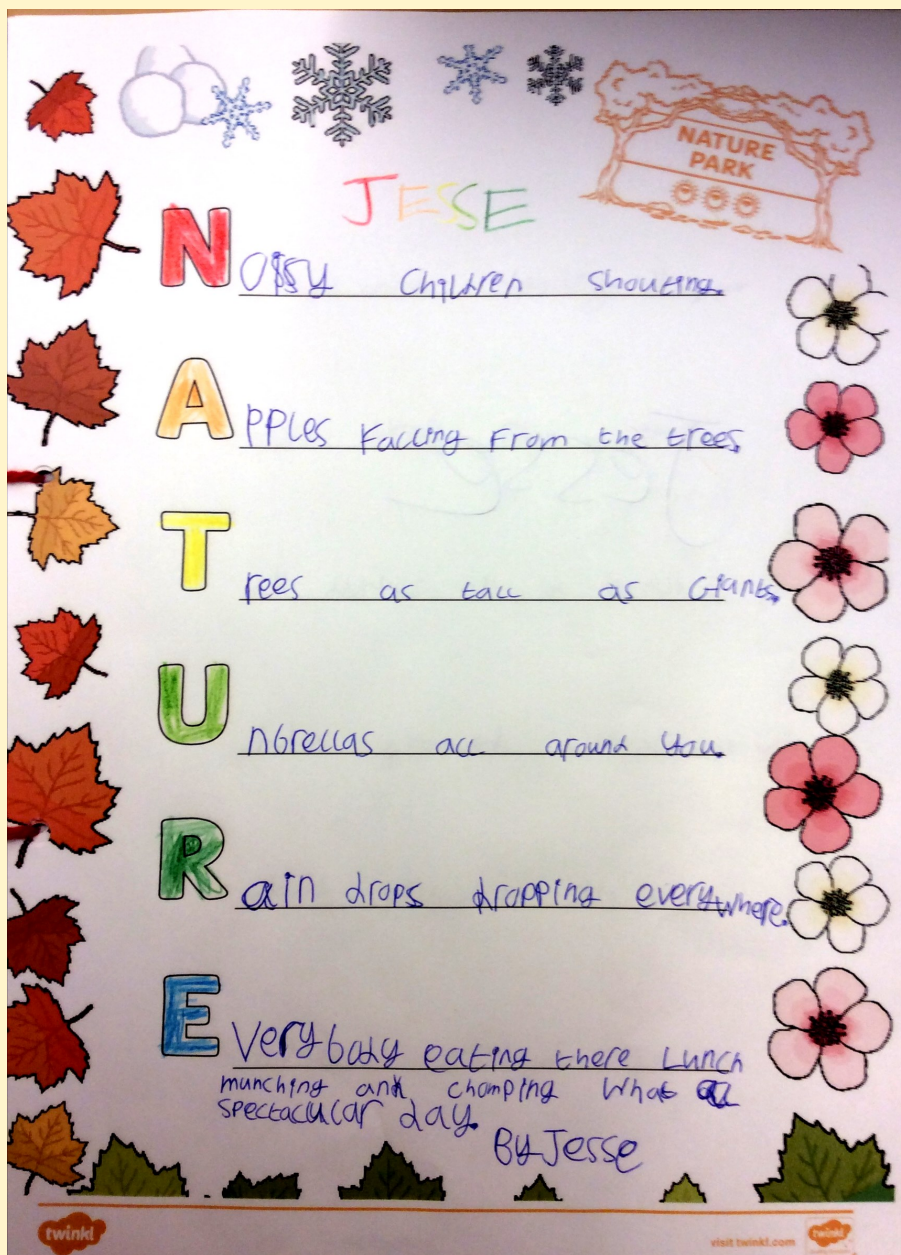
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Poetry Corner



Take a look at some of Year 3's poems. They were so inspired they wrote their own poetry book!



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Foundation Stage



Week beginning 10th October 2022

Learning Objective	Independent	Supported
Spell words by identifying the sounds and then writing the sound with letters		
All To segment words into phonemes		
Most To write the initial sounds in words using a sound mat.		
Some To write more sounds in words		

brush teeth

healthy food

go in the bath

aaaaa A P P a . a p a e e

Eliza's "How to be healthy" poster is attached. She has been chosen for applying her phonic knowledge, using her sound mat and working hard on her letter formation.

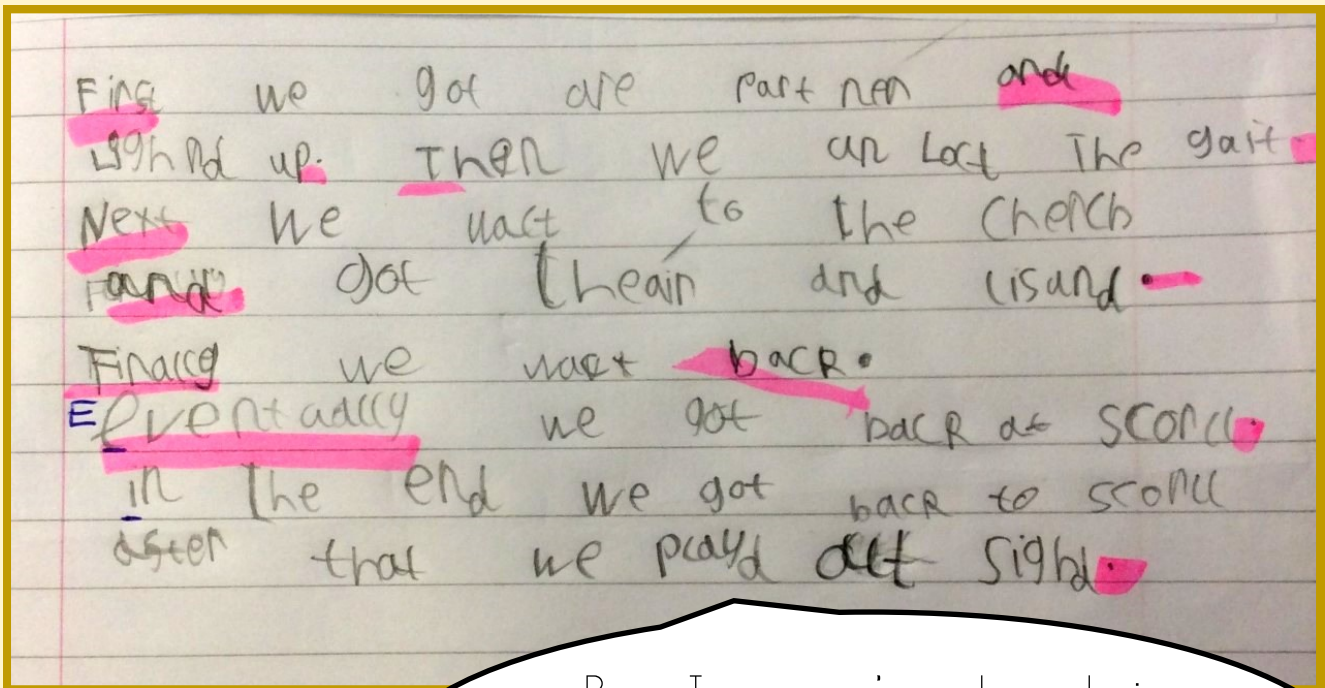
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Year 1



Year 1 have been writing recounts of their visit to St. Peter's Church. They all talked about the things that had happened on the visit and sequenced these things in chronological order. In pairs, the children acted out the different parts of the visit and then thought about how to show the order of events in their writing.



Poppy, I can see you've used your phonic knowledge to help you and conjunctions too! Super writing, well done!

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Year 2



The about magical swirl
Multicoloured Crayon!

Would you ^{have} ever ~~be~~ wished
 to have your very best crayon
which would you want?
 a magical crayon which
 would be the best
 crayon in the pack!



Then buy Multicoloured Crayon
 today!

You should buy this multicoloured crayon because it is the
 best crayon that has ever been invented on
 earth. It is the most colourful crayon you
 will have ever seen and it has all
 the colours in the whole world. He
 is so good that the shops get
 packed every day. You should
 buy this crayon because it saves
 money.

Don't delay buy real crayon today!

which which which which
 colours colours colours colours

Hannah, you have definitely persuaded us all to get a multi-coloured crayon without delay!

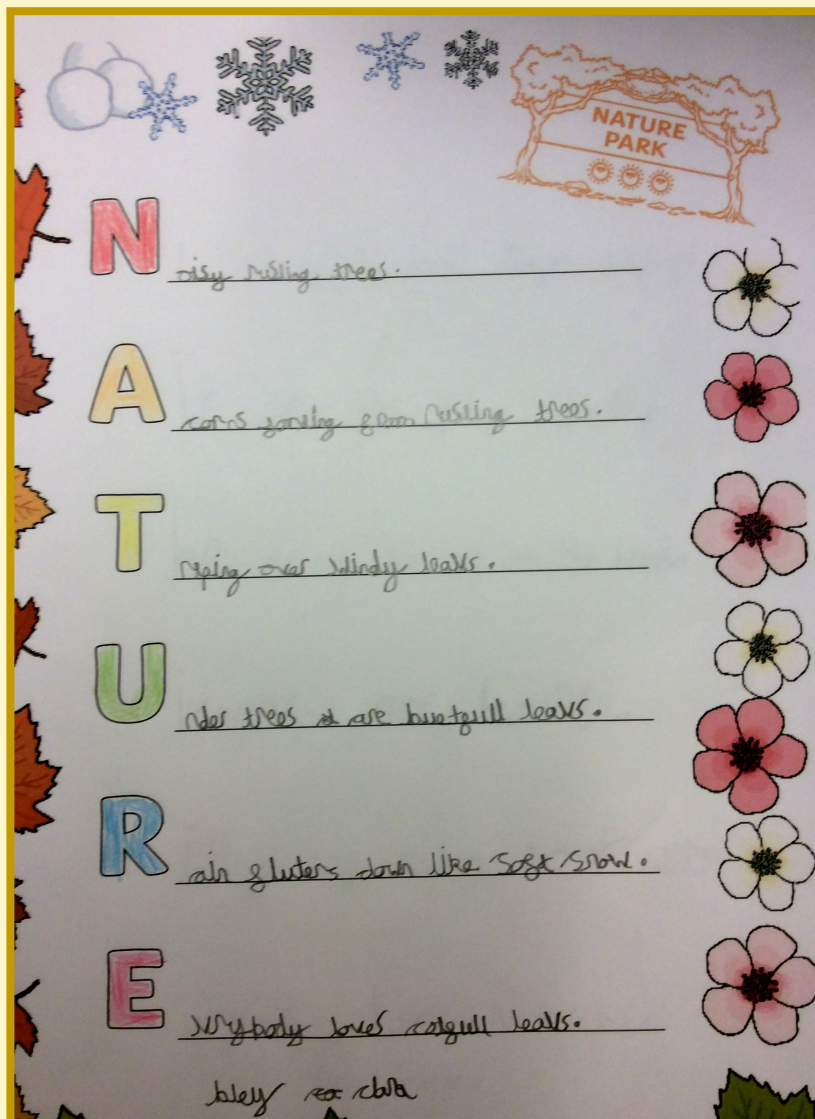
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Year 3



Another beautiful poem which is part of Year 3's collection.





Year 4



When Mole popped out of his hole he was amazed. He would see the glistering water that quietly pushed through the beautiful turbid trees. Tall wavy and squelchy mud disgusted Mole and the merky water in one part of the river. The round, green lily pads of the to stay in the water while the fast, shining currents passed by. Smiling Mole could hear the fresh dragonflies drinking one of the sat air. Exited Mole climbed through the hanging branches of the weeping willow and see little water falls of goldfish swimming happily through the noisily water falls. WOW!

I want to go to this place Joe!

Year 4's entry is a river setting description from the perspective of Toad from The Wind in the Willows. The class has been learning how to use expanded noun phrases, fronted adverbials, adverbs and speech punctuation. Joe has used all of these things really effectively in his writing..

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Year 5







WHAT ARE BIOMES?

What a biome is

A biome is a place on Earth of different climates, plants and animals.



Some biomes


- Desert 
- Aquatic 
- Tundra 
- Forest 

Aquatic

The Aquatic is the largest of all the biomes covering about 75 percent of Earth's surface. This biome can be divided into two waters and fresh water habitats are less than 1 percent salt.

Desert

Due to the hot climate, plants like cacti are found in the desert. There is the largest hot desert in the world.



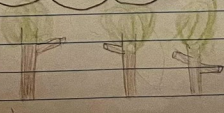
Forest

The forest covers 31% of global land only 1/5 of Earth's gross primary production. The forests are the most complex terrestrial biomes.

Tundra

The tundra biome is the coldest biome of them all. Tundra ecosystems are treeless regions found in the Arctic and on the tops of mountains where it is cold and windy and rainfall is scarce. The tundra biome covers one fifth of the planet.

Now Connie! Lots of causal conjunctions and technical vocabulary!



Connie has written an explanation text about biomes as a part of her EXPLORE project. She used causal conjunctions independently and has presented this piece beautifully.

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Year 6



September 2022 Supported/Independent

Learning Objective	Describe settings, characters and atmosphere.	
All	Use expanded descriptive phrases.	✓
Most	Use a range of descriptive language to aid the reader.	✓
Some	Children manipulate sentence structure for effect.	

Year 5/6 spellings words

~~Accommodate~~ Bruise temperature ✓ Stomach ~~Sys~~ Shoulder
determined.

As I dug a hole (five feet wide and five feet deep) it was up to my shoulder. ~~where~~ I was sweating so much a puddle formed below me because of the really, really warm temperature. I stepped toward my ^{warm} canteen and in the corner of my eye I noticed a minuscule, wriggling shadow. I didn't think much of it first (but now I regret it.) I took a large sip of my canteen and reached for my shovel but I grabbed the wrong thing.

As I looked up from the placing down my canteen, a set of red ringed lemon eyes stared up at me. I could do nothing about it except for mister Pendantski rushed me to the warden who grabbed the ^{white} lizard ^{pulling} it off my finger. The lizard was like a greeny-yellow colour with a whip like tail and an angled ~~tail~~ face, teeth as black as a biro pen. I was luckily safe from the yellow spotted (but since then we only have scratches and bruises so we been determined to not go near a yellow-spotted lizard ever again. (But I can't promise it.)

as a shadow ✓ More engaging choice

This is Willow's description of the yellow-spotted lizard as if she were Stanley and had just discovered one. She has thought hard about her vocabulary choices using precise language to aid the reader.

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Aim High Authors



Thank you to all of our Abbey Gates Authors.
We hope you enjoyed reading the children's hard work.

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