



Edition 2:

December 2022

# Aim High Authors Magazine



Learning Together & Making a Difference

Celebrating writing at  
Abbey Gates Primary





# Welcome



Welcome to our second 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. Of course, we couldn't resist some Christmassy texts including poetry from Year Six and Haikus from Year 4!

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.

**Celebrating writing at Abbey Gates Primary**



# Contents



Writing News

Poetry Corner

Foundation Stage

Year 1

Year 2

Year 3

Year 4

Year 5

Year 6

**Celebrating writing at Abbey Gates Primary**



# Writing News



This term we had the pleasure of listening to entries to our Writing Competition in our assembly. There were some fantastic contributions, with prize winners in F2 and Y2.



Our EXPLORE poetry book has sold well again and will bring a smile to people's faces this Christmas.

**Celebrating writing at Abbey Gates Primary**



# Poetry Corner



## Christmas is

Christmas is presents under the tree,  
Christmas is everyone full of glee,  
Christmas is reindeer on Santa's sleigh,  
Christmas is waiting for that special day,  
Christmas is stockings hung by the fire,  
Christmas is lights all on a wire,  
Christmas is seeing your family and friends,  
Christmas is letters for you to send,  
Christmas is hot chocolate and wrapping up warm,  
Christmas is cold weather and sometimes a storm,  
Christmas is dinner and a big meal,  
Christmas is Saturdays for kids to peal,  
Christmas is mince pies and tasty treats,  
Christmas is a time when everyone meets,  
Christmas is ginger bread and candy canes for all,  
Christmas is for everyone from big to small,  
Christmas is behaving and being good,  
Christmas is caring just like you should.

Take a look at some of  
Year 6's Christmas  
poems by Eva, Jack and  
Olivia.

Snow  
Sub-Zeros calmly gliding  
gliding through the sky like a ballet dancer  
Soft, crunchy you could almost use it as a teddy bear  
Landing in my mouth-hats  
One by one falling to the floor  
White so white  
snow angels  
endless possibilities  
delicious snow cones  
snowball fights  
and jingly sat perched in my ear drinking hot chocolate by the fire

Snow falling gently, gracefully,  
shining in the air,  
I feel their icy touch as they fall all around me,  
Thinking in my mind like little ballerinas,  
Wonderful, so wonderful falling, falling  
As I step on them they make a crunch!  
So, so beautiful.

Celebrating writing at Abbey Gates Primary



# Poetry Corner



We hope you enjoy reading Year 4's Christmas inspired Haikus written by Oliver, Emily and Sam.

## Christmas Haiku

Vibrant christmas trees,  
twinkling snowflakes floating down,  
~~and~~ snow sights everywhere.

## christmas

Beautiful snow  
precipitates from  
lovely christmas  
gather christmas  
trees.

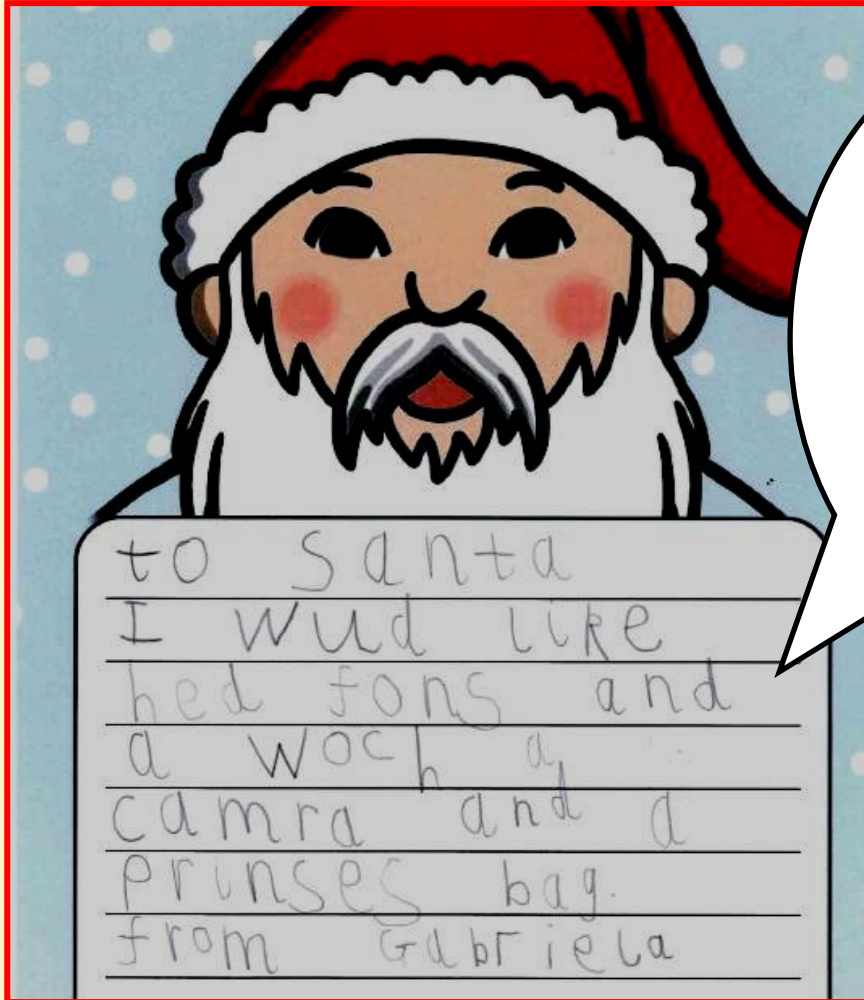
## Haiku poems

christmas fun ~~and~~ with games  
waiting for santa to come  
eating hot mince pies

Celebrating writing at Abbey Gates Primary



# Foundation Stage



Super phonics skills,  
finger spaces and a  
full stop.

Wow Gabi!

F2 have been busy writing their letters to Santa. They thought carefully about what they would like to put on their wish list, rehearsed their sentences and used their phonic knowledge to write words and simple sentences.

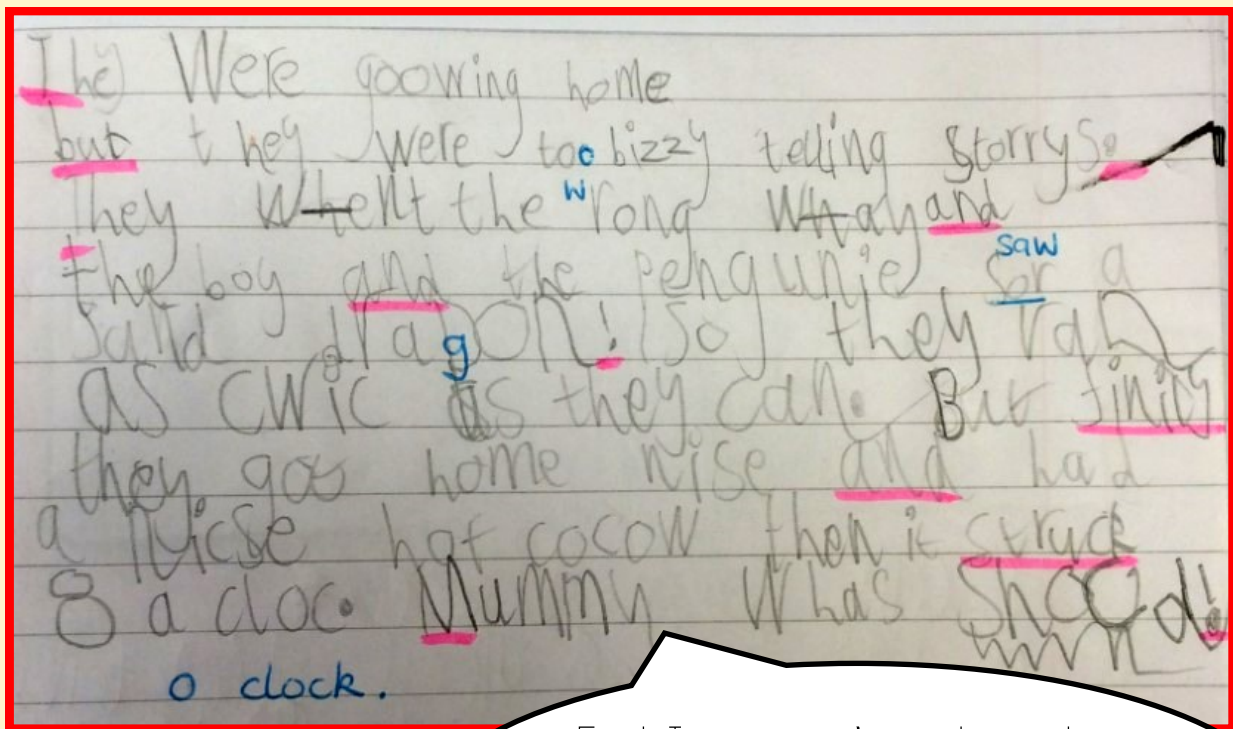
**Celebrating writing at Abbey Gates Primary**



# Year 1



Our class book was 'Lost and Found' - the story of a boy who finds a penguin knocking on his front door. We talked about the end of the book and what might happen to the boy and the penguin next. Frank carefully planned the next parts of the story. He imagined that the boy and the penguin had been too busy telling stories and....



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

Celebrating writing at Abbey Gates Primary



# Year 2



Gracie wrote a fantastic innovation of a story based on the book 'The Way Back Home' by Oliver Jeffers.

Thursday 24th November

The way back home

Once there was a girl and one day, when she was putting in her closet she found a rocket. She didn't know what it had come from but she decided to take it out for a test drive. But soon she ran out of fuel so she was in a bit of a panic and soon she looked on news. What was she going to do now? She felt alone, scared and soon her tears began to run out. Up in space some where else was in trouble too. His engine had broken down. staring his ship towards a streak of light he looked on panic with a beak

Both of them could hear giddy hoists in the dark. and they started the work. But as they eyes got used to the dark they realised they weren't alone. The girl showed the man her empty coal bucket and the man showed the girl his broken engine. Together they thought of ways to fix their machines. The girl went back down to earth by water slide. But when she got that she was really tired so she sat down to reach her favorite to show. Suddenly she remembered and read outside. And she shouted, but she couldn't be heard. She shouted again. This time a ladder was lowered. The girl climbed and the man pulled. Finally she was back on the moon. The girl got the man brother Eng

with the right spanner. and the man glued up the girl's coal bucket. They thank ed each other. They wondered if they would ever see each other again. A star a long night they were both asleep. The girl went one way and the man went the other both on that way back home.

there there there there  
where where where where

What a great range of coordinating conjunctions and such fantastic sentence openers too!



# Year 3



How to build your own Iron Man

Do you ~~need~~ <sup>does</sup> need help? Is there a evil beast <sup>does</sup> it need crushing. Has you ~~thought~~ <sup>thought</sup> of a Iron Man? Instructions  
Make your Iron Man invincible.

**Equipment:**      **Subtitles**

- I will need a big team,
- A lot of oil barrels.
- A big bucket of bolts.
- Some metal tank.
- XS some sticks glue.

**Method**      Use a range of verbs

1. First carefully get some bits and ~~bolts~~ <sup>bolts</sup>.
2. When you have the parts get some glue.
3. Now start build your Iron Man.
4. Get the head and glue it on.
5. Get the eyes and put it on the head.
6. Add the tow arms and legs and one body put it in the glue and the bolts.
7. At last use the oil to make it move more.
8. To make it work perfect it.

**Imperative verbs**

Fantastic use of imperative verbs to make each step clear and concise.

The Year 3 children really enjoyed reading the Iron Man by Ted Hughes as their class book. As part of their instructions writing unit they've created step by step instruction to explain how to build your own Iron Man. This wonderful work was written by Theo:



# Year 4



Really  
interesting facts presented using  
fronted adverbials!

Beavers come in two species, the Eurasian  
beavers and the North American Beaver. They  
live from 12 to 15 years and they can even live  
upto 20 years! **Sadly**, populations of beavers  
have decreased drastically as they have been  
hunted for fur and oil from their glands used  
for perfume and even ice cream! **In the dams**,  
beavers live socially as a male, a female and  
2 to 4 kits. **Oddly enough** beavers tails are  
made of the same materials as a human nose!  
**Even though** beavers have bad eyesight, they can hear  
very well!

Year 4 were asked to research beavers and the positive changes they make to the environment, which was a really important part of our class text Song of the River. Jude has used a range of fronted adverbials to

**Celebrating writing at Abbey Gates Primary**



# Year 5



5th November 2022

Learning Objective	To describe setting and atmosphere to engage the audience, and to indicate a change. (Mystery narratives)	Independent	Supported
A	Generate appropriate vocabulary to describe setting		
Most	Begin to write the beginning of the story, describing the setting		
Some	Include fronted adverbials, adjectives and similes		

Near the plumage sapphire blue river, stood a ghomy; sage green <sup>humble</sup> ~~house~~ vines crept up the single storied house as overgrown plants slayed in the wind. The wooden door's paint was chipped and worn out and the windows were shut to block out the natural air of the lush rainforest. When you stepped in, all the sereny and smells burned into dissinfectant sprays, and sick dark cooper spread across sage green ~~over~~ glom ~~covered~~ the walls. like and maid on the dining table, the only food was from England that had just been shipped. Most of the Cabaret's where for pull as to the brim and looked as if they were about to explode. In Mr Carter's office was a wooden desk and a battered leather chair that was neatly pushed under the desk. Stacks of paper plew around and eyes stared at you eerily.

7.11.22 It was early in the morning, when a young girl woke. Her name was Guendoline, as she stepped into her silly spt slippers, as her thin sister turned on whilst the oil lamp plucked. As she got out of bed to get a glass of water, she heard a pair of strange voices. One of the voices she recognised as Maia.

3.11.22 "What is she doing?" thought Guendoline. "This will depressly get her kicked out. She snickered quietly. Guendoline grabbed a near by stool and placed it next to the grubby window, on she climbed to get a better view of the searative conversation.

Out-side was Maia (as she'd expected) and an indian looking boy around her age. "Mummy and daddy won't be happy that Maia's dating boys." She said to her self convincedly. She got closer to the the window and bit her. "ow!" She splatted. Luckily her sister was a heavy sleeper.

The boy glanced at the window and sighed. "What's wrong?" asked Maia, as she tried follow his gaze but failed. The boy was called Fin, and he tried to find out that Guendoline had heard the plan. She was in for a treat...

24.11.22 The following morning, the family woke to an ear-spitting screech coming from the twins room. Mrs Carter thundered in to see only Beatrice staring in horror at her younger sister's empty bed. "Where is my darling daughter?" shrieked Mrs Carter as Mr Carter and Maia came bounding in like wild elephants. simile "I don't know," spluttered Beatrice, "I woke up and she was gone!" She said.

Years past but there was no sign of Guendoline Carter. Where is she?... Who took her?... Is she alive?... What happened?... rhetorical question

- a for consonant
- an for vowel.

Lyla has written a mystery narrative based on our class text: Journey to the River Sea. Lyla has used fronted adverbials and fantastic vocabulary in this piece!

Celebrating writing at Abbey Gates Primary

# Year 6

Jurassic park

**SCREECH! BOOM!** The T-rex were back and more aggressive than before. Sarah's stomach started to squelch as the carriage did barrel rolls, twisting and turning as the familiar face of the dino pushed them toward the edge of the cliff. "Clever girl, I am murmured to himself. **THERE PUSHING US OF THE CLIFF!**" Nick screamed. They were all bruised and hurt because of getting kicked around in the van earlier. Nick Sarah shouted "Stop it!" - she was extremely scared of heights.

**CRASH! CRASH!** The carriage slowly tilted as they fell off the edge of the cliff. Oh my god. Sarah whispered under her breath. "Hold on to something!" Nick said raising his breath voice but not quite shouting. "Hold on to something!" I am repeated in the same tone a Nick. I am start climbing down using anything he could use foot and hand holds then to reach Sarah who was grasping onto the table her hand slowly slipping. Then **THUD!** Sarah fell down all the way to now the bottom of the trailer when every heard a crack as the glass Sarah was lying on started broke. I am went faster and faster as the glass cracked more and more. "Grab my hand!" I am told her gently. No response. She was out cold. I just

then something fell. I am graped her hand as soon as he realised what was happening. The glass broke. she started to dangle I am hold grasping her hand firmly and started to try and pull her up.

Year 6 were gripped by the Jurassic Park clip that they watched and enjoyed turning it into a written passage. Enjoy Josh's take on this!



# Aim High Authors



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

**Celebrating writing at Abbey Gates Primary**