



Edition 3:
Spring 2023

Aim High Authors Magazine



Learning Together & Making a Difference

Celebrating writing at
Abbey Gates Primary





Welcome



Welcome to our third 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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Writing News



This term, we have been amazed by how much the children's writing has been coming along. The children have been letting us know what they think about the writing at Abbey Gates.

Mr Rich carried out some Pupil Voice with Key Stage 2 children and they feedback some great thoughts and ideas. One question asked was, 'What do you enjoy about writing?' Here are some of the children's responses.

- "It's calming and peaceful – it's like drawing but with letters." (A good metaphor there).
 - "You can be creative and use your imagination."
- "That there is never a right or wrong answer, you just let your imagination flow."

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Poetry Corner



Grendel
Grendel's teeth are sharp shards of glass,
Grendel's hair is dark, ~~acid~~ grass,
Grendel's eyes are ~~black~~ deep pools,
Grendel's ~~claws~~ claws are deadly tools,
Grendel's roar is a ~~fire~~ deafening bell,
Grendel's heart is a ~~stone~~ stone from Hell.

Here are some
marvelous
metaphor
poems written
by Eve and Evie
in Year 5!

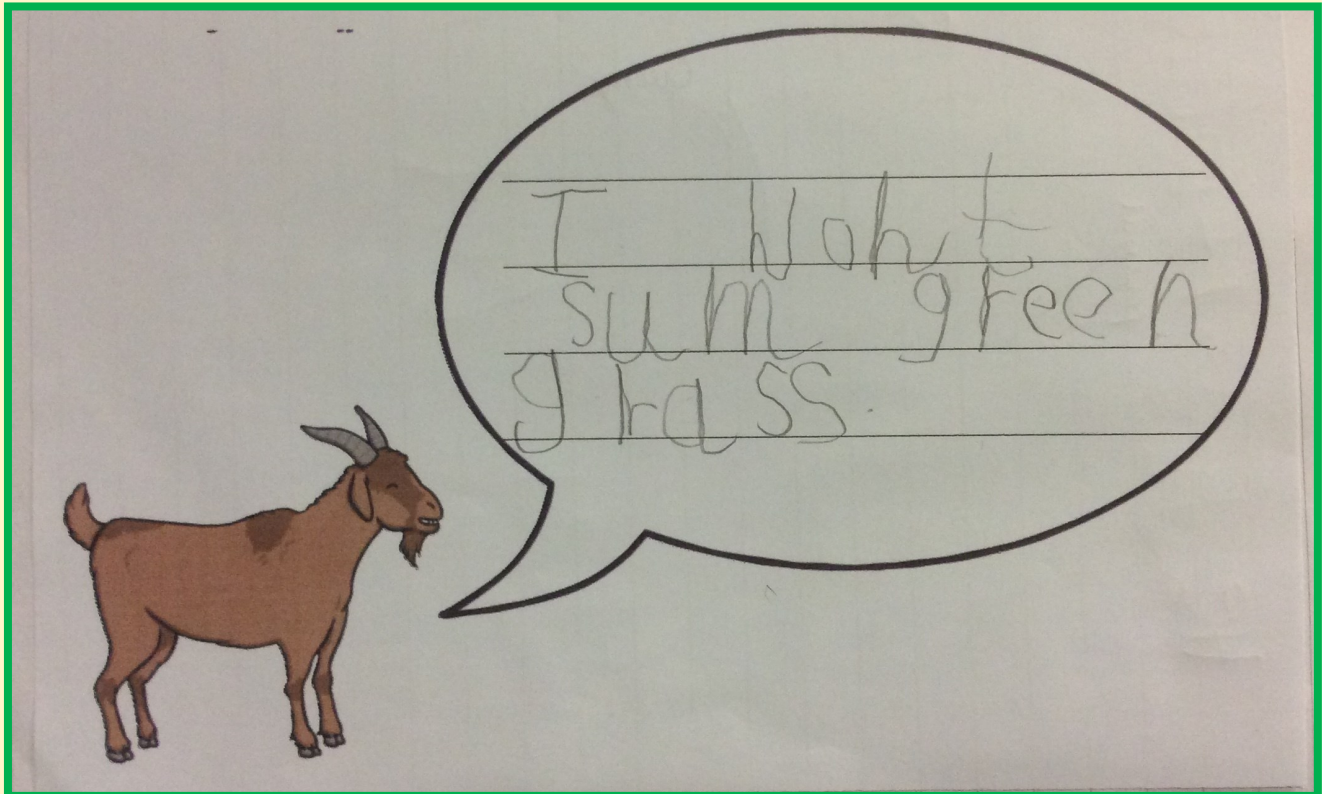
Grendel's teeth are Jagged
The Mon Grendel's eyes are staring
Grendel's nails are killing machines
Grendel's scales are iron hard
Grendel is a death dealers
Grendel's roar is Thunder.

Super metaphors Evie

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Foundation Stage



George wrote a fabulous speech bubble for the goat. He listened carefully for the sounds in each word and beautifully formed his letters. He remembered all of his finger spaces and a full stop—Wow!

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Year 2



On we stopped until I found well
some cheese so I jumped over the gates fence
and we found wine and cheese. We kept
up closer until there was a heavy man
with long hair so we scampered quickly.
Slowly we turned and followed
the crowds to the river banks. Ahead of
us were fields where there ^{were} blankets
made ^{into} dens and tasty goods and
an nice ~~hot~~ hot fire. There was cheese and
there was grapes. It looked like we would
be here some time now. So we
~~decided~~ decided to go to sleep and eat
some cheese and ~~the~~ grapes. And
my friend Vlad feared of some
people. So we scampered and set
up on the fire. And we couldn't
get to sleep so we ate lots of good
and we got so satisfied by the
fire's heat. It was really hot. I
couldn't get to sleep. So we
it was an disaster just to let
you know you know that it was
an a horrible disaster. Just to
let you know we was all scared.

Year 2 have been enjoying writing their own stories based on 'Vlad and the Great Fire of London'.

Here is a short extract from Harry's story. We are so proud of the effort that you have put in!

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Year 3



Year 3 have been writing non-chronological reports linked to our Explore Big Question— How did the first people survive?

Evie has been selected in this edition for her fantastic report. It included all the key features and it was a pleasure to read. Enjoy!

STONE AGE BEASTS

What is the Stone Age

The Stone Age lasted 2.5 million years. It ended ^{SP} about 5000 years ago. When humans started working with metal.

Mastodon



This ~~hummingbird~~ ^{hummingbird} is a hummingbird beast that lived 1.8 million years ago. And roamed every continent except Antarctica and South America.

Woolly Adammoth Rinosaurus

It is a distant cousin of today's white ^{SP} Rhinos that lived around 3000 Million to 12,000 years ago. We know about them because of the Avenk cave paintings and their fossils which have mainly been found in Europ, north Africa and Asia. The Woolly Rino was supported by four furry, Stagg legs.

E wasion cave lion

These ^{SP} furry beasts were carnivores. Scientists know about these ^{SP} beasts because of the fossils. This Cave lion had round pointy ears. They had big sturdy legs for hunting. And it had ~~greater~~ ^{greater} size than today's lions.



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Year 4



Year 4 have been writing a narrative based on the class book about an Egyptian Cinderella.

Max has responded to feedback and included fronted adverbials, expanded noun phrases and subordinating conjunctions in his opening paragraph!

Egyptian Ron

When I was a child I got stolen by cats, I was sold as a slave, then I was angry. I had brown eyes like chocolate and the other boys had blue like crystal clear rain. Then when they saw me they named me Ron.

Every day the other boys told me to wash the clothes, water the cabbages, and feed the donkeys. My only friend I had was a cat called Olli, he liked rest to the kitchen and always made me laugh.

My master gave me golden chains which was better because I wouldn't get my feet slicked by stones. The other Setmont boys master announced tomorrow we would meet the queen. I hoped I could go but when we got to the boat, they didn't give me a backward's glance. They set off on the boat and left. I said can I come, but it was too late.

On the 900 I got stolen by pyrets. I am sad and very sad. Please help me in trouble. I had egypt, some like food there and there is water and it is like ever. The pyrets were stealing money from her and got tubern went to Ashent egypt and I feel done.

Jasper has been working hard towards achieving his personal targets and we are proud of the progress he is making in writing!

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Year 5



Year 5 has been writing a balanced argument with the question: Was Grendel right to attack and take over the Mead Hall? This is an example from Jack. He has used adverbials and causal conjunctions, set his argument into paragraphs and has used great reasons to support both sides, well done Jack!

Learning Objective	Independent	Supported
Use further organisational and presentational devices to structure text and to guide the reader (balanced argument)		
To draft and write an introduction		
proof-read for spelling and punctuation errors		
Assessing the effectiveness of own writing to make sure it is concise and clear		

26.1.23
 WAS GREDEL RIGHT TO ATTACK AND TAKE OVER THE MEAD HALL?

FOR THOUSANDS OF YEARS MONSTERS HAVE STALKED OUR LIVES CREEPING IN THE SHADOWS. PEOPLE LIVE IN FEAR OF ONE PARTICULAR BEAST GREDEL. THE CREATOR HAD AN AIR OF ANGER TOWARDS THE PEOPLE OF THE MEAD HALL. SO HE MURDERED THEM AND TORE THEM TO SHREDS. HERE ARE SOME REASONS FOR AND AGAINST HIS ACTIONS.

27.1.23
 ON ONE HAND I DISAGREE WITH WENZEL'S ACTIONS BECAUSE HE COULD JUST MOVE ON INSTEAD OF EATING PEOPLE. HE WOULD EAT PEOPLE.

26.1.23
 HOWEVER, THE PEOPLE OF HEOROT INVADDED THE GREAT WYRDLAND, HE WAS THERE FIRST! IN ADDITION GREDEL IS BORN FROM HELL SO IT IS HIS BLOOD TO SLAUGHTER.

ON THE OTHER SIDE OF THE ARGUMENT IS JUST BECAUSE SOMEONE IS MERRY AND JOLLY YOU CAN'T DEVOUR THEM.

27.1.23
 IN CONCLUSION GREDEL WAS RIGHT TO DO WHAT HE DID. HE WAS JUST THERE IT WAS HIS LAND FIRST THEY INVADED HIS HOME.

jj lowercase 'j'

causal conjunctions and adverbials

Great reasons to support both sides of the argument 😊

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Year 6



Year 6 has written letters home to loved ones as if they were a soldier away fighting during World War II. Oliver has expressed great emotion throughout his letter and made excellent use of punctuation and grammar techniques.

27 th January 2023	Supported	Independent
Learning Objective	Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning	
All	Use appropriate grammar and vocabulary to match the genre of a letter.	
Most	Consider emotions over descriptions of actual events.	
Some	Can write with appropriate formality and express emotions. → x2 raffle tickets ☺	
Most	Include year 5/6 punctuation to enhance meaning. semi-colon, dashes, colon	

My love,

Your last letter did end up reaching me, it warmed my heart hearing from you and the kids; it brought a tear to my eye...

I long to come home to you and the children, but I can't yet. But one thing I can promise I can do is try my hardest to finish this war, ^{<2 parenthesis} once and for all. Every night - whenever I'm supposed to be sleeping - in thinking of you and what we would be doing right now, maybe we'd be in a fancy restaurant or maybe we'd be out with the kids, either way, as long as we are all together, I would love it.

I am surrounded by such brave men, yet I still feel so small compare to the Germans, I bet I seem such a coward to them. I pray this conflict will end soon, I fear the damage it's doing to me mentally. Every gunshot I fire affects me more and more, I feel like my brain is spiralling down into an infinitely deep pit. But I try not to think about that.

Please remember that I still ^{love} love you and I hope to see you soon.

Yours,
Billy xx

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Aim High Authors



Thank you to all of our Abbey Gates Authors.
We hope you enjoyed reading the children's hand work.
Look out for our next edition coming soon!

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