

Literacy Exemplification materials

Writing for information Year 6: Animals in captivity

Aspects of framework exemplified

Learners are able to:

- plan writing to shape it for effect, *e.g. leading up to a conclusion*
- explain ideas fully, showing implications and consequences
- use features of the chosen form, *e.g. an effective introduction that establishes context and purpose, a suitable balance between facts and viewpoints, a precise conclusion*
- use paragraphs or sections to structure meaning and effect
- use language appropriate to writing, including standard English where relevant
- use varied sentence structures and sequences of clauses
- use a range of punctuation accurately to clarify meaning, including apostrophes for omission
- produce fluent and legible handwriting.

Stimulus/context for learning

- The whole class discussed whether captivity was a good or bad thing and recorded points for and against the argument.
- The whole class looked at organisation and language features of an argument.

Evidence

Write a persuasive essay. ^{write a written essay}

Animals in Captivity - Good or Bad? ^{* Good set of points to support your argument.}

There is a lot of discussion about whether animals should be kept in captivity where they're safe or set free in the wild.

Some people believe that animals should be released into the wild because it's cruel to stop them from learning to hunt, adapt and it's horrible because they have to learn to fend for themselves on their own.

On the other hand, some people think that animals should be kept in captivity where they're safe from hunters/poachers and grassland/forest fires because their species will soon die out and they will become extinct.

They say that most zoos don't take care of their animals properly and they often turn mad because they're not in a suitable habitat. Eg: Kaiko the Orca lived in a low, shallow pool in an aquarium, and day after day children wrote to the staff to set Kaiko free so they finally decided to set him free, he died in 2003.

They say animals can help educate children so therefore animals should stay in captivity so young children will learn about them.

My opinion is that good and bad are animals both should and shouldn't be kept in captivity because some animals are endangered and need our help but others can survive well in the wild.

Task: Recognise arguments For and Against.



FOR

AGAINST

By learning about them we may help them.

If we don't keep them in Captivity they will become extinct.

They help educate people - especially children.

By learning about them we may help them.

In the wild they are likely to die.

Keeping animals in Captivity is too expensive.

It's too cruel because they are not in their natural habitats.

Many Zoos are old fashioned and treat the animals like prisoners.

People in poor countries don't benefit from these animals.

Task: write a persuasive essay.

Animals in Captivity - Good or Bad?

There is a lot of discussion about whether animals should be in Captivity.

Some people believe that animals should stay in the wild and not be held in captivity, because they think that keeping them in Captivity is too expensive, also many zoos treat animals like prisoners, letting them eat things that are not their normal food, so they have to get used to it. For example Rocky the dolphin wasn't able to hunt his own fish or swim around because he was in captivity.

They argue that if we keep them in captivity, the animals will not be in their natural surroundings, which is too cruel, so people think we should let them in the wild for all these bad reasons for the animals.

On the other hand others think by keeping animals in captivity, we are able to educate people especially children. Also (for example) if we didn't keep animals in captivity they are able to become extinct, so in the wild it is most likely the animals will die-out.

They say that by learning about animals in Captivity we may help them.

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Writing for information Year 6: Wonders of Wales

Aspects of framework exemplified

Learners are able to:

- plan writing to shape it for effect, *e.g. leading up to a conclusion*
- edit, reflect and improve their writing
- use features of the chosen form, *e.g. an effective introduction that establishes context and purpose, a suitable balance between facts and viewpoints, a precise conclusion*
- use paragraphs or sections to structure meaning and effect
- use language appropriate to writing, including standard English where relevant
- use a varied and appropriate vocabulary, including subject-specific words and phrases
- use varied sentence structures and sequences of clauses
- use a range of punctuation accurately to clarify meaning, including apostrophes for omission
- produce fluent and legible handwriting.

Stimulus/context for learning

- After a whole-class educational visit to Big Pit, the learner used a writing frame to support the organisation of recount planning.
- The learner used their planning to write a recount of the visit including appropriate features and organisation of the genre.
- The learner independently edited the writing and made annotations for improvement.
- To conclude the process, the learner completed a self-assessment questionnaire independently.

Evidence

Recount Writing

Title: Trip to Big pit

WILF - First person, past tense, chronological order, time connectives, technical vocabulary

Introduction - who? what? where?

On the Monday 6th February, me and the rest of year 6 and 5 went to Big Pit. We left at 9:15 and we went to learn about James Watt and his coal-powered steam engine. We arrived at Big Pit at around 10:00.

What happened?

First we got off the bus and walked over to the reception. After we sorted out the groups our group walked over to the exhibition. It was fun going through the exhibition. We had a tour guide and he showed us all the machinery they had down the mine.

Then... We finished in the exhibition and suddenly ended up in a museum! In the museum there was all the uniforms and the cages they carried the bird in. They carried the bird to check for (gasses) gasses in the olden days.

Next we entered the mine and down in the cage (not an elevator!) We had lights attached to our helmets and there must of been at least 100 stairs! The stairs led to further down the mine. It was at some points (saw) scary.

Finally... We left the mine and waited for the other groups. Once we left the gift shop we headed for the bus. I wish we could of stayed longer.

We all thought that... ~~was quite fun~~ ~~after~~ ~~someone~~ ~~screamed~~. ~~Going~~ ~~down~~ ~~the~~ ~~mine~~ ~~was~~ ~~preaty~~ ~~fun~~ ~~too~~. I wish we could of stayed longer in the museum.

Super plan.

feelings and thoughts actions descriptions details what do you think?

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W/E: 1st person, past tense, time connectives, feelings and facts

Our trip to big pit

On Monday 6th February, the class and I went on a trip to Big pit. There was a year 6 bus and year 5 bus. I went on the year 6 bus. We left at about 9:15. Eventually we arrived at 10:00. We came to learn about James Watt and his coal-powered steam engine. I tried as hard as I could but it didn't work. I failed to resist after the first ten minutes.

First we got off the bus and walked over to the reception. Once we got past the reception, we sorted out the groups. A while after, we made our journey to the 'Simulation theatre' (or as I call it the exhibition). We all had a snow ball fight on the way. When we got inside the theatre, we all watched the little video. The tour led us through to a giant wall. I was terrified... Suddenly, the lights dimmed. I thought, What is happening?... BOOM!!! A loud noise filled the air. I (hard) heard someone scream as

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Well as the explosion. It sounded like Catter's Blackburn
(no offence Catter).

Once we got over screaming. A little video appeared
again and all the light shone on a piece of
equipment. We were told that it was called a
mole (It was named 'Mole' after its mole-like movement).

It was sort of like a wrecking ball (a spiky
wrecking ball), attached to a crane. In the video
they showed us a dangerous piece of equipment.
They told us that it was called a widow maker.
The guy on the video said (is) he would tell us more
in the next venue.

Eventually we found out that it looked a lot
like a chain saw, a big chain saw, that dug through
the wall looking for coal. Once we exited the exhibition
our group decided to have a look at the museum.
On the way we had another snowball fight and I
nearly hit Mrs Hancox when Sam dodged my snowball.

In the museum there were chunks of coal,
there were oxygen masks, uniforms and much more. There
was also a little tunnel. You go through one way
and out the other. It showed us what it was like
if we were in the mine.

Once we had finished in the museum (we had
a bit of lunch I finished just in time. After lunch we
waited while the others went to the bus. We had a
massive snowball fight. Again! (I nailed Alex Langley in
the head).

After all the madness, we finally made it to
the mine. While we were walking towards the cage.
We were told that we needed to (where) wear a helmet.
Then we had to wear a belt with a (bailer) battery and
gas mask attached to it. The battery was powering the
light we had on our helmets, and the gas mask was in case

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o Scary poisonous gasses (When we entered the cage, (not an Elevator). As we gathered speed. My heart was more scared than I was. Eventually we got off the cage and explored the pit. Our guide (Peter) show us some coal and Iron. He showed us the weight of each one. The Iron was the heaviest.

We went through to the next room and there was a wire coming (from) from the roof next to another one. Peter our guide was pulling out a slice of metal from his pocket. When he pressed the three metal objects together they made a bell sound. He said they were used to signal a stop!

As we went down at least 100 stair we saw a giant pipe. Part of the pipe was broken and the water was orange! Eub!!! After he showed us that disgusting water. We got to the end of the tour and the trip as we got in the cage for the final time we left Big pit.

We had to barg (?! through the bustling gift shop to get (through) through to the bus and as we waited for the other lazy groups our trip came to an end.



*¹ I was very excited!

(T)

*² There was snow, ice, and a lot of fun.

*³ Which I ended up with snow down my back! (again and FREEZING!)

*⁴ Which was played on a little screen in the corner of the room.

*⁵ next to us

*⁶ but it was different. It was...

*⁷ crawling through a tunnel

P 0.5

P 0.5

<.5

Recount: Self Assessment

| Have I | 😊 | 😐 | 😞 |
|--|---|---|---|
| Set the scene? | ✓ | | |
| Recounted the events in chronological order? | ✓ | | |
| Used the past tense? | | ✓ | |
| Used time connectives, then, next, meanwhile? | ✓ | | |
| Used details to keep interest? | | ✓ | |
| Used specific names of people, places, objects etc? | ✓ | | |
| Answered the questions of who, what, when, where, why and how? | | ✓ | |
| Used paragraphs to help flow? | ✓ | | |
| Ended by commenting on the events? | | ✓ | |

I think I did the following really well:

I (think) think I really went mad on the introduction. I added millions of information than I wanted too.

I could improve on these things:

I think I could improve on my paragraph about the museum. I only had about 7 lines. On the exhibition I done 12 lines.