

## Writing

**LO: To draft and edit a school report.**

### **YOUR TASK:**

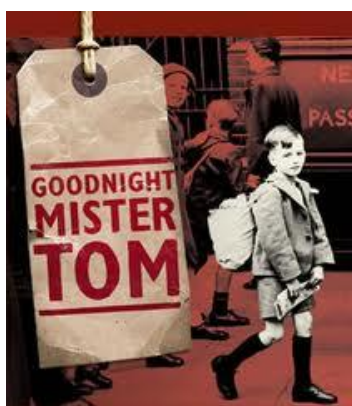
Your task is to write a **school report** about Willie Beech from Mrs Black's point of view.

OR

You could write a **school report** about Zach from Mrs Hartridge's point of view.

As **teachers** at their school, part of your job is to draft a report based on their performance at school, their personal attributes and attitude to work.

I would **recommend** making some **thought bubbles** from the teacher's point of view about the child. Think about our piece on the Lottie Project and how to deliver your point in an honest, polite and formal manner. This will help you with the overall tone of your writing.



**Remember:** School reports are **informative** pieces of writing which focus on conveying the positive points in the school year but also bring attention to some areas the child needs to focus on.

Your report should therefore be both informative, personal and polite.

You should aim to report on Willie or Zack's **personal profile**, their abilities and accomplishments in **English** and then the same for another subject of your choice.

### **For example:**

#### **Pupil Profile**

William is a keen learner and is determined to be up to scratch with his peers; despite being in a lower ability group to his friends he has been excelling in all areas of the curriculum. Although he is a shy character he has made lots of friends within the community. He is extremely shy and painfully self-conscious, which leaves him feeling deprived and isolated from the other children. Regardless of this, William exceeded mine and many other's expectations and I soon hope to see him move up and progress into Mrs Hartridge's class with some of his friends.

#### **English**

Upon starting this term, William could barely read or write. I am delighted with the determination and progress William has made throughout the term. He has clearly worked incredibly hard both inside and outside of school; he should be immensely proud of his efforts. Although his vocabulary was limited to begin with, I am now seeing adventurous vocabulary being used to emphasise his vivid imagination. William's handwriting and rules for spelling, punctuation and grammar have gone from strength to strength and he is now able to work independently with very little support.

#### **Area for improvement:**

William needs to develop his confidence when speaking to an audience.

## Maths

William has made good progress in mental arithmetic since he joined us from London and has worked with increasing competence during these sessions. He has explored a range of strategies and is beginning to apply these independently when answering questions. The speed of recall of his multiplication tables is developing and he is able to use the inverse to solve harder calculations. As William has worked so hard with his reading, he is now more independent when solving word problems, although will sometimes need support to extract the key information when there are more than two steps required.

### Area for improvement:

To explore 2D and 3D shapes and show an understanding their names and features.

## Things you may want to consider:

- **A range of complex, compound and simple sentences** – this will allow you to explain the specific details of the subject you are focusing on.
- **Relative clauses:** beginning with a relative pronoun (*who, whom, which, whoever, whomever, where, whose, whichever, and that*).
  - Willie, who is becoming more confident, has made several positive relationships in the class.
  - Willie is starting to put up his hand in lessons now which has surprised me.
  - Willie, who has recently joined us from London, has gone from strength to strength.
  - The place where he sits is near to the window which he enjoys.
  - Willie, whose favourite subject is Physical Education, is a great footballer.
- **A range of punctuation** – in this piece of writing you could focus on dashes, colons and parenthesis (brackets). All of which allow you to insert additional phrases, clauses and information into sentences.

### Colon

#### 1. Introduce a list.

There are three friends in the book: Harry, Ron and Hermione.

Remember to bring these items:

- a water pistol
- a unicycle
- a pogo stick
- roller skates.

A colon at the end of the introductory sentence.

Full stop at the end

### Colon

#### 2. Introduce examples or explanations.

It gives a little more information about what comes before it.

The bird eats lots of snacks: he needs lots of energy for flying.

### Brackets

Separate additional detail or information

I spoke to Eliza (**her sister is a doctor**) about your strange symptoms.

I gave the bear a banana (**all I had**

**left**).

Full stop on outside



The word or phrase inside the brackets, commas or dash is called a parenthesis.

### Dash

Show a break in a sentence.  
Separate two clauses.

The fire spread quickly and the trees were engulfed – I was scared.

Remember:

- It is stronger than a comma
- It is longer than a hyphen

- -

- In addition, think about creating the **correct tone** through a careful choice of **verbs** (actions), **adverbs** (how the actions are carried out) and **adjectives** (descriptive language).
- **Unlike our parent's evening playscripts with Miss Beckworth**, I would **avoid** the use of a critical tone. Willie and Zach are different characters to Lottie and the teachers differ from Miss Beckworth. You should try to capture their characters instead.

### Suggested Structure and Planning Sheet

This is an idea to help guide you, **if you have other ideas please pursue them**, this is not a strict number of paragraphs you may decide to pursue multiple subjects.

#### Paragraph 1:

*A pupil profile:* Describing Willie/Zack, his personality and his relationships within the classroom. Include references to the text (e.g. I know you are working hard with Willie/Zack in the evenings and before school).

#### Paragraph 2:

*English:* Positive comments about his ability and a specific target for him to work on. Discuss reading, writing, grammar and speaking and listening.

#### Paragraph 3:

*Another subject:* Choose another subject and explain his ability and talents in this area, include a target for development. This must NOT be ICT because at them time computer were not yet developed and in schools the way they are today.

**You may decide to continue your report with further subjects.**

Sentence Structure and Punctuation	Text and Organisation	Composition and effect	Handwriting
Complex sentence: • <b>Connectives</b> - however, due to, despite, subsequently, consequently. • <b>Subordinate clause</b>  Capital letters for names and places?  () brackets ()  ??? Question marks ???  !!! Exclamation marks !!! Colon :::: Semi colon ::: Hyphen ---- Ellipsis ....  Apostrophes - can't, didn't, haven't	Link paragraphs  Ordered text with introduction AND conclusion.	Address the audience  Adjectives Adverbs Alliteration Similes Metaphors Rhetorical questions.	Handwriting is neat and regular in size.