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.

**Animals in Captivity - Good or Bad?**

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 keep 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 and 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. E.g., Kaiko the Orca lived in a low, shallowed 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.
There is a lot of discussion about whether animals should be kept in captivity or not. Some people believe that animals should stay in the wild and not be kept in captivity because they believe that keeping them in captivity is too stressful. Also, many zoos won’t be able to provide proper care. For example, they might not have the correct habitat, such as a suitable temperature or proper food. They argue that if we keep them in captivity, the animals will not be in their natural surroundings. However, if we did keep animals in captivity, then we could see more people become interested in them. They say that by learning about animals in captivity, we may help them. People in poor countries don’t benefit from these animals.
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 2012 and the rest of year 6 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. The carried the birds to check for (passed) 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 (narrow)

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…

A) I thought the exhibition was really great after someone screamed, “Going down the mine was pretty fun too.” I wish we could of stayed longer in the museum.

---

**feelings and thoughts** actions **descriptions** details what do you think?
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 snowball fight on the way. When we got inside the theatre, we all watched the little video. The tour leads 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 (kind of) heard someone scream as...
Well as the explosion, it sounded like Cathie Blackman (no offence Cathie).

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 mule. (It was named Mule after it 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. Hancock when she 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 loo. 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 wear a helmet. Then we had to wear a belt with a boiler, 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
Sticky poisonous gas so 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 later showed 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 the roof, next to another. 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 stairs we saw a giant pipe. Part of the pipe was broken and the water was orange. Yay! 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 pony through the bustling gift shop to get through. We met the bus and as we waited for the other lazy groups our trip came to an end.

I was very excited. There was snow, ice and a lot of fun. Which I ended up with snow down my back (again and freezing) Which was played on a little screen in the corner of the room. Next to us but it was different. It was crawling through a tunnel.
## Recount: Self Assessment

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

I think I did the following really well:

I 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.