

06-11-14

Writing - on the beach

The wind swept past Michael's face, leaving him colder than before. The rain battered ~~booming~~ ~~splashed~~ against his skin, extracting the very last droplet of warmth from his body. He could feel sharp rocks stubbing his toes. He could hear the birds calling in the distance, calling to their friends, making him feel more alone than ever. The glacial feeling of being alone rushed through his empty mind.

The agitated cry from a nearby seagull woke Michael from his haze. Sand crept through his shoes as he sled to shore. The stillness of the grey clouds loomed over him, silhouettes of the North end dashed across the sea. Waves crashed in, quietly at first, but from a distance now it seemed a world away from what he was about to face.

Walking away from beach → something catches his eye → turns around → sees this bird → follows it until it flies over the sea → leaves him beside this cave → carves in it → lying in the sand is a compass

keep kept

Rain kept battering down, but that didn't stop him. As he continued strolling along the bay, something different, something unusual, something peculiar caught his eye. It was a bird, a bird never seen by his own two eyes until that moment.

gloom

Magnificent shades of teal, black and blue ran along its wings, as it circled round his head he felt whole, entranced into...

Unsure of what to expect, not knowing what he was doing, he followed the creature. Purling back and forth Michael had to gather some speed. The gloom feelings left him, he was free. It vanished, now he found himself looking down, he'd found all his answers.

A rock, there by a roughly hewn rock drawing him in. Michael could make out what was written, he knew it, somehow. Slowly he traced the letters with his weather-beaten fingers. An e, yes an e, followed by an s. The next few letters were hard to make out but now seeing prints, he did it. España, España, where had he heard it before. In school no, his grandpa, at home, nono no, Morag.

It was the box, that's why she made hold it. On the box it read España and inside was the Spanish coin. Spain, it meant Spain. The rock that stood in front of him ^{now} was where her grandfather found that coin. Michael looked up, up to the night sky, it was dark. He gathered himself and set off home. He'd be back tomorrow as course, there was more. (There had better be!!)

23 rd October 2014	Basic	Good	Excellent
<p>E&O Having explored the elements which writers use in different genres, I can <u>apply</u> what I learn to <u>create</u> stories with an interesting and appropriate structure, interesting characters and/or settings which come to life.</p> <p>ENG 2-31a</p> <p>Task To apply the learning about telling a story gradually and hinting at something, along with appropriate vocabulary technical, exciting or ambitious vocabulary to create a narrative text in the correct genre.</p>	<p>Spelling Words are spelt using phonic strategies.</p> <p>Punctuation Most sentences have a full stop but might contain more than one main unconnected idea.</p> <p>Structure Paragraphs are mostly used to separate most ideas and events.</p> <p>Vocabulary Few, if any, ambitious words or phrases.</p> <p>Connectives/ Conjunctions Joining words are used to link ideas and possibly join sentences, mostly 'and, then', etc.</p> <p>Presentation Handwriting is legible but not joined or consistent in shape or size.</p> <p>Craft and Creativity Ideas are expressed simply, often without much detail, and create only a basic image for the reader. Writing lacks tension or doesn't engage the reader.</p> <p>Pace Ideas are simply stated with only hinting or delay in telling the reader what is going on.</p>	<p>Spelling Most words are spelt correctly, including words which can't be sounded out.</p> <p>Punctuation All sentences are formed correctly, having a main idea and related detail, and have a member of the family of full stops to complete them.</p> <p>Commas may be used, some correctly.</p> <p>Structure Paragraphs are used accurately to separate most ideas and events.</p> <p>Vocabulary Some accurate use of ambitious words or phrases.</p> <p>Connectives/ Conjunctions A varied use of connectives/ conjunctions is used to link ideas and join sentences.</p> <p>Presentation Handwriting is legible and is consistent in shape or size but not joined.</p> <p>Craft and Creativity Ideas are expressed simply, but possible with some detail. Writing lacks tension or doesn't engage the reader and make them want to read more.</p> <p>Pace Ideas are simply stated but with hinting at and a delay in telling the reader what is going on by using implying, using detail to slow the</p>	<p>Spelling Only the most ambitious of words might have errors.</p> <p>Punctuation Sentences are completed accurately. Commas are used: to separate main clause from detail and description; to separate speech from person spoken to; to separate items in a list. Use of commas shows understanding of their purpose.</p> <p>Structure Paragraphs are used accurately to separate ideas and events. Varied sentence structure also be evident – using short and long sentences to create or extend tension.</p> <p>Vocabulary Clear use of ambitious words or phrases, suitable for wider reading and understanding.</p> <p>Connectives/ Conjunctions A broad and ambitious range of conjunctions to link ideas and join sentences.</p> <p>Presentation Handwriting is legible, joined and well presented.</p> <p>Craft and Creativity Figurative language (creative, imaginative – using metaphors, etc.) is used to create images. It shows a mature style which makes the reader read more. Evidence of a writer's craft and ideas are clear and used purposefully.</p> <p>Pace Ideas are created in complex sentences which hint at what is going on. The writer only gradually reveals the story, using ambitious vocabulary and detail in the text to delay the exposure/ exposure</p>

PURRFECT

