

YEAR 6
WORKING AT GREATER DEPTH

The Dragon Slayer

A clear and confident sense of purpose: writing that demonstrates a cohesive, well-sequenced narrative. Strong characterisation and description using a range of vocabulary

Effective description to create atmosphere and build characters

Cohesion across paragraphs using time adverbials

Rhetorical question to build drama

In a time when dragons ruled mankind only one man could fight them and that's what he did, day in day out. As the relentless rain poured down rapidly, the dragon slayer rode proudly through the gloomy drenched scenery barely sparing a look towards the lonesome hard-working blacksmith and his so. They both stared at him in a mixed emotion of awe and envy. They knew as long as he was alive they were safe from the clutches of the fearful dragons. The dragon slayers attention was occupied by misery and exhaustion. His wild horse, Blackbull, grunted as this courageous, fearless man rode on through the dark village.

Night turned to day: the sun shone brightly in the sky. The dragon slayer, who was called Tarragon, rode through the rocky, arid canyon with sheer determination plastered across his face. Even though it was unpleasantly hot - Tarragon confidently jumped off his horse, unsheathed his sword and picked up his shield surveying the landscape with his blue eyes for the enemy. ROAR! An almighty yelp was hurled across the canyon making the ground tremble!

Battle was about to commence. Who would win?

The dragon itself was humongous! It was emerald and its skin glistened in the sunlight. Its eyes were a beautiful shade of blue which sparkled like sapphires in the sun.

Controlled use of verb tenses throughout.

Multi-clause sentence structures

Hyphenated words show high-level punctuation

Prepositional phrase to add detail

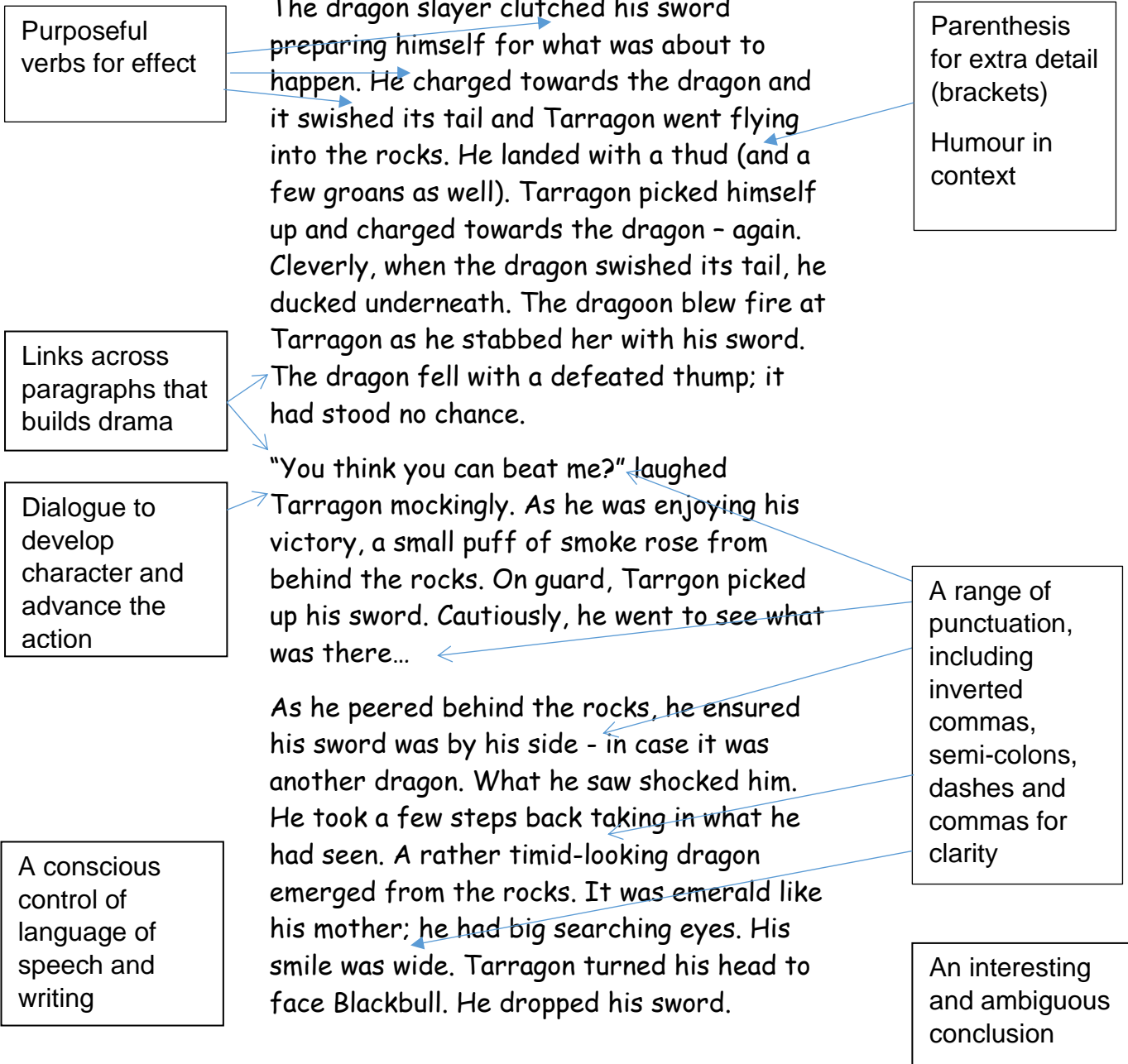
Relative clause to add detail

Purposeful verbs and adverbs for character development

Modal verbs to show possibility

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TRANSCRIPTION

Spelling is consistently accurate

HANDWRITING

Maintains legibility and fluency with letters appropriately joined.

PLANNING

Evidence of planning seen, demonstrating development of initial ideas and effective note making.