



**AJS English
Learning Journeys
Year 6**

Ashley Junior School

Autumn

- Formal Recount- Titanium
- Narrative – Way Home
- Humorous Biography- Inside the Villains
- Persuasive leaflet- War Horse
- Descriptive recount – The Piano
- Obituary- A Christmas Carol



Purpose: To inform

Audience: other officers/ the legal system

Form: formal recount

WALT- edit and refine my writing.

WALT- write using similar writing as a model .

WALT- spell homophones nouns *ce/cy* and verbs *se/sy*

WALT- plan and organise ideas.

WALT- use relative clauses.

WALT- Use a range of devices to build cohesion within paragraphs.

WALT-Identify differences between formal and informal speech and writing.

WALT- spell ambitious synonyms (adjectives)

WALT- use expanded noun phrases in descriptions.

WALT-Make predictions about a text.

WALT- Ask open and closed questions.

WALT-Ask questions to improve understanding of the text.

Whole Class reading text



Text Driver- Titanium music video

Start



Purpose: To entertain

Audience: Year 6 pupils

Form: narrative recount of a homeless person's evening

Walt-write a narrative recount of a homeless person's evening.
Walt- edit and refine my writing.

Walt- change adjectives ending in -ent to nouns ending ence/ency

Walt- plan and organise ideas.

Walt-Explore the author's use of pace in Way Home.
wait-Identify speech action and description.

Walt- changing nouns ending -ant to adjectives -ance/ancy

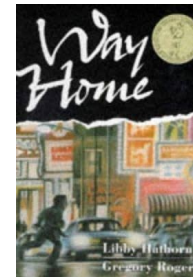
Walt- use descriptive techniques to describe the sounds of the city.

Walt-Make predictions about a text.

Walt- discuss the text, build ideas and challenge others.

Walt-Ask questions to improve understanding of the text

Whole Class reading text



Text Driver- Way Home

Start



Purpose: To inform and entertain

Audience: Children of all ages

Form: A humorous biography

Walt- evaluate writing.

Walt-edit and improve writing

Walt- use hyphens to join compound adjectives to avoid ambiguity

Walt- write a biography.

Walt- write a wanted poster for a villain.

Walt-write a CV using the features of a biography.

Walt- use hyphens to join a prefix ending in a vowel to a word beginning with a vowel.

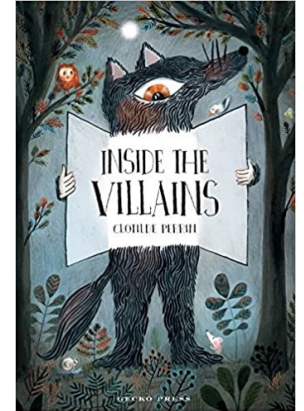
Walt-identify how the author has organised information in 'The Giant'.

Walt-identify biography features from a WAGOLL.

Walt- consider the author's use of humour.

Walt-retrieve, record and present information from non- fiction.

Whole Class reading text



Text Driver- Inside the Villains
Clotilde Perrin

Start



Purpose: To persuade

Audience: horse owners in WW1

Form: A persuasive leaflet

Walt-Evaluate writing.

Walt- Edit and improve writing.

Walt – spell words ending in able (wk2)

Walt - Write a persuasive leaflet.

Walt- Plan a leaflet to persuade owners to give up their horses.

Walt- Write paragraphs that use fact, opinion and bias effectively to persuade

Walt –spell words ending in –able (wk1)

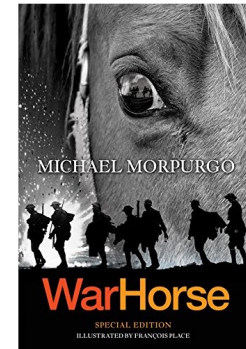
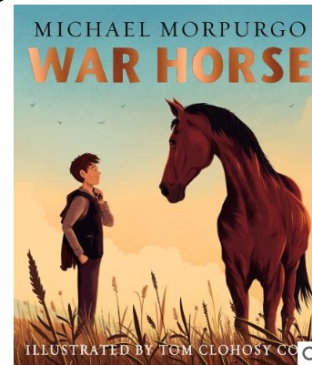
Walt-identify persuasive techniques from a WAGOLL

Walt- Make notes under clear headings from a range of sources

Walt- research the use and treatment of horses in WW1

Whole Class reading text
War Horse- Michael Morpurgo

Start





Purpose: To retell events to inform or entertain.

Audience: the pianist himself and interested readers

Form: first person, past tense recount

Walt – spell words in families based on common words (WK4)

Walt- reflect on and evaluate writing.

Walt- write a short recount.

Walt- use figurative language in my writing.

Walt- Write a flashback.

Write a transition into a flashback.

Walt- Write an amplification.

Walt- spell words ending in ably

Walt- Expand sentences adding detail

Whole Class text
The Piano – Aidan Gibbons

Walt -write using a range of descriptive sentence starters

Walt- Identify figurative language.

Start





Purpose: To inform

Audience: interested parties

Form: An obituary

WALT- Evaluate writing.

WALT- Write an obituary.

Walt – spell words with the prefix micro or mini

WALT- Plan an obituary.

WALT- find features of an obituary.

WALT- use cohesive devices

WALT- identify and use formal language.

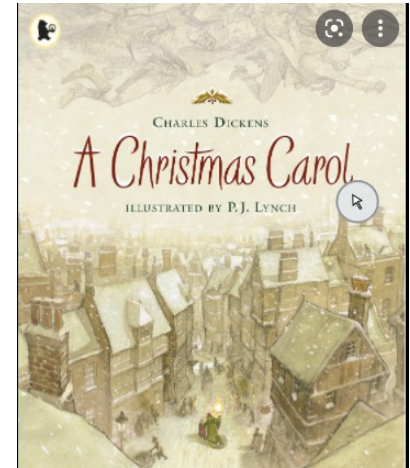
Walt – spell words in families based on common words (WK5)

WALT- discuss and use words and phrases that capture interest.

WALT- use figurative language in a setting description.

WALT- Explore the context of Victorian London through asking questions.

Start



Spring

- Diary – the explorer
- Non-chronological report – Animals of the South
- Persuasive letter – Moth



Purpose: To inform/
personal reflection

Audience: Children

Form: Diary

Walt – spell words with a long /e/ sound spelt ie or ei after c (WK2)

Walt-Edit, improve and evaluate writing

Walt- Write a diary from a character point of view

Walt- Identify and use the key features of diary writing

Walt – spell words with a long /e/ sound spelt ie or ei after c (WK1)

Walt- Use cohesive devices in our writing

Walt- Use the past perfect verb form

Whole Class reading text

Walt-Identify features of diary writing

Walt- Understand how language contributes to meaning.

Walt – adding suffixes beginning with a vowel to words ending in
-fer

Walt- Provide reasoned justifications of views

Walt-Use an emotion graph to track a characters
feelings.

Walt- Draw inferences on
characters thoughts and motives

Start



Text Driver
The Explorer

By Katherine Rundell



Purpose: To inform and entertain

Audience: Children

Form: Page about an animal for a non-fiction book.

WALT-Edit, improve and evaluate and publish writing

WALT-Write a non-chronological report

Walt – spell words from families based on common words (WK 5)

WALT-Plan a non-chronological report

WALT- identify and use the features of a non-chronological report

WALT- use technical and formal language appropriate for a non-chronological report

WALT-Use brackets for parenthesis in non-chronological reports

Walt – spell words from families based on common words (WK 4)

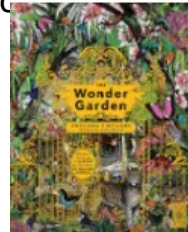
WALT- Use active and passive sentences in a non-chronological report

WALT- Retrieve, record and present information from a non-fiction text

WALT- Discuss what we have read

WALT- research and take notes

The Wonder Garden-
Kristjana Williams



Wild animals of the South.
Dieter Braun

Whole Class reading text



Text Driver
The Explorer
By Katherine Rundell



Outcome: Persuasive letter to persuade people to tackle air pollution

Purpose: To Inform and persuade

Audience: Government

Form: letter

WALT- evaluate, edit and publish a persuasive letter

WALT-write a persuasive letter

WALT- plan a persuasive letter.

Walt – spell words with endings that sound like /shuhl after a consonant

WALT- identify the structure and features of a persuasive letter

WALT- interest our reader using noun phrases and passive voice

WALT- use the subjunctive form to show importance or a future wish.

WALT- investigate modal verbs and assess their impact.

Walt – spell words with endings that sound like /shuhl after a vowel

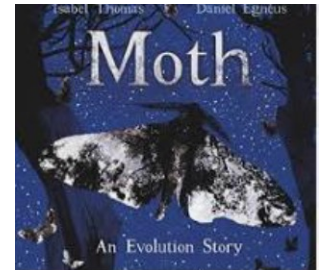
WALT- explain and discuss our understanding of what we have read.

WALT- discuss how language structure and presentation affect the reader

WALT- explore the meaning of words in context.

Start

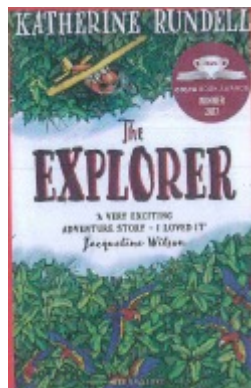
Whole Class reading text



Text Driver- Moth- an evolution story

Context for writing: Non-chronological Report.

- The children read *The Explorer* by Katherine Rundell as a whole class text. They looked back at their previous Non-chronological report writing where they created a page about a rainforest animal. Several weeks passed and the children were invited to create an animal that could live in a Rainforest (linked to Science topic on Habitats and Evolution). The children then created a Non-chronological report on their own invented animal.
- Spellings- words with a soft c spelt /ce/
- Word families based on common words showing how words are related in form and meaning
- Year 5/6 challenge words



Examples

①

Context: 1st chapter of
The Explorer.
Alternative write including
1st person.

Tuesday 11th January 2022

WALT write a second

I stared listlessly at the bare, tarmac strip when my family were waving frantically. I grimaced and concentrated on the other passengers. One particular boy caught my eye, he couldn't have been more than five and was chewing his seat belt determinedly. His sister looked the same as him from her head to her toes. A tall, pale boy was sitting in the front seat, next to the elderly pilot. The final passenger was a sullen faced girl dressed in ridiculous ruffles. I was eleven and travelling to Manaus to visit a distant cousin studying the animals in the rainforest. My name is Holly which my sister says helpfully describes me perfectly: prickly all over and poisonous. Down below a great expanse of green spread straight out to the horizon. Through the middle, a curving, brown river weaved its way to the end of the world. The Amazon...

I listened as the other children's breathing slowed, as one by one they fell asleep. My stomach flipped but this time I was not hungry. My mind drifted to my sister: hopelessly, irritatingly loveable. I looked at the stars, they were a city of lights. Each star was a home and in one of those homes was my sister - I had found her again. To take my mind off family I tried to focus on the trees but the more I looked at them the more sinister they seemed.

I don't know if I will survive the deadly Amazon Rainforest. Will I ever get to Manaus to see a jungle animal and cousin? I don't even know if I'll see my beloved sister again...

Habitat

Sugar gliders inhabit cool, tropical rainforests of Indonesia, Papua New Guinea and Australia. They are nocturnal so through the day sleep huddled together in hollow trees. A single colony will occupy up to a hectare of jungle. Mostly they stay in the canopy.

Diet

8-9.5% of a sugar glider's body weight is eaten each day. They are omnivores (they eat meat and plants) and are not picky eaters. Sugar gliders eat insects, fungi, fruit, sap, gum-hardened sap, and seeds. Insects are caught when they stop on flowers. Sugar Gliders water intake comes predominantly from the rain.

Anatomy

Sugar gliders are cream or greyish with a distinctive black/brown stripe from nose to tail tip. They grow to 24-30cm and weigh from 41-56 ounces. Sugar gliders have large eyes and visible, triangular ears. Their tail is prehensile which means it will cling onto tree branches and be used as an extra limb. Male sugar gliders have 4 scent glands while females have 2. Sugar Gliders are rarely albino.



Sugar Gliders

Petaurus Breviceps

Swish! Adding to the cacophony of the rainforest a sugar glider soars past yapping and squeaking to the rest of its colony now emerging from the flamboyant jungle colours. As they glide past their stunning stripes begin to show but they're gone before you can clearly focus. You'll find them in a hollow tree huddling together...



A sugar glider gliding



Threats

Many predator pose a threat to sugar gliders. Oats, feral cats, goannas, snakes, quolls and koobaburras are all predators of the sugar glider. Despite this they are



Did You Know...?

- Sugar gliders can be kept legally as pets in the U.K
- They suffer from depression before they die as they know they will leave their colony

Reproduction

1-2 joeys are what sugar gliders typically give birth to. Pregnancy lasts for only 15-17 days for these animals. Maturity is reached at 4-12 months for males and 3-12 months for females. 0.2 grams is the weight of joeys when they're born. Being marsupials, joeys will stay in a pouch for 60 days in there they will suckle. Usually babies are born in winter and spring. Females can breed multiple times a year. Very unusually sugar gliders share parental



Gliding

A piece of skin is stretched from each forefoot to each hind-foot almost like a parachute. Sugar Gliders launch themselves off a tree branch, stretch out their legs and glide! To steer they will move 50cm in the

Sugar gliders hardly ever descend to the forest floor.





Habitat

Harpy Eagle nests are predominantly Sottleria's main home where they will spend up to eighteen hours per day.

However hollowed out trees also provide suitable nest sites. Sottleria's prefer to live near water but not the mighty Amazon River and in deep, deep jungle. Before laying eggs Sottleria's weave leaves into branches to camouflage easily.

Diet

Sottleria's are omnivores and eat almost everything they can fit in their mouths! Honey on green bananas seems a particular favourite but insects, leaves, bark even bullet ants are eaten. Being a creature of habit Sottleria's eat a few every other morning and consume 15-20% of their bodyweight each time. Sottleria's do not require fluids.



SECRETIVE SOLLERTIA

A Sottleria egg.

Shriek! Over the Amazon Rainforest's cacophony an unknown call meets your ears. It's a Sottleria - an animal so secretive and rare it's only just been discovered! Read on to discover more about an animal like no other...

How the 'Secretive Sottleria' was found

Finally, after looking for what seemed like hours I finally found a clearing. There tropical sunshine shone down on green leafy heaven. I climbed up a wide tree enveloped in lianas, vines and moss. I heaved myself up and crawled along a branch into the sunlight. Up here it was slightly less stiflingly humid. I sat down and let out a great sigh of content, I was in the Amazon Rainforest, nothing else mattered now. However my day dreaming was cut short as a small, green, furry animal zoomed past my left ear. Over the next few days I studied this creature rigorously and have all my findings here. I named it 'Sottleria' translating in English (from Latin to Mastermind).

The Sottleria striking appearance rarely goes unnoticed.

The ears are unevenly matched but the larger one is partially deaf. The long nose is incredible for sticking into hollowed out trees.

The prehensile tail has folds of skin which unravel when they jump to enable them to grip. It is 20cm long and slightly curved. It's fur is green - many shades - with brown markings. It is fine and acts as a sunshade for it's delicate skin which is prone to sunburn. A Sottleria's tongue is 10cm long and it's eyes are large but don't see blue.

DID YOU KNOW?

Sottleria can live up to 12 years old or over!



reproduction reaches maturity at roughly one year. They will mate for life and reproduce 1-2 times a year. Mating rituals include males finding gold or pebbles but calling is very rare. Mating lasts 20-30 seconds but is repeated 5-12 times.

after 3 months the female will lay an egg, which she keeps in a pouch on her leg. It will hatch in 2 weeks. There are two hatchlings per egg. They fledge the nest when they're 6-9 months.



Summer

- Speech to persuade- The Boy at the Back of the Class
- Writing Project



Purpose: To persuade

Audience: Children

Form: Speech

Walt- Reflect, edit and improve .

Walt – spell words that can be nouns and verbs (wk3)

Walt- write and perform speech

Walt- Using the planning, prepare a speech which addresses the school to persuade children to be kind to Ahmet.

Walt-Identify the audience for and purpose of the writing. Plan the speech.

Walt-Create a word and phrase bank for persuasive writing.

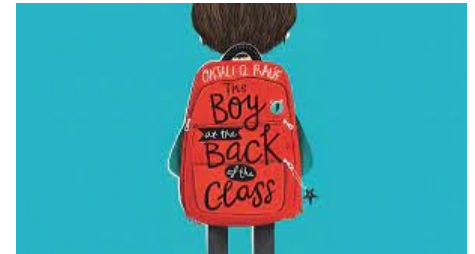
Whole Class reading text

Walt – spell words that can be nouns and verbs (wk2)

Walt-Use VIPERS to analyse text

Walt- Develop initial ideas, drawing on reading and research.
(Find out about refugees in Calais and their journey to the UK.)

Walt-Identify how the book cover and blurb tempts the reader.



Text Driver
The Boy at the back of the Class
By Onjali Q Rauf

Start

Example



Context for writing: Persuasive Letter. (I)

The class reading text for the Summer Term is 'The Boy at the Back of the Class,' by Onjali Q. Rauf. The book introduced the concept that sometimes refugees are made to feel unwelcome. Following reading Chapter 4, the children were invited to write a persuasive letter to Mrs. Grimsby (a character in the book) in order to persuade her to welcome refugees into the community. The children researched the refugee crisis online, and shared the books: My Name is Not Refugee by Kate Milner and The Journey by Francesca Sanna.

We also watched clips of Ukrainian refugees on Newsround.

The children wrote their first draft on their iPads. (With all the auto correct functions such as auto spell and predictive spelling turned off.) Many then chose to write in hand in their writing books.

The children worked with their writing partners to edit and improve and publish their writing.

Mrs. Grimsby
3 Oak Drive
Canary Wharf
London

Dear Mrs. Grimsby,

I am writing to you regarding your opinion on refugees. I gather you are feeling concerned when it comes to the matter of migrants joining our country. I want to explain my point of view about allowing refugees into our democratic community. Do you not think everyone deserves a safe life?

I believe that all who have fled war, poverty or discrimination should be accepted into the United Kingdom - if they wish - without bureaucracy. You could not imagine the situations refugees are running from: cities have been flattened due to bombing and they have had no choice but to travel miles to safety - only to be turned away. In 2021 almost fifty migrants drowned crossing the English Channel - three children amongst them. I am sure you can empathise with them and their families. How would you feel in their situation?

Furthermore, Britain is already notorious for closing its doors to refugees. Germany permits five times as many migrants as us, however they do not have five times as much space. That proves we certainly have capacity to welcome more refugees to our nation. Do you want

Ashley Junior School
Norman's Way
New Milton
Hampshire

Britain to have a reputation for never allowing in other cultures and communities fleeing conflict? I have no doubt you will sympathise with these poor migrants and will understand that they need urgent support.

You may be concerned that the amount of refugees will affect job opportunities for children in the future. Nonetheless, that has not been proven and refugees only want money enough to support themselves and their families. I am sure that an intelligent woman like yourself will understand that the economy will not collapse, and British values will not disappear when we welcome refugees into our nation. Refugees getting a job will help the economy not hinder it.

I sincerely hope you consider my argument and (with all due respects) change your opinion. How would you endure the suffering if you were a refugee? How would you feel always being an outsider? The United Kingdom desperately needs to do more to help these refugees.

Yours Sincerely

Summer spellings continued

- Words with a long /o/ spelt 'ou' or 'ow.
- Words ending in -ible
- Words ending in -ibly
- Synonyms and antonyms
- Year 5/6 challenge words

The Writing Project

The independent writing project is a set of tasks for the children to write linked to a variety of genres e.g. newspaper reports, narratives, descriptions, instructions.

This is used for assessing pupil progress in writing and as a range of evidence to support teacher assessments. The following slides are the context for the writing and some examples of the children's writing.

Context for writing: Descriptive Writing.

- During our annual Art's Week the children studied 'A Shipwreck on a Stormy Sea,' by Claude- Joseph Vernet. Children used talk for writing techniques, such as hot seating, to explore the emotions experienced by the sailors aboard.
- We read excerpts from Kensuki's Kingdom by Michael Morpurgo. The children looked back at previous descriptive writing to explore and discuss previous learning with their writing partner, before writing up their first draft.
- They edited and improved their work, with their writing partner and using word banks and dictionaries, and then published their final draft.



Context for writing: Descriptive Writing. (1)

During our annual Art's Week the children studied 'A Shipwreck on a Stormy Sea,' by Claude- Joseph Vernet. Children used talk for writing techniques, such as hot seating, to explore the emotions experienced by the sailors aboard.

We read excerpts from Kensuki's Kingdom by Micheal Morpurgo. The children looked back at previous descriptive writing to explore and discuss previous learning with their writing partner, before writing up their first draft.

They edited and improved their work, with their writing partner and using word banks and dictionaries, and then published their final draft.

WALT: write a description of a storm at sea

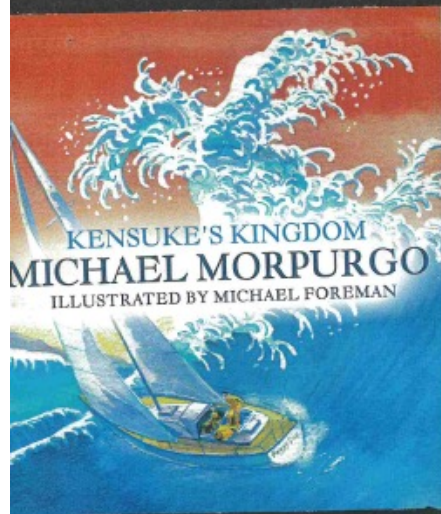
Crash! Another colossal wave reared up from the murky depths of the ocean and soaked the crew to the skin, pulling the old wooden sea vessel down. Rain hit my face like tiny wet bullets from the heavens above - everything was a curse. Lightning jizzed as it hit the water: imprinting an unforgettable image full of white light. A yell from another crew member made me spin round and I saw the elderly captain screaming, slipping, shouting, sliding and falling never to be seen again...

Breathing heavily, I tried in vain to ignore the vision of the drowning man and the ear-splitting creak of the galleon inevitably breaking. Sea spray aggressively pelted me as hard as rocks and I spat out a mouthful of salty water. A wave of nausea ripped through me and bile rose in my throat as an unworldly wave crashed on the fragile, ligneous ship and I shivered. The wind was a ferocious devil: tearing humans and boats up alike. Already I could smell the rusty aroma of blood.

I told a young sailor, who couldn't have been more than fifteen, we were going to be fine (however I knew it was over for all of us). With the heart of a monster, the ocean finally dragged me and the galleon under the waves. For one golden moment I was in a deep blue peace before my lungs started to burn and I kicked up reaching for air. Almost as soon as I reached the surface, a bolt of lightning met the sea just inches away from where I was floating. My mind turned away from the violent storm and to home. How would it feel to stand on firm land just once more?

Context for writing: Narrative including dialogue.

- Continuing our writing in Art's Week, the children were given the opportunity to write an opening chapter for a longer story about a shipwreck. We read further excerpts from Kensuki's Kingdom, and the children watched a clip from 'Around the world in Eighty Days.' The children looked back at their previous writing using speech punctuation, which was created during our narrative writing unit. (Inspired by Way Home by Libby Hawthorn.)
- The children then wrote first draft of the chapter, then edited and improved using word banks and dictionaries. The children finally published their story chapter.



Context for writing: Narrative including dialogue. (I)

Continuing our writing in Art's Week, the children were given the opportunity to write an opening chapter for a longer story about a shipwreck. We read further excerpts from Kensuke's Kingdom, and the children watched a clip from 'Around the world in Eighty Days.' The children looked back at their previous writing using speech punctuation, which was created during our narrative writing unit. (Inspired by Way Home by Libby Hawthorn.)

The children then wrote first draft of the chapter, then edited and improved using word banks and dictionaries. The children finally published their story chapter.

Chapter One - The Stranger Within

When I woke it was to the rush of calm waves gently lapping upon soft sand. Every bone in my body ached and my skin was badly burnt but I forced myself to sit up. As soon as I had an unpleasant mixture of saltwater and bile rose rapidly in my throat and I spat it out - then I saw.

My first sight of the island, which I'd call home for the future months, was one I'd remember for my whole life: I'd carry it with me until my death. White sands with not a pebble in sight and crystal clear, turquoise waters stretching to the horizon. The heart of the tropical island was a green paradise abundant with giant ferns and palm trees. Far above sea level stood a volcano: it was steaming contentedly. "So at last," a cool voice came from behind me (almost making me scream) "You're awake." I spun round, immediately regretting it as my head reeled and vision blurred.

"Who's there?" I asked (sounding heavier than I actually was). Seeing a blurred figure - my vision still wasn't flawless - I smiled, relieved I wasn't alone (however I was a bit annoyed I hadn't discovered the island first).

"Are you actually stupid staying in the sun?" The voice came again "Come into the shade, quick!" I still injuriously couldn't identify the speaker, "Who are you anyway?" Finally, the figure came into focus and I saw the voice belonged to a girl the same height as me with black wavy hair. Her skin was deeply tanned and a far cry from my own - scorched and flaking. She held out her hand as if it was second nature to make friends after being washed up on a desert island. "Roshni. Welcome to my island!" She flashed a smile you'd most likely see on a toothpaste advert. I felt a twinge of instantance but ignored it.

"I'm Anna," I looked out and - following her advice -

Writing Context: Instructions

Following Arts Week, the children discussed how we had created our arts boards. We used talk for writing techniques, verbally explaining (to their writing partner) how we made the boards and explaining why we made the choices we made. The children wrote their first draft then edited and improved. The students were given the choice to write their initial draft on ipad (without the use of auto correct) or create a hand-written piece. Finally, the children published their writing.

How to Create a Seascope

Creating a seascope can sound daunting to start with, however, it is a breathtaking piece of artwork once finished. It can be enjoyed for many future years.



You will need: boards (approximately 1.5 by 1 metre), tearable material, PVA glue, paint, pastels or chalk, shells, stones and sand. We stuck down pieces of paper; it helped when it came to painting.

The first step is to assemble your board, glue and material. You need to cover the board in the material - it will make it easier to paint. The material could be anything from sugar paper to fabric but it needs to be tearable and absorbent. Paper was used by the class; it was overlapped and stuck down onto the board. Make sure you use plenty of glue and there are no floppy bits.

The next stage (once the glue has dried) is to use the pastels or chalk to lightly colour the background in, and section it into parts. Golden for the seabed, dark blue for the sea turning into light blue further up was what we did. We also drew some dark, grey rocks.

After that, you need to paint your board. Use many

coats and gradient the blue; it replicates the sun lighting up the water. Try and make the strokes with your brush wavy; you may even want to use a sponge. We also used turquoise oil paint to give the effect of waves.

While you are waiting for the paint to dry, use the clay to mould sea creatures, paint and varnish with watered down PVA glue. We recommend lots of small black fish in a shoal with a tiny bit of glitter.

When the paint has completely dried, you need to add the clay animals, rocks, shells and sand. Position all of them (except the sand) before you glue it down. A glue gun is what we used. To attach the sand, finely coat your painted seabed in PVA glue and sprinkle the sand over it. Leave to dry. Make sure you don't touch the clay until it's dry or you might break it.

Alternatively, you could add a variety of texture. We added tissue waves by cutting tissue paper into wave shapes and gluing to the top of the board. To add more texture, we made some netting using string. You need to hook 5 bits over one long bit and tie them together. You can add your own textures. We made netting to add texture.



Your finished scene should look creative and aesthetic. It can be displayed in many different ways and will be enjoyed for many times to come.

Context for writing: Newspaper Report

- The children read Newspaper Reports, 'First News,' and watched clips from Newsround; they then talked with their writing partners about what they noticed about / in the News report.
- They worked in pairs to 'hot seat,' acting and responding to questions as a survivor from the shipwreck depicted in 'A Ship wreck on a Stormy Sea,' by George-Joseph Vernet.
- The children then wrote their first draft in their writing books, then edited and improved with their writing partner. They then published their writing adding a photograph.



Context for writing: Newspaper Report (I)

The children read Newspaper Reports, 'First News,' and watched clips from Newsround; they then talked with their writing partners about what they noticed about / in the News report.

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MARITIME NEWS

Sea Waves Bye To Sailors

A Doughty
(Shipwreck reporter)

Last night screams were heard by locals as the sixty-foot Gale II was shipwrecked off the remote, rocky coast of north, west Wales. The manufacturers are being looked into by officials after members of the public are questioning whether it was robust enough to endure the full strength of the waves.



An Artists painting of Gale II smashing into the rocks.

A sailor told Maritime News that the deadly storm - now christened Thor after Norse god of storms - was the end of the long appointed, unfortunate Gale II. "First I saw the waves become more and more ruthless (around 02:00am GMT) and then the wind picked up. After that it was full on storm," a survivor told us while another (who died within hours wheezed, "My chest hurts; I've swallowed too much water."

The vessel which had been struck by lightning

was falling apart by 02:30am the survivor, Jacob Jones (25), told us. A resident of Haver-on-Cliff, the local village, who organised the rescue mission said this, "I wouldn't have been out in the damned storm if it weren't for me dog, 'outing at the heavens she was." At around 02:45 The Gale II started to career dangerously towards the infamous rocks. It was uncontrollable, the Captain - Charles Blakely (65) - had been washed overboard.

Nearly the whole village of Haver-on-Cliff had climbed down to shore when the galleon hit the rocks. The last standing mast fell upon a large cabin Mrs. Elvishell Brown said all you could hear was people screaming in agony so she grabbed her adult son, who was a sailor himself, and ran all the way back to her house. By roughly 04:00am The Gale II had completely sunk beneath the waves. All injured were taken by wagon to hospital. The death toll is unknown, but thought to be high: with many sailors dying under medical care.

An inquiry will take place next month as well as a memorial service in two weeks time. The funeral is open to all and will take place in the Haver-on-Cliff church. Many grieving families are calling for justice and a new law on ship servicing which might save countless lives.