



MINISTERIO  
DE  
EDUCACIÓN  
& BRITISH  
COUNCIL  
BILINGUAL  
PROJECT

YEAR 6 WRITING TEST 1

NAME



WORD BANKS

**Adjectives:**

awful, awesome, bright, brilliant, cheerful, tearful, colourful, clever, dreadful, ecstatic, evil, fabulous, fantastic, fast, far, foreign, glad, gruesome, horrid, horrible, jolly, lovely, marvellous, miserable, nasty, pleased, safe, scary, silent, silly, sorry, splendid, super, sweet, tearful, terrible, tremendous, upset, wicked,

**Verbs:**

*for movement* : climb, dive, drift, flap, fly, float, fall, hover, start, slip, slide, soar, shoot, zoom,  
*for speech*: announce, answer, apologise, argue, appeal, beg, cry, scream, screech, shout, yell, whisper,

**Adverbs:**

abruptly, angrily, bumpily, calmly, gradually, madly, magically, quickly, slowly, smoothly, softly, suddenly, silently, scarily, steadily

**Connectives:**

first	meanwhile	finally	soon
eventually	just then	suddenly	unexpectedly
whenever	afterwards	however	unfortunately
A little while later	After a long time		



The four children from reading test 1 found a phoenix egg in a carpet. The reading text told you how the Phoenix came alive. Later the Phoenix told the children that the carpet was magic and they could go anywhere. They all wanted to try it out.

**You are going to write the story of the children's first adventure on the carpet.**

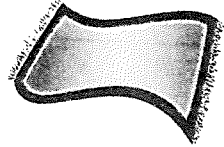
The children are:

*Cyril: The oldest boy who could be bossy.*

*Anthea: A practical girl who liked to be 'mother' with her brothers and sisters.*

*Robert: A boy with lots of good ideas. (The others didn't always listen to him though)*

*Jane: The youngest who was a bit silly.*



### PLAN YOUR STORY

REMEMBER THIS PART IS TO NOTE YOUR IDEAS. DO NOT TAKE MORE THAN 20 MINUTES DOING THIS.

**First circle which type of adventure they will have:**

scary, historical, romantic, science fiction, comedy, mystery, fantasy

Remember to think about this as you plan the story.

### Paragraph 1: The children set off

1. What safety instructions did the Phoenix give to the children before they set off on the carpet?

*e.g. in a car you might say 'put on your seat belts and don't lean out of the window.'*

2. Describe how the Phoenix started the carpet moving:

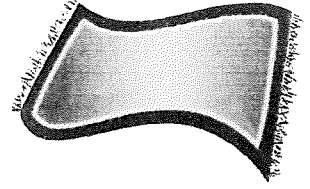
◦ Use alliteration to write a magic spell or sentence *e.g. it said, "Ready rocket really race."*

◦ When the Phoenix said this, how did it move? (flap its wings, point its beak...)

3. Choose verbs from the word banks to say how the carpet flew. Remember it might begin one way during take-off and then change as it continues on the journey.

**Paragraph 2: The Flight**

1. When the carpet was in the air what did the children see, hear, feel? (on their skin, face hands...). Remember to make it scary, interesting, lovely, strange... depending on the genre of your story



Think of two things in the sky and three below them.

Time connective to say when they saw it	What they saw	Adjectives to describe it
<i>e.g. Later</i>	<i>a bird</i>	<i>magnificent, evil looking</i>



**Paragraph 3: The Argument**

The children realised they hadn't brought any food and they were all hungry.

**Write a suggestion from each child about what they should do:**

Anthea's suggestion: \_\_\_\_\_

Robert's suggestion: \_\_\_\_\_

Cyril's suggestion: \_\_\_\_\_

Jane's suggestion: \_\_\_\_\_

Think about what they said, what they did and how they resolved the problem. When you write this paragraph, use speech marks correctly and powerful verbs other than of 'said'.

**Paragraph 4**      *The carpet landed*

Choose a time connective to say when the carpet started to come down. \_\_\_\_\_

Choose adverbs to describe how they landed:  
\_\_\_\_\_



The children found themselves in a garden. Thinking of the genre of your story describe the plants and animals they could see. **Use superlatives, comparatives and similes** to describe some of the things. (It was the ...est thing in the .... It was ...er than ... It looked like....)

Plants	
Animals	

What did they decide to do? Remember they were hungry and didn't have food.  
\_\_\_\_\_

Something extraordinary happened. What did the children see or who did they meet?  
\_\_\_\_\_

**Paragraph 5: The Ending**

- Choose an ending:**
- They had to escape quickly
  - They didn't want to leave but it was time to go.
  - The Phoenix told them they must go
  - The carpet started to leave and they had to rush to jump onto it.
  - Other idea \_\_\_\_\_

**End your story with a sentence** about how they felt about the adventure and what they would do next time on the Carpet.  
\_\_\_\_\_


**Think of a Title for your story**  
Use adjectives, alliteration or an exclamation to make your audience want to read your story.  
\_\_\_\_\_



Lined writing area consisting of 25 horizontal lines.

TURN THE PAGE

Finally, edit your story using the following criteria

	
I have written a title to attract an audience.	
I have included all the ideas in the planning sheet.	
I have written five paragraphs each of which have several sentences punctuated correctly.	
My spelling is correct.	
I have used the past tense except when people are talking.	
I have used powerful adjectives, verbs and adverbs from the word banks and included my own.	
I have written an ending to explain how the children got home.	
I have used superlatives, comparatives, alliteration and similes to make my writing very interesting.	
I have used time connectives to tell the reader how long the adventure was.	
I have changed some things in my story after editing it.	

THE TEST IS NOW COMPLETE