

# Mason Moor Primary School, Nursery, The Ark & Pathways SEN Units



## Pupil Feedback Policy

**Pupil Feedback Policy (Replaces Marking & Feedback Policy) 2025 - 2028**

Approved by: Governing Body      Approval date: September 2025

Last review date: September 2025      Contact: Headteacher

Next review date:      Approvers signature: Chair of Governors

## Mason Moor Primary School's mission statement:

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*At Mason Moor Primary School, no child is left behind. **Where you live, and your current personal circumstances, do not dictate your destiny.** Every member of staff is aligned to our three core values; drivers for everything we do. Central to our philosophy on improving life-chances, is the relentless pursuit of the value 'nurture' – a continuous focus on positive regard for all.*

## Our values:

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### Nurture

We demonstrate and live this value through building unconditional positive praise for all who work at Mason Moor.

*"No significant learning can occur without a significant relationship" (James Comer)*



### Grow

We demonstrate and live this value through opportunities to grow – for example through our Character Development Curriculum and wider enrichment enabling all pupils to grow as confident, articulate individuals.



### Achieve

We ensure that there are no perceived (or real) ceiling limits placed on a child's potential. To this end, we expect staff to be every child's champion. Children here are developed to feel self-worth, to know their place in the world and to know they matter.

Every child deserves a champion. An adult who will never give up on them, who understands the power of connection and who insists that they become the best they can possibly be.

## 1. Rationale

Traditionally, this policy would have been titled 'Marking Policy' and the guidance would have directed teachers and parents to the coded commentary that pupils receive from their teacher, within their exercise books. This policy is different, it takes into account the following research:

- The Independent Teacher Workload Review – Department for Education, 2020
- The EEF (Education Endowment Fund) 'Evidence on Marking', 2021

At Mason Moor, it is imperative that feedback is given to children to support, coach and develop their learning. We expect feedback to be:

- **Meaningful:** marking should vary by age group, subject and what works best for the pupil and teacher
- **Manageable:** marking practice should be proportionate. Bear in mind the impact on teacher workload, when you think about how often and how deeply teachers mark
- **Motivating:** marking should help to motivate pupils to progress. Don't assume this means writing in-depth comments or being universally positive

Research explains that there is little "robust evidence" to support the use of extensive written comments when marking. Therefore, our approach to marking and feedback should be based on professional judgement, and that feedback can take many forms, including spoken or written marking, peer marking and self-assessment.

## 2. Providing feedback to improve learning

We expect pupils to receive feedback continuously, to support rapid improvement.

The best feedback for children at Mason Moor is that which is delivered verbally. This is because our pupils' linguistic barriers can sometimes prevent understanding – inhibiting progress. Further, we know that a strong connection – between pupil and teacher – can facilitate a discussion that can lead to better understanding as well as instructional support to aid improvement.

**We have a clear framework for providing feedback to pupils at this school:**

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2.1. Six books (from the teacher's focus group) are marked each day in Writing, Reading and Maths sets. This is a 'live' mark of the child's learning which highlights successful engagement with the success criteria (green highlighter pen) and sets out a 'next step for learning' by highlighting unachieved success criteria (orange highlighter).

2.2. Children who are not in the teacher's focus group that day, will 'self-assess' against the success criteria, demonstrating where they have met the success criterion using green pen. It is expected that pupils show the teacher where they have met this learning – through underlining the work to correspond with the relevant success criteria.

*However (in response to clause 2.2) where children clearly have a deep-rooted misconception of an idea or new knowledge – **this must be addressed by the class teacher. Teacher intervention should be noted in blue pen to help address/support misconceptions to ensure that this does not become endemic in their learning. Teachers must have a routine and system of assessing all pupils learning and intervening where***

appropriate. When marking a focus group teachers are expected to go back through the child's previous four days and correct as stated for any misconception.

- 2.3. All children receive 'NSLs' or 'next steps for learning' in their exercise books. These are activities, set by the teacher, to help underpin newly acquired knowledge/skills.
- 2.4. Younger children in the Early Years Foundation Stage (EYFS) receive feedback through observed activities. Adults, meeting the child at their level, discuss the learning in a meaningful way and suggest further activities to accelerate learning. (Adults write these down and connect them to the child's learning journey – each with a next step for learning).

### 3. Next steps for learning

3.1. Next steps for learning provide learners with a need to respond to feedback to demonstrate their understanding of the current learning.

The purpose of setting NSLs is as follows:

- To extend the learning intention to help achieve it.
- To apply newly acquired knowledge or skills.
- To address misconceptions identified in the learning.

3.2. NSLs are not 'extension' or 'finishing' activities. For example: teachers presented with learners who haven't completed work, or a desired quantity should not set examples such as: 'NSL: please finish' or 'NSL: write 2 more sentences'.

3.3. Next steps for learning should support pupils, in all subjects, to progress through the curriculum. They should not be 'holistic' steps set for all children, instead we expect teachers to think carefully about the individual and their progress journey.

3.4. NSLs are monitored by Senior Leaders who conduct book scrutinies every four weeks, in all subjects. Teachers are given feedback themselves on the feedback provided to children with advice, coaching and support to ensure more pupils make the desired progress.

### 4. Utilising Success Criteria to support pupil progress

4.1. All pupils are given a Learning Intention and Success Criteria sticker for every lesson. This makes clear the objective (from the National Curriculum) and breaks down the steps to success that the children should follow.

|  |       |         |
|--|-------|---------|
| Learning Intention: (Y, Q, I)  |       |         |
| To use varied sentence types to build the setting description                                      |       |         |
|  | Pupil | Teacher |
| Success Criteria 1:<br>I use minor sentences to create dramatic effect. (e.g. Desolate and tired.) |       |         |
| Success Criteria 2:<br>I develop embedded clauses to add to the description.                       |       |         |
| Success Criteria 3: (Pupil chooses)  |       |         |

4.2. The success criteria are used by the teacher to determine how successful a pupil has been in making progress in the lesson.

4.3. The success criteria are accessed by both teacher and pupil to provide assessment of the learning.



4.4. At Mason Moor pupils are taught, from Year One, to understand how to use the success criteria to self-assess, talk to adults and discuss with peers what they are learning. This engagement with the learning enables pupils to become proficient in assessment and to understand their own targets – to motivate them in their learning. It is this pupil agency that builds confidence.

4.5. Success Criteria are monitored by Senior Leaders who conduct book scrutinies every four weeks, in all subjects. Teachers are given feedback themselves on the learning intention and success criteria provided to children with advice, coaching and support to ensure more pupils make the desired progress. These are checked weekly by relevant senior leaders to look at the breadth and depth of study for all children.

## 5. Simplified coding and setting high expectations

5.1. Teachers are not expected to use subject coding to annotate pupils' completed learning. We believe that the 'moment' of learning has passed, at the point of a teacher marking. Therefore, engagement in assessing the success criteria, and providing a logical next step in learning will suffice.

5.2. The only codes we will use for our pupils feedback are:

| Code   | Explanation of use   |
|--|--|
| <p>sp.</p>  | <p>Indicates a <b>spelling issue</b> that has been repeated within the learning. A maximum of 4 spellings. The teacher will:</p> <ul style="list-style-type: none"> <li>• Highlight the incorrect spelling in pink highlighter pen with sp. written beside it,</li> <li>• write the correct spelling in the margin of the exercise book and draw three bullets below.</li> <li>• In the next lesson, it is expected that the child will copy out the spelling three times in green pen.</li> </ul> |
| <p>NSL</p>  | <p>Indicates '<b>next step in learning</b>'</p> <p>The NSL must be evident with an <b>orange highlighted box</b> denoting the space where you expect the child to answer.</p> <p>This should be in place for all subjects.</p>   |

## 6. Distinguishing between pupil and teacher feedback and completed next steps for learning

6.1. Pupils will learn to write in pencil initially. By Year 2, pupils will work towards gaining a pen – when demonstrating a consistent handwriting style that is neat and legible. **By Year 4 all pupils will write in black pen.**

6.2. When correcting learning, pupils will use green pen. This is also the colour to use when completing NSLs or editing learning.

6.3. Adults will write in blue pen. NSLs or comments to support learning will be written in this pen colour only.

6.4. Adults in KS1 must use pre-cursive script and KS2 must use cursive script for modelling the NSL and providing written feedback

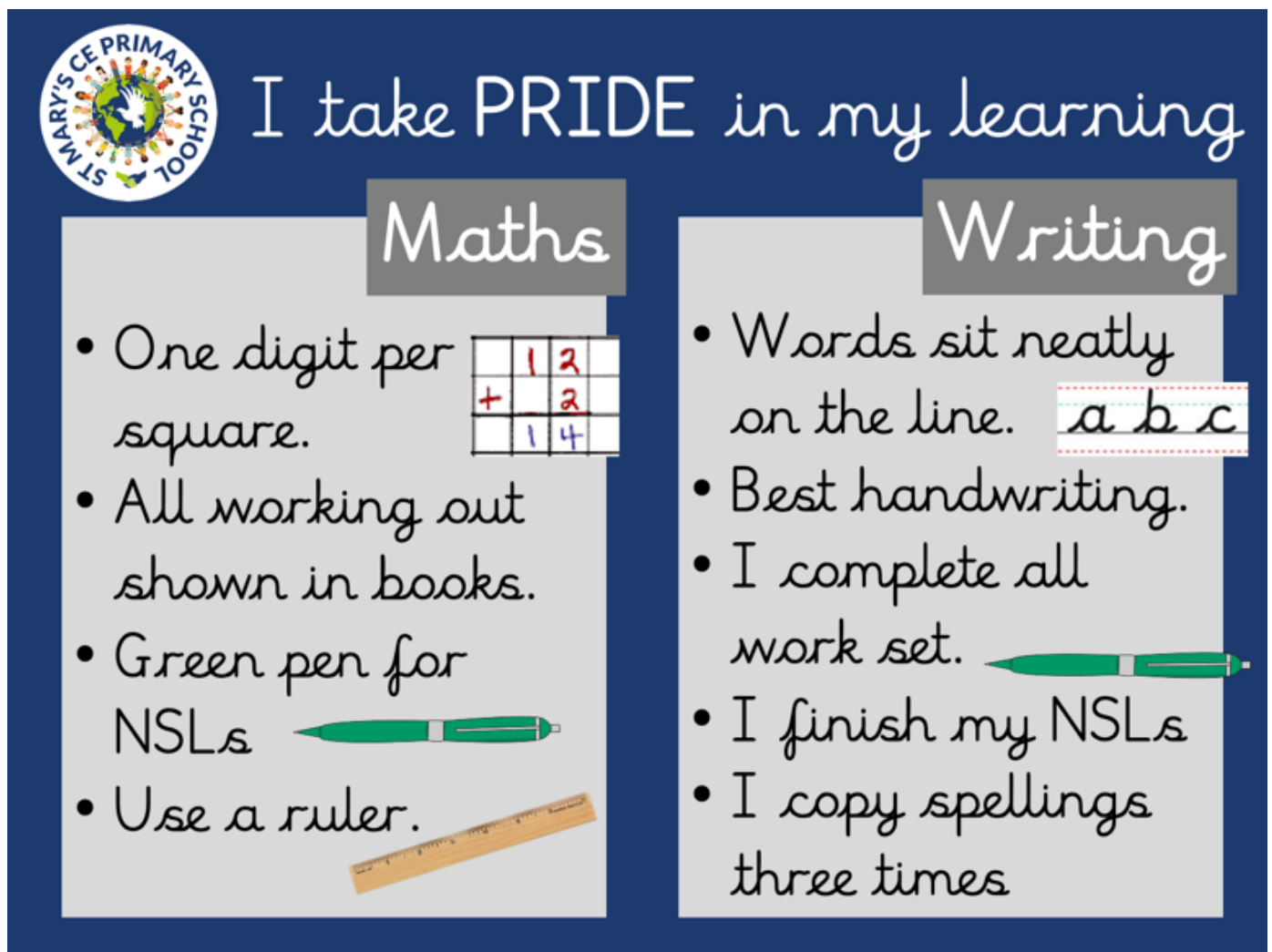
## 7. How can you make sure that standards are maintained in the curriculum?


Even though our feedback policy prescribes less marking, our pupils continually receive feedback on improvement. Whether through teacher conferencing in focus groups (as described above) or through repetitive key messaging to ensure consistency, we are constantly emphasising the need for high standards.

Teacher interaction with a child supersedes marking as this is a live, supportive feedback that enables the child to understand what they need to do to improve and what is expected of them.

Examples of learner boards, displayed in class, to support pupils in taking pride in their presentation:



Key Stage 1:



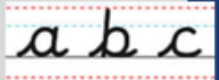

 I take PRIDE in my learning

### Maths

- One digit per square. 

|   |   |   |
|---|---|---|
|   | 1 | 2 |
| + |   | 2 |
|   | 1 | 4 |
- All working out shown in books.
- Green pen for NSLs 
- Use a ruler. 

### Writing

- Words sit neatly on the line. 
- Best handwriting.
- I complete all work set. 
- I finish my NSLs
- I copy spellings three times

Key Stage 2:



# I take PRIDE in my learning

## Maths

- Math bookmark is stuck in properly.
- I write one digit per square.
- I show working out.
- I use green pen for NSLs and assessing.
- I use the most efficient method.

|   |   |   |
|---|---|---|
|   | 1 |   |
|   | 4 | 2 |
| x |   | 5 |
| 2 | 1 | 0 |



## Writing

- My handwriting is cursive and legible.
- When editing, I cross out neatly with a ruler.
- I use my LI and SC and show what I've achieved.
- Spellings corrected.



| Learning Intention | Page | Number |
|--------------------|------|--------|
| Success Criteria 1 |      |        |
| Success Criteria 2 |      |        |
| Success Criteria 3 |      |        |

### Taking Pride in Learning Boards

The *Taking Pride in Learning* boards are a visible and consistent way of reinforcing the foundational skills required for high-quality learning in writing and mathematics.

In **mathematics**, the board supports pupils to develop accurate and efficient mathematical habits. Expectations such as writing one digit per square, showing working clearly, using the most efficient method and marking non-statutory learning appropriately help children to organise their thinking, record their reasoning and present their learning with precision. This clarity supports both teacher assessment and pupil self-checking, reinforcing that accuracy, method and presentation all matter in mathematical application.

In **writing**, the board reinforces the core skills that underpin successful composition. Expectations around cursive, legible handwriting, careful editing, use of learning intentions and success criteria, and accurate spelling help pupils understand that writing is a process. Children are supported to take pride in presentation while also engaging thoughtfully with improving and refining their work.

Across both subjects, the language used on the boards is deliberately **clear, concise and age-appropriate**, allowing expectations to be revisited, modelled and referred to consistently by staff. This supports independence, self-regulation and high standards, ensuring that pupils understand not only *what* is expected, but *why* these foundational skills matter.

By embedding these expectations visually and consistently, the *Taking Pride in Learning* boards reinforce a shared culture of high standards, helping pupils to develop strong habits.

## 8. Appendices – Marking Examples

### Example 1:

**Writing Purpose:** Writing to describe a setting  
**Writing Context:** Famagusta - zooming in on setting to improve description

|  |       |         |
|--|-------|---------|
| Learning Intention: (Y, Q, B)  |       |         |
| To use varied sentence types to build the setting description                                      |       |         |
| Success Criteria 1:<br>I use minor sentences to create dramatic effect. (e.g. Desolate and tired.) | Pupil | Teacher |
| Success Criteria 2:<br>I develop embedded clauses to add to the description.                       |       |         |
| Success Criteria 3: (Pupil chooses)  |       |         |

Thursday 13<sup>th</sup> January 2022

'fantastic vocab today!'

p. human The abandoned beach, that was un-habited by human is now enveloped by dead unalive grass. ✓✓

The abandoned beach has rusted barbed ~~over~~ wire that restricts people to relax.  
 great vivid imagery - well done.

The, one once luxurious houses, were engulf engulfed by dust and debris. Is this a separate clause?

The sign was dissolved by the bad weather and is in bad condition weather.

When cars once stopped to reguel, now only nature is alive here. The garage, rusting away, collect dust and debris and it cries not getting used and uncared for.

Desperate. Desperate bricks tumble onto the mint condition streets. Buildings hdd onto the ground waiting for its gatality brutal gatality. nature and debris take over the streets.

Desperate. But Buildings grip on the ground as the bad building tilt north and bricks gall off. Great work Arman!

NSL: Describe the abandoned street scene - use the minor sentence starter: 'Desolate'.

## Example 2:

Firstly, the NSL has been set by the teacher and gives them a firm understanding of what they haven't achieved in their success criteria. Secondly, the child has completed to demonstrate their understanding and application of knowledge/skill.

**nice vocab.** The hotels were untouched and unused, dusty and crusty falling apart, being 10ft tall for worth over 10million pound.

The old houses were all crusty and dusty all left, the guests. *repetition of ideas.*

Where cars once stopped to reguel, now only nature is alive here. The garages, rusting away, collapsing every minute as someone speaks.

The buildings, collapsing in dust and crust being untouched and unused.  
The signs getting wiped away from the oxigen and the rain, slowly getting destroyed.  
The Famagusta ghost town, slowly collapsing away into pieces.

**NSL:** Create a short paragraph using the sentence starter:  
'Sandy golden shores hid the secrets of them all.'

**NSL:** Embedded clauses need to be sandwiched WITHIN sentences. e.g. The church stands tall though no longer so majestic, high above the city.

**Your turn** → The hotel was all crumbling and collapsing which meant nobody can go there anymore.

*Annotations on the right margin:*  
peaceful calm  
rustling  
✓  
whistling  
NSL

### Example 3:

The Learning Journey observation – used in Early Years Foundation Stages (Nursery and Reception) to provide feedback on progress. Note: this is recorded on Tapestry.



Sahil was counting using bears. Mrs Patel placed the counting bus and Sahil began to fill each square until he had filled them all. He then pointed and counted saying number names he counted accurately the bears up to 10. Mrs Patel showed Sahil number cards and questioned, 'can you find 10?' Sahil incorrectly guessed so we ordered the number cards 1-10 and counted in order. Sahil correctly said the number names up to 7 but he became muddled and found it a challenge to recall number names when looking at the numeral. We repeated counting the bears and emphasises counting 7,8,9,10. We attempted to count pointing at numerals.

NSL: to recognise numerals 1,2,3

## EYFS LAT Learning Pathways

Mathematics

Number

3-4 years

✓ Spr: Recite numbers past 5

Developing

### Example 4:

Maths learning where the teacher clearly demonstrates where the pupil has achieved the learning – linked to the success criteria. Pupils self-assess with green pen.

17.1.2022

| Learning Intention: To multiply decimals by powers of 10                                    |      |       |         |
|---|------|-------|---------|
| B/G   | (FB) | Pupil | Teacher |
| Week 3 Lesson 1   |      |       |         |
| Success Criteria 1: Show a secure knowledge of place value throughout my learning           |      | ✓     | ✓       |
| Success Criteria 2: Can multiply decimals by powers of 10 successfully                      |      | ✓     | ✓       |
| Success Criteria 3: Explain what happens when multiplying a decimal number by a power of 10 |      | ✓     | ✓       |

3=3  
10/10

**Fluency**

- Multiply the following decimals by 10, 100 and 1000.
  - 5.2
  - 5.02
- Multiply the following decimals by 10
  - 4.56
  - 3.8
- Multiply the following decimals by 100
  - 8.3
  - 0.48
- Multiply the following decimals by 1000
  - 6.35
  - 56.2

**Practice**

- Fill in the missing number calculations
  - $3.677 \times 1000 = \underline{\hspace{2cm}}$
  - $45.8 \times \underline{\hspace{2cm}} = 458$
  - $\underline{\hspace{2cm}} \times 100 = 186$
  - $3.2 \times \underline{\hspace{2cm}} = 3.2$
- For each of the numbers, what calculation (using  $\times 1000$ ) will produce the following answers.
  - 4.5
  - 23
  - 0.07
  - 340

**Practical application**

- Bella says that when you multiply 5.02 by 100, you get 520. Explain her mistake using a place value grid.
- Think of a number with up to 3 decimal places, for example, 3.451. Mark the number on your Gattegno chart (below).

|        |        |        |        |        |        |        |        |        |
|--------|--------|--------|--------|--------|--------|--------|--------|--------|
| 10,000 | 20,000 | 30,000 | 40,000 | 50,000 | 60,000 | 70,000 | 80,000 | 90,000 |
| 1,000  | 2,000  | 3,000  | 4,000  | 5,000  | 6,000  | 7,000  | 8,000  | 9,000  |
| 100    | 200    | 300    | 400    | 500    | 600    | 700    | 800    | 900    |
| 10     | 20     | 30     | 40     | 50     | 60     | 70     | 80     | 90     |
| 1      | 2      | 3      | 4      | 5      | 6      | 7      | 8      | 9      |
| 0.01   | 0.02   | 0.03   | 0.04   | 0.05   | 0.06   | 0.07   | 0.08   | 0.09   |
| 0.001  | 0.002  | 0.003  | 0.004  | 0.005  | 0.006  | 0.007  | 0.008  | 0.009  |

Explore what happens when you multiply your number by 10, then 100, then 1000. What patterns do you notice?

How show progression - on paper?

**Fluency:**

1.  $5.200$  and  $5.20$   
 $5.2000$   
 $5.0200$   
 $5.0200$  and  $5.0200$   
 $5.02$  and  $5.02$

2. a)  $45.6$   
 b)  $3.8$

3. a)  $830$   
 b)  $48$

4. a)  $6350$   
 b)  $56200$

**Practice:**

1. a)  $3677$   
 $10$   
 $186$   
 $1$

2. a)  $0.0045$   
 b)  $0.023$   
 c)  $0.0007$ ,  $0.00007$   
 d)  $0.0340$ ,  $0.34$

**Practical application:**

|   |    |   |   |   |                |                |
|---|----|---|---|---|----------------|----------------|
| 1 | Th | H | T | O | t <sup>n</sup> | h <sup>n</sup> |
|   |    |   |   |   | 5.02           |                |
|   |    |   |   | 5 | 2              | 0              |
|   |    |   |   |   | 5.02           |                |
|   |    |   |   | 5 | 0              | 2              |

move three times to the left.  
 - Bella  
 - Me

2. First I notice the numbers go up.

### Example 4:

Maths learning. The NSL set is an extension activity where pupils are expected to apply their newly acquired knowledge to a practical task.

17/01/22

PDM

**Learning intention:** To multiply decimals by powers of 10

**Success Criteria 1:** Show a secure knowledge of place value through my learning

**Success Criteria 2:** Can multiply decimals by powers of 10

**Success Criteria 3:** Explain what happens when multiplying a decimal number by a power of 10

**Fluency**

- Multiply the following decimals by 10, 100 and 1000.
  - 5.2
  - 5.02
  - 4.56
- Multiply the following decimals by 10
  - 3.8
  - 0.48
  - 6.35
  - 55.2
- Multiply the following decimals by 100
  - 8.3
  - 0.48
  - 6.35
  - 55.2
- Multiply the following decimals by 1000
  - 8.3
  - 0.48
  - 6.35
  - 55.2

**Practice**

- Fill in the missing number calculations.
  - $3.677 \times 1000 = \underline{\hspace{2cm}}$
  - $45.8 \times 100 = 458$
  - $\underline{\hspace{2cm}} \times 1000 = 3.2$
  - $3.2 \times \underline{\hspace{2cm}} = 3.2$
- For each of the numbers, which calculation (using  $\times 1000$ ) will produce the following answers.
  - 4.5
  - 23
  - 0.07
  - 340

**Practical application**

- Bella says that when you multiply 5.02 by 100, you get 502. Explain her mistake using a place value grid.
- Think of a number with up to 3 decimal places. For example, 3.451.

Mark the number on your Gattegno chart (below).

|      |     |    |   |     |      |       |        |         |          |           |            |             |              |
|------|-----|----|---|-----|------|-------|--------|---------|----------|-----------|------------|-------------|--------------|
| 1000 | 100 | 10 | 1 | 0.1 | 0.01 | 0.001 | 0.0001 | 0.00001 | 0.000001 | 0.0000001 | 0.00000001 | 0.000000001 | 0.0000000001 |
| 1    | 2   | 3  | 4 | 5   | 6    | 7     | 8      | 9       | 0        | 1         | 2          | 3           | 4            |

Explain what happens when you multiply your number by 10, then 100, then 1000. What patterns do you notice?

18/01/22

How show progression

**Fluency**

- Divide the following decimals by 10, 100, and 1000.
  - 502
  - 52
  - 72
  - 54.9
- Divide the following decimals by 10
  - 467
  - 42.9
  - 3456
  - 435.3
- Divide the following decimals by 100
  - 467
  - 42.9
  - 3456
  - 435.3
- Divide the following decimals by 1000
  - 467
  - 42.9
  - 3456
  - 435.3

**Practice**

- Write down the correct answers.
  - $72000 \div 1000 = 7200$
  - $7200 \div 100 = 72$
  - $720 \div 10 = 72$
  - $72 \div 10 = 7.2$
  - $7.2 \div 10 = 0.72$
  - $0.72 \div 10 = 0.072$
- Draw and complete the table.
 

|           |            |             |              |               |
|-----------|------------|-------------|--------------|---------------|
| 720       | 72         | 7.2         | 0.72         | 0.072         |
| $\div 10$ | $\div 100$ | $\div 1000$ | $\div 10000$ | $\div 100000$ |
- Can you find 3 ways to make 70 using a number/symbol from column A, B and C?
 

|      |      |      |
|------|------|------|
| A    | B    | C    |
| 0.7  | 7    | 0.1  |
| 7    | 1    | 1    |
| 70   | 10   | 10   |
| 700  | 100  | 100  |
| 7000 | 1000 | 1000 |

**Practical application**

Kate says, "Do you agree? Explain why."

**Fluency**

5.2 x 10 = 52 ✓  
 5.2 x 100 = 520 ✓  
 5.02 x 10 = 50.2 ✓  
 5.02 x 100 = 502 ✓  
 7.56 x 10 = 75.6 ✓  
 3.8 x 10 = 38 ✓  
 8.3 x 100 = 830 ✓  
 0.48 x 1000 = 480 ✓  
 6.35 x 1000 = 6350 ✓  
 56.2 x 1000 = 56200 ✓

**Practise**

a) 3.677 x 1000 = 3677 ✓  
 b) 45.8 x 100 = 4580 ✓  
 c) 1.86 x 100 = 186 ✓  
 d) 3.2 x 10 = 32 ✓

a) 0.00045 ✓  
 b) 0.00023 ✓  
 c) 0.00007 ✓  
 d) 0.00340 ✓

**Practical application**

Bella is wrong as there is a place holder between 5 and 2. This is how you should do it.

$$\begin{array}{r} 5.02 \\ \times 100 \\ \hline 502.00 \end{array}$$

Therefore, your answer should be 502.

Example 5:

None-core learning - History. Teacher is misconception marking a former piece – highlighting issues with spelling as well as pointing out correct grammar use.

Wednesday 8th March 2023

LI: To identify bias in historical sources (The Boston Massacre)

|  | Pupil | Teacher |
|--|-------|---------|
| SC1: I can explain why the Boston Massacre happened            | ✓     |         |
| SC2: I can use primary sources to examine opposing view points | ✓     |         |
| SC3: I can identify potential bias within sources              | ✓     |         |

Key Vocabulary:

massacre - mass killing of many people.

engraving - a print made from an engraved plate, block, or other surface.

bias - prejudice for or against one person or group, especially in a way considered to be unfair.

protest - a statement or action expressing disapproval of or objection to something.

This is ~~Argent~~ agent rocky here investigating this serious case. Were  
 investigating who started it, the massacre. Our suspect is named "Captain  
 Thomas Preston": he is an British soldier. In his paragraph he said invaded  
 the Americans and took over America. Her our suspect. In Newtown prince's  
 paragraph. An african-American civilalain, he said "I saw Captain Preston  
 soldier out from behind the soldier." He's a witness! Right now we think it is  
 Captain Thomas Preston. Since Newtown prince said he heard it he wasn't  
 there so he cant of started it. So in Charles Hobby's paragraph, a  
 Boston laboure, also said "Captain Preston was standing by the soldiers,  
 when a a snow ball struck a grenadier, who immediably fired. Captain  
 Preston standing close by him. The captain then spoke distinctly, Fire  
 Fire!..." So Charles Hobby is another witness. & Both of the witness both  
 talked about Captain Thomas Preston. So in this case we think it's Captain  
 witness Thomas Preston. This case is dismissed, Agent Rocky is out! See you in  
 the next case!!!

Use only one exclamation mark to emphasise the point.

## Example 6:

Writing lesson. Teacher sets NSL with clear parameters. Spelling is highlighted in pink and child should go back to edit.

captures everything.

excitement

Tuesday 17th March 2023

(SP)

SF1 My excitement is unexplainable, today my dream for days  
SF3 is coming true - I'm going to ride an elephant -  
SF4 "Are you excited will?" Mom giggled.  
SF4 "Yes, my dream is coming true!" I smiled back.  
SF1 Suddenly, the elephant came knocking in, with the mahout  
which is when I got a lift up with mums help  
"I can't wait to start going!" I whispered loudly to  
giggled mom.

(SP)

Mom & I giggled and gave me a huge ride before  
we left. I felt like a king on this howdah, it was  
so nice relaxing but I needed to speak to someone  
and the only ~~was~~ one there was the ~~mother~~ mahout.  
SF4 "What's the ~~elephant~~<sup>MS</sup> name?" I asked unwillingly having  
to speak to someone.  
SF4 "It's a her," "she name is Oana, like my sister she is"

NSL  
Write clauses using dashes to add and  
emphasise extra detail and information.