

Section 1

#1: Opening Paragraph "Mandy woke up in the morning. She did her normal routine, every day. She also had to put up with her younger brother, Chester, every day. Mandy got ready for school, but she felt that she forgot something."

Strengths:

- You've introduced your main character quickly and given us a glimpse into her daily life
- The repetition of "every day" helps emphasise Mandy's routine

Repetitive Sentence Structure → Your opening uses very short, choppy sentences that all follow the same pattern: subject-verb-object. When you write "Mandy woke up in the morning. She did her normal routine, every day," each sentence feels disconnected from the next. This makes your writing feel stilted rather than flowing naturally. Try combining some sentences or varying their length to create a more engaging rhythm.

Exemplar: *Mandy woke up that morning and went through her usual routine, though her younger brother Chester made everything more difficult, as he did every single day.*

#2: The Empty Streets "As she walked to her school, she felt that everything was strange. No one was walking on the streets, no one was at the nearby playground and no one was in a car at all."

Strengths:

- You've created an eerie atmosphere by showing the empty environment
- The repetition of "no one" effectively builds tension

Underdeveloped Mystery → You introduce this intriguing detail about the completely empty streets, but then it simply disappears from your story. After Mandy notices this strange occurrence, she "kept going to school" and the mystery is never explained or mentioned again. This leaves readers confused about whether this detail was important or just a random observation. When you include unusual events like this, you need to either explain them later or show how they connect to the main problem in your story.

Exemplar: *As she walked to school, she felt that everything was strange. No one was walking on the streets, no one was at the nearby playground, and no cars drove past. Perhaps everyone was running late today, just like her.*

#3: The Maths Test Sequence "As soon as they got their papers, Mandy was overwhelmed as she saw the questions. It looks hard, but only if Mandy had her charm, then she would've thought it was the easiest thing in the world. 3...2...1... START! As soon as her time started, she started reading the questions but knew that she doesn't have her charm, so she couldn't get the words in her head. $3+4+8$? Mmmm... I don't know! Mandy thought."

Strengths:

- You've shown Mandy's internal struggle and panic effectively
- The use of a specific maths problem ($3+4+8$) helps readers understand the difficulty she's facing

Unclear Character Logic → Your story suggests that Mandy is "the smartest in her class" and "loves maths tests," yet without her charm, she can't solve $3+4+8$, which is basic Year 1 addition that any Year 4 student would find extremely simple. This creates confusion about whether the charm actually gives Mandy magical powers or just confidence. You write "she couldn't get the words in her head," but this doesn't clearly explain what's happening. Is the charm supernatural, or does it just make her feel confident? Your readers need to understand this distinction to make sense of the story.

Exemplar: *Without her lucky charm, Mandy's mind felt foggy and unfocused. Even simple problems like $3+4+8$ seemed to jumble together, though she knew she could normally solve them in seconds.*

■ Your story has a clear beginning, middle and end, which shows good understanding of narrative structure. You've created a relatable character in Mandy and introduced a problem that young readers can connect with—losing something important before a big event. However, your writing would benefit from deeper development in several key areas.

The biggest challenge in your piece is that the lucky charm's importance isn't fully explained. You tell us Mandy needs it, but you don't help readers understand why it matters so much or what it actually does. Does it give her real magical powers, or does it simply make her feel more confident? This

confusion weakens the story because we can't fully understand Mandy's struggle. Additionally, you introduce interesting details—like the mysteriously empty streets—that never connect to your main plot, which can distract or confuse your readers.

Your sentences often feel choppy and disconnected because they're mostly short and follow the same pattern. Try combining related ideas into longer sentences and varying your sentence beginnings. For instance, instead of "Mandy woke up in the morning. She did her normal routine," you could write "When Mandy woke up that morning, she went through her usual routine." This creates better flow.

Also, your story jumps from one event to the next quite quickly without giving readers time to experience Mandy's emotions. When she discovers her charm is missing, show us how worried or panicked she feels. When she's struggling with the test, let us feel her frustration. These emotional moments will help readers care more about what happens to Mandy. Think about adding a sentence or two in each scene that describes what Mandy is feeling or thinking in detail, rather than just stating "she felt strange" or "she was overwhelmed."

Your ending resolves the problem, but it happens too suddenly. After all the build-up about the missing charm and the difficult test, discovering that Chester had it all along feels rushed. Consider expanding this final scene to show the conversation between Mandy and Chester, or perhaps have Mandy learn something important about relying too much on her lucky charm.

Overall Score: 40/50

Section 2

~~#1 Mandy woke up in the morning. She did her normal routine, every day. She also had to put up with her younger brother, Chester, every day. Mandy got ready for school, but she felt that she forgot something.~~ **[Mandy woke up that morning and went through her usual routine, though her younger brother Chester made everything more difficult, as he did every single day. As she got ready for school, she felt that she'd forgotten something important.]** Then she remembered. Her lucky charm! She ran up the stairs into her room, to find her locked lucky charm case open.

Mandy was late for school though, so she had to forget the charm and go. #2 ~~As she walked to her school, she felt that everything was strange. No one was walking on the streets, no one was at the nearby playground and no one was in a car at all. Strange, Mandy thought, but she kept going to school.~~ **[As she walked to school, she felt that everything was strange. No one was walking on the streets, no one was at the nearby playground, and no cars drove past. Perhaps everyone was running late today, just like her, she thought, but she kept going to school.]** Finally, she arrived.

DING-DONG! DING-DONG! DING-DONG! The school bell rang and everyone went to their classes. Mandy quickly got to her ~~Yr~~ **[Year]** 4 ~~math~~ **[maths]** class, just as the teacher came in. "Good morning Class 4M, ~~Today~~ **[today]** we are going to have a ~~math~~ **[maths]** test!" announced Mr ~~Macall~~ **[MacAll]**. Everyone groaned, including Mandy, who loves ~~math~~ **[maths]** tests because she is the smartest in her class. ~~Then Mandy thought how she was ever going to succeed in this test, especially when she doesn't know where her charm is!~~ **[Then Mandy wondered how she was ever going to succeed in this test, especially when she didn't know where her charm was!]**

#3 As soon as they got their papers, Mandy was overwhelmed as she saw the questions. ~~It looks hard, but only if Mandy had her charm, then she would've thought it was the easiest thing in the world.~~ **[They looked hard, but if only Mandy had her charm, she would've thought they were the easiest thing in the world.]** 3...2...1... START! ~~As soon as her time started, she started reading the questions but knew that she doesn't have her charm, so she couldn't get the words in her head.~~ **[As soon as her time started, she began reading the questions, but without her charm, her mind felt foggy and the numbers seemed to jumble together.]** $3+4+8$? Mmmm... I don't know! Mandy thought.

In her test, there were 15 questions in 30 ~~mins~~ **[minutes]**. She ~~already~~ **[had already]** spent 4 ~~mins~~ **[minutes]** on the first question, so Mandy quickly got her mind on the test paper and answered $3+4+8$ which equalled 15. On the next question, she only spent 3 ~~mins~~ **[minutes]**. On the third question she spent 2 minutes onwards, until the 13th question. "One more minute!" warned Mr ~~Macall~~ **[MacAll]** as he checked the time. Mandy flinched and quickly answered the last two questions on the test, just before time ran out.

"Alright 4M, enough of the chatter, you can have a break outside now!" cried Mr ~~Macall~~ **[MacAll]**, as he started collecting the papers. All the children ran out and Mandy went with her best friend, Belle. "How was the test?" asked Belle, as they were getting out some food. "Not that good..." replied Mandy, "I lost my charm, so I didn't feel like it was easy." "Ohhhhh no!" said Belle, "Have you checked if Chester has it?" Mandy stopped and looked at Belle. "Why didn't I think of that? Thanks, Belle,

sometimes you're so smart [,"] thanked Mandy. "No, you're the one that's smart!" answered Belle, as they laughed for the rest of the break.

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When Mandy got home, she found Chester playing with her charm (Chester was only 3 years old). She finally got hold of her charm, and everything got back to normal.

THE END