

Section 1

#1: Opening paragraph "Far far away in New York City, a lively, animated place lived a girl named Chloe. Chloe was always very curious about things in her area even though she's been to many different places in New York so many times. She always is very helpful to people in her community."

Strengths:

- You've introduced your main character clearly with her name and location
- You've established Chloe's personality traits (curious and helpful) which helps readers understand who she is

Repetitive sentence structure → Your opening uses very similar sentence patterns one after another (Subject + verb + description). Each sentence begins with "Chloe" or mentions her directly, which makes the writing feel a bit list-like rather than flowing naturally. Try varying how you start your sentences and combining some ideas together.

Exemplar: *In the heart of New York City's bustling streets lived Chloe, a curious girl who never tired of exploring her neighbourhood, always ready to lend a helping hand to those around her.*

#2: The discovery of the river "Later that day Chloe was exploring her neighbourhood when she noticed a river. It was frozen and it looked abandoned. There was a sign that had fallen down. Chloe went to pick it up. The sign looked a thousand years old. It read: Lake of Bert Hampton."

Strengths:

- You've created an interesting turning point in your story with the discovery of the forgotten river
- The detail about the fallen, old sign adds mystery to the scene

Choppy sentence flow → Your sentences here are all very short and separated, which makes the action feel disconnected and rushed. Five short sentences in a row (It was frozen. It looked abandoned. There was a sign. Chloe went. The sign looked.) don't give readers time to picture the scene properly.

Joining some of these ideas with connecting words would help the story flow more smoothly and allow readers to visualise what's happening.

Exemplar: *While exploring her neighbourhood that afternoon, Chloe stumbled upon a frozen river that appeared long abandoned. A weathered sign lay fallen on the ground, and when she picked it up, she could barely make out the faded words: Lake of Bert Hampton.*

#3: The conclusion "Weeks later, Chloe made many new friends and always talked to her old friends. Chloe and her friends and others from her neighbourhood now go ice skating even the grown ups do. Even in the school holidays her friends come over to visit her and so does Chloe sometimes visit them back in New York. Chloe is now finally having a good time."

Strengths:

- You've wrapped up your story by showing how things improved for Chloe
- You've connected back to the river by mentioning the ice skating

Underdeveloped resolution → Your ending tells us what happened but doesn't show us much detail or help us feel the change in Chloe's situation. The story jumps from discovering the river to "weeks later" without showing us how the river became a popular skating spot or how Chloe felt about this transformation. We need to see the steps in between—perhaps Chloe sharing her discovery with neighbours, the community coming together, or Chloe's feelings changing from sad to happy. Right now, the ending feels rushed because we miss these important moments.

Exemplar: *Over the following weeks, Chloe shared her discovery with everyone she met. Soon, the forgotten Lake of Bert Hampton buzzed with life again as neighbours gathered for ice skating. Chloe realised that whilst she missed New York, she had created something special here—a place where both her new friends and visiting old friends could make memories together. Mississippi was beginning to feel like home.*

■ Your story has a clear beginning, middle and end, which shows good understanding of story structure. The idea of a girl discovering a forgotten place and bringing it back to life is lovely and meaningful. However, your writing would benefit from slowing down and adding more detail to help readers truly experience the story alongside Chloe.

Currently, your piece moves very quickly through events without pausing to show emotions, sensory details, or the passage of time. For example, when Chloe learns about moving, we're told she feels the same as her dad, but we don't see or feel her disappointment through her actions or thoughts. When she discovers the river, we need to sense the cold air, see the ice glistening, or feel her curiosity building.

Additionally, work on varying your sentence structure throughout. Many of your sentences follow the same pattern, which creates a choppy rhythm. Try combining shorter sentences with longer, flowing ones that connect ideas smoothly. Also, think about showing change rather than simply stating it happened. Your story jumps from Chloe being sad about moving to suddenly having a good time "weeks later" without showing us the steps in between.

Your dialogue and the detail about the friends' phone numbers add personality to your writing—look for more opportunities like these to bring scenes alive. Consider expanding key moments: How did Chloe convince others to visit the river? What was the first day of ice skating like? These details would transform your story from a summary of events into an experience readers can picture and feel. Focus on painting pictures with your words rather than simply listing what happened, and your natural storytelling ability will shine through even more strongly.

Score: 40/50

Section 2

The ~~forgotten~~[Forgotten] ~~river~~[River]

#1 → Far far away in New York City, a lively, animated place lived a girl named Chloe. ~~Chloe was always very curious about things in her area even though she's been to many different places in New York so many times. She always is very helpful to people in her community.~~[Chloe had explored countless corners of New York, yet her curiosity about her surroundings never faded, and she was always ready to help people in her community.]

One dayChloe's dad got a job in ~~the~~ Mississippi. "We have to move to ~~the~~ Mississippi in ~~1~~[one] week."~~["]~~ ~~Chloe's dad said~~in a face that looked like an only half-filled glass.[with a half-hearted expression.]

"But why?"[?"] Chloe asked feeling the same way her dad did.

"Because I have gotten a new job there~[,"] her dad replied.

The next day, Chloe told her friends the news. "You can get our phone numbers for us to stay in contact."["] Her[her] friends said ~~to~~ her[,] giving a[her a] paper ~~weighted~~[filled] with words and numbers. As days passed ~~on to~~[until] Saturday ~~when~~[,] her parents were packing their final items to leave this lively city. It was a chilly morning in ~~the month of~~ December ~~and~~[, and] Chloe ~~smelt~~[smelled] the icy air ~~which seemed to be saying goodbye to her~~[, as though it were bidding her farewell]. She sniffled a bit about the fact that she was moving. "Did any of us miss anything?"[?"] Dad questioned before shutting the ~~door of~~[car door[.]] Mum and Chloe shook their heads.

Once they arrived ~~at the~~[in] Mississippi, Chloe and her parents started to unload their things ~~out of~~[from] the car. The new home was sparkly and fresh. Luckily it was school holidays ~~now~~[,] so Chloe did not have to worry about her new school that much.

#2 → Later that day Chloe was exploring her neighbourhood when she noticed a river. ~~It was frozen and it looked abandoned. There was a sign that had fallen down. Chloe went to pick it up. The sign looked a thousand years old. It read: Lake of Bert Hampton.~~[The frozen surface looked abandoned, and a weathered sign lay fallen nearby. When Chloe picked it up, the ancient-looking sign read: Lake of Bert Hampton.] Chloe went home and urged her parents to come. "Come come!" Chloe called. Her parents came with her. "Ahh now I remember that river from when I was little. I used to play there. Now people have forgotten about it [,"] her dad said.

#3 → Weeks later, Chloe made many new friends and always talked to her old friends. ~~Chloe and her friends and others from her neighbourhood now go ice skating even the grown ups do. Even in the school holidays her friends come over to visit her and so does Chloe sometimes visit them back in New York. Chloe is now finally having a good time.~~[The forgotten lake had been transformed—Chloe, her friends, and neighbours (even the grown-ups) now gathered there for ice skating. During school holidays, her New York friends visited Mississippi, and Chloe occasionally travelled back to visit them. Chloe had finally found her place in her new home.]