





The Band

Max had a bad day at school. He tried his best, but he was starting to think he wasn't good at anything.

Even though Max had such a bad day, he decided to keep building his own one-man band. He made it using wire, string and boxes, and it was finally complete.

Max put the big drum on his back and adjusted the harmonica so it was near his mouth. He got his guitar and was ready to go!

Soon enough, all of the instruments were sounding great together. The neighbours clapped along as Max passed by. He was very happy.

Max's Band

Max dropped his school bag and ran up the stairs to his bedroom. It had been a very bad day at school. He wasn't very happy, and he was starting to think he wasn't good at anything.

Even though Max had such a bad day, he decided to keep building his own one-man band. He had started when his class was asked to create a musical instrument. Ever since, Max had used wire, string and boxes to build his creation. It was finally complete.

Max pulled the drum onto his back and adjusted the wires so the harmonica was just below his mouth. He picked up his guitar and was ready to take his one-man band on a test run.

When he took his first step, the drum beater made a beat. He blew into the harmonica and strummed the guitar. Soon enough, all of the instruments were sounding great together. The neighbours clapped along as Max passed by. He was very proud.

At school, all the kids couldn't wait to hear him and his one-man band.

Max's One-Man Band

Max let the door slam behind him as he dropped his school bag and ran up the stairs to his bedroom. It had been a terrible day at school. Max got three out of ten in his spelling test and was confused in maths. He wasn't very happy.

Max always tried his best, but he was starting to think he wasn't good at anything. He couldn't run fast and wasn't good at spelling. He found most subjects difficult or boring.

When people asked Max what he liked to do, he never knew what to say. The only activities he enjoyed were making things and making music. But he didn't think there was much use in that.

Even though Max had such a bad day, he decided to keep designing and building his own one-man band. It had all started when his class was asked to create a musical instrument. Ever since, Max had used wire, string and boxes to build his creation. Finally, his creation was complete.

Max pulled the big drum onto his back and adjusted the wires so the harmonica was just below his

mouth. He picked up his guitar and was ready to take his one-man band on a test run.

As he took his first step, the drum beater made a loud beat. He blew into the harmonica and strummed the guitar. Soon enough, all of the instruments were sounding great together. The neighbours clapped along as Max passed by. He was very proud.

All the kids couldn't wait to hear Max and his one-man band. From that time on, when anyone asks Max what he enjoyed doing, he replied, "I like making things and making music."

Max's One-Man Band

Max let the wind slam the front door shut behind him as he carelessly dropped his schoolbag in the hallway. Like a flash of lightning, he shot up the stairs to his bedroom. It had been a disastrous day at school! Max only got three out of ten in his spelling test and felt totally confused in maths. He had tripped and fallen flat on his face during sport. To make it worse, the caterpillar he had captured for his science investigation had escaped.

Max was a kid just like you. Every morning, he got out of bed, did all the things a schoolkid needs to do to get ready, and trudged to school. Max tried his best every day, but he was starting to think he was not good at anything. He wasn't a fast runner or a good speller. What's more, he found most subjects difficult or boring.

When people asked Max what he liked to do, he stared at the ground, searching for an answer. The only activities he really enjoyed were making things and making music. But what use was that?

Still, after his terrible day, the first thing Max had done was race home to continue planning, designing and building his very own one-man band.

It had all started when Mrs McCreedy asked the class to design a musical instrument. Since then, Max had collected old instruments, wire, string and cardboard boxes. Finally, his creation was complete.

Max heaved the large bass drum (made from a cardboard box) onto his back. He adjusted the wires so that his harmonica was just below his mouth, and he picked up his guitar. Max was ready to take his one-man band for a test run. There was just one thing left to do...

“Mum, could you please help me attach these balloons?” he asked.

Max took his first step. The drum beater, connected to the foot pedal, beat the drum loudly! Max took a slow, deep breath. He blew softly into his harmonica. Next, he strummed his guitar. Before long, all parts of the one-man band were working together in perfect harmony.

Max’s one-man band filled the streets with cheerful music. The neighbours whistled and clapped as he passed by. His bright balloons swayed in the breeze, and Max felt like a superhero.

The next day at school, all the kids had heard about Max’s one-man band.

Mrs McCreedy gave Max a certificate for being a curious and creative learner.

From that time on, when anyone asked Max what he enjoyed doing, he replied confidently, “I like making things and making music.”

This piece of writing includes...

 teachstarter

...a title.

 teachstarter

...a problem to be solved.

 teachstarter

...an order of events.

 teachstarter

...mainly simple and
compound sentences.

 teachstarter

...a solution.

 teachstarter

This piece of writing could be improved by...

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...developing the orientation.



...using stronger adjectives.



...adding more detail to the events.



...adding some complex sentences.



...adding a resolution.



This piece of writing includes...



...a more descriptive title.



...a simple orientation.



...a problem to be solved.



...simple, compound and
some complex sentences.



...a solution.



...a simple resolution.



**This piece of writing could
be improved by...**



...using more precise descriptions.



...describing the character's actions in more detail.



...developing the resolution.



This piece of writing includes...



...a descriptive title.



...an orientation with some details.



...a problem to be solved.



...simple, compound and complex sentences.



...a solution.

...a resolution.

**This piece of writing could
be improved by...**

...adding some direct speech.

...adding a variety of time connectives.

...using a mix of simple, compound and
complex sentences.

...adding adverbs.

This piece of writing includes...

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...a detailed orientation that describes the characters and location.

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...a detailed order of events.

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...a problem in the story.

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...effective descriptive language.

 teachstarter

...direct speech.

 teachstarter

...a creative combination of different sentence types.

 teachstarter

...a solution to the problem.

...an effective resolution.