

**Expected
Writing in KS1**

**2019-20
Standardisation**

Exercise 1

Pupil A

This collection includes:

- A) a non-chronological report
- B) a recount
- C) a story
- D) a set of instructions
- E) a character description

All of the statements for 'working towards the expected standard' and 'working at the expected standard' are met.

The pupil can, after discussion with the teacher, write simple, coherent narratives about personal experiences and those of others (real or fictional)

Across the collection, the pupil writes simple, coherent narratives about personal experiences and those of others. A recount (piece B) describes events from a day trip to London. A story (piece C) continues to explore the class themes of 'Lost and Found' and the pupil created their own adventure story.

Throughout the collection, there is a range of evidence to demonstrate the different aspects of coherence. The purpose of each piece and awareness of the reader is clearly understood by the writer as each outcome is presented in a form relevant to the required task and shows a range of appropriate and varied sentence forms. Vocabulary choices enhance detail. Co-ordination supports the sequencing of ideas and events and provides additional details, whilst some subordination further develops the links between events and also gives reasons for actions and outcomes. Tenses and person are maintained overall and correct demarcation supports coherence.

In the recount (piece B), a succinct report of a trip to London provides a chronology of events (The other day... When we got there we... In the afternoon we... Finally we came back) with a clear sense of enjoyment shown to the reader through varied noun phrases (epick school trip... marvellous garden... gleeful gardener... amazing journey). Additional facts in the form of varied sentences including questions and statements (Interestingly there were 32 gardens in Hampton Court Palace... Did you know he married Kathrine Parr there?) add extra detail. The use of past tense and first person is maintained through the writing, as befitting the form (we wanted to learn more... we had our lunch and we went). The concluding statement further emphasises the pleasure of the day (My favroute part was when... I will never forget it!).

The somewhat simple story (piece C) builds upon the class focus of 'Lost and Found' with the 2 characters visiting a play zone consisting of differing themed locations. One of the friends disappears, provoking concern and dismay from the other, until eventually the 2 are reunited, which draws the tale to a close. The plot follows a clear chronology with time vocabulary aiding the linear development (When they got there... After a while... All of a sudden). Verb choices and phrases build up Camilia's concern for missing Kiki (no where to be found... started to sob... started to panic... she was worried) whilst vocabulary attempts to describe and specify (frosty foggy Friday morning... fake hotel... box of popcorn). There is some loss in sentence control and person as the writer attempts unsuccessfully to use dialogue (Then camilia said where have you been? camilia said. Kikis been to pick a box of pop corn.). However, this does not detract from the overall coherence.

The pupil can, after discussion with the teacher, write about real events, recording these simply and clearly

In the recount (piece B), the pupil demonstrates that they can write about real events concisely, recording their experiences during a trip to Hampton Court Palace. The reader is directed through the day's activities via the use of sequential phrases (The other day... In the afternoon... Finally), whilst the inclusion of the subordinating conjunction (When we got there) emphasises the arrival at the palace. Descriptive language and the writer's personal reflections, which utilise a range of adjectives, enhance the piece, and provide details to the reader about what they saw (The trees in the gardens were the shape of a mushroom) and who they met (and met a gleeful gardener... a lovely lady).

Across the piece, the first person stance is maintained (we wanted to learn more about... told us some facts... I will never forget it!). The concluding sentence draws the recount to an appropriate ending.

The pupil can, after discussion with the teacher, demarcate most sentences in their writing with capital letters and full stops, and use question marks correctly when required

Across the collection, most sentences are demarcated correctly with capital letters and full stops, but with occasional omissions.

Where the pupil has chosen to include questions, these are demarcated appropriately with a question mark – for example:

- in the non-chronological report (piece A) (Did you know that they are the size of a Panda?)
- in the story (piece C) (where is Kiki?... where have you been?)
- in the instructions (piece D) (Are you kept away at night by the sound of a hideous water goblin scuttling away in the pipes?)
- in the character description (piece E) (Did you know Willy loves looking at him self with his hot red pants?... “Can you be my friend?”)

In the non-chronological report (piece A) a question mark has been placed incorrectly (it won't stop the Ice Lolly candy dragon from eating candy or evern blue sweets?) and there is an instance of a missed question mark (Did [you] know there favroute movie is Smurf part part 2 and even part 3).

The pupil can, after discussion with the teacher, use present and past tense mostly correctly and consistently

Across the collection, present and past tense verb forms are used mostly correctly and consistently.

Within the story (piece C), the past tense is generally maintained (remembered... started... laghfed), including some evidence of the past progressive form (were going... was thinking). The past tense form (camilia couldn't) expresses the character's inability to find her friend.

In the instructions (piece D), the present tense is used to direct a hypothetical question and response to the reader (Are you kept awayk... If so do not worry), whilst present tense verb forms clearly instruct the reader through commands (Read these... put... scatter... tip toe). The use of 'will' presents possible future outcomes (the water goblin's feet will be stuck... the water goblin will not be able to).

The character description (piece E) combines present and past tense by providing generalised knowledge of Willy through his personal attributes along with examples (Willy is very charming because he has lot's of manners... Willy is very helpful because when there was... Willy moved it because Hugh was scared of it). The present tense is used correctly (loves looking... holds the world record for eating) and the piece concludes with a sentence to identify the writer's responses if they met Willy (I would feel gleeful... I would say).

The pupil can, after discussion with the teacher, use co-ordination (for example 'or', 'and', 'but') and some subordination (for example, 'when', 'if', 'that', 'because') to join clauses

Across the collection, the pupil uses co-ordination and some subordination.

Within the non-chronological report (piece A), co-ordination is shown by the use of 'and' and 'but' to link related clauses (very beautiful and smart like a sloth... They're not interestied in any other table but the blue table in Year 2). The use of the subordinating conjunction 'because' explains the dragons' lack of fitness (they rarely go to the Jim because they are too busy eating candy). In the final section, 'if' is used to explain why dragon lovers should leave out cake (If it is hot dragon lovers should leave out cake and if it's there birthday). In the recount (piece B), there is some use of co-ordination to link sequenced events (we went to look at the marvellous garden and met a gleeful gardener... we all had a epick time but we were ready to return). Subordination is seen in the simple explanation as to why the trip took place (because we wanted to learn more about king Henry) and recognition of arriving at the palace and subsequent journey to the garden (When we got there we went).

Throughout the story (piece C), co-ordinating conjunctions are used to sequence the chain of events with a predominance of 'and' and 'and then' (Camilia started to panic and then she was thinking... and then she saw camilia and ran to her... and looked at echother and laghfed). The use of 'but' qualifies the search for Kiki and the realisation that she was not there (and the fake hotel but Kiki was no where to be found). Some subordination is evident through the use of 'because' to explain the speed of being prepared for the trip to Kid Zania (They got ready so quikly because they were so exited), whilst the timing of events is clarified (When they got there... After a while camilia).

The instructions (piece D) demonstrate the writer's ability to use co-ordination in joining clauses to emphasise advice and additional information (Water goblins are anoying and must be defeaed... Read these instraction's cafully and soon you will be rid of... the rotten mouldy sweet's and will get stuck).

The pupil can, after discussion with the teacher, segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonically-plausible attempts at others

Across the collection, there is evidence of the pupil selecting the correct graphemes to represent the phonemes in words – for example:

- in the non-chronological report (piece A) (dragon... bubble... sweets)
- in the recount (piece B) (learn... marvellous... garden)
- in the story (piece C) (frosty... remembered... sudden... spotted)
- in the set of instructions (piece D) (sound... pipes... greedy)
- in the character description (piece E) (charming... hairy... gleeful)

Where correct graphemes have not been selected, the pupil makes mostly phonically-plausible attempts at spelling – for example:

- in the non-chronological report (piece A) (fasanating... Jim... legendairy)
- in the recount (piece B) (epick... peasful... woboly)
- in the story (piece C) (quikly... distans)
- in the set of instructions (piece D) (awayk... anoying)
- in the character description (piece E) (wates)

The pupil can, after discussion with the teacher, spell many common exception words

Across the collection, where used, year 1 common exception words are spelt correctly.

Across the collection, where used, many year 2 common exception words are spelt correctly:

- in the non-chronological report (piece A) (beautiful... busy... should)
- in the recount (piece B) (because... told)
- in the story (piece C) (After... could(n't))
- in the set of instructions (piece D) (water... behind)
- in the character description (piece E) (very... anyone... most... hold... would)

The pupil can, after discussion with the teacher, form capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters

The pupil is able to form capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters. There are occasions where the ascenders of letters 't' and 'd' are not consistent, for example, in the story (piece C) (couldn't) and instructions (piece D) (discosting... this). However, this does not preclude the collection from meeting the statement.

The pupil can, after discussion with the teacher, use spacing between words that reflects the size of the letters

Across the collection, the spacing between words is appropriate to the size of the letters.

Why is the collection not awarded the higher standard?

The collection cannot be awarded 'working at greater depth' because not all statements for this standard are met.

The pupil can write simple, coherent narratives and can adapt the form of their writing according to the required purpose. However, across the collection, writing is not consistently effective, and the pupil does not sufficiently draw on their reading to inform the vocabulary and grammar of their writing.

Although the recount (piece A) conveys an overview of the day, there is a limited range of events and those that are described would have benefitted from further development and description for the reader. A considerable piece of the recount reflects upon arriving back at school and the writer's overall feelings about the day. The concluding reference to the bridge, without having been mentioned in the events of the day, leaves the reader somewhat confused. Similarly, with the story (piece C) the writer understands the broad purpose of the task of creating a narrative whereby somebody is lost and then found. The tale, although reaching a 'simple ending', does not develop the dilemma of the disappearance of the child and results in a list of places searched and the emotions felt. The abrupt ending weakens the overall effect of the piece. The description of the book character (piece E) provides a range of attributes for the reader under some broad headings but is more similar to a list of thoughts.

Piece A: a non-chronological report

Context: pupils watched a video of a dragon landing in their school playground. After this, they received a letter from Hagrid (the well-known dragonologist) asking the pupils to give him some information about the dragon they had seen so he could include it in his collection. The class researched how facts were presented in a range of information books, in particular how sub-headings are used to thematically organise content. The pupils could present their own imaginative non-chronological text about any type of dragon. This pupil chose the Ice Lolly Candy Dragon.

The Ice Lolly candy dragon.

The Ice Lolly candy dragon is a fascinating dragon that loves candy and bubble gum ice lollies. Did you know the ice lolly candy dragon is a little bit over weight, but it's okay and it won't stop the Ice Lolly candy dragon from eating candy or even blue sweets?

Did you know that they are the size of a Panda? It is a well known fact that they are very beautiful and smart like a sloth!

Where it is found:

Dragonologists believe that they love classrooms as there is a lot of blue on show. They're not interested in

any other table but the blue table in Year 2. Interestingly they rarely go to the Jim because they are too busy eating candy^{and} getting chunky.

What they like to eat:

They love eating blue stuff especially pick mix sweets, blue candies, lollis, blue gummy sweets and blue ice lollis. Also they love eating smurfs sweet because they love blue plus smurfs are blue. Did know there favroute movie is Smurf part 2 and even part 3 they love it so much their mouth starts to dribble.

Interesting facts

Interestingly there weakness is when they eat sour sweets and cany they start going crazy or start farting! If it is hot dragon lovers should leave out cake and if it's there birthday. What a Legendairy dragon the Ice lolly candy dragon is!

Piece B: a recount

Context: following a visit to London and Hampton Court, the class were asked to produce a short recount of the day for visitors to the school. Pupils used photographs and videos to support an oral retelling of the event.

The other day Year 2 went on a epic school trip to Hampton Court Palace because we wanted to learn more about King Henry the VIII and The tudar times. When we got there we went to look at the marvellous garden and met a gleeful gardener called Paul. Interestingly there were 32 gardens in Hampton Court Palace. The trees in the gardens were the shape of a mushroom.

In the afternoon we had our lunch and we went to King Henry the VIII church. Did you know he married Kathrine Parr there? It was very peassul and a lovely lady told us some facts. Finally we came back to school we all had a epic time but we were ready to return to school to tell evrybody about our amazing journey. My savroute part was when we went on the wobboly bridge and I will never sorget it.

Piece C: a story

Context: pupils created their own adventure story based around characters from various class texts on the theme of 'Lost and Found'. Pupils used story boards and mountain frames to help plan their ideas.

One frosty foggy Friday morning Kiki just remembered that she and Camilia were going to Kid Zanlea. They ^{got} ready so quickly because they were so excited.

When they got there Camilia went to the Airport to get some Kid Zones. Next she went to go to do some jobs to get some more Kid Zones.

After a while Camilia couldn't find Kiki! Camilia checked the fake Airport the toilets and the fake hotel but Kiki was nowhere to be found, then Camilia started to sob. Camilia started to panic and then she was thinking where is Kiki? she was worried about her friend.

All of a sudden Camilia spotted Kiki in the distance trying to pick a popcorn box

and then she saw camilia and ran to her. then camilia said where have you been? camilia said. Kiki's been to pick a box of pop corn.

For a treat they both went to the sake hotel with the box of popcorn and looked at each other and laughed.

Piece D: a set of instructions

Context: a giant had been spotted in the playground by the site manager and pupils had to go around the school finding clues. Following this, there was a flood in the toilets with clues suggesting that a water goblin had been responsible. Pupils were invited to write their own set of instructions on how to trap a water goblin.

How to trap a water goblin.

Are you kept awake at night by the sound of a hideous water goblin scuttling away in the pipes? If so do not worry because help is at hand. Water goblins are annoying and must be defeated. Read these instructions carefully and soon you will be rid of this greedy pest.

What you need: a magic handkerchief, a huge cage, an enormous hook and mouldy, revolting, slimy food.

What you do.

First put a huge cage next to a disgusting swamp.

Next gently scatter some rotten sweets

on top of the huge cage.

Afterwards put the handcuffs on top of the revolting slimy food.

Then put an enormous hook next to the huge cage so that the water goblin's feet will be stuck.

Finally tip toe behind a tree and wait patiently.

In the end the water goblin will not be able to rise the rotten mouldy sweet's and will get stuck in the hook.

A final note of warning:

Do not enter a water goblin's cave as there maybe baby water goblins chewing rotten mouldy food and have big appetites!

Piece E: a character description

Context: the class explored the books of Anthony Browne. One group read 'Willy the Wimp'. The pupils were asked to write character descriptions of a key character to be used as a book display of Anthony Browne books in the local library and to encourage visitors to select his books.

Personality

Interestingly Willy is very charming because he has lots of manners and never is rude to anyone. Did you know Willy loves looking at himself with his hot red pants? Willy is very helpful because when there was a big hairy spider Willy moved it because Hugh was scared of it. Willy is a really good friend for Hugh.

Likes and dislikes

Interestingly Willy holds the world record for eating the most bananas in 1 hour. Willy likes to buy his girlfriend Milly banana cake. Unsurprisingly Willy doesn't like to when the gorilla gang bully him because they make him choke. Willy loves to hold heavy water.

Opinion

If I met Willy I would feel gleeful and I would say "Can you be my friend?"

Exercise 1

Pupil C

This collection includes:

- A) a newspaper report
- B) a recount
- C) an adapted story
- D) a letter
- E) a non-chronological report

All of the statements for 'working towards the expected standard' and 'working at the expected standard' are met.

The pupil can, after discussion with the teacher, write simple, coherent narratives about personal experiences and those of others (real or fictional)

Across the collection, the pupil writes simple, coherent narratives about personal experiences and those of others. A newspaper report (piece A) presents details of the third day of the Great Fire of London. A recount (piece B) recalls events from a half term holiday. An adapted story (piece C) based upon 'The Great Kapok Tree' (Lynne Cherry) describes the battle to save a tree from being chopped down.

Throughout the collection, there is a range of evidence to demonstrate the different aspects of coherence. The purpose of each piece and awareness of the reader is understood by the writer as each outcome is presented in a form relevant to the required task and shows appropriate sentence forms and vocabulary to provide detail. Co-ordination supports the sequencing of ideas and events and gives additional details, whilst some subordination develops the links between events and offers reasons for actions and outcomes. Tenses and person are maintained overall and correct demarcation supports coherence.

The newspaper report (piece A) is written from the perspective of someone reporting on the events of the Great Fire of London as they happen. The present progressive tense is used to show that events are ongoing (Lots of people are still shouting and screaming!) and the past tense is used appropriately to report the speech of people caught up in events (The Mayor said... A little girl cried). The piece is written using statements to describe what is happening, some of which are linked through co-ordinating conjunctions (I hope this fire ends and I don't know what to do) and there is an example of subordination to explain actions (there can be no cars in the streets because they kept burning). Vocabulary choices provide further detail (human chains... Rich people are going to a safer place... A little girl cried... the fire is going to spread even further).

In the recount (piece B), a brief review provides a sequence of half term holiday events (Over half term... When I was... On Wednesday... On Thursday... After) with some simple description to provide the writer's responses to activities (It was very fun!... it was cold... was very nice!... was very hot! Yummy!). The use of past tense and first person is maintained through the writing as befits the form (I went to London... I saw a tiger and a Lion... we built sand castles). The use of some subordination develops sentence forms and provides additional details. For example, the reason for the hot drink is given (because it was cold) and events are linked through the use of 'when' (When I was there I went on).

The adapted story (piece C) follows a clear chronology from a simple opening, which introduces the tale, with an attempt to use a narrator's voice (Deep in the Amazon rainforest... So like I was saying this Kapok tree), followed by a chain of events that are directed by the actions of characters (One day two men came... The man grew tired and tired... He flew down and said... The parrot jumped closer). The final sentence draws the story to a successful conclusion with the man learning the importance of the tree to the animals. Nouns and noun phrases describe and specify (with colourful animals living There... the hum of the forest... Red, blue and colourful parrot). Sentence types are varied according to purpose with the introductory first person aside, although not totally successful (So like I was saying) followed by a series of statements to inform the reader of events, actions and reactions (One left but the small man picked up the axe... A green tree frog carefully jumped... So now that man nows). There are some attempts to insert dialogue (not a KS1 requirement) to convey commands and conditions to the man ("do not chop this tree down... "...and if you chop down this tree), which deploy the language of the original text. Co-ordination and some subordination further develop coherence throughout the story (sat down for a rest because the hum of the forest hushed him... jumped closer to the man and pecked him).

The pupil can, after discussion with the teacher, write about real events, recording these simply and clearly

In the recount of half term activities (piece B), the pupil demonstrates that they can write simply and clearly about real events. There is appropriate use of the first person and past tense to describe what they did and their reactions to events (I went to London with mummy... I saw a tiger and a Lion... again it was very hot!).

The pupil can, after discussion with the teacher, demarcate most sentences in their writing with capital letters and full stops, and use question marks correctly when required

Across the collection, almost all sentences are accurately demarcated with capital letters and full stops.

There are examples of question marks being used correctly when required – for example, in the letter (piece D) (Where did you get the infomashan from?) and in the non-chronological report (piece E) (How many layers are in the rainforest?). There are no instances where question marks have been omitted when they would be required.

The use of the question mark in the final sub-heading of the non-chronological report (piece E) (jaguars?) possibly conveys the writer's insecurity towards using a question form as a subheading. However, this error does not prevent the pupil from meeting the qualifier 'most' in this statement.

The pupil can, after discussion with the teacher, use present and past tense mostly correctly and consistently

Across the collection, the pupil uses the past and present tense mostly correctly and consistently.

The newspaper report (piece A) is predominantly told through the present tense as though the reporter is recounting events as they happen. However, this does not detract from the overall impact of the task. There is a mix of simple present and present progressive forms to indicate current and ongoing events (Today is the Third day... You can see people making... I hope this fire ends... The wind is starting to go east). The use of the past tense is correctly demonstrated through the reported speech (A little girl cried). There is also a proof-reading correction from the past tense (Ritch people went) to the present progressive (Ritch people are going).

Within the adapted story (piece C), there is one inaccurate use of tense as the writer uses the present form of 'can' instead of 'could' (The parrot jumped kloser to the man and pecked him on the hand so he can not chop it down).

The letter to Lynne Cherry (piece D) opens appropriately with the common present progressive form (I am writting to you). The reflection upon having read the book is made accordingly in the past tense (I Liked your story).

The non-chronological report (piece E) maintains the present tense throughout as the writer's introduction demands the attention of the reader through the use of a command (Read this wonderful fact file). The description of what is found at each layer of the rainforest begins with second person address in the present tense form of 'can' highlighting to the reader what can be seen (you can find).

The pupil can, after discussion with the teacher, use co-ordination (for example 'or', 'and', 'but') and some subordination (for example, 'when', 'if', 'that', 'because') to join clauses

Across the collection, the pupil uses co-ordination and some subordination correctly.

Co-ordination is evident in the adapted story (piece C) through the use of 'and' and 'but' to link related clauses and noun phrases (One left but the small man... A red, blue and colourful parrot... He flew down and said... is very special to the animals and will never try to chop it down again). Subordination is used to identify the outcomes of actions (The man grew tieder and tieder as he chopped down the tree... do not chop this tree down because this is my home) and also to consider potential consequences through the repetitive language and conditional use of 'if' (If you chop this tree down I might die... This tree is my home and if you chop down this tree) echoing the original text.

Within the letter (piece D), a clause is linked through the use of the co-ordinating conjunction 'and' (I am writting to you to say well done and thank you for writting). The use of subordination expresses the reason for enjoying the book (because it had so many beautiful and coulourful animals) and also clarifies understanding of one of the key themes from the original (because trees give us ogsigane).

Subordination is used in the final section of the non-chronological report (piece E) to pinpoint the consequence of 2 jaguars meeting (and if a nuther jaguar comes they will fight).

The pupil can, after discussion with the teacher, segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonically-plausible attempts at others

Across the collection, there is evidence of the pupil selecting the correct graphemes to represent the phonemes in words:

- in the newspaper report (piece A) (shouting... place... east)
- in the recount (piece B) (term... rides... beach)
- in the adapted story (piece C) (Deep... animals... special... carefully)
- in the letter (piece D) (trees... posters... down)
- in the non-chronological report (piece E) (noisy... layers... butterflies)

Where correct graphemes have not been selected, the pupil makes mostly phonically-plausible attempts at spelling – for example:

- in the newspaper report (piece A) (cary... Ritch)
- in the recount (piece B) (difrent... choclote)
- in the adapted story (piece C) (ax... tieder... kloser)
- in the letter (piece D) (infomashan)
- in the non-chronological report (piece E) (tropikull... a nuther)

The pupil can, after discussion with the teacher, spell many common exception words

Across the collection, where used, year 1 common exception words are spelt correctly.

Across the collection, where used, all year 2 common exception words are spelt correctly, for example:

- in the newspaper report (piece A) (people... told... water)
- in the recount (piece B) (half... because... cold... After)
- in the adapted story (piece C) (again)
- in the letter (piece D) (beautiful... many)
- in the non-chronological report (piece E) (find... floor)

The pupil can, after discussion with the teacher, form capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters

The pupil forms capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters. Although within the letter (piece D) there is inconsistency in the size of many of the letters, this does not preclude the collection from meeting the statement.

The pupil can, after discussion with the teacher, use spacing between words that reflects the size of the letters

In all pieces, the pupil demonstrates appropriate spacing between words.

Why is the collection not awarded the higher standard?

The collection cannot be awarded 'working at greater depth' because not all statements for this standard are met. Although the pupil can write simple, coherent narratives, they do not yet write effectively and coherently for different purposes. The adaptation of the story (piece C) demonstrates an emerging use of the language of storytelling and mirrors some of the original content (Deep in the Amazon rainforest... So like I was saying this Kapok tree... do not chop this tree down because this is my home.). The gratitude and explanatory nature of the letter (piece D) starts to demonstrate an understanding of readership through convention and additional details (I am writting to say well done and thank you... I liked your story because... I will make posters and lifelets to say). However, across the collection, there is insufficient evidence of writing that draws on the vocabulary and grammar of wider reading. Whilst appropriate to the purpose of writing, vocabulary choices in pieces A, B and D at times lack the richness and variety drawn from a broad range of reading (A little girl... Ritch people are going... The hot choclote was very nice!... chopping down trees is very bad). The description within the recount (piece B) is simplistic and lacks expansion for the reader.

Coherence for the reader in the recount (piece B), the adapted story (piece C) and the non-chronological report (piece E) is affected by the lack of variety of sentence structures and limited subordination (When I was there... On Wednesday... One day... Finally). In the recount (piece B), this results in outcomes becoming chains of events without direction. The organisation of the non-chronological report (piece E) begins well, with an introduction and the question form as a subheading, which supports purpose. However, the repetition of sentence forms results in a list of facts without any development or additional details (In the Emergent layer you can... In the canopy you can).

There is evidence of using some of the punctuation taught at KS1, although this is limited. For example, there is only one contracted form punctuated correctly (don't). Whilst there is some evidence of the correct spelling of suffixes, predominantly through 'ed' and 'ing' and some 'ful' suffixes (shouting... cried... chopped... colourful...carefully...wonderful... powerful), across the collection there is a limited range and some inaccuracies and inconsistencies (hommless... wunderfill... Homelless).

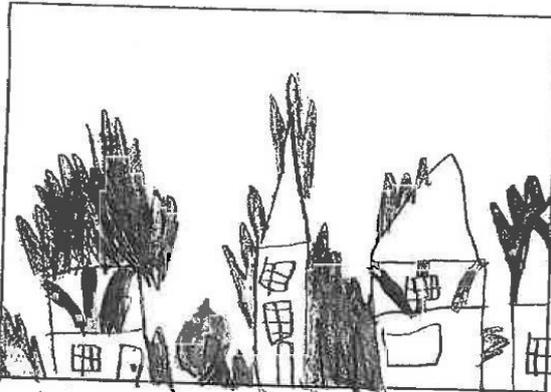
Piece A: a newspaper report

Context: after learning facts about the Great Fire of London and looking at the features of a newspaper report, the pupils applied their knowledge to create a report on the third day of the fire. They discussed their ideas with a learning partner.

London NEWS

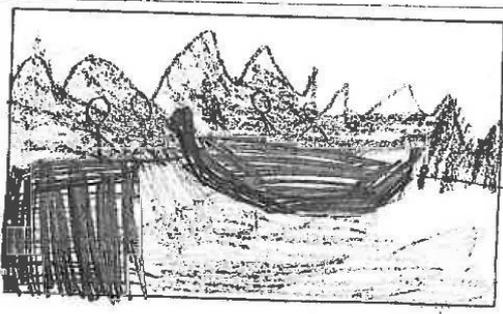
Londons Burning!

Tuesday 4th September 1666



cried, "I hope this fire ends and I don't know what to do. The wind is starting to go east so the fire is going to spread even further. I hope they find a way to put the fire out!"

Today is the Third day of this fire. Lots of people are still shouting and screaming! People have been told to pull down houses. You can see people making human chains from the river Thames to carry the water over to the fire. Rich people are going to a safer place by boat or cart. The Mayor said there can be no carts in the streets because they kept burning. A little girl



Piece B: a recount

Context: pupils had a look at various examples of recounts. In response to their half term holiday and after sharing what they had been doing, they wrote their own simple recount independently. The pupils checked and edited their work.

Over half term I went to London with mummy and E. ^{and} I went to a park ^{called} C. It was very fun! When I was there I went on lots of different rides. I ^{saw} a tiger and a lion. I went to the Zoo too. On Wednesday I went to _____ and went to a cafe and had hot chocolate because it was cold. The hot chocolate was very nice! ~~at~~ I went to the park and went to do mini golf with mummy ~~and~~ and E. Daddy was ^{at} work. On Thursday I went to _____ again it was very hot! We went to the beach and had ice cream. Yummy! After the ice cream we built sand ~~castles~~ castles.

Piece C: an adapted story

Context: as a class, pupils read the first part of the story of 'The Great Kapok Tree' (Lynne Cherry). Pupils then researched which other animals lived in the Amazon rainforest and came up with ideas for why these creatures would not want their tree chopped down. Pupils were asked to write their own story with their own animals and to make up their own ending.

Deep in the Amazon rainforest there is a big, brown and tall Kapok tree with colour^{ful} animals living there. There are parrots, tree frogs, snakes, squirrel monkeys and butterflies. So like I was saying this Kapok tree is ~~a~~ very special to th these animals.

One day ^{two} men came. One left but the small man picked up the ax that he was ^{carrying} and he started to chop the tree down. chop! chop! chop! chop! The man grew tired and tired as he chopped down the tree so he sat down for a rest ^{because} the hum of the forest lashed him to sleep. A ^{Red} parrot, blue and colourful parrot lived in

The Kapok tree. He flew down and said, "do not chop this tree down because this is my home. If you chop this tree down I might die because I will be homeless. A green tree frog carefully jumped over to the man and said, "don't chop down this tree. This tree is my home and if you chop down this tree I will become homeless. The parrot jumped closer to the man and pecked him on the ~~hand~~ hand. So he can ~~not~~^{not} chop it down. Ooh!

So now that man knows that that tree is very special to the animals and will never try to chop it down again.

Piece D: a letter

Context: after reading 'The Great Kapok Tree' (Lynne Cherry), the pupils read a letter from the author. They discussed their favourite parts of the book and then wrote a response independently. In groups, pupils had discussed questions they might want to ask the author.

F ___ -th M ___

Dear Lynne,

I am writing to you to say well done and thank you for writing such a wonderful story called the kapok tree I liked your story because it had so many beautiful and colourful animals. From your story I learnt that cutting down trees is so bad because trees give us oxygen and with no trees many animals will be homeless. I will make posters and leaflets to say that chopping down trees is very bad. Where did you get the ingomashan from?
~~your~~ yours sincerely

P

Piece E: a non-chronological report

Context: the class had already explored the skills of writing and creating a nonchronological report earlier in the year. The pupil independently used their knowledge from the 'rainforest' topic to plan and write this report.

Amazing Rainforest

Read this wonderful fact file to find out lots of facts about the beautiful animals that live in the hot, colourful and noisy rainforest.

How many layers are in the rainforest?

There are 4 layers in the rainforest called the Emergent, canopy, understory and ~~the~~ forest floor.

In each different layer you will see lots of beautiful animals. In the Emergent ~~layer~~ layer you can find toucans, spider, monkeys and parrots.

In the canopy you can find beautiful butterflies, slow sloths, noisy monkey and other tropical birds. In the understory you can

find Spotted jaguars, green Iguanas, brown treefrogs and long boa constrictors. Finally on the forest floor you can find black beetles and snakes.

Jaguars?

Jaguars live between 11 to 13 years and they like to live on their own and if another jaguar comes they will fight.

They are carnivores so they eat fish, deer, turtles or monkeys. They have powerful jaws that can crush bones.

Exercise 2

Pupil C

This collection includes:

- A) a description of a marine event
- B) an alternative ending
- C) a recount
- D) a letter
- E) a story

All of the statements for 'working towards the expected standard' and 'working at the expected standard' are met.

The pupil can, after discussion with the teacher, write simple, coherent narratives about personal experiences and those of others (real or fictional)

Across the collection, the pupil writes simple coherent narratives about personal experiences and those of others. A description of a marine event (piece A) and an alternative ending (piece B) draw on 'The Lighthouse Keeper's Lunch'. A recount (piece C) provides details of a class visit to the estate of a local historic house. A letter (piece D) expresses a character's feelings and a request for help. A story (piece E) explores how a mischievous bat ensures he gets some sleep.

Throughout the collection, the pupil uses a range of devices to add interest and provide coherence for the reader. The pupil clearly understands the purpose of the writing as the form of each piece is relevant to the task and shows a range of appropriate and varied sentence forms. Co-ordination supports the sequencing of ideas and events and provides additional details, whilst some subordination further develops the links between events and also gives reasons for actions/outcomes. Tenses and person are maintained overall and mostly correct demarcation of sentences supports the reader's understanding.

In the alternative story ending (piece B), the order of events is made clear to the reader by the use of sequential phrases (*the next morning... So after that*). Some subordination is used to further support this sequencing (*When it went across... when Mr Grinling came home*), whilst co-ordination links events and provides detail (*they ate all the food but not the bottom one... The seagulls looked at him and said they tricked us*). The past tense is maintained throughout the narration (*She was ready to send it... The seagulls came rushing to the basket... He took the first basket off and he ate the bottom basket*), whilst present tense forms are used correctly where needed (*the top one is for the seagulls... this food is delicious*).

In the letter (piece D), the structure of the piece reflects the purpose with an appropriate greeting and sign off. The writer expresses clearly their feelings (*very miserable... filled with alot of emptiness*) and their requests to the recipient (*I really want you to get me out of this island... please can you visit me once or twice?... you have to make my friends think*). The present simple and progressive tense forms are correctly maintained throughout the piece (*I am writing... my friends are rude... I need you*). Co-ordination links ideas within the letter (*I don't do stuff properly but I can catch big fishes... I need you and I want you*), whilst subordination gives reasons for the writer's requests (*get me out of this island because my friends are rude*).

In the story (piece E), sequencing language is used to signal the progress of events through the piece (*Then bat found a tree... After five minutes... in the night*). Co-ordination links events (*bat found a tree to sleep on but a selfish woodpecker was there!... He went and got some food*). Some subordination is used to explain the reasons for events (*the baebay woodpeckers were screaming because they wanted food*) and to provide additional detail (*screamed so loud that he made him hiss*). Both simple and progressive past tense forms are used correctly throughout (*The woodpecker looked... mother woodpecker was pecking... She woke bat up... mother woodpecker wasn't looking*). Noun phrases add detail to the writing (*gloomy forest... mischievous bat... selfish woodpecker*), as does the use of specific vocabulary to describe the action (*swooping... protected... squawked... screaming even louder... gathered*).

The pupil can, after discussion with the teacher, write about real events, recording these simply and clearly

In the simple recount of a school visit to a historic house estate (piece C), the chronology of individual activities is provided by the use of sequential phrases (*After that... Then... Finally... When we arrived back*). The piece is written consistently in the past tense as befits a recount and the first person voice is maintained throughout (*This is where we had the best bit ... I had another nature walk... When we arrived back at school*). The piece is drawn succinctly to a close and expresses the writer's feelings about the visit (*I felt very lucky*).

The pupil can, after discussion with the teacher, demarcate most sentences in their writing with capital letters and full stops, and use question marks correctly when required

Across the collection, most sentences are demarcated with capital letters and full stops, but with a few omissions. Where questions have been included, these are correctly demarcated with question marks – for example:

- in the letter (piece D) (*your not a real penguin are you?... please can you visit me once or twice?... am I a real penguin?*)

There are no instances where question marks have been omitted when they would be required.

The pupil can, after discussion with the teacher, use present and past tense mostly correctly and consistently

Across the collection, the pupil uses the past and present tense mostly correctly and consistently. In the description of a marine event (piece A), the past tense is maintained, using the progressive form to set the scene (*The sun was setting... Gary was on a boat sailing*) and the simple form to relate events (*he started to eat... They pecked Gary and flapped their wings... he flashed a light*).

The letter (piece D) is written in the present tense with the use of both progressive and simple forms (*I am writing... I am feeling... They think I'm not a penguin... I hope*). Correct tense forms are maintained throughout the piece, including within questions (*your not a real penguin are you?... am I a real penguin?*).

In the recount (piece C), the simple past tense and first person are used appropriately to relate events (*we went on a school trip... Then we relaxed... we arrived back at school... I felt*) and are maintained throughout the piece, but with one incorrect verb form (*we lied down*).

The pupil can, after discussion with the teacher, use co-ordination (for example 'or', 'and', 'but') and some subordination (for example, 'when', 'if', 'that', 'because') to join clauses

In the description of a marine event (piece A), both 'and' and 'but' are used to link related clauses (*he started to eat a sandwich but seagulls were coming on his face... They went after that and he rowed*). Subordination provides clarification of when events took place (*When he got to the lighthouse*).

The alternative ending (piece B) links related clauses through co-ordination (*He took the first basket off and he ate the bottom basket... they thought they would do that everyday but what actually happened*). Some subordination is used to give reasons and to clarify the sequence of events (*When it went across... when Mr Grinling came home*).

In the story (piece E), clauses are linked by 'and' and 'but' (*bat found a tree to sleep on but a selfish woodpecker was there!... She squawked and the baby woodpeckers were screaming*). The subordinating conjunction 'because' is used to explain the reasons for events (*the baebby woodpeckers were screaming because they wanted food*).

The pupil can, after discussion with the teacher, segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonically-plausible attempts at others

Across the collection, there is evidence of the pupil selecting the correct graphemes to represent the phonemes in words – for example:

- in the description of a marine event (piece A) (*blew... seagulls... about*)
- in the recount (piece C) (*school... relaxed... nature... lavender*)
- in the letter (piece D) (*emptiness... think... catch*)
- in the story (piece E) (*protected... squawked... nightshift*)

Where correct graphemes have not been selected, the pupil makes mostly phonically-plausible attempts at spelling – for example:

- in the alternative ending (piece B) (*desert*)
- in the recount (piece C) (*aproched... diffrent*)
- in the letter (piece D) (*properaly*)
- in the story (piece E) (*didden't... nealy... anoyed... baebby*)

The pupil can, after discussion with the teacher, spell many common exception words

Across the collection, where used, year 1 common exception words are spelt correctly.

Across the collection, where used, almost all year 2 common exception words are spelt correctly – for example:

- in the description of a marine event (piece A) (*After*)
- in the alternative ending (piece B) (*could... Mr... Mrs... both... would... every(day)... only*)
- in the recount (piece C) (*whole*)
- in the letter (piece D) (*because... again*)
- in the story (piece E) (*eyes... even... sure*)

The pupil can, after discussion with the teacher, form capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters

The pupil is able to form capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters. There is some inconsistency in the size of 's' in pieces where the pupil's writing is smaller, however this does not preclude the collection from meeting this statement.

The pupil can, after discussion with the teacher, use spacing between words that reflects the size of the letters

Across the collection, spaces between words are appropriate to the size of the letters.

Why is the collection not awarded the higher standard?

The collection cannot be awarded 'working at greater depth' because not all of the statements for this standard are met.

The pupil can write simple and coherent narratives, including a real event, but the pieces do not yet demonstrate the pupil's ability to write effectively for a range of purposes and there is almost no evidence of the pupil drawing on their reading to inform the vocabulary and grammar of their writing beyond the stimulus texts.

Coherence is lost where references to subjects through pronouns are not precise enough, such as in piece B (*The seagulls came rushing to the basket they ate all the food but not the bottom one... The seagulls looked at him and said they tricked us. So after that they flew off and when Mr Grinling came home they were both happy and at home*). Lengthy sentences also make it difficult for the reader to follow ideas, such as in the concluding sentence of piece B and in the letter (piece D). In this example, the writer tries to convey the character's worries but the result is confusing and does not develop the final idea (*Only because I'm a blue penguin that does not mean I'm not a real penguin but am I a real penguin?*).

The pupil's vocabulary choices are starting to consider the reader by adding detail to build a picture of the action. For example, in the alternative ending (piece B) (*she was prepared... scrupsious desert... this food is delicoios*), the recount (piece C) (*aproched... took a walk around the shiny lake*) and the story (piece E) (*a micheviese bat swooping in the sky... eyes that looked like fire and wings that protected him like umbrellas*). Whilst appropriate to the purpose of the writing, vocabulary choices in pieces A, B and D are at times simplistic and lack the variety and richness that indicates wider reading (*seagulls were coming on his face... boat about to hit the cliff... but what actully happened was... they left it with only one... I don't do stuff properaly*).

In addition, repetition within piece B (*the bottom... bottom one... the bottom basket... when Mr Grinling came home they were both happy and at home*), piece C (*took a walk... had a little walk... another nature walk*) and piece D (*my friends are rude... make my old friends be my friends... you have to make my friends think... your not a real penguin... I'm not a penguin... I'm not a real penguin*) do not help to maintain the reader's interest.

There is evidence of using most of the punctuation taught at KS1, although this is inconsistent and limited. For example, there is only one opportunity to use an apostrophe for possession (*someones*) and this is incorrect. In addition, capital letters for the names of people and places are also not yet secure in piece C (*F_____ hall... indian bean tree*) and piece D (*Dear white whale... from blue penguin*)

Piece A: a description of a marine event

Context: inspired by a class reading of 'The Lighthouse Keeper's Lunch' (Ronda and David Armitage), the pupils were provided with a series of sea-based images, which they had to organise into a short narrative and then recount to a peer. They then produced a short descriptive piece relaying the events. An image from the book has been removed from the top of the page.

The sun was setting as the wind blew. A man called Gary was on a boat sailing to his lighthouse. After that he started to eat a sandwich but seagulls were coming on his face trying to eat it. They pecked Gary and flapped their wings on his face. They went after that and he roared. When he got to the lighthouse he saw someones boat about to hit the cliff. So he flashed a light but he saw no one was in it. It was just a boat!

Piece B: an alternative ending

Context: using the premise of 'The Lighthouse Keeper's Lunch' (Ronda and David Armitage), the pupils worked in 'talk-groups' to think of new endings to the story. These were acted out in a drama lesson. The children then used a story journey map to plot their ideas before writing.

I've got it! We could get two baskets and the top one is for the seagulls and you could have the bottom which is the real good. Really good idea honey said Mr Grinling. So the next morning she was prepared to make 2x good. The bottom one had scrumptious desert with with an apple pie and the top one was some chips with a burger. She was ready to send it. When it went across Mrs Grinling felt really proud of herself.

The seagulls came rushing to the basket they ate all the good but not the bottom one. It got sent to Mr Grinling. He took the first basket off and he ate the bottom basket. Mr Grinling said to himself this food is delicious. The seagulls looked at him and said they tricked us. So after that they flew off and when Mr Grinling came home they were both happy and at home. He had a much nicer dinner. The seagulls never came back because they thought they would do

that everyday but what actually happened was they didn't put ~~two~~ two baskets they left it with only one.

Piece C: a recount

Context: after a school visit, the class was asked to write a brief recount of the journey. Pupils were encouraged to independently select and use sequential words or phrases.

Our trip to F— hall

On Monday 3rd June we went on a school trip. When the whole of year two approached to F— hall we took a walk around the shiny lake. After that me and the year group had a little walk and a man told us all about the indian ^{bean} tree. Then we relaxed and had some biscuits and fruit. This is where we had the best bit we played a game of duck - duck goose and we lied down. Finally I had another nature walk around different types of flowers. ~~When we arrived back at school for lunch I felt very lucky.~~ We saw lavender, roses, small and big sized trees. When we arrived back at school for lunch I felt very lucky.

Piece D: a letter

Context: the class enjoyed 'The Blue Penguin' (Petr Horacek) as part of whole-class guided reading. It was used as part of a PSHE focus looking at how children can be cruel to anyone they see as different. The pupils were asked to write a letter to another sea creature, in role as the Blue Penguin, explaining how they felt and the possible support they needed.

Dear white whale,

I am writing to let you know that I am feeling ^{very} miserable.

I am filled with a lot of emptiness and I really want you

to get me out of this island because my friends are rude to me by saying you're not a real penguin are you?

They think I'm not a penguin because I don't do stuff properly but I can catch big fishes. I've ^{been} ~~been~~ dreaming of you please can you visit me once or twice?

I need you and I want you. I hope you make my old friends be my friends again. White whale

you have to make my friends think... Only because I'm a blue penguin that ~~does~~ ^{does not} mean I'm not a real penguin but am I a real penguin?

from blue penguin

Piece E: a story

Context: following a class discussion on how animals, like people, have to live in habitats and try to get on with each other, the pupil asked if they could write their own story during a 'free-writing' session about a mischievous bat. The pupil animatedly read the story to a group of children in an early years' class.

In a gloomy forest lived a mischievous bat swooping in the sky trying to find food. He had eyes that looked like fire and wings that protected him like umbrellas. Then bat found a tree to sleep on but a selfish woodpecker was there! The woodpecker looked at the bat. She didn't care! She squawked and the baby woodpeckers were screaming even louder it nearly made bat fall off the tree. He got so very annoyed that he couldn't go back to sleep. After 5 minutes mother woodpecker was pecking on the tree trying to get a worm to eat. She woke bat up again and the baby woodpeckers were screaming because they wanted food. She came back out again and screamed so loud that he made him hiss. cssssss! So in the night he went on a nightshift. He went and got some food and gathered it. He made sure mother woodpecker wasn't looking and then he gave them food.

Exercise 3

Pupil A

This collection includes:

- A) a diary entry
- B) a story
- C) a recount
- D) a non-chronological report
- E) a description

All of the statements for 'working towards the expected standard' and 'working at the expected standard' are met.

The pupil can, after discussion with the teacher, write simple, coherent narratives about personal experiences and those of others (real or fictional)

Across the collection, the pupil writes simple coherent narratives about personal experiences and those of others. A diary entry (piece A) describes events from the Great Fire of London. A story (piece B) draws on the adventures of 'Traction Man'. A recount (piece C) shares details of a class visit to a wildlife park. A description (piece E) provides a first-person view of a selected picture.

Throughout the collection, there is a range of evidence to demonstrate the different aspects of coherence. The purpose of each piece and awareness of the reader is understood by the writer as each outcome is presented in a form relevant to the required task and shows a range of appropriate sentence forms. Vocabulary choices enhance detail. Co-ordination supports the sequencing of ideas and events and provides additional information. Some subordination further develops the links between events and gives reasons for actions and outcomes. Tenses and person are maintained overall and correct demarcation supports coherence.

In the diary (piece A), events are simply organised under subheadings identifying the days of the week. Each section succinctly describes the writer's observations of the fire. The use of 'Today' and 'Finally' adds some further order within the excerpts. Co-ordination aids coherence by linking 2 clauses (Today is Sunday and I saw flames... the fire seems to have slowed down and London was destroyed), whilst the subordinating conjunction 'when' identifies the character's response to the fire (I couldn't believe my eyes when I saw fire and smoke). Simple past tense is maintained throughout the piece with some attempt to use the present tense. Some specific vocabulary choices and phrases support description of the fire and its impact (flames... people ran away... smoke... very hot... destroyed into pieces).

A superhero story (piece B) is coherently presented through the opening sentence establishing Traction Man as prepared for action (quickly got ready for his next adventure) and a description of his superhero costume (wearing a bright blue top, a black and yellow belt). This is followed by a series of simple events with some use of sequential phrasing (When Evil Scissors had his back turned... After a bit Evil Scissor shark was angry) and a concluding sentence reflecting the superhero's response to the day (It's all in a days work). Co-ordination is used to link actions (Traction Man jumped out and he said) as well as to expand description (blue pants and a bit of brown on his top). Subordination is used to explain the emotions of the superhero's foe (was angry because he wanted to defeat him). The adventure is appropriately written in the past tense (Traction Man jumped onto the green, long curtains... What a horrible villain he was!), including the past progressive (because Scissor shark was coming). The use of the present progressive form explains his method of capturing his enemy (I am going to tie him up) and a suitable use of the present simple to end the piece (It's all in a days work). Noun phrases describe (blue pants and a bit of brown on his top... jumped onto the green, long curtains... horrible villain), whilst adverbs indicate the manner in which things are done (quickly got... quickly swung... he said quietly).

The first person description of life in a Kenyan village (piece E) begins with an opening sentence that establishes the location (I stood in a bright, sandy desert surrounded by) and then proceeds to describe the emotions and sights from the perspective of the viewer. Sentences predominantly begin with a subject plus verb structure using the past tense (I felt... I saw) or 'could' to express past possibilities (I could hear... I could smell... I could feel). There is variation in the use of noun phrases to specify locations and vary sentence forms (in the distance... All around me... over the clouds... touching my hand) and simple noun phrases also aid further description (brown mud huts... bare trees... hot sun... light, brown gates).

The pupil can, after discussion with the teacher, write about real events, recording these simply and clearly

In the recount of a visit to a wildlife park (piece C), the pupil demonstrates that they can write about real events, recording them concisely and clearly. The piece is organised chronologically with sequential phrases precisely used to direct the reader through the events of the day (Yesterday... First we... Next we... After that... Finally). The past tense and use of first person is maintained throughout the piece. Descriptive details of the animals observed during the trip are provided (we saw the meacats, baboons, painted dog and mara's... Two of them were kissing... A black bear was inside because he had a Poly leg) as well as personal reactions (They were amazing!... It was amazing!... They were ginormas!). The piece concludes with the pupil reflecting upon their favourite animal (My favoute animal was the cheater!!!).

The pupil can, after discussion with the teacher, demarcate most sentences in their writing with capital letters and full stops, and use question marks correctly when required

Across the collection, most sentences are demarcated with capital letters and full stops, but with a few omissions. Where questions have been included, these are correctly demarcated with question marks – for example, in the non-chronological report (piece D) (What is the weather like in Kenya?... How do you travel in Kenya?)

There are no instances where question marks have been omitted when they would be required.

The pupil can, after discussion with the teacher, use present and past tense mostly correctly and consistently

Across the collection, the pupil uses the past and present tense mostly correctly and consistently. The diary (piece A) opens with an appropriate use of present tense (Today is Sunday) and is then followed by the simple past tense which is maintained throughout the piece (I saw flames... people ran away... My mum said... I visited St. Paul's). However, there is some confusion in the use of tense in the concluding sentence (the fire seems to have slowed down and London was destroid).

Within the recount (Piece C), the simple past tense and first person are used appropriately to relate events (we went... we saw... we got on). The past progressive tense is used to describe the actions of the polar bears (Two of them were kissing).

The non-chronological report (Piece D) is appropriately written in the simple present tense throughout, providing factual information (Kenya is... there are lots of animals... it is hard to drive on the roads because it is so slippy) as well as a first person viewpoint (I think Kenyas school looks very brown).

The pupil can, after discussion with the teacher, use co-ordination (for example 'or', 'and', 'but') and some subordination (for example, 'when', 'if', 'that', 'because') to join clauses

Across the collection, the pupil uses co-ordination correctly and some subordination. In the story (piece B), co-ordination is used to link related activities (Scrubbing Brush came to save Traction Man and Scrubbing Brush's friend also helped... Traction Man jumped out and he said). The subordinating conjunction 'because' is used to explain Traction Man's reaction to the arrival of his enemy (swang on the curtains because Scissor shark was coming). The use of the subordinating conjunction 'when' is used to pinpoint the moment Traction Man approached his nemesis (When Evil Scissors had his back turned Traction Man jumped out).

Within the non-chronological report (piece D), the co-ordinating conjunction 'but' is used to link 2 related clauses (Schools are free but they have to buy). The subordinating conjunction 'when' is used to identify the impact of wet weather (When it rains it is hard to drive), whilst the use of 'because' attempts to provide a reason for the cold climate on the coast (it's very cold because normaly in Kenya the coast is cold), as well as to explain why wet roads are hard to drive on (because it is so slippy).

In the description (piece E), co-ordination is simply used to link vocabulary choices and expand detail (I felt so hot and so hungry... bare trees and a blue sky). The use of subordination conveys reasons for the narrator's feelings (I felt upset because I wanted it to rain... I felt bored because there was nothing to do).

The pupil can, after discussion with the teacher, segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonically-plausible attempts at others

The pupil can segment spoken words into phonemes and can represent these by graphemes spelling some words correctly – for example:

- • in the diary entry (piece A) (visited... slowed)
- • in the story (piece B) (bright... Scrubbing)
- • in the recount (piece C) (lunch... crunchy)
- • in the non-chronological report (piece D) (weather)
- • in the description (piece E) (smooth... clouds)

Where correct graphemes have not been selected, the pupil makes mostly phonically-plausible attempts at spelling – for example:

- • in the diary entry (piece A) (destroid)
- • in the recount (piece C) (erly... allso... ait)
- • in the non-chronological report (piece D) (volcainows... elifents... geraffs... shair)
- • in the description (piece E) (surounded... distence... breaz)

The pupil can, after discussion with the teacher, spell many common exception words

Across the collection, where used, year 1 common exception words are spelt correctly.

Across the collection, where used, all year 2 common exception words are spelt correctly – for example:

- • in the diary entry (piece A) (people... eye(s)... should... every)
- • in the story (piece B) (because... Mr... Mrs... After)
- • in the recount (piece C) (half... past... beautiful... water... even)
- • in the non-chronological report (piece D) (cold)
- • in the description (piece E) (could)

The pupil can, after discussion with the teacher, form capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters

The pupil is able to form capital letters and digits of the correct sizes, orientation and relationship to one another and to lower-case letters. There is some inconsistency in the size of 'i' which is often the same height as many ascenders. Sometimes, the letters 'p', 'g' and 'y' are not positioned on the line or aligned to the positioning of lower-case vowels formed with the base of the letter, however, this does not preclude the collection from meeting this statement.

The pupil can, after discussion with the teacher, use spacing between words that reflects the size of the letters

Across the collection, the spacing between words is appropriate to the size of the letters.

Why is the collection not awarded the higher standard?

The collection cannot be awarded 'working at greater depth' because not all of the statements for this standard are met.

The pupil can write simple and coherent narratives, including about a real event, and can adapt the form of their writing according to the required purpose – for example, by writing from a first person perspective in a personal recount (piece C) and by using questions as subheadings in the non-chronological report (piece D). However, across the collection, the pieces do not yet demonstrate the pupil's ability to write effectively for a range of purposes and there is limited evidence of the pupil drawing on their reading to inform the vocabulary and grammar of their writing.

The Traction Man story (piece B) attempts to engage with the reader through the use of descriptive noun phrases which help to visualise the superhero, but these are primarily focussed on colour (a bright blue top, a black and yellow belt, blue pants). The inclusion of an exclamation sentence emphasises the character of 'Scissor Shark' (What a horrible villain he was!). A concluding sentence which sounds like the voice of a superhero shrugging off the earlier battle (It's all in a days work) shows an emerging awareness of the reader and use of storytelling language. However, the limited development of characters detracts from the overall effectiveness. In the diary (piece A), there is some detail to describe the events (I saw flames people ran away!) and the feelings of the observer (I couldn't believe my eyes), but this is limited. Within the non-chronological report (piece D), content is not coherently linked to the question subheadings. For example, the

pupil includes information about animals under the section about the weather (In Kenya there are lots of animals like). The description of the Kenyan village (piece E), provides some simple imagery and is mainly composed of a series of repeated sentences beginning with first person and verb (I felt upset... I could feel the breaz... I felt bored).

Whilst appropriate to the purpose of writing, vocabulary choices lack the richness and diversity of those drawn from their reading. Single clause sentences and simple noun phrases provide only limited detail to draw the reader in effectively or build up imagery (piece A) (The fire was very hot), (piece C) (our beautiful lunch... We saw big ginnyie pigs) and (piece E) (big, bright sun... brown cows... and a blue sky... I could smell the people cooking food).

The use of suffixes to spell most words correctly is limited to mostly year 1 suffixes, primarily focussed upon 'ed', 'ing' and 'ly'. Those that are used are mostly correct (visited... quickly... scrubbing... thanked... beautiful).

Piece A: a diary entry

Context: as part of the class topic on fire and ice, pupils listened to different stories set during the Great Fire of London, including 'Toby and the Great Fire of London' (Margaret Nash). The class created freeze frame drama images from different stages of the fire, and from their discussions created diary excerpts. Purple pen shows where the pupil edited their work.

Dear ^l D^l Katy,

Sunday

Today is Sunday and I saw ^{James} ~~James~~ ~~James~~ people ran ~~off~~ away! ~~The fire very~~

Monday

I couldn't ~~the~~ believe my eyes when I saw fire and smoke. My ~~mom~~ ^{mom} said I should stay away from the ~~fire~~ big fire. The ~~fire~~ fire was very hot.

~~Fast~~ Tuesday

Today I ~~wish~~ visited St. Paul's Cathedral ~~to~~ to take every thing out.

~~Wed~~ ^w Wednesday

Finally the fire seems to ^{have} ~~be~~ ^{ed} slow down, and London was destroyed into ~~pieces~~ pieces.

Piece B: a story

Context: using 'Traction Man' (Mini Grey) as a whole class reading focus and part of a superheroes topic, pupils wrote their own Traction Man stories. Pupils used different planning frames and orally rehearsed stories with a partner before the first draft. Finished tales were shared with the class. Purple pen shows where the pupil edited their work.

Traction Man quickly got ready for his next adventure. He was wearing a bright blue top, a black and yellow belt, blue pants and a bit of brown on his top. Traction Man jumped onto the green, long curtains. He quickly swung on the curtains because Scissor Shark was coming. What a horrible villain he was! Scrubbing Brushes came to ^{save} Traction Man and Scrubbing Brushes' friend ~~came to~~ ^{also} helped. His mission was to save Mr and Mrs curtains from Evil Scissor Shark.

When Evil Scissors had his back turned Traction Man jumped out and he ~~st~~ said stay there then he said quietly I am ~~got~~ going to tie him up with a rope. ~~E~~ ~~very~~ Every one said hurray for Traction Man. After a bit Evil Scissor shark was angry because he wanted to defeat him. Mrs and Mrs curtains thanked Traction Man and Scrubbing Brush. It's all in a days work.

Piece C: a recount

Context: pupils were asked to write a short recount of a class trip. The writing formed part of a class display for parents. Some of the writing was sent to the visit venue. The children discussed sequential words and phrases before starting their writing. The pupil edited their work with purple pen.

Yesterday we went to the Y
Wild life Park. We set off at half past
eight ~~because~~ just because we ~~could~~ could
get there at 4. First we ~~saw~~ saw
the ~~the~~ meerkats, baboons, ~~Painted~~ painted ~~at~~ log
and mara's. They were amazing!
We also ~~saw~~ saw giraffes.

~~Next~~ Next we ate our ~~out~~ ^{beautiful} lunch.
It was amazing! It was crunchy
~~as well~~ as well. mmmmm!

A ~~ster~~ After that we saw the polar bears. Two
of them were kissing. Nobby dived
to into the water. A black bear was ~~inside~~
inside because he had a Poly leg. We saw
big ginyie pigs. They were ginormas!
We even saw a camel from the bus.

Finally we got on the bus and
went back to ~~school~~ ^{school}. My favoute
animal was the chreate!!! 

Piece E: a description

Context: as part of a class topic on Africa, pupils heard different stories and talked about the difference in geography between their town and images of Kenya. The pupils selected a picture and this pupil chose to write their description from a first-person perspective. The pictures and descriptions were shared with parents in a school assembly. The pupil edited their work using a purple pen.

I stood in a bright, sandy desert surrounded by small, brown mud huts. The sand felt smooth and dry. I felt so hot and so hungry. I felt upset because I wanted it to rain. I could hear the cows mooing. In the distance I saw around me a big, bright sun, mud huts, ^{brown} cows, bare trees and a blue sky. All around me I could hear some people ~~talk~~ talking. I could smell ^{the} people cooking food. In the ~~dist~~ ~~dis~~ distance I could see the hot sun taking over the clouds. I saw around me brown mud huts. I could feel the breeze ^{something} coming to me as I saw some light, brown goats. I could feel the air touching my hand. I felt bored because there ~~was~~ ^{was} nothing to do. I also saw people running ~~around~~ ^{around} around.