

Working Towards Writing in KS2

2019-20

Standardisation

Exercise 1

Pupil B

This collection includes:

- A) a narrative
- B) a persuasive letter
- C) a balanced argument
- D) a narrative retelling
- E) an instruction manual
- F) a narrative

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

The pupil can write for a range of purposes

Across the collection, the pupil writes for different purposes. A persuasive letter (piece B) canvasses a deputy headteacher's support to allow pupils to have mobile phones in school. Linked to a study of 'Holes', a balanced argument (piece C) explores the question of whether young people should be punished for breaking the law. An instruction manual (piece E) imaginatively details how to use and look after a magic watch in order to optimise its usefulness. The first narrative in the collection, the board game narrative (piece A), tells the story of 2 characters who do not get along with each other and the unexpected outcome of their attempt to do so. The narrative retelling (piece D) draws from its source stimulus to recreate the meeting of the 3 witches in Macbeth, portraying the mysterious atmosphere of the scene. Similarly, the fairground narrative (piece F) depicts the eerie atmosphere of an abandoned fairground and events taking place within it. In the persuasive letter (piece B), the writer uses appropriate conventions to structure the writing (*Dear Mrs _____ Your sincerely*). Persuasive techniques such as the direct address to the recipient (*Without a doubt you are the best deputy head teacher ever*) serve to canvass support for the writer's cause, although there is a degree of over-assertiveness, which is inappropriate given the relationship between the writer and the recipient (*I'm sure that an intelligent woman like you would agree with me that*). The letter offers a succession of reasons presenting the writer's viewpoint as to why pupils should be able to use their mobile phones in school, ranging from educational considerations (*It would make people want to do work because they're on their phone*) to practical (*What if there was an emergency? We could use our phones to ring some one*) and financial ones (*What is the point in spending money on time watches when you could just use your phone?*). However, these are often unrelated or disjointed within paragraphs, which results in a loss of cohesion, as is the case with the final appeal to the recipient at the end of the letter (*So I hope you have decided, make this school good!*).

The balanced argument (piece C) is logically structured, with an introductory paragraph followed by arguments for and against the topic under discussion and a brief conclusion. Some vocabulary choices reflect those that might be expected in a balanced argument (*On the other hand... To conclude*). However, arguments tend to be briefly presented and underdeveloped. In the final paragraph the writer makes a direct appeal to the reader, inviting them to come to their own conclusion about the issues raised (*You decide. Choose wisely*), which is not entirely in keeping with the tone of the rest of the piece.

The instruction manual (piece E) provides imaginative guidance about how to use and take care of a magic watch. The writer engages the reader by injecting an element of humour (*Belief in magic!*) and a cautionary note (*Don't put on the watch the rong way around, it will shater your wrist*). Headings and bulleted lists are used to help the reader navigate the information presented and these follow a logical sequence (*What you will need... Warning and saftey information... How to use the magic watch... How to care for your magic watch*), although at times there is a loss of coherence where pieces of information are disjointed from others within the same section (*They may some times be a mount function*).

The board game narrative (piece A) makes appropriate use of the third person to set the scene and introduce the characters (*Riley liked adventures and fighting. But Jackson on the other hand he liked boardgames*) and to develop the plot (*Riley rolled the dice and got a one. All of a sudden, mr monopoly disopeerd off the game*). Dialogue is often written in either the first person (*"Im going to roll again."*) or the second (*"Don't you think this board game lucks diferont to day?"*), depending on the speaker's perspective. The plot is played out chronologically to its abrupt conclusion (*"No" he rolld the dice... All of a sudden, he started to fade away*), which was hinted at midway through the narrative (*He scored a 3. All of a sudden a building dissopeared*).

In the narrative retelling (piece D), the third person is used appropriately to describe the setting (*It was a sighn of a storm!*) and the witches (*The Tallist one was holding a broom. She was using it to mix it... there skin peeled whilst doing so*) and the first person within the dialogue between the characters (*"When shall we meet again?"*). There is a lapse into the second person at the end of the narrative, however, which is not entirely appropriate for the form (*And if your neer it would curse you... What do you think?*). There is some use of noun phrases to add detail to the description of the characters (*three creepy women*), bringing them to life for the reader. The writer attempts to use figurative language to support the description, but this is not wholly successful (*the moon looked like a snow ball*).

The fairground narrative (piece F) maintains its third person perspective throughout, portraying the sombre setting in which the action takes place (*The lightning struck the atmosphere*) and describing the characters' actions (*Zelda was crouched behind the popcorn stand... It came closer and closer... she dashed across... The rain cat did not follow*) and reactions (*Zelda shivered in fear*). Most sentences consist of a single clause, and grammatical structures are sometimes repetitive (*They came closer and closer... but the great rain cat came closer and closer... It came closer and closer*). Again, there is some attempt to use figurative language to paint a picture for the reader, but with limited success.

The pupil can use paragraphs to organise ideas

Across the collection, ideas are organised into paragraphs or sections of text.

In the persuasive letter (piece B), the opening paragraph provides an introduction to the topic, clarifying the purpose of writing (*I am writing this letter to persuade you to let us have mobile phones in school*), with the final paragraph inviting the recipient to support the case being presented. Different arguments in support of the writer's viewpoint are addressed in the middle 2 paragraphs, although there is some lack of coherence as the writer skips from point to point within them.

As in the persuasive letter (piece B), the opening paragraph of the balanced argument (piece C) introduces the topic and states the purpose for writing (*There are arguments for and against the punishment of young people and this balanced argument will consider the opinions of both sides*). The subsequent 2 paragraphs deal with contrasting arguments, followed by a brief summary in the concluding paragraph and an invitation to the reader to make their own decision.

In the narrative retelling (piece D), ideas are organised into a series of paragraphs, which broadly support the chronology of events, depicting the meeting of the 3 witches in 'Macbeth'. The first 2 paragraphs set the scene, portraying a dramatic atmosphere whilst subsequent paragraphs introduce the witches (*There stood three creepy women hugging the tree*), describe them (*They looked older than they actually were, wrincly, long pointy nose and blood shot eyes!*), depict them making their spell (*Splash! In to the steeming cauldron*) and then bring the narrative to a close with their disappearance.

The fairground narrative (piece F) is organised into a series of paragraphs depicting the scene and detailing Zelda's encounter with the rain cat. The opening paragraph sets the scene, portraying the sombre atmosphere of the abandoned fairground (*Zelda was wondering around the gloomy abandoned fair ground... Thunder ripped the sky*). Subsequent paragraphs continue to build up an atmosphere of fear, depicting Zelda's actions and reactions as she meets the rain cat and, in the concluding paragraph, runs to escape from it (*Jumping like a Kangaroo from her hiding place, she dashed across*).

The pupil can, in narratives, describe settings and characters

There is some attempt to describe character in the board game narrative (piece A), with the opening paragraph outlining the differences between them (*Riley liked adventures and fighting. But Jackson on the other hand he liked boardgames and everything booring*). The writer goes on to depict the relationship between the 2 boys as antagonistic, using a simile to describe the way they were fighting (*like lions at feeding time*).

The setting of the heathland is described in the opening paragraphs of the narrative retelling (piece D), making use of strong verbs to portray the stormy backdrop for the action which is to follow (*a drip splattered... The wind shatered your ear drums*). Noun phrases add detail to the description of the witches, supporting the purpose of the writing (*wrincly, long pointy nose... blood shot eyes... The chunky one*). There is some attempt to use ambitious descriptive vocabulary to engage the reader, although this is not completely successful (*The floor squelched... a flood swept every thing – nothing stood!*).

Descriptive vocabulary is used to portray the setting and the characters in the fairground narrative (piece F). Noun phrases, sometimes modified by relative clauses, help to depict the rain cat (*orange eyes... eynormoas foot prints that looked like cats paws*) and Zelda (*alert ears*) and the eerie atmosphere (*gloomy abandoned fair ground*). Limited use of adverbs also supports character description (*A stainge figer mysteriously laid... Zelda waited pensivly*). There is some attempt to use figurative language to engage the reader, but again, this is not wholly successful (*The rain fell down like mini missiles... The roller costers looked like monsters ten foot tall with big arms and teeth!*).

The pupil can, in non-narrative writing, use simple devices to structure the writing and support the reader (e.g. headings, sub-headings, bullet points)

In the instruction manual (piece E), headings guide the reader through the text, signposting different pieces of information about using and caring for the magic watch (*What you will need... Warning and saftey information... How to use the magic watch... How to care for your magic watch*). Bullet point lists draw the reader's attention to important points of information (*Belief in magic!... Do not break the screen or you will be sent back in time and you won't beable to get back... First get the watch out of the glittery case and make sure you put the watch on the right way around... Make sure it is not damaged*).

The pupil can use capital letters, full stops, question marks, commas for lists and apostrophes for contraction mostly correctly

Across the collection, sentences are demarcated with capital letters and full stops mostly correctly, although there are some errors, such as comma splicing in piece B (*I am writing this letter to persuade you to let us have mobile phones in school, most of us can tipe faster than we write on paper*), piece D (*The floor squelched, the moon looked like a snowball*) and piece F (*Without a dout Zelda was crouched behind the popcorn stand, next to the popcorn stand they was an electric generater*).

In pieces A, B and D, question marks are used correctly to demarcate most of the questions (*"Don't you think this board game lucks diferont to day?"... Do you realise how much easier it would be?... I wonder who they are?*), despite occasional errors such as where question marks are omitted from dialogue in piece A (*"Why don't you go and play a boardgame" said Dad*).

Commas are used to separate items in a list in piece B (*We could play games, maths and literacy for free!*).

Where present, apostrophes for contraction are used mostly correctly across the collection (*don't... I'm... couldn't*).

There is limited evidence of the wider range of punctuation taught at key stage 2 (KS2), such as the use of colons and semi-colons to mark independent clauses in pieces A and C (*Once upon a time, they were two very difront children: Riley liked adventures and fighting... Most people think that subjecting these children to hard work is a brilliant idea; in fact they should argue that there are actually benefits to it*) and the use of commas following adverbials. Speech punctuation is present in the board game narrative (piece A) and in the narrative retelling (piece D), but this is not always correct, with commas to separate the reporting clauses often omitted.

The pupil can spell correctly most words from the year 3/year 4 spelling list, and some words from the year 5/year 6 spelling list

Most words from the statutory year 3/4 spelling list are correctly spelt (*build(ing)... important... decide(d)... particular(ly)... consider... women... actually... disappear... arrive(d)... special*), although on occasions there are errors (*disopeerd... diferont... strait*). Some words from the statutory year 5/6 spelling list are correctly spelt (*persuade... sincerely... identity... lightning*).

The pupil can write legibly

Handwriting is legible.

Why is the collection not awarded the higher standard?

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

Whilst the pupil writes imaginatively, they do not yet write effectively for a range of purposes and audiences. There is a recognition of the purpose of writing, but this is not always sustained across the whole of the piece. In the persuasive letter (piece B), the pupil presents a range of points in support of their viewpoint, but arguments tend to be underdeveloped. Points are also disjointed within and across paragraphs, which affects overall cohesion. Similarly, in the instruction manual (piece E), some points of information are disconnected from the section within which they are situated.

Despite a developing range of vocabulary, there is some lack of awareness of the reader. For example, in the persuasive letter (piece B), whilst the pupil uses appropriate conventions, there are instances where vocabulary choices show a lack of awareness of the recipient and are potentially disrespectful (*Think - do you want to be responsible for having no money in school*) or are too informal in tone for the purpose of writing (*Without a doubt you are the best deputy head teacher ever... And what about when you run out of money*). There are some attempts to use figurative language, but this is not always successful, for example in the narrative retelling (piece D) (*the moon looked like a snowball... their hair was as thick as straw, longer than a sky scraper*).

Dialogue is used in the board game narrative (piece A) but tends to dominate the writing rather than being well integrated within it. Neither does it serve to convey character nor advance the action effectively. This is also the case in the narrative retelling (piece D) where the use of dialogue is more limited.

There are some instances where the pupil uses multi-clause sentences to develop ideas. However, in much of the writing, for example in the fairground narrative (piece F), sentences often consist of a single clause and grammatical structures are repetitive (*They came closer and closer... but the great rain cat came closer and closer... It came closer and closer*). The use of adverbial phrases to support cohesion is limited.

Across the collection, despite some errors, sentences are mostly demarcated correctly with capital letters and full stops. However, there is only limited evidence of the wider range of punctuation taught at KS2, such as some use of colons and semi-colons to mark the boundary between independent clauses and of commas after adverbials. Dialogue is incorporated into the board game narrative (piece A) but punctuation of this is insecure, with commas to separate reporting clauses frequently missing (*"Stop fightin someone is gona get heart" said Dad*). There are also instances where comma splicing affects the coherence of the writing (*Without a doubt Zelda was crouched behind the popcorn stand, next to the popcorn stand they was an electric generater.*). Handwriting is legible, but not joined.

Pupil B – Piece A: a narrative

Context: after reading 'The Tunnel' (Anthony Browne), pupils wrote their own story inspired by the tale and involved characters who did not get along.

The Board Game!!!

Once upon a time, they were two very different children: Riley liked adventures and fighting. But Jackson on the other hand he liked boardgames and everything boring. In the back garden Riley and Jackson were fighting like lions at fish feeding time. But then their Dad came and told them off.

"Stop fightin some one is gona get heart" said Dad.

"Fine" replied Riley.

"Ok" said Jackson.

"Why don't you go and play a boardgame" said Dad.

"Yes" shouted Jackson.

Riley said nothing.

They laid the board game on the table.

With a puzzle on his face, Jackson said "Don't you think this board game looks different to day?"

Riley replied "nah, lets ~~z~~ just get on with the game!"

"You're the oldest you go first," said Jackson pushing in the ~~the~~ dice to Riley. Riley rolled the dice and got a one. All of a sudden, Mr. Monopoly disappeared off the game. "Just happened, happened?"

"What just happened?" Jackson asked. "Here give me the dice. Let me have a go."

Jackson rolled the dice. He scored a 3. All of a sudden a building disappeared. "This is getting weird, weird." "You have one more fate roll," replied Jackson.

"I'm going to roll again."

"Wait!" Shouted Jackson.

"What?" said Riley.

"What is some thing bad happened? Aren't you scared?" said Jackson.

"No" he rolled the dice. All of

All of a sudden, he started to fade away.

Pupil B – Piece B: a persuasive letter

Context: pupils read articles about parental use of mobile phones and its impact on children, as well as examples of persuasive texts. They were asked to write a letter to a reader of their choice, persuading them to support an issue the pupil felt strongly about.

Class _____,
_____ Junior school,
_____ Avenue,
_____.

Tuesday 30th _____ 2019

Dear Mrs _____,

Without a doubt you are the best deputy head teacher ever. I am ^{writing} ~~writingly~~ this letter to persuade you to let us have mobile phones in school, most of us can type faster than we write on paper. ~~would~~ you let us use mobile phones?

First of all, if they ^{break} ~~break~~ it is not your fault. Do you realise how much easier it would be? ~~We~~ could play games, Maths and literacy for free! It would make people want to do work because ^{they're} ~~their~~ on their phone. That is so easy to do, don't you ~~think~~ ^{think}? ~~What~~ ^{then} what if ~~there~~ was an emergency? ~~We~~ could use our phones to ring some one.

Further more, what if we need to send an important message to our parents? What is the point in spending money on time watches when you could just use your phone? ~~What~~ ^{What} about the people who work in the office? ~~because~~ ^{because} we could just send out the message ^{ss} instead of them. ~~and~~ What if we need to do medical training? We could ^{use} our phones to do so.

I'm sure that an intelligent woman like you would agree with me that ~~using~~ ^{using} phones is a better ~~design~~ ^{resource} than using ~~resor~~ ^{resources}. Think - do you want to be ~~responsible~~ ^{responsible} for handing no money in school. And what about when you run out of money? when it is ~~sats~~ ^{sats}? So I hope you have ~~decided~~ ^{decided} to make this school good!

Your sincerely _____

Pupil B – Piece C: a balanced argument

Context: whilst reading 'Holes' (Louis Sachar), pupils discussed their opinions about the use of hard labour as punishment. They studied examples of balanced arguments and then wrote their own text exploring the question of whether young people should be punished for breaking the law.

30% of people agree that law-breaking should be punished. For over 5 years, there has been disagreement about harsh punishments or even if punishment is appropriate at all - particularly in the case of delinquent criminals. There are arguments for and against the punishment of young people and this balanced argument will consider the opinions of both sides.

Most people think that subjecting these children to hard work is a brilliant idea; in fact they should argue that there are actually benefits to it. By being given orders to dig a five foot hole, this will cause them pain for their actions. And victims will have justice for what they have done.

On the other hand, there are other reasons against punishment at Camp Green Lake. What about all of the dangerous things such as animals: snakes, scorpions and lots of other creatures. They are very dangerous - some even poisons and could cause death.

reasons To conclude, I have given you lots of reasons to consider should they go through pain or have a good life? you decide. choose wisely.

Pupil B – Piece D: a narrative retelling

Context: during a study of 'Macbeth' (William Shakespeare), pupils explored themes, characterisation and Shakespearian language. They also watched short film clips to support their understanding. In response to a detailed reading of Act 1, scene 1, pupils re-presented the start of the story as a narrative.

On heathland in Scotland, a drip splattered, it was a sign of a storm! The wind shattered your ear drums. The thunder split the earth in half. The floor squeaked, the moon looked like a snow ball.

The ^{rain} rain came down like mini missiles corrupting the water. a ~~big~~ flood swept every thing - nothing stood!

~~poof!~~ ^{poof!} There stood three creepy women hugging the tree. All three of them stood around a cauldron casting spells. I wonder ~~how~~ ^{who} they are?

The three figures pulled back ~~the~~ their hair black hood down to reveal their ~~positive~~ ^{actual} identity. They looked older than they ~~actually~~ were, wrinkly, long pointy nose and blood shot eyes. ^{their} hair ~~as~~ ^{with} thick as straw, longer than a sky scraper. The tallest one was holding a broom. She was using it to ^{mix} ~~mix~~ a ^{hessian} ~~hessian~~ bag full of ^{creepy} and ~~gross~~ ^{gross} ~~gross~~ ^{gross} things. their skin peered whilst doing so.

Splash! In to the steaming cauldron, as a
frog's leg slowly floated up to the top
they chucked in a snakes tongue into
the cauldron the bubbles rose ~~to~~ to the top
and crokes like a tode.

"When shall we meet again?"

"In a ~~horocane~~ hurricane, at a vally"
said the one with one eye.

"Should we meet after the battle has been
won and lost?" said the plump one.

The witches cursed the sky, tearing ^{sadder}
every thing in half. All of a ~~sudden~~
the ~~to~~ three witches ~~disapear~~ disappeared.

"Ha ha ha" fading away, around the
moon.

People say when they disappear, And if you
never it would ^{eternally} curse you. Their
roads are what called them, Nobody
knows if it is true or not. What
do you think?

Pupil B – Piece E: an instruction manual

Context: pupils explored a set of instructions about a pair of magical boots that enables the wearer to fly. They then created their own instructions linked to an item of clothing with their chosen magical properties.

Magic Watch instruction manual

What you will need:

- Magic watch (fitted to your wrist).
- Strait wrist.
- Belief in magic!

Warning and safety information:

After the package has arrived do not do this!

- Don't put on the watch the wrong way around, it will shatter your wrist
- Do not break the screen or you will be sent back in time and you won't be able to get back.
- They may some times be a mount function.

How to use the magic watch:

- First get the watch out of the glittery case and make sure you put the watch on the right way around.
- Once you have the watch on your wrist, there is a number six on the watch. The screen will allow you to touch it.
- Once you have done that, wait three seconds and it will turn on.

- And then you will be able to time travel. to do so put a time on the watch and when that time ends you will be back.

How to care for your magic watch:

- Your magic watch has a special care plan to keep it clean
- Every time you use it, the watch needs to be polished (polish in box).
- Make sure it is not damaged.
- place the watch where no one can find it.

please note: magic watches, if you stop believing in magic you will be lost and the touch screen will freeze so you can't use it. The watch only works for the person who wore it first.

Pupil B – Piece F: a narrative

Context: as part of a narrative writing unit, pupils studied a range of texts and then planned and produced a piece of writing portraying the atmosphere of an abandoned fairground.

Zelda was wondering around the gloomy abandoned fair ground. The lightning struck the atmosphere. She was all alone. Thunder ^{ripped} the sky in half. The rain fell down like mini missiles. The roller coasters looked like monsters ten feet tall ~~x~~ ^{with} big arms and teeth! They came closer and closer. Zelda shivered in fear, could she find shelter?

All of a sudden Zelda sensed something in the gloom. It was tip-toeing. A ^{strange figure} mysteriously laid under a truck. Zelda glimpsed some orange eyes, lit up. A low growl ^{shot} into her alert ears; the rain pricked Zelda's like a thousand daggers.

Without a doubt Zelda was crouched behind the popcorn stand, next to the popcorn stand they was an a electric generator. It was still warm. Zelda could just about see the enormous foot prints that looked like cats paws.

Beside ^{the} generator Zelda waited pensively but the ~~great~~ ^{great} rain cat came closer and closer the ~~great~~ ^{great} rain cat had tangerine eyes ^{and} drenched paws. It came closer and closer.

Zelda couldn't bear it any more! Jumping like a kangaroo from her hiding place, she dashed across. The rain cat did not follow.

Exercise 2

Pupil C

This collection includes:

- A) an explanation
- B) a persuasive leaflet
- C) a narrative
- D) a scientific report
- E) a non-chronological report
- F) a story opening

All of the statements for 'working towards the expected standard' are met.
The pupil can write for a range of purposes

Across the collection the pupil writes for a range of purposes. An explanation text (piece A) gives simple facts and information about mountains. Linked to the same curricular topic, piece B encourages holiday-makers to visit the Rocky Mountains to enjoy the wildlife and outdoor activities on offer. In a scientific report, (piece D), the pupil explains categories for sorting and classifying animals and in piece E, the pupil describes the features of one particular (imagined) species. The collection includes two narratives. Piece C is a futuristic detective story in which an iPhone goes missing and piece F is the opening to a second detective story in which Lady Mountjoy's precious jewels are discovered missing.

In writing non-fiction, the pupil selects information and vocabulary that is relevant to the purpose. For example, piece A gives key facts and statistics (Mountains are generally higher than 600 meters... the tallest Mountain is Mound Kea... Mount Everest is the highest mountain in the world) and explains concepts which are important to an understanding of the topic (Mountains are made out of bits of rock and bits of the earth... The melted rock (magma) Pushes its way up under the earth's crust... A mountains system equals a group of mountain rages). The persuasive leaflet (piece B) includes factual details about the Rocky Mountain region to help explain recreation opportunities (we have 355 miles of hiking trails... They range From the Flat lakeside strolls to Steep mountain Peek... opportunity to see 60 Species of mammals, 280 recored number of bird species). Piece D uses scientific language to try to provide precise information (invertebrates... gills... body temperture... Amphibians... warm blooded... metamorphosis).

In both pieces of writing about mountains (pieces A and B), the pupil supports the purpose of the writing through a growing awareness of the reader. In piece A, the introduction is used to directly address readers through the rhetorical question (Do you want to know all about mountains?) and let them know that the poster will tell them 'intresting facts about mountains'. In this way, although the introduction does not provide an orientation to the topic of mountains, it works with the visual appeal of a poster to arrest readers' attention. After the first paragraph, the tone becomes factual and objective which supports the educational purpose of the piece (The world's highest mountain is Mount Everest. it is still growing at a rate of about 0.4cm / 6.1cm per year). Piece B adopts a friendly and informal tone throughout, to support the persuasive intention of the writing. This includes directly addressing readers about the benefits they can expect (trails which are Signn Posted for your convenience... Privid advice which are appropiatte to different fitness and experience... If you are Pacement, this drive would be good For you). Imperative verbs are used to inspire action (book your dream holiday... Climb up the mountains) and rhetorical questions engage readers (Would you like to experience the amazing adventures at the Rocky Mountains?). Emotive language is used to persuade readers to visit the Rocky Mountains (the amazing adventures... your dream holiday... heaven on earth... beautiful landscape) and noun phrases give specific details about the landscape (Flat lakeside strolls... Steep mountain Peek... lowland medows).

In both narratives, the pupil attempts to recreate typical detective story tropes. In piece C, detectives drink lattes in their large office, waiting for a phone call that will provide them with a case to solve. They wear coats, hats, carry a briefcase and observe a 'strange looking suspicious man wearing all black with a backpack'. The detectives retrace the last known sightings of the missing item and search for clues (Dr Polly found a piece of blond hair and some pair of white cleaning gloves). Piece F presents the melodramatic opening of another detective story (She fell to the floor in a Faint and screamed while pressing her hands to her head). At the start of this story, a wealthy lady of the house is robbed of her jewels shortly before the detective arrives to interview everybody present and solve the case. Both detective stories are told in the third person and are largely narrated in the past tense although errors with tense occur in both pieces (They were tripping up the stairs to see what had happend and to see lady Mount joy is ok).

The pupil can use paragraphs to organise ideas

Across the collection, ideas are organised into paragraphs or sections of text.

In the persuasive leaflet (piece B), the opening paragraph makes a direct appeal to readers, inviting them to experience 'amazing adventures' and challenging them to act (What are [you] waiting For?). Subsequent paragraphs continue the direct communication with readers (Come and embrace the Feeling of hiking... this drive would be good For you) but each takes a different aspect of the Rocky Mountains in turn. Paragraphs describe the sub-topics of hiking, the environment and wildlife. Within each paragraph, a series of sentences builds a knowledge of the topic and ideas are connected to support the reader to evaluate information (But on the bright side you can see paradise... If you are intrested in bats they feed over lakes... so that is were they are most likly to be).

Pieces D and E use sub-headings to orientate the reader to content that is grouped into paragraphs. Sentences are appropriate to each sub-topic although connections between sentences within paragraphs are not always clear, as in piece D (They have skills [scales] and gills. They also can not control there body temperture in the water or outside the water) and concepts may not be sufficiently explained (Some babys might not look like there parents because they go throu stages like tagpols go throu the stages called metamorphosis).

In narrative writing the pupil uses paragraphs to structure a series of events and to support shifts in the narrative through time, place or person. For example, in piece F, the opening paragraph focuses upon Lady Mountjoy and the events that accompany her discovery of the missing jewels. The second paragraph indicates the response of cook and the butler (They were tripping up the stairs to see what had happend) and the third paragraph indicates a further time lapse (a minute later) so that the police can arrive on the scene. In piece C, paragraphs indicate changes to the location of the action (The office was huge it had a massive desk... Dr Polly and Loo loo headed into the flying car), new speakers or a focus upon characters ("Finally a case to solve" said Polly... Dr Polly said "could we go and speak to Mr Burn please?") and shifts in time (Finally Dr Polly and Loo loo arrived).

The pupil can, in narratives, describe settings and characters

Settings and character are described in both narratives.

In piece C, the futuristic world in which the story takes place is described through noun phrases (bright neon street lights... new flying VIP cars... electric airplanes... the new flying car company), as is the detectives' office (a massive desk, a water couch, a high ceiling). The functional detectives' office is contrasted with the home of Mrs Chante which is a 'mansion' (it was huge on the outside... I live with 4 maids, 2 butlers), situated close to 'thousands of designer shops and diamond jewellery shops' on 'Oxford Street'.

Through the use of direct speech and description of their actions, 'Dr Polly' and 'Loo-loo' are portrayed as a double-act, eager to solve crimes ("Finally a case to solve" said Polly... Dr Polly and loo loo grabbed their coat, hat and briefcase and headed downstairs) and able to overcome their fears in order to do so (Dr Polly and loo loo have never been into a flying car that drives itself, at first they were a little bit scared but after a couple minutes later they only had butterflies in their stomach). In typical detective style, they search for clues (So Dr Polly and loo loo started looking for clues... "Polly I have found a clue it looks like someone has...") and are tenacious to the end (Polly and Loo loo were not giving up). Noun phrases are used to describe a potential perpetrator (there was this strange looking suspicious man wearing all black with a backpack) and the victim of the crime, 'Mrs Chante', is depicted as a wealthy woman through references to her possessions, staff and household structure (I live with 4 maids, 2 butlers but no family members).

In the opening of the second detective story (piece F), the character of Lady Mountjoy discovers her jewels missing. Character names and the variety of upstairs-downstairs roles assigned to characters establish this story in earlier times and suggest a grand house setting with rooms for the family and quarters for the staff. The actions of wealthy proprietors Lady Bella Mountjoy and her brother Gerald, suggest an indulged and sensitive nature (She fell to the floor in a Faint and screamed while pressing her hands to her head... Gerald came out of his room half dressed and Shouted... Lady Mount joy had fainted). In contrast, the maids (Violet and Polly), cook and the butler are loyal domestic staff who are quick to provide assistance and attend to the needs of their employers (violet came as fast as she could... They were tripping up the stairs to see what had happend... see lady Mount joy is ok).

The pupil can, in non-narrative writing, use simple devices to structure the writing and support the reader (e.g. headings, sub-headings, bullet points)

In the explanation about mountains (piece A), headings and subheadings are used to organise the text into sections. The piece begins with an 'Introduction' before signposting different sub-topics. A general heading (All about mountains) introduces a bullet-pointed list and draws readers' attention to key general knowledge facts, which are connected only by the broad topic (Mountains are generally higher than 600 meters... Trees can grow on mountains). Other headings are specific and indicate information that expands upon particular aspects within the overarching topic of mountains (Dome Mountains... All about the highest and tallest mountains... Mountain Ranges).

The scientific report (piece D) also uses headings and sub-headings to guide the reader through the text, presenting information within appropriate sections (Fish... Amphibians... Reptiles). A similar approach is taken in the non-chronological report (piece E) in which sub-headings direct readers to relevant information about aspects of a fictional creature, the Liake, or its environment (Appearance... Habitat).

The pupil can use capital letters, full stops, question marks, commas for lists and apostrophes for contraction mostly correctly

Across the collection, sentences are demarcated with capital letters and full stops mostly correctly, although there are errors. These include using commas to join independent clauses in piece C (the flying car arrived at the front door beeping its horn, Dr Polly and loo loo grabbed their coat... Dr Polly and loo loo have never been into a flying car that drives itself, at first they were a little bit scared) and piece E (It makes it own den by moving its body by gathering all the sand and stones, it also findes other Preditors homes and lives there). Capital letters are not always used where needed, for example at the start of sentences in piece A (The world's highest mountain is Mount Everist. it is still growing), piece B (What are waiting for? book your dream holiday) and piece D (They are air breathing animals. they can not breathe under water.). Some capital letters are also omitted for proper nouns in pieces C and F (Lou loo... loo loo... violet).

Question marks are used correctly to demarcate questions in pieces A, B and C (Do you want to know all about mountains?... Would you like to experience the amazing adventures at the Rocky Mountains? What are waiting for?... "do you live with any maids, butlers or family members?"... "do you think any of the maids or butlers would have stolen the brand new iPhone?") despite some omissions in pieces C and E ("have any of the maids have blond hair"... Did you know that the Liakes body is the bigges snakes body in the world.).

Commas are used to separate items in a list. For example, within piece B (You get the oppitunity to see 60 Species of mammals, 280 recored number of bird species and lots of different butterflies), piece C (Dr Polly and loo loo grabbed their coat, hat and briefcase) and piece D (Most animals are invertebrates like crabs, lobster, jellyfish and a starfish... Reptiles are crockodiles, turtles and snacks).

Where needed, apostrophes for contraction are used mostly correctly (you'll... don't... can't).

The pupil can spell correctly most words from the year 3/year 4 spelling list, and some words from the year 5/6 spelling list

Most words from the statutory year 3/4 spelling list are correctly spelt (earth... group(s)... experience... different... though... arrive(d)... minute(s)... strange... breathe... learn(ed) Appear(ance)... believe(d)... heard) although on occasions there are errors (intrest(ing)... atchully... throu... awser(ed)).

Some words from the statutory year 5/6 spelling list are correctly spelt (system... convenience... stomach... bargain(s)).

The pupil can write legibly

Handwriting is legible.

Why is the collection not awarded the higher standard?

The collection cannot be awarded 'working at the expected standard' because the statements for this standard are not met. In writing for different purposes, the pupil includes material that is relevant to topics but ideas are not necessarily presented in sufficient depth to support the purposes for writing, effectively. In piece A, sections are intended to explain concepts linked to a study of mountains. However, sections are brief, providing the reader with only limited understanding (Dome Mountains... The melted rock (magma) Pushes its way up under the earth's crust without atchully erupting and when it cools it hardens again.). Sometimes, information is incomplete or misleading, as in piece D (Amphibians are frogs, nutes and toeds... Reptiles are crockodiles, turtles and snacks they are also cold blooded) and at times information is incoherent, as in piece B (It is like heaven even though it has the dramatic expresion of a long drive) and piece E (it is called the Liake because it has a Lions Face and head and a snakes body as they learned more about the animal.).

The composition of paragraphs does not always effectively support the purpose of the writing. For example, the introductory paragraph in piece D begins with a general statement (Many animals swing, fly or breathe air. Scientists Classify these animals into different groups) but ends by talking about specific invertebrates (crabs, lobster, jellyfish and a starfish, and these animals live in the water there whole life). Similarly, the introduction to Piece A, which uses rhetorical questions to support the interactive qualities of a poster (Do you want to know all about mountains? Well if you do, read on to know more about mountains to make your mind blown), does not include an introduction to the topic, which reduces the effectiveness of this piece as an instructive text.

Vocabulary choices sometimes indicate that the pupil has not fully considered the purpose of writing and the needs of the audience as, for example, when explaining to tourists that 'it can be annoying' that animals get in the way (piece B). Writing does not yet indicate that the pupil selects grammatical structures that reflect what the writing requires, doing so mostly appropriately. Sentences are sometimes expanded with conjunctions that lack purpose as in piece A (Well if you do, read on to know more about mountains to make your mind blown so just keep reading if you want to know more of these interesting facts about mountains), piece C (man wearing all black with a backpack but Dr Polly said you can't judge a book by its cover and just walked) and piece E (If you see this animal be sure to be atleast one mile away from it because it is known to kill any person or animal with its sharp teeth and the vemon inside). At other times sentences are incorrectly or awkwardly expressed as in piece A (they have some of the world's most tallest mountains there) and piece B (It may feel like heaven on earth from looking at the beautiful landscape... Rangers will help you Privid advice which are appropiatte to different fitness and experience the travels). In narrative writing (pieces C and F), settings and character are simply described but attempts to establish atmosphere are undermined by a literal storytelling style (There was only one iPhone that was why everybody was rushing to get their ticket to try and win it... lights just invented also there were the new flying VIP cars to skip all the traffic that had just been invented) and events that are underdeveloped (The police went and got a detective to solve who stole the jewels. When the detective arrived he interviewed all the people in the house).

Where dialogue is used it tends to be repetitive as in piece C, ("do you live with any maids, butlers or family members?" Mrs Chante replied saying "yes I live with 4 maids, 2 butlers but no family members) or duplicates details within the story (Dr Polly found a piece of blond hair and some pair of white cleaning gloves. Dr Polly said to Mrs Chante "have any of the maids have blonde hair", she said "yes 2 of the maids have blonde hair...") and so does not advance the action. Inconsistent choices also limit the effectiveness of dialogue to support characterisation, for example the colloquial language and informal verb constructions used by Mrs Chante in piece C (why would they take any of my stuff... just arrived at bargains market... I don't think he will be any longer anyway) and by Gerald in piece F ("Whatever is up Bella?").

Within non-fiction writing, the pupil uses tenses consistently and correctly to suit the purpose and meaning. However, within narrative writing, frequent errors occur as the pupil switches between past and present tense to narrate events and verb tenses are not, therefore, used consistently and correctly throughout writing. For example, in piece F (She fell to the floor in a faint and scamed while pressing her hands to her head. lady Mount joys Jewles have gone... They were tripping up the stairs to see what had happend and to see lady Mount joy is ok while the butler is trying to get up the stairs) and in piece C (Dr Polly said "do you think any of the maids or butlers would have stolen the brand new iPhone?" Mrs Chante says "well yes..."). The inconsistent use of tense within narrative writing reduces cohesion within these pieces. Additionally, where adverbials and subordinate clauses are used to support cohesion, these are not always correctly

punctuated (As they were flying they could see thousands of designer shops and diamond jewellery shops... Finally Dr Polly and Loo loo arrived at Mrs Chante's Street... unlike fish amphibians have).

There is little evidence across the collection of the range of punctuation taught at key stage 2. Where more ambitious use is attempted, this is not successful. For example, in piece A (A mountains system equals a group of mountain rages (is called a mountains system).). Similarly, there are instances where punctuation is missing or has been omitted, as in piece C (There was only one iPhone that was why everybody was rushing to get their ticket... The office was huge it had a massive desk). The use of commas to join independent clauses affects coherence (Dr Polly and loo loo have never been into a flying car that drives itself, at first they were a little bit scared). Punctuation for direct speech is not yet secure and is often inaccurate ("Wow what a world... "Finally a case to solve" said Polly... Mrs Chante replied by saying "yes of cause my door number is 73 on Oxford Street"... Dr Polly said to Mrs Chante "how long do you think he will be", Mrs Chante said "he went there about 20 minutes ago so I don't think he will be any longer anyway").

There is limited evidence that the writer can spell words from the year 5/6 spelling list as some words used have been spelt incorrectly and errors in spelling common, uncommon and ambitious vocabulary suggest that a dictionary has not been used to check them (Privid... coulourful... oppitunity... coverd... layed... babys... pitchures). Handwriting is mostly joined but lapses suggest that this is not maintained when writing at speed.

Pupil C – Piece A: an explanation

Context: following a study of mountains and the mountain environment in geography lessons, pupils conducted their own independent research before creating an A3 sized explanatory poster on mountains.

Mountains

Introduction

Do you want to know all about mountains? Well if you do, read on to know more about mountains to make your mind blown so just keep reading if you want to know more of these interesting facts about mountains.

All about mountains

- Mountains are generally higher than 600 metres.
- Mountains are made out of bits of rock and bits of the earth.
- Some mountains start at the bottom of the sea.
- Trees can grow on mountains.
- Mountains are normally steep - rocky - barren - short and normally have slippery sides.

Dome Mountains

The melted rock (magma) pushes its way up under the earth's crust without actually erupting, and when it cools it hardens again.

All about the highest and tallest mountains.

The World's highest mountain is, Mount Everest. It is still growing at a rate of about 0.4cm/6.1cm per year. However the tallest mountain is Maund Kea because it starts at the bottom of the sea and Mount Everest is the highest mountain in the world. In Asia they have some of the world's most tallest mountains there.

Mountain Ranges

The rocky mountains are a mountains system in western north America.

A mountains range is long chains or groups of mountains and there usually 1,000 more miles long. A mountains system equals a group of mountain ranges (is called a mountains system).

The Andes Mountains are the second highest mountain range in the world.

Pupil C – Piece B: a persuasive leaflet

Context: following a study of mountains and the mountain environment in geography lessons, pupils conducted their own independent research into the Rocky Mountain National Park. They then produced their own leaflet to persuade people to choose this as a holiday destination.

Would you like to experience the amazing adventures at the Rocky Mountains? What are waiting for? Book your dream holiday today, you'll be enchanted with everything you see. Climb up the mountains and experience your dream looking below at the national park. It may feel like heaven on earth from looking at the beautiful landscape.

Come and embrace the feeling of hiking, we have 355 miles of hiking trails which ^{are} sign posted for your convenience. Rangers will help you provide advice which are appropriate to different fitness and experience the travels. They range from the flat lakeside strolls to steep mountain peaks.

The road of the Rocky Mountains and the National Park offers visitors to access into beautiful meadows and other places. If you are patient, this drive would be good for you, business animals get in the way and it can be annoying. But on the bright side you can see paradise there is colorful animals and creatures everywhere. It is like heaven even though it has the dramatic expression of a long drive.

If you are interested in wild life then this is the perfect place for you. You get

the opportunity to see 60 species of mammals, 280 recorded numbers of birds, ~~11~~ species and lots of different butterflies. If you are interested in bats they feed over lakes and ponds at dawn and dusk so that is where they are most likely to be. Mule deers are very common in the Rocky Mountains and they can be seen anywhere so make sure you take some photos of the animals and make memories of this beautiful place.

Pupil C – Piece C: a narrative

Context: pupils were introduced to a forensic scientist as a visitor in school and were able to ask questions and make notes about her work. Subsequent science work over several lessons involved forensic investigations and opportunities to record findings. Pupils also read several detective stories before creating their own narrative based on what they had investigated and read.

The Missing iPhone

Gazing out of the street ~~there~~^{their} were millions of people rushing into the iPhone shop to get the newest phone out. There was only one iPhone that was why everybody was rushing to get their ticket to try and win it. On the street there were bright neon street lights just invented also there were the new flying VIP cars to skip all the traffic that ~~have~~^{had} just been invented as well. In the sky there are electric airplanes so then you don't have to worry about breaking down. Dr Polly took one more look onto the street and said "Wow what a world."

The office was huge it had a massive desk, a water couch, a high ceiling and there cup of chocolate latte that they have every day. ~~While~~^{when} they both drink their lattes they get a phone call saying that Mrs Chante won the iPhone but somebody ~~has~~^{stole} it from her when she put it in her bedroom covered up.

"Finally a case to solve" said Polly, so loo loo and Polly rang the new flying car company asked them if loo loo and Polly were allowed to borrow one of their flying cars to get to Mrs Chante's house and skip all the crowded traffic. A couple of seconds later the flying car arrived at the front door beeping its horn, Dr Polly and loo loo grabbed their coat, hat and briefcase and headed downstairs to their lift.

Dr Polly and Loo loo headed into the flying car and started flying to Mrs Chante's house. Dr Polly and loo loo have never been into a flying car that drives itself, at first they were a little bit scared but after a couple minutes later they only had butterflies in their stomach. As they were flying they could see thousands of designer shops and diamond jewellery shops, Polly and Loo loo were gazing into the diamond and jewellery shops as usual. Dr Polly rang Mrs Chante and said "Hi Mrs Chante we will be there in any second but can you tell us what number door you live at", Mrs Chante replied saying "yes of cause my door number is 73 on Oxford Street".

Finally Dr Polly and Loo loo arrived at Mrs Chante's ~~house~~^{Street} at the end of the street there was this strange looking suspicious man wearing all black with a backpack but Dr Polly said you can't judge a book by its cover and just walked into Mrs Chante's garden and rang the doorbell. It looked like Mrs Chante was rich her house was a mansion it was huge on the outside, Polly said "Wow I wonder what it would look like on the inside". After a couple of seconds she eventually opened the door and let us in.

Dr Polly and loo loo said to Mrs Chante "do you live with any maids, butlers or family members?" Mrs Chante replied saying "yes I live with 4 maids, 2 butlers but no family members. Dr Polly said "do you think any of the maids or butlers would have stolen the brand new iPhone?" Mrs Chante says "well yes because they are the only people in my house". So Dr Polly and loo loo started looking for clues, they both went upstairs where the phone was last seen, as soon as they walked into her bedroom Dr Polly found a piece of

blond hair and some pair of white cleaning gloves . Dr Polly said to Mrs Chante "have any of the maids have blonde hair" she said "yes 2 of the maids have blonde hair and they are the sweetest people ever why would they take any of my stuff". Dr Polly was so annoyed that 2 of the maids are blond. As Dr Polly was talking to Mrs Chante Loo loo found a piece of a Crum were the iphone was last seen, Loo loo shouted "Polly I have found a clue it looks like someone has been eating pizza and left a little Crum", Dr Polly said to Mrs Chante "has anybody been eating pizza today" and she "said yes Mr burn". Loo loo and Polly were wrong all this time it looks like someone has tried to trick us but there plan did not work. Dr Polly and Loo loo said in their mind the case is solved.

Dr Polly said "could we go and speak to Mr Burn please?" Mrs Chante said "yes you could but he had just arrived at bargains market" Polly and Loo loo were not giving up. Dr Polly said to Mrs Chante "how long do you think he will be", Mrs Chante said "he went there about 20 minutes ago so I don't think he will be any longer anyway". Mrs Chante offered Dr Polly and Loo loo for a cup of tea while they both waited for Mr Burn.

Pupil C – Piece D: a scientific report

Context: following a science topic on animals and habitats, pupils were asked to write a scientific report about the classification of animals.

Classifying Animals

Introduction

Many animals swim, fly or breathe air. Scientists classify these animals into different groups.

Most animals are invertebrates like crabs, lobsters, Jellyfish and a starfish and these animals ^{live} grow in the water there whole life.

Fish

Fish live in the water and they can breathe in water as well. They use their gills to breathe in the water not lungs. They have scales and gills. They also can not control their body temperature in the water or outside the water.

Amphibians

Amphibians are frogs, newts and toads. They are not warm blooded they are cold blooded they live on land and in the water. Unlike fish amphibians have smooth moist skin. When they lay eggs it is shelly and

Covered they are also to layed in water. Some babies might not look like their parents because they go through stages like tadpoles go through the ^{called metamorphosis} stages.

Reptiles

Reptiles are crocodiles, turtles and snakes they are also cold blooded. They are air breathing animals. they can not breathe under water. They breathe on land even though they are cold blooded.

Pupil C – Piece E: a non-chronological report

Context: following a science topic on animals and habitats, pupils were given the opportunity to create their own imaginary creature and write an entry for a children's encyclopaedia on animals.

All about the Liake

Introduction

There is lots of strange animals out there but the animal that scientists have just discovered is the strangest of all.

They have also discovered a name for it, it is called the Liake because it has a lions face and head and a snakes body as they learned more about the animal.

Appearance

The Liake is a varieties of a lion and a snake as believed. It ^{weighs} ~~weights~~ up to 30-50 pounds and it is 0.35 metres tall. It has a cute orange feary face and a white sleek scutly body. Scientists believe that the Liake is one of the rarest animal on this earth. Did you know that the Liake's body is the biggest snakes body in the world. If you see this animal be sure to be atleast one mile away from it because it is known to kill any person or animal with its sharp teeth and the venom inside. The Liake is also

known to live in any dessert so if you go to visit a dessert and want to take some pictures while embracing the sun well I would just wash out if I was you.

Habbitat

The Lizard lives in the dessert in Africa now but it used to live in the rain forest in America. It makes it own den by moving its body by gathering all the sand and stones, it also finds other predators homes and lives there.

Pupil C – Piece F: a story opening

Context: the class had read several mystery stories and had been given opportunities to discuss common features and participate in drama activities prior to writing. They were then introduced to comic strips and heroes. After creating their own comic strips, they continued the narrative as a story.

She fell to the floor in a faint and screamed^{ed} while pressing her hands to her head. Lady Mountjoy's jewels have gone. They have been stolen. Violet the private maid was behind Lady Mountjoy in the open doorway. When she screamed so Violet came as fast as she could. Lady Mountjoy's brother Gerald came out of his room half dressed and shouted "Whatever is up Bella?" but Violet answered Gerald, saying that Lady Mountjoy had fainted. Polly the other maid heard Lady Mountjoy scream so she told the butler and the cook to come up.

They were tripping up the stairs to see what had happened and to see Lady Mountjoy is ok while the butler is trying to get up the stairs. By this time Lady Mountjoy was awake. She told everybody that her jewels are gone. Lady Mountjoy called the police quickly.

The police arrived a minute later at Lady Mountjoy's house. She was so glad the police were here. The police went and got a ~~detective~~^{detective} to solve who stole the jewels. When the detective arrived he interviewed all the people in the house.