

**Expected
Writing in KS1**

**2017-18
Standardisation**

Exercise 1

Pupil C

The collection includes the following pieces:

- A) A Warning Tale – a short narrative
- B) The Washing Machine – a persuasive text incorporating an explanation
- C) My Holiday News – recount
- D) Dear Diary – a diary entry

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)

Piece A: The sentences are predominantly statements, in keeping with the features of a narrative (Bell walked very carefully so she didn't slip on the icy path.). Events are logically sequenced and signposted by time adverbials (Long, long ago...; One Morning...; At that moment...), even though these are not part of the KS1 programme of study. The past tense is maintained throughout the piece. Speech is used effectively to incorporate a warning and set the scene for later events ("Be very, very careful not to walk on the icy pond because it might crack and you will get wet!" warned Mum.).

Piece B: The need for the machine is introduced through the use of questions (Do you get tierd when you do the washing?). Time adverbials contribute to coherence (First of all, Next) and different sentence structures provide variety and interest, for example, questions (Are your legs tierd when you go to get the washing?), statements (First of all it is important to start the mashine.) and commands (Read on to find out how it works; Be careful!). Co-ordination and subordination provide additional detail about the machine and how to operate it (if the machine gos wrong it will stop the washing machine and froe all the washing about.) The explanation section helps to add weight to the writer's argument and the final sentence links back to the beginning of the piece, emphasising why the reader should buy the machine.

Piece C: Events are sequenced appropriately using statements with additional detail provided through the use of noun phrases (my little brother; another sunny day), co-ordination (We went in the car but it took a long dive.) and subordination (I felt extremely proud of my self because I swam top to boten for my first time with out amrbands.). The correct and consistent use of the simple past tense, as well as time adverbials, support the reader in following the sequence of events (On Sunday...; On another sunny day...; In the eveing...; Lastly...).

Piece D: The past tense is used consistently to narrate events. Verb forms are accurate, with the exception of 'blowed'. Although not part of the KS1 programme of study, the pupil confidently uses dialogue to move the action on ("lets have a competition now."; I said "it's my go now.") and the thoughts of the sun as the narrator of the diary provide continuity throughout the piece (I felt very happy and confident; How awfull. I didn't want a fight!; I felt very plesed off myself.; That silly old wind couldn't do it.). Different sentence structures, including the use of speech, provide variety and engage the reader, for example, exclamation (What a wonderful day it was going to be!); statement (It was a silly argment.); question ("Would you like to go first?" I said to the Wind.) and command ("lets have a competition now.").

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

Piece C details the events of a family holiday to a caravan park in Devon. The piece is written in the first person and the simple past tense with all verb forms correctly written, including irregular forms such as took, were, went, swam, felt. Individual events are described in sequence, with additional detail about the pupil's feelings providing interest (luckily the water was warm.; it was so funne!). This piece also fulfils the statement of writing a simple coherent narrative about a personal experience.

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, although there are occasional errors in each piece, notably Piece C.

Question marks are used correctly when required, for example:

- Why do you have a wet leg? [Piece A]
- Are your legs tierd when you go to get the washing? [Piece B]
- "Would you like to go first?" [Piece D]

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

The pupil uses predominantly the simple past and simple present tenses across the collection with no use of the progressive forms. This does not preclude the pupil from being assessed as 'working at the expected standard'.

Piece A: The simple past tense is used correctly and consistently to relate the events that happened during Bell's visit to the pond in icy weather (One Morning Bell woke up; Then she heard someone weeping), while, for the dialogue, the pupil makes correct use of the present tense ("Be very, very careful not to walk on the icy pond..."; "Why do you have a wet leg?") and the appropriate future tense (I won't do it again!).

Piece B: This piece is written predominantly using present tense verb forms. The pupil neatly uses the past tense, including, although not part of the KS1 programme of study, a modal verb, to draw in the reader (If you said yes to one of those questions it could be your lucky day). The pupil then returns to the present tense for the qualifications which accompany the commands (...it is important to start the machine; When all of your washing is in the machine...; ...you don't have to wash a again.).

Piece C: The simple past tense is maintained consistently and accurately throughout the piece (I went to a place in Devon; When my dad came back my mum took me to the park.) Irregular verb forms are correct (such as went, took, came, felt, swam).

Piece D: Throughout this piece the simple past is used consistently and correctly to tell the story of the competition between the sun and the wind from the sun's point of view (Suddenly I crashed into the North Wind.; We started to have an argument). Dialogue between the sun and the wind is correct, using the simple present ("lets have a competition now."; "it's my go now.").

The pupil can, after discussion with the teacher: use co-ordination (e.g. or / and / but) and some subordination (e.g. when / if / that / because) to join clauses

Piece A: Clauses are joined by co-ordinating conjunctions to link ideas (kindly she held the little boys hand and quikly got him off the ice.) and provide contrast (Bell remembered her mums warning but she was fearful for the little boy.). Subordination is used to establish the relationship between events (When Bell got there she saw some slimey frogs.) and to provide reasons (She felt worried because she would get into trouble for going on the ice.).

Piece B: Subordination is used to establish relationships between events (Do you get tired when you do the washing?; if the machine goes wrong it will stop the washing machine) and to provide qualification (...it could be your lucky day because this machine could be yours.). Co-ordinating conjunctions are used to provide additional detail (To start it push a green button and some wheels will come out.).

Piece C: Co-ordination is used to provide additional detail (We went in the car but it took a long drive.; they came from Bristol and my dad makes them.). Subordinating conjunctions are also used to provide additional detail (I felt extremely proud of myself because I swam top to bottom, for my first time without armbands.) and to establish the relationship between events (When we got to my nans caravan my dad was proud).

Piece D: Co-ordination is used to link clauses (I saw that peoples hats were blown away and I saw that boats sank in the harbor.) Subordination signals the reason for events (We started to have an argument because he wanted to see who was the strongest.) and the sequence in which they unfold (when he came to a river he took off his clothes off and went for a swim.).

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 grapheme to represent the phonemes in words, for example:

- little, careful, might, remembered, fearful, soaked [Piece A]
- those, lucky, start, wheel, close, buy [Piece B]
- brother, another, luckily, sunny, burgers [Piece C]
- jumped, bright, suddenly, grumpy, brand [Piece D]

Where the correct grapheme has not been selected, the pupil makes phonically-plausible attempts at spelling, for example:

- floing (flowing), slipprey (slippery), slimey (slimy), quikly (quickly), truble (trouble) [Piece A]
- tierd (tired), hiden (hidden), turnn (turn), gos (goes) [Piece B]
- parck (park), swiming (swimming), funne (funny) [Piece C]
- awfull, (awful), wormth (warmth), plesed (pleased) [Piece D]

Across the collection, there is sufficient evidence of correct or phonically-plausible spelling to meet this statement.

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

Across the collection, all of the year 1 common exception words used are spelt correctly, for example: was, said, were, do, some, are, come, house, one, today, there, they, off.

Within each piece a number of year 2 common exception words are consistently spelt correctly and across the collection there is sufficient evidence to meet this statement, for example:

- beautiful, pretty, because, could, kind, would, told, again [Piece A]
- could, because, find, move, clothes, door [Piece B]
- water, because [Piece C]
- Last, because, who, could, would, people(s), clothes, old [Piece D]

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 use spacing between words that reflects the size of the letters

Across the collection, capital letters are generally of the correct size, although there are occasions when they are similar in height to lower case letters, especially 'm' and 'w'. All letters are correctly formed and oriented and the spacing between words is appropriate for the size of the handwriting.

Piece A – a short narrative

Pieces are presented in chronological order of writing.

Context: following a sequence of learning on narrative writing, which included creating a class writing toolkit, pupils were asked to write a short descriptive story that incorporated a warning.

Long, long a ago there lived a Little girl called Bell. She was beautiful ^{and} pretty because she had long glowing hair. One Morning Bell woke up. The weather was icy and slippery. She asked her MUM if she could go to the pond. Her mum said yes but she gave Bell a warning. "Be very, very careful not to walk on the icy pond because it might crack and you will get wet!" warned Mum. Bell walked very carefully so she didn't slip on the icy path. When Bell got there she saw some slimy frogs. She played with the frogs for a while. Then she heard someone weeping it was a little boy on the ice. Bell remembered her mums warning but she was scared for the little boy. So she carefully walked on the ice

to save the little boy. kindly, she held
the little boy's ~~hand~~^{hand} and quickly got ^{him} off
the ice. At that moment the ice cracked
her leg fell throo a hole. Her leg was soaked.
She felt worried because she would get
in to trouble for going on the ice. She
walked slowly untill she got home. Her
mum asked "Why do you have a wet leg?
I told you not to go on ^{the} pond!"
Bell replied to ^{her} mum that "she saved
a little boy. Her mum was pleased and proud.
Bell said to ^{her} mum "I won't do it
again!"

Piece B – persuasive writing incorporating an explanation

Context: pupils were asked to write an explanation text about a machine they had invented, promoting it to the reader.

The Washing Machine

Do you get tired when you do the washing?

Are your legs tired when you go to get the washing? If you ^{said yes to} one of those questions it could be your lucky day because this machine could be yours.

Read on to find out how it works.

First of all it is important to start the machine. To start ^{it} push a green button and some wheels will come out. The wheels will help it to move around the house to find your hidden clothes. Next turn a wheel so the arms will come out and pick up all of your washing. When all of your washing is in the

machine the door will magically close.

Be careful! if the machine goes wrong it will stop the washing machine and freeze all the washing about. Buy this machine because ^{then} you don't have to wash a again.

change your life today.

Piece C – recount

Context: pupils were asked to write a recount of what they did during their half term holiday.

My Holiday News Recount

On Sunday in the holidays I went to a place in Devon with my mum, dad and my little brother. We went in the car but it took a ^{drive} long while we got there at lunch time. When we got to my nan's caravan my dad was proud there were loads of Bales caravans they came from Bristol ^{and} my dad makes them. Then my dad took me back to my nan's caravan and my dad went out to have a beer. When my dad came back my mum took me to the park. I went on a con. On another sunny day we went swimming and luckily the water was warm. I felt extremely proud of my self because I swam top to bottom for my first time with out arm bands. In the evening we played

big, it was so funne! Lastly we had a
Bq. We had tasted soshis and burgers it
was yumme. This was my grave day.

Piece D – a diary entry

Context: the class had read Aesop's fable of the 'North Wind and the Sun' and were asked to write a diary entry of the event in role as the sun.

Dear Diary

Last week, I woke up and I jumped out to the bright sky. I felt very happy and confident. What a wonderful day it was going to be! Suddenly, I crashed into the North Wind. Who was very, very grumpy. We started to have an argument because he wanted to see who was the strongest. He yelled "lets have a competition now." How awful. I didn't want a fight! It was a silly argument.

~~argu~~ We saw a man wearing a brand

new cloak. The grumpy Wind said that he could get the new cloak off his back.

"Would you like to go first?" I said to the Wind. So the Wind blowed and blowed and blowed. When I looked down I saw that peoples hats were blown a away and I saw that boats sank in the harbor. I said "it's my go now." I let out my wormth the animals went down to sleep and the people gossiped. I felt very pleased off myself. I new that my plan was ~~go~~ going to work. The man was so hot he took off his cloak and when he came to a river he took off his clothes off and went for a swim. That silly old ^{Wind} couldn't do it.

2017-18
Exercise 2
Pupil A

The collection includes the following pieces:

- A) a narrative
- B) a character profile
- C) a recount
- D) a narrative
- E) a letter

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)

Piece A (a narrative): This first-person narrative, written from the perspective of a potential Prime Minister, predominantly consists of pledges in the form of statements (I will abolish war...I’d improve the environment...I would make the country a better place). Questions are used to appeal directly to the reader (Are you going to vote me? ...So will you vote for me?) and exclamations emphasise the benefits to be had should the candidate be elected (How wealthy the country will be! ...What fun we will have! ...How amazing it will be!), though these are a little overplayed. The modal verbs [not a KS1 expectation] ‘will’ and ‘would’ help to underline the candidate’s commitment (I will abolish war...I would make the country a better place), whilst some precise choices of vocabulary, relating to a manifesto, contribute to the effectiveness of the piece (abolish...improve...environment ...candante...wealthy). Ideas are not developed and, at times, this results in the writing having a list-like quality. However, the writer’s occasional interjections, urging the reader to vote, support the purpose of the writing (So vote me...I’m the best candante). The piece ends enthusiastically, albeit slightly inappropriately (Yeeeeey!).

Piece B (a character profile): This simple profile is organised into sections, each with a subheading to signal specific aspects of the ‘Mummy’. Although there is some development of individual points (His worst enemy is the enbarners because they put him in a pyramid), the information within each section is relatively brief. Sentence types are varied: statements convey information (He is wrapped in toilet paper...He has a crumb a day); questions address the reader and act as a subheading (How do you scair people? ...What do they do?); commands direct the reader and offer advice (Learn more about mummys here...Don’t try that though!) and exclamations emphasise the mummy’s appearance and lack of food (although ‘How’ would be more appropriate in the latter) (How stripey he is! ...What little that is!). There is some use of expanded noun phrases to add detail (an old, wringely and white mummy...His worst enemy...a crumb a day).

Piece C (a recount): This simple recount, mostly written in the first person, is clearly sequenced (I was playing...I slipped...I cracked my head...I was carried). Expanded noun phrases provide details of the traumatic event (a cold, wet, damp day... the rainy, slippy playground...my great kind brother...the stampey grey concrete...gallons of blood), and the use of an -ly adverb draws the piece to a simple conclusion (Finnally I went home...).

Piece D (a narrative): Following the structure of a ‘Tinga Tinga Tale’, this story opening presents a problem that an animal has been experiencing. The pupil draws on the language of similar traditional tales to set the scene (There was a time when penguin’s didn’t have beaks...Now this is a story about a penguin). Expanded noun phrases describe and specify (a enourmas problem...the olden days...a cave at the top of mount Kenya...some make-your mouth flowers...a feild with the flowers at the bottom), and act adverbially to help to move the story on (One day...). The shift from background information to action is clearly signalled through the penguin’s humming, the introduction of another character (Lion came in excitedly), and their brief exchange of dialogue [not a KS1 expectation] (“Hey penguin” ... “mmmm” ... “we found some... flowers”). Ideas are presented sequentially, enabling the reader to follow the characters as they attempt to find a solution to the penguin’s problem.

Piece E (a letter): The letter begins with an appropriate greeting to the pupil’s new teacher (Dear Miss XXXX). Consistent use of the first person supports the purpose of writing as the pupil discloses their likes, dislikes and anxieties (My favrrote subject is...I like experiment’s...I’m worried about playing

in the KS2 playground). Ideas are simple with little expansion, consisting primarily of statements, whilst questions about the next academic year provide a fitting conclusion to the piece (Whats are 1st topic? ...What is our 1st school trip?). Vocabulary is simple, with some use of expanded noun phrases to add detail (the thought of swimming...My faviroute lessons...the atuhour of the horrid Henry).

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

Piece C (a recount): This recount details a real event, depicting an accident that happened at school. The predominantly first-person narrative is appropriate as the writer recalls details about the day (I was playing...I cracked my head...I could'nt go back too school). Individual events are described in sequence, with additional detail being provided by some descriptive vocabulary (a cold, wet, damp day...stampey, grey concrete...the black gate). This piece also provides evidence for writing a simple coherent narrative about a personal experience.

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 demarcated with capital letters and full stops.

Question marks are used correctly when required:

- Are you going to vote me? [A]
- So will you vote for me? [A]
- How do you scair people? [B]
- What do they do? [B]
- Whats are 1st topic? [E]
- What is our first school trip? [E]

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

The pupil uses the past and present tense in both the simple and progressive forms throughout the collection:

Piece A (a narrative): The simple present is used to state the candidate's promises and qualities (I promise...I hope to help...I'm good...I'm the best candanate).

Piece B (a character profile): The simple present is used to present factual information (He is an old, wringley and white mummy...He likes to scair people...He has a crumb a day), whilst the simple past is used to convey the former fate of the mummy (they put him in a pyramid).

Piece C (a recount): Past tense verb forms are used consistently and correctly: the simple present conveys a series of facts (it was a cold, wet damp day...I slipped...I cracked), whilst the past progressive depicts actions which were ongoing at the time (I was playing...I was chasing).

Piece D (a narrative): Use of the past tense is consistent and accurate throughout: the simple past presents facts and actions (They liked it...he lived in a really cool place...penguin slid down the mountain), whilst the past progressive conveys the penguin's continuous action (he was humming). The use of the simple present in the introductory sentence is wholly appropriate, mirroring the traditional tale on which it is based (Now this is a story about a penguin called babley).

Piece E (a letter): The present tense is used consistently throughout: the simple present conveys the pupil's likes, dislikes and anxieties (My favrrote subject is...I like drawing...My faviroute lessons are).

The pupil can, after discussion with the teacher: use co-ordination (e.g. or / and / but) and some subordination (e.g. when / if / that / because) to join clauses

Piece A (a narrative): Co-ordination is limited due to the list-like nature of the piece (I promise to build more house's... but leave green areas). Several sentences begin with the subordinating conjunction 'if' (If I was elected), establishing what must be done if promises are to be fulfilled. In

addition, subordination is used to reiterate the candidate's qualities (because I'm good...because I would make the country a better place).

Piece B (a character profile): This piece consists almost entirely of single-clause sentences; however, subordination is used to explain his dislike of his enemies (because they put him in a pyramid).

Piece C (a recount): Co-ordination is used to provide additional detail (I was carried through the school and taken to hospital...It was a KitKat and some ribena), whilst subordination helps to establish the relationships between events (I was chasing them on the stampey, grey concrete when I slipped...I went home because I couldnt go back too school).

Piece D (a narrative): Reflecting the style of the stories that had been read, the pupil uses the co-ordinating conjunction 'nor' to link the missing features of the penguin (There was a time when penguins didn't have beaks nor fur nor hair). Co-ordination is also used to provide a contrast between ideas (They liked it but there was an enourmas problem), whilst subordination helps clarify the timing of events (One day he was humming a sad song when Lion came in).

Piece E (a letter): There is some repetition of the subordinating conjunction 'because' to introduce reasons for the writer's thoughts (I don't like the thought of swimming because I'm only in stage 2). Co-ordination is limited, joining clauses within a single sentence (I like drawing and investigating famous people), and linking related nouns (history and art...burgers and speggheti).

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:

- leave, fight, hope, rubbish, hospitals [A]
- about, white, chasing, arms, air [B]
- damp, brother, gallons, carried [C]
- fur, hair, talk, place, humming [D]
- thought, history, famous, longer, present [E]

Across the collection, there is sufficient evidence of correct spelling or phonically-plausible attempts to meet this statement.

Where correct graphemes have not been selected, the pupil makes phonically-plausible attempts at spelling, including attempts to spell unfamiliar vocabulary:

- andanate, wealthey [A]
- wringely, scair, enbarmers [B]
- stiched, Finnally [C]
- enourmas, feild [D]
- speggheti, atuhour, scaird [E]

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

Across the collection, all of the year 1 common exception words that are used are spelt correctly, e.g. was, said, were, do, you, so, some, come, house(s), one, school, friend, your, they, of, with a few inconsistencies, e.g. 'to' and 'too' in piece C and 'are' and 'our' in piece E. 'there' is spelt correctly across the collection, but incorrectly used for 'their' in piece B.

All year 2 common exception words that are used are spelt correctly, with the exception of 'coud('nt)' in piece D. Across the collection there is sufficient evidence to meet this statement:

- poor, would, sure, because, kind(ness) [A]
- old, people, because [B]
- cold, great, kind, because [C]
- because, only, people [E]

Piece A – a narrative

Context: Following class interest in the national election process, pupils learned about the purpose and content of a manifesto document. The class discussed what their priorities might be in terms of appealing for votes, before writing their own manifesto.

Vote for x x x x!

If I was elected for Prime Minister, I promise to build houses for the homeless but leave green areas as well. I promise to help the poor. I will abolish war, I would give food to the poor. I would make sure that everyone wouldn't fight. I'd improve the environment. If I'm elected I hope to help. So vote me because I'm good. I will abolish rubbish dumps. I would grow more vegetables. I'd improve food. If I'm elected I will build more hospitals. I'm the best candidate because I would make the country a better place. How wealthy the country will be! What fun we will have! Are you going to vote me? How amazing it will be! I will improve houses, shops, churches and temples. So will you vote for me? What kindness I will bring to the country. yeeeee!

Piece B – a character profile

Context: Following the reading of a comic strip story from the 'Scooby Doo' series, pupils watched a cartoon version of it. They were then asked to write a profile of their favourite character, providing interesting details for the reader.

Introduction

My favourite character is a Mummy. Learn more about mummy here

Appearance

He is wrapped in toilet paper. Don't try that though! How striped he is! He is an old, wrinkly and white mummy.

Super powers

He likes to scare people, especially Shaggy and Scooby!

How do you scare people?

Worst enemies

His worst enemy is the embarmers because they put him in a pyramid.

Diet

He has a crumb a day.

What little that is!

What do they do?

They go around chasing people with their arms in the air.

Piece C – a recount

Context: After a class discussion, pupils were asked to identify and write about a sad event that they could remember clearly.

In Reception 2014, it was a cold, wet, damp day. I was playing in the rainy, slippery playground with my great, kind brother and friends, Daniel, Dylan, Jory and Ned. I was chasing them on the stamper, grey concrete when I slipped on single sand and then... I cracked my head on the black gate. There were gallons of blood. I was carried through the school and taken to hospital. There it died down and I got a snack. It was a KitKat and some M&Ms. Then my head got stitched to keep it together. Finally I went home because I couldn't go back to school.

Piece D – a narrative

Context: After reading several 'Tinga Tinga Tales', pupils worked together to list possible features of animals that would provide an effective start to a 'Tinga Tinga Tale'. Pupils then selected one feature and wrote the opening to the tale, setting the scene, outlining the animal's problem, and providing the beginning of the answer to the title question.

Write a tinga tinga tale

How the penguin got his beak
There was a time when
penguin's didn't have beaks nor
fur nor hair. They liked it but
there was a enormous problem.
The problem was that.... they
couldnt talk! Now this is a
story about a penguin
called babely. He couldnt
talk as he lived in the olden

days but he lived in a really
cool place. He lived in a cave
at the top of mount Kenya.
One day he was humming a
sad song when lion came in
excitedly. "Hey penguin" said
lion. "mmmm" said penguin, "we found
some make-your-mouth-flowers"
said lion "come on". So lion
and penguin slid down the
mountain and into a field with
the flowers at the bottom.

Piece E – a letter

Context: Towards the end of the school year, pupils were asked to think about how they would introduce themselves to their year 3 teacher. They were asked to identify information that they wanted the teacher to know about them, and ask any questions they had about the start of the new school year.

Dear Miss

XXXXXX

My favourite subject is science because I like experiments. However I don't like the thought of swimming because I'm only in stage 2. I'm worried about playing in the KS2 playground because of the big kids. My favourite lessons are history and art because I like drawing and investigating famous people. My favourite foods are burgers and spaghetti because I like beef and pasta. My favourite music is one call away by Charlie Puth. My best author is Francesca Simon, the author of the Horrid Henry. I'm scared of going on longer school trips. My favourite present is lego. What's our 1st topic? What is our 1st school trip? Can't wait for y3!

From

2017-18
Exercise 2
Pupil B

The collection includes the following pieces:

- A) a letter
- B) a recount
- C) a letter
- D) a narrative
- E) a narrative

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)

Piece A (a letter): This short first-person narrative, written in one section, is consistently presented from the point of view of the character, Sunny. In keeping with the features of a letter, it includes an appropriate greeting (Dear family), a sign-off (Love from Sunny xxxx), and an enthusiastic postscript in the form of a question (Did you ever guess...?). Repetition of the adverb 'very' is used to emphasise the heat (very, very, very hot), and an -ly adverb expresses Sonny's strong dislike of the food (disgustingly horrible). Vocabulary is mostly simple, but appropriate (fun...hot), with some use of subject-specific words to support purpose (aquarium...fishes...octopuses...cooler).

Piece B (a recount): This recount of an 'alternative' school sports day is chronologically organised into three sections, each with a subtitle. Simple adverbials [not a KS1 expectation] of time support the sequencing of events (First...After the dancing...In the afternoon...After that...Then), and an -ly adverb expresses the writer's point of view (Unfortunately it rained). The pupil offers their personal thoughts and observations on the activities (I wasn't the best at the scooter...I was a little bit better at the skipping-ropes...it was fun... it was funny...it was yummy and delicious). The final exclamation, with its humorous connotation, provides an apt summary of the day (What a tiring Sports Day it was!).

Piece C (a letter): This forceful letter makes good use of emphatic statements to convey the writer's strength of feeling (The hospital is a disgrace! ...Rats are spreading diseases everywhere!). Vocabulary is often emotive (disgusting...dying...blown off...disgrace), and noun phrases describe the state of the hospital (no clean sheets...a filthy hospital) and what is required (clean sheets...healthy food). The concluding statement reiterates the urgency of the appeal, which is emphasised through the use of an exclamation mark (We need it immediately!).

Piece D (a narrative): This well-structured story reflects the traditional tale on which it is based (They lived in a dilapidated shack... She would dream of being a princess...I can make you rich...Your wish is my command), drawing on the language of storytelling to engage the reader (Once upon a time...a strange lady...Night after night...ate and ate and ate). Varied sentence types support both narrative and dialogue: statements (She rubbed the magic shell and a genie swirled out!); questions (Please can we have some food?); and a command (give me the magic shell now), whilst expanded noun phrases are used to good effect, providing detail for the reader (her bossy, mean mother...a dilapidated shack...an under water cave...piles of coins). Ideas are developed sequentially, and the piece draws to a satisfactory conclusion with the granting of the two wishes.

Piece E (a narrative): This simple first-person narrative provides some details of the likes and dislikes of its main character, Sunny. Vocabulary choices are appropriate and there is an attempt to capture the atmosphere of the environment (sandy, hot and dry...dark, wet, spooky). Expanded noun phrases describe and specify (big big family...the perfect place to live...a bird that squawks really loudly), and -ly adverbs are used to emphasise how noisy the bird is (really loudly...really loud).

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

Piece B (a recount): This piece provides a chronological record of the activities which pupils engaged in following the cancellation of their school sports day due to rain. It depicts the pupils' preparation for the planned event (First we got into our PE kits), the start of the team games (We did the skipping rope and scooter), the reason for abandonment (Unfortunately it rained), and the alternative activities enjoyed by the class (We danced to you tube...In the afternoon we played Cheeky Chimps). Writing is predominantly in the first person, describing the writer's own activities and enabling personal comment (I wasn't the best at the scooter...I had three strawberries). This piece also provides evidence for writing a simple coherent narrative about a personal experience.

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

Sentences are mostly demarcated with capital letters and full stops, and question marks are used correctly when required:

- Did you ever guess I might be the worlds greatest swimmer? [A]
- What is your wish, master of the shell? [D]
- Please can we have some food? [D]

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

Piece A (a letter): The present progressive is used to convey Sunny's ongoing visit (I'm staying), whilst the simple present depicts his current thoughts (I'm ready...It is very, very, very hot...I'm very hot...I hope it's cooler). The simple past appropriately conveys Sunny's reactions to a past experience (it was so much fun), and there is use of the present perfect to convey recent events which are still relevant (I've tasted ice cream); however, this is not a KS1 expectation.

Piece B (a recount): In keeping with the features of a recount, the past tense is used correctly and consistently throughout. The simple past is used to present the events of the day and the writer's reactions to them (we got into our PE kits...it rained...We danced...it was fun...There were photos), whilst the past progressive conveys continual actions (we were getting wet...it was raining).

Piece C (a letter): The simple present conveys the immediacy of the situation (The hospital here is disgusting...they have no food...the men are also ill), whilst the present progressive signals the seemingly endless malaise and the ongoing efforts of the nurses (The men are dying...Rats are spreading...are helping the soldiers). The scenario, provided to help justify the appeal for supplies, appropriately adopts past tense verb forms (There was a boy in the war...he was running...he saw his leg was blown off).

Piece D (a narrative): The narrative maintains consistent and correct use of the past tense (she saw piles of coins...she was thinking...she thought of escaping...a genie swirled out), with appropriate use of the present tense in dialogue (I wish you would get your head out of the clouds ... What is your wish, master of the shell?).

Piece E (a narrative): Tense is used appropriately: the simple present signals the current state of affairs and the writer's viewpoint (I live in the Kalarhari Desert...I eat scorpions...eggs don't agree with me), whilst the simple past conveys recent events (I went to Aunt B's...I went to the farm).

The pupil can, after discussion with the teacher: use co-ordination (e.g. or / and / but) and some subordination (e.g. when / if / that / because) to join clauses

Piece A (a letter): Although this piece consists predominantly of single-clause sentences, there is occasional use of co-ordination to link ideas (I'm staying at the aquarium and I'm ready to swim...It is very [...] hot and I'm very hot).

Piece B (a recount): Co-ordination is used to indicate contrast (but I wasn't the best...but I was a little bit better) and to link simple ideas (We danced to you tube and Miss xxxx put on the Gummy Bear dance), whilst subordination conveys the reasoning behind the changes to the day (Unfortunately it rained so we had to go inside because we were getting wet!).

Piece C (a letter): Co-ordination is used to link ideas: the young soldier's ordeal, detailed through the use of multiple co-ordination, highlights the essential work of the hospital (There was a boy...and he was running...and the next thing he saw his leg was blown off), whilst the combined use of 'and' and 'but' places emphasis on the specific role of the nurses and their reliance on supplies (My team of nurses have been trained and are helping the soldiers but we still need medicine).

Piece D (a narrative): Ideas are predominantly linked through the use of co-ordination (she saw piles of coins and there was rubies but in the middle was the magic shell...the door slammed and Danielle was trapped!), whilst subordination establishes the link between events (when she was in there she saw piles of coins), indicates parallel actions (she was thinking while Malifacient was running away), provides reason (she felt hungry so she said), and offers clarification (ate until they were full).

Piece E (a narrative): Ideas are mostly linked through co-ordination (I don't like the rain or the dark...I went to the farm and eggs don't agree with me...I haven't tried it yet but it looks nice), with some use

of subordination (including the use of 'that' as a relative pronoun, which is beyond the KS1 programme of study) within more ambitious sentence structures (At Uncle Bob's there is a bird that squawks really loudly if there is danger so it makes a noise really loud.).

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:

- sandwich, much, cooler [A]
- danced, keeping, afternoon, tiny [B]
- hospital, disgusting, trained [C]
- shack, swirled, Please [D]
- perfect, loudly, chicken [E]

Across the collection, there is sufficient evidence of correct spelling to meet the statement.

Where correct graphemes have not been selected, the pupil makes phonically-plausible attempts at spelling, including attempts to spell unfamiliar vocabulary:

- Unfortanutly , delicious [B]
- diases, medicene, imedatily [C]
- dilapadated, essaping [D]
- beettles [E]

Piece A – a letter

Context: As part of a class project based on 'Meerkat Mail' by Emily Gravett, the class considered how Sunny might feel as he explored his new environment. Pupils then wrote a letter home, in the role of Sunny.



Dear family

I'm staying at the aquarium and I'm ready to swim with the fishes and octopuses. It'll be so ~~much~~ much fun! It is very, very, very hot and I'm very hot. I hope it's cooler in the tank. I've tasted some ice cream, cheese sandwich and some fruit - it's all disgustingly horrible. I've swam with the octopuses and fishes. It was so much fun. I didn't want to get out! Love from Sunny x x x x

P.S. Did you ever guess I might be the world's greatest swimmer?

Piece B – a recount

Context: As rain stopped the class sports day, alternative activities were provided. This recount details what the pupils did instead of participating in their sports day.

Games Outside Sports Day

First we got into our PE kits and then we got into our teams. I was in Galloping Gorillas! We did the skipping rope and scooter but I wasn't the best at the scooter but I was a little bit better at the skipping-ropes. Unfortunately it rained so we had to go inside because we were getting wet! We danced to youtube and Miss XXXX put on the Gummy Bear dance, the chicken dance and it was fun!

Making a poster

After the dancing we did some posters about keeping healthy and fit. We also watched a video to keep us healthy and fit and it was funny. There were photos of children eating fruit and picking fruit and also keeping fit while

it was raining.

Cheeky Chimps

In the afternoon we played Cheeky Chimps. We had to throw toys but under arm. After that we went back to the class and we had a tiny bit of choosing and I had three strawberries and it was yummy and delicious. Then it was tidy up time and hometime. What a tiring Sports Day it was!

Piece C – a letter

Context: As part of a class history project, pupils learned about conditions in the hospital where Florence Nightingale was stationed. Using online written and pictorial resources, the class researched facts about Florence Nightingale and her work.

They discussed what Florence might have written to the Secretary of State for War, Sidney Herbert. Vocabulary was listed and pupils revisited the features of letter writing before producing their own version of Florence's words.

Dear Sidney Herbert

The hospital here is disgusting. The men are dying and they have no food, no clean sheets and the men are also ill. There was a boy in the war and he was running through some fire and the next thing he saw his leg was blown off. The hospital is a disgrace! Rats are spreading diseases everywhere!

My team of nurses have been trained and are helping the soldiers but we still need medicine, toothbrushes, clean sheets and healthy food. Germs and rats were there too. What a filthy hospital it is!

We need tooth brushes, healthy food, clean sheets, medicine, knives and forks and drinks. We need it immediately!

Florence Nightingale

Piece D - a narrative

Context: The class watched a video version of 'Aladdin' before sequencing the events in the story and exploring useful vocabulary. They then wrote their own version of the tale.

Once upon a time there lived a little girl called Danielle. She lived with her bossy, mean mother. They lived in a dilapidated shack. She did all the work and she said 'I wish you would get your head out of the clouds.' She would dream of being a princess, marrying a prince, being rich and eating better food. One day she met a strange lady and she said 'I can make you rich.' They went to an under water cave she said 'get the magic shell.' So she did. Unfortunately when she was in there she saw piles of coins and there was rubies but in the middle was the magic shell. Malificent said 'you fool. give me the magic shell now.' But it was too late the door slammed and Danielle was trapped! Fortunately she was thinking while Malificent was running away. Night after night she thought of escaping. She rubbed the magic shell and a genie swirled out!

What is your wish, master of the shell?' said the genie. Danielle said 'I wish to go back home.' Your wish is my command.' Danielle was back at her own home and she felt hungry so she said 'Please can we have some food?' The genie said your wish is my command. They had food on a table and ate and ate and ate until they were full-

Piece E – a narrative

Context: As part of a class project based on 'Meerkat Mail' by Emily Gravett, pupils were asked to consider how Sunny might have adapted to the places he visited. The class discussed the story, gathered possible ideas, and listed useful vocabulary before writing in the role of Sunny.

I live in the Kalarhari Desert and I have a big big family, I eat scorpions and my family are too close. I need to find the perfect place to live. When I went to Aunt B's and Uncle Rob's it was too dark and wet. I don't like the rain or the dark or Madagarsgar or the rain forest. I do like scorpions, birds, beetles, plants and fruit. I also like my home because it's sandy, hot and dry. At Uncle Bob's there is a bird that squawks really loudly if there is danger so it makes a noise really loud. On Wednesday I went to the farm and eggs don't agree with me. Edward lives on a farm, he likes chicken and I haven't tried it yet but it looks nice to me. Madagarsgar is dark, wet, spooky and I don't like it.