

# **Greater Depth Writing in KS1**

**2017-18**

**Standardisation**

**2017-18**  
**Exercise 1**  
**Pupil A**

The collection includes the following pieces:

- A) An African Market – a description
- B) Little Red Riding Hood – a story retell
- C) Plant a Seed – instructions following a class activity
- D) Dear Diary – a diary entry
- E) Paris– a description of a film setting

All of the statements for 'working towards the expected standard', working at the expected standard' and 'working at greater depth within the expected standard' are met.

**The pupil can, after discussion with the teacher: write effectively and coherently for different purposes, drawing on their reading to inform the vocabulary and grammar of their writing.**

Piece A: Following a class reading of 'Grace & Family', the pupils wrote about Grace's visit to the market. Short sections, written in the present tense, lead the reader through the various aspects of the market place: fruit, spices, materials. Varied sentence forms ('Have you ever heard about an African market?' (question); 'What an amazing place it is!' (exclamation); 'You must come and experience it!', (command)) add interest for the reader and help to depict the atmosphere of the setting. Expanded noun phrases ('the most juciest mango's ever'; 'there are intrecate cloths for sale'; 'with the most beautiful patterns') and the use of subordination ('because it will make your mouth water') add to the vivid picture painted by the writer.

Piece B: The writer holds closely to the structure of the traditional tale and includes several examples of the language associated with this type of story ('Once there lived'; 'One fine summer's morning'; 'took the basket of apples; kissed her mother goodbye and set off'). The writing is clear and well organised with some attempts at paragraphing. This helps ideas develop and supports the storyline as it moves forward. Each section introduces a new event or character within the story ('Once there lived'; 'it was a wolf!'; "'Oh goody!" said Grandma'; 'Suddenly'). The writer manages the respective voices of the narrator and the characters effectively throughout the piece ('The wolf has thought up a horrid, cunning plan.'; "Why don't you pick some lovely flowers?"; 'Suddenly Granny raced to the door with the wood cutter.'; "Stop right there"). There is appropriate use of simple past tense for the narration of the story (('It was a wolf.'; 'So Little Red flung on her best, red cloak') with some progressive forms (Little Red's mother was packing.). Simple present tense is used for speech within the story ("What are you doing all alone?; "Yes!" Little Red said "that is a great idea!") with some progressive forms ("she is feeling poorly"; "I am taking this fresh fruit to Granny".) Confident use is made of speech-like phrases ('Oh goody'; 'Ooo www') and this contributes to the story telling and establishes the characters within the story. Precise vocabulary choices add to the overall effectiveness of the writing ('fresh apples'; 'the wolf squealed'; 'Granny screamed and slammed the door.'). There is experimentation with inverted commas and an ellipsis, drawn from the writer's reading.

Piece C: The numbered sections give details of the steps within the task of planting a seed. This creates a coherent structure for the piece. The use of adverbs ('Firstly'; 'Secondly'; 'Next') adds precision to the time sequence of the process. Clauses are joined by co-ordinating conjunctions identify alternatives or link ideas together. ('china or plastic'; 'good quality seeds and a bag of fantastic soil').

Piece D: The writer takes the role of Grace, following a reading of 'Grace and Family'. Writing in the first person, the 'voice' of Grace draws upon the vocabulary of the original story ('It was from Papa'). The sections within the writing are short and the ideas are not developed. However, there is an attempt to write within the role, showing empathy with the thoughts and feelings of Grace in response to being presented with the opportunity of visiting her father ('I couldn't believe my eyes'; 'I couldn't wait'; 'I felt joyful'). Varied sentence forms communicate Grace's feelings of excitement about her day and the trepidation she feels about the possibility of the trip 'What a amazing day I have had!' (exclamation), 'will I like it there?' (question),'. The simple past tense is used appropriately throughout, with some instances of present tense ('because I have the opportunity to go'; 'I also feel sad because when I am away Ma might feel lonely'). The use of subordination, ('When I got home from School'; 'I felt joyful because I have the opportunity'), and co-ordination, ('It was from Papa but what could be inside?') contribute to the overall effectiveness of the writing.

Piece E: Careful selection of vocabulary ('twinkling stars'; 'beautiful SKY'; 'chuffing and puffing') all help to set the scene. The simple present tense is used appropriately throughout. The sentence 'As the snow falls the cars drive carefully because the roads are icy.' acts as a clue to the reader, leading to the next setting, the train station. Varied sentence forms, 'Do you know how he got there?' (question), 'come and catch your train now!' (command) and the direct, informal appeal to the reader ('Oh look') all seek to interest the reader, contribute to the atmosphere and hint at the puzzle of the boy within the clock.

**The pupil can, after discussion with the teacher: make simple additions, revisions and proof-reading corrections to their own writing**

Insertions:

- 'sell' [Piece A]
- 'you' [Piece B]
- 'can' [Piece E]

Revisions of spellings:

- 'juciyest' and 'colourful', 'pineapple' [Piece A]
- the addition of, and then the second attempt at spelling, the word 'firey' [Piece A]
- 'china' [Piece C]

**The pupil can, after discussion with the teacher: use the punctuation taught at key stage 1 mostly correctly**

Almost all sentences are correctly demarcated with capital letters and full stops. Question marks and exclamation marks are correctly used to punctuate commands, exclamations and exclamatory sentences:

- 'You must come and experience it!' [Piece A]
- 'What a day of excitement' [Piece A]
- 'Stop right there!' 'Ooooo wwwww!' [Piece B]
- 'Do you Know how to plant a seed?' [Piece C]
- 'will I like it there?' [Piece D]

Commas are used to separate items in a list:

- 'Chilly, ginger, turmeric and cumin' and 'silky, colourful' [Piece A]

Apostrophes are used correctly to indicate omission:

- 'I'm', 'we'll' [Piece B]
- 'it's', 'you'll', 'you've' [Piece C]
- 'couldn't', 'I've', 'don't' [Piece D]
- 'they're' [Piece E]

There is limited use of apostrophes to indicate singular possession:

- 'granny's door', 'the wolf's big, furry nose' 'granny's door' [Piece B]

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

Spelling is mostly accurate: the pupil has applied the rules and guidance for years 1 and 2.

Where they are used, common exception words are correctly spelled (because, beautiful, eye, after, water, door), as are contracted forms (couldn't, isn't, you'll, they're).

**The pupil can, after discussion with the teacher:  add suffixes to spell most words correctly in their writing (e.g. -ment, -ness, -ful, -less, -ly)**

Year 1 suffixes are secure across the collection ('kissed', 'hanging').

There is use of year 2 suffixes, -ly and -ful being most often used 'friendly', 'sourest' [Piece A], 'excitement', 'suddenly' [Piece B] 'joyful' [Piece D] 'carefully', 'wonderful' [Piece E].

Suffixes are added to words where the -e at the end of the root word is dropped 'taking' [Piece B] and 'amazed', 'puzzled' [Piece D].

Suffixes are added to words of one syllable where the last consonant letter of the root word is doubled 'slammed' and 'skipping' [Piece B].

**The pupil can, after discussion with the teacher:  use the diagonal and horizontal strokes needed to join some letters**

The writing is mostly joined. There are examples of letters being placed slightly above or below the line. There is some insecurity around the sizing of the lower-case letters 'f' and 's'; there are examples of the letter 's' being written as S [Pieces A, C and D] and of the lower case letter 'f' being sized as a capital letter and wrongly placed on the line [Pieces B, C, D]. Overall, letters are of the correct size and orientation, with appropriate spacing between words.

### Piece A – a description

Context: before writing, the class set up an African style market in the classroom. Each table became a different stall where the pupils could describe the items they saw such as fruit, materials and spices. Pupils then watched a short video of an African market to set the scene prior to writing. This descriptive writing is linked to reading the story 'Grace and Family' by Mary Hoffman.

Have you ever heard about an African market?  
What an amazing place it is! It's a ~~simple~~ friendly place with loads of happy faces in it. You must come and experience it! Keep reading to find out more and more.

The fruit stalls <sup>sell</sup> the most juiciest mango's ever ~~and~~ and the sourest grape fruit ever. You must experience the delicious ~~pineapple~~ pineapples because it will make your mouth water. The soft, squishy banana tastes scrumptious.

On the stalls that sell spices there is a chilly, pungent ground ginger, ~~and~~ turmic and cumin. Be ~~careful~~ careful because you might get some ~~spices~~ spices in your eyes and that would sting!

Other than food there are intricate cloths for sale. There are silky, ~~cool~~ colourful cloths with the most beautiful patterns on. African fabric is the best in the world.

## Piece B – a story retell

Context: the pupils retold the story of Little Red Riding Hood. They listened to the story and acted out the main events of the story through role play before writing the story themselves.

Once there lived a little girl called Little Red Riding Hood. She was called this because she loved red. One fine Summer morning Little Red's mother was packing some fresh apples for Little Red to take to granny. Mother said "Will you take these fresh apples to granny because she is feeling poorly!" So Little Red slung on her best red cloak, took the basket of apples, kissed her mother goodbye and set off. When she was skipping through the woods she said hello to the animals but there was some-one hiding behind a tree...

...It was a wolf! "What are you doing all alone in the woods little girl?" he asked. Little Red said "I'm taking this fresh fruit to granny!" "Yuck!" said the wolf he didn't like fruit. The wolf had thought up a horrid, cunning plan. "Why don't you pick some lovely flowers for granny?" he suggested. "Yes!" Little Red said "that's a great idea!" Then the wolf slipped off to granny's house. The wolf knocked on granny's door and a voice answered "Is that my dear little Red?" "Yes!" the wolf squealed. "Let me in it's breakfast time!"

"Oh goody!" said granny. "What's for breakfast?" the wolf said "You!" granny screamed and slammed the door on the wolf's big furry nose. "Oooga www w w!" he shouted. Granny ran out the back door and ran again to find help. Back at the cottage the wolf had finally got in. In the cottage now he could put his horrid, cunning plan into action. Little Red knocked on the door and the wolf squealed "Come in my dear!" When Little Red went in she was surprised!

"Why Granny!" She said "What big ears you have!" "All the better to hear you with my dear." growled the wolf. "And Granny!" Little Red said "What big, bristly arms you have!" "All the better to hug you with my dear." answered the wolf. "But ~~the~~ Granny!" She said "What big ~~big~~ teeth you have!" "All the better to eat you with my dear!" "Ahhhh hhhh!" ~~W~~ Little Red screamed. The Wolf pounced at ~~the~~ Little Red.

Suddenly ~~the~~ Granny faced in ~~the~~ the door, with the wood cutter. "Stop right there!" yelled the wood cutter. The wood cutter said "Other wise I'll chop you up into a bird house!" The Wolf ran away. Granny said "Now let's all have breakfast!" "What a day of excitement!" Little Red said.

### Piece C - instructions

Context: this piece of writing related to a science topic based on plants and animals. Prior to writing, the pupils planted their own seeds. They noted each step of the planting process. After collectively discussing the features of instruction writing, the pupils wrote their own set of instructions.

Do you know how to plant a seed? Well your instruct because these are some super ~~best~~ instructions about how to plant a seed.

1. Firstly get some good quality seeds and make a bag of fantastic soil.
2. Secondly get china or plastic plant pot, ~~with~~ ~~in~~ Make sure it's medium!
3. After that put the fantastic soil in the china or plastic ~~pot~~ plant pot.

Next make three little holes with your little finger that you'll put your seed in. Make sure theres 1 seed per hole.

5. Then cover the ~~seeds~~ three seeds with more fantastic soil.
6. Add water when you have finished ~~these~~ <sup>these</sup>
7. Next put the plant pot somewhere where theres sunlight like your window sill. If there is no sunlight there then try in your garden.
8. After that water the seed reguly for the seed to have a drink.
9. Then after you've done all that you can watch it grow.



Piece D – a diary entry

Context: a diary entry written in role. Before writing this, pupils listened to the beginning of the story 'Grace and Family', explored Grace's character and collectively discussed her thoughts and feelings at this point in the story.

Dear Diary,  
What a amazing day I've had! When I got home from school I suddenly found a letter on the \* Kids table waiting just for me. I was amazed! It was from Papa but what could be inside?

I opened the letter and I couldn't ~~believe~~ believe my eyes. There right in front of me was two tickets for me and Nana to go to Africa!

I couldn't wait to go to and see my Papa in Africa. I felt joyful because I have the opportunity to visit Papa in Africa and meet his new family.

But I also feel sad things like when I am away my Ma might feel lonely. I feel puzzled because I don't know what to do. What shall I do?

I decided to go and see my Papa. Will I like it there?  
Love Grace

## Piece E – a description

Context: the stimulus for the writing was the opening sequence of the film 'Hugo.' The pupils described the film setting. Before writing, the pupils segmented the film sequence into 3 parts: Paris, the train station and the clock where the boy lives. The pupils worked in pairs to describe the 3 parts and generate vocabulary. This was then shared collectively before the pupils wrote.

What a wonderful place Paris is! Have you ever seen the enormous Eiffel Tower! From above the lights of the city look like twinkling stars from the beautiful sky. In the night the Eiffel Tower lights up brightly. As the snow falls the cars drive carefully because the roads are icy.

What a chaotic train station this is. As you step into it you can hear all of the trains chuffing and puffing along the train tracks. Also you can hear the conductor shouting "come on and catch your train now!" Others are happy but others are sad because they're leaving their families. As you walk through the train station you can see an eye-catching clock hanging from the ceiling. On look there's a boy in the number 4 of the clock. The boy's hair looks very rough! How did he get there? Do you know how he got there?

**2017-18**  
**Exercise 2**  
**Pupil C**

The collection includes the following pieces:

- A) a narrative
- B) a letter
- C) a diary entry
- D) a non-fiction leaflet
- E) a recount

All of the statements for 'working towards the expected standard', 'working at the expected standard' and 'working at greater depth within the expected standard' are met.

**The pupil can, after discussion with the teacher: write effectively and coherently for different purposes, drawing on their reading to inform the vocabulary and grammar of their writing**

Piece A (a narrative): This detailed third-person narrative draws on its source material to provide a somewhat poignant alternative ending to the original book. Sentence types are deployed according to purpose: statements describe events (The boat was being tossed and turned by 6 massive waves and a current...He could see a grey shark...Suddenly the boy saw an archer hiding behind the sea monster), and express opinions (People say it was a sea monster); a question voices the boy's bewilderment (What is this evil?); commands capture his desperation (Help me Help me! ... Watch out!); and an exclamation emphasises his delight (What a Fantastic Prize this is!).

Tense is consistent and appropriate: the simple past is used to present actions and reactions (But then he saw his boat...The boy jumped...The shark stretched out his enormous tongue), whilst the past progressive conveys a sense of longevity (he was going in the opposite direction...the boy was getting cold...the other sea monster was waiting). The simple present is used to mirror the language of storytelling, suggesting that the original event was never fully understood (People say it was a sea monster...People say it was a heap of seaweed), and is appropriate to the boy's cry (What is this evil?).

The later discovery that the 'island' on which the boy lands is actually a sea monster (Just then a massive head came out of the water and the island had woken up from hibernation!) effectively links back to the hints alluded to at the beginning of the piece (a big lumpy green thing...People say it was a sea monster). Vocabulary choices are often precise (tossed... current...mainland... hibernation...archer...splattered), and expanded noun phrases create a detailed picture for the reader (a tremendous splash...a big yellow sphere with a dot in the middle...the deepest tied...a tiny desert island...a shack on stilts in the water far far away from the shore). Adverbs depict the manner in which things happened (Strangely... luckily...Slowly...Suddenly), and simple adverbials [not a KS1 requirement] support the chronology of the story (1 hour later...Soon...Just then).

Co-ordination is used throughout to link clauses and sentences (a boy went to the beach and brought a yot to sail...But then he saw his boat...the boy was getting cold but luckily there was an early spring). There is some use of subordination, for example, to depict an imaginary situation (The shark stretched out his enormous tongue as if to have one last try to save the boy), and to convey cause (since it was autumn).

The successive actions at the end of the story increase the pace, infusing tension and swiftly moving it towards the climax (But the archer shot, blood splattered everywhere, the archer shot again and the sea monster fell down dead), whilst phrases drawn from the pupil's reading create a fitting end (far far away...never to be seen again).

Piece B (a letter): This engaging piece establishes its letter form with an appropriate salutation (Dear Mr Fisher Shark) and sign-off (From XXX your old friend. xxx). Written in the role of the boy from the original story, information is organised into sections, each one dealing with a separate idea.

Statements provide background information, recalling the chronological sequence of events which led to the boy's rescue by the recipient, Mr Fisher Shark (I was playing with my boat...I scrambled up a quarter of the rock...I got pushed into a current). A conversational tone is established through the use of questions (If you ever see the barnacle island again, can you pull a limpit out and give it to me as a souvenir? ...Have you ever seen a large golden sphere in the rocks?), an inviting command (Let me tell you the story), and the use of idiom [not a KS1 expectation] (saved my neck). An exclamative sentence is used at the end of the piece, emphasising the perilous nature of the adventure (What a dangerous life I had!).

Precise choices of vocabulary, including subject-specific words, effectively detail the boy's experiences (limpit...souvenir...sphere...scrambled...plunged...washed up...clung), whilst expanded noun phrases describe and specify (a thick boney green rock...the murky depths).

Co-ordination supports the expansion of ideas (I scrambled up a quarter of the rock and then my dog began to bark), whilst subordination helps to establish the sequence of events (So I was playing with my boat when I felt like I was being watched), and is used to set up a request (If you ever see the barnacle island again...). Tense is consistent and appropriate throughout the piece.

Piece C (a diary entry): These amusing diary entries draw upon the characters and vocabulary of the famous poem on which they are based (Pea green boat...where the Bong Tree grows...packed honey and money wrapped up in a 5 pound note...There's the pig!...was that the Turkey...on his hill...?). The writer takes on the character of the owl, relating events through a predominantly first-person narrative (I had a very long day today).

In keeping with the features of a diary, there is consistent use of the past tense: the simple past informs the reader of the events of each day, and the owl's thoughts (I had a very long day today...I spotted something...It was a ginger cat...I swooped down), whilst the past progressive conveys a continuous action (I was flying). There is some loss of coherence in the second section as the diary appears to slip into dialogue with use of the present tense (There's the pig! ...I'm not arguing...), becoming increasingly more story-like.

The piece is appropriately structured into three sections, covering three different days, reflecting the original poem in which 'Day 366' represents a year and a day. Within each section, events are described sequentially, with some use of adverbs to support a simple chronology (First... Then...finally...Nearly there).

Most sentences are statements, conveying different aspects of the adventure (I spotted something that stood out much more...Then I flew right to the boat without thinking); the repeated use of exclamation marks at the start of the second section emphasises the owl's excitement on arriving at their destination (We've finally reached it! ...We've reached the Bong Tree! ...There's the pig!). Questions express the owl's internal thoughts (But what was the bright green thing? ...Wait was that the Turkey....on his hill....in the middle of the ocean?) and the cat's interrogation of him which signals the next stage of the journey (Do you want to go on a voyage to where the Bong Tree grows?).

Co-ordination is used to link information and provide additional detail (First I went to the beach and found a very red crab), and to signal that something was not quite as expected (Was that the Turkey...? It was! But there was something different). There is some limited use of subordination to establish the timing of events (When I got about a quarter of a mile closer...When I got to the boat...As puss got in).

Vocabulary choices are drawn from, and are reflective of, the original poem (to my horror...the bright green thing...Hey Pig...grunted...haul the ankor in...like a catapult...down into the ocean). The structural patterning in the first section is reminiscent of that used in traditional tales, suggesting that the pupil is drawing on their wider reading (I spotted something that stood out much more. It was something light orange. It was a ginger cat!).

Piece D (a non-fiction leaflet): Information is organised into brief sections, each with a question as a subheading (Where is India? ...What are the human features? ...What do they eat?). As befits its purpose, statements are used to convey information about the country and its people (There are giant handfuls of man made buildings in India...They love dancing and festivals).

Tense is consistent with correct use of the simple present throughout. (India is in the Continent of Asia...There are giant handfuls of man made buildings in India...They also drink water and tea).

Subject-specific vocabulary supports the purpose of writing (Continent...equator...physical features...season...monsoon), although this is often simply listed rather than being expanded into more meaningful points. Similarly, although noun phrases provide additional detail for the reader, their list-like structure results in some loss of coherence (hot, dry deserts, the holey Gange river, the wet, warm monsoon, the cold, shivering cold season...).

Co-ordination is used to link related nouns (spices and curry and rice and fish), and the final statement uses subordination to explain why people dream about the monsoon (They auctually dream about the monsoon because they love it so much).

Piece E (a recount): Events are recorded in chronological order and are organised into sections, each with an appropriate subheading, signalling the activities, places visited, and reactions to the day (Setting off...The Marine Lake...Scared of the highs). Adverbials [not a KS1 expectation] help the reader to understand when and where events took place (Yesterday...to Clevedon...About two minutes later...on a beach...After alot of dilly dally...to a pier...A while later...to a muesium), supporting overall coherence.

The first-person narrative is appropriate to a personal recount, and is consistent throughout (I got on a bus...we heard a voice...I went to see a lake...I was quite scared). Past tense verb forms depict various aspects of the outing, including correct use of some irregular forms (We were going to Clevedon...I took off my seatbelt...I saw a nice green plain...also made some [...] sculptures).

Most sentences are statements, but there is some variation through the use of a command (Put on your seatbelts please), a question (How cold was he?), and an exclamation (What a brave man he is!), emphasising the writer's amazement at what they have witnessed.

Co-ordination is used to convey additional detail (I got on the bus and sat down...we got about 13 or fourteen bits of rubbish and also made some medium Andy Gullsworthy sculptures), whilst subordination indicates the relationship between actions (When we were in the bus we heard a voice shout... When we had put our seatbelts on we set off...As I took off my seatbelt I stamped off the coach).

Detail is provided through some well-chosen vocabulary (cautiously...goggles... natural...pier) and ambitious expanded noun phrases (a nice green plain with two or three trees sprouted around...some medium Andy Gullsworthy sculptures...a pier that was a quarter of a mile long...names of people who had died in the war). Despite the lack of a closing statement, overall, the piece provides a coherent and effective account of the day's events.

**The pupil can, after discussion with the teacher: make simple additions, revisions and proof-reading corrections to their own writing**

- Insertions: that, shone, lonely, island [A]; and [C]; It's also, people [D]
- Revisions of spellings: handfuls [D]; Unfortunately [E]
- Proof-reading corrections have been made in several pieces, e.g. to alter a capital letter in Monday [B]; to change that to and [C]; and also to sometimes [D].

**The pupil can, after discussion with the teacher: use the punctuation taught at key stage 1 mostly correctly**

Almost all sentences are correctly demarcated with capital letters and full stops.

Question marks are used correctly where needed:

- What is this evil? [A]
- Have you ever seen a large golden sphere in the rocks? [B]
- Do you auctully know what that barnacle island really was? [B]
- But what was the bright green thing? [C]
- Do you want to go on a voyage to where the Bong Tree grows? [C]
- Where is India? [D]
- What are the human features? [D]
- How cold was he? [E]

Exclamation marks are correctly used to punctuate commands, exclamations and statements:

- Suddenly the boy saw an archer hiding behind the sea monster! [A]
- Watch out! [A]
- What a dangerous life I had! [B]
- We've finally reached it! [C]
- There's the pig! [C]
- What a brave man he is! [E]

Commas are used correctly to separate items in a list:

- China, Nepal, Pakistan, Thailand and the Himalayas [D]
- railways, markets, cities, temples and ancient buildings [D]

There is limited use of apostrophes for contracted forms, but where used they are correct:

- We've, There's, I'll, I'm [C]
- It's [D]

There are limited instances of apostrophes being used to indicate singular possession, but these are correct:

- the boy's boat [A]
- half a giant's head [C]

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

Where they are used, common exception words are correctly spelled (people, because, hour, there, could, behind, every(where), again, even, old, after, who, half, money).

**The pupil can, after discussion with the teacher: add suffixes to spell most words correctly in their writing**

Year 1 suffixes are secure across the collection, e.g. lumpy, deepest, forced, waiting, splattered [A]; being, watched, floating [B]; blushing, pointed, closer, looked [C]; shivering, burning, comforting [D]; stamped, sprouted, carved [E].

There is use of year 2 suffixes, (e.g. -ment, -ness, -ful, -less, -ly) although this is limited mainly to -ly:

- Strangely, lonely, luckily, Slowly, Suddenly [A]
- really, carelessly [B]
- massively, finally, Nearly, frantically, Quickly [C]
- handful(s) [D]
- Unfortunately, cautiously [E]

Suffixes are added to words where the -e at the end of the root word is dropped: saving, hiding, [A]; saving [B]; arguing [C]; including, dancing [D].

Suffixes are added to words of one syllable where the last consonant letter of the root word is doubled: getting [A]; spotted, wrapped, dropped, grabbed [C]. The word married is also correct in [E].

Use is also made of suffixes beyond the KS1 programme of study: direction, hibernation [A]; dangerous [B]; fearsome [D].

**The pupil can, after discussion with the teacher: use the diagonal and horizontal strokes needed to join some letters**

Letters are sometimes joined, although this is not yet consistent across all pieces. Capital letters are sometimes joined to lower-case letters.

There is some insecurity around the sizing of the lower-case letters, in particular 's, t, k' and some examples of letters being placed slightly above or below the line, e.g. p, g and y.

Piece A – a narrative

Context: As part of their work on 'The Sea Monster' by Christopher Wormell, pupils sorted adjectives to describe characters from the book. They added adjectives for each character before writing their own character description. This was then used to support their writing of a story ending, based on the original book.

Down in a shiny light ocean...  
...there was a tremendous splash <sup>that</sup> hit the shore and a big lumpy green thing smashed into a sharp pointy rock. People say it was a sea monster. People say it was a heap of seaweed. 1 hour later a boy went to the beach and brought a yot to sail. Strangely a big yellow <sup>shore</sup> sphere with a dot in the middle. What a fantastic prize this is! said the boy. But then he saw his boat far far away from the beach. The boat was being tossed and turned by 6 massive waves and a current. The boy jumped into the deepest <sup>tid</sup> he could find and swam in the direction of his yot. But wait a minute he was going in the opposite direction of his boat! "Help me Help me!" But it was far too late, he was too far away from the safe mainland. He could see a grey shark. It was saving him.



The shark stretched out his enormous tongue as if to have one last try to save the boy. But the boy got forced into a strong current and he landed on a tiny desert island. There was one <sup>lonely</sup> tree on the desert island and since it was autumn the tree had no leaves. Soon it was winter and the boy was getting cold but luckily there was an early spring came and the desert island started to move. What is this evil? the boy shouted. Just then a massive head came out of the water and the <sup>island</sup> had woken up from hibernation! Slowly it swam across to the shore where the other sea monster was waiting with the boy's boat. Suddenly, the boy saw an archer hiding behind the sea monster! Watch out! screamed the boy. But the archer shot, blood splattered everywhere, the

archer shot again and the sea monster fell down dead. The boy was so angry that he built a shack on stilts in the water far far away from the shore and lived there never to be seen again.

Piece B – a letter

Context: Following a reading of 'The Sea Monster' by Christopher Wormell, pupils explored the characters' actions within the story. They then read several examples of letters and made comments about the successful elements of these. Pupils generated ideas about what might be included in a 'thank you' letter to Mr Fisher Shark. Using the class's list of ideas, pupils wrote their own letter.

Dear Mr Fishershark

Thank you for saving my  
life back then on Monday.  
If you ever see the barnacle  
island again, can you pull a  
limpet off and give it to me  
as a souvenir?

Have you ever seen a  
large golden sphere in the  
rocks? Do you actually know  
what that barnacle island  
really was?

Let me tell you the story.  
So I was playing with my  
boat when I felt like I  
was being watched. I saw  
a thick boney green rock.  
I scrambled up a quarter of  
the rock and then my dog  
began to bark. I saw my  
yacht far out of my tiny  
reach floating far off to

Sea. I carelessly dived into  
the murky depths. I got pushed  
into a current and in the  
evening I got washed up  
on an island and clung onto  
barthacles, then you came and  
saved my neck.

What a dangerous  
life I had!

From ~~xxx~~ your  
old friend. ~~xxx~~

## Piece C – a diary entry

Context: Following a reading of 'The Owl and the Pussy Cat' by Edward Lear, pupils explored the language within the poem and learned and performed it. Pupils read several diary extracts and, through hot-seating activities, generated ideas about where the characters from the poem might go on their journey. The class created a list of relevant vocabulary and planned and wrote their own diary extract as the owl over several days.

### Day one

I had a very long day today. First I went to the beach and found a very red crab. It looked like it was blushing. The crab pointed to something that stood out massively. When I got about a quarter of a mile closer, to my horror, it was bright green that <sup>and</sup> looked like half a giant's head just about to be sick. Then I spotted something that stood out much more. It was ~~some~~ something light orange. It was a ginger cat! But what was the bright green thing? I flew another quarter to the bright green thing. I saw a sentence on the green thing, it said "Pea green boat". Then I flew right to the boat without thinking. When I got to the boat the cat asked me, "Do you want to go on a voyage to where the Bong Tree grows?" I said "yes" and we packed honey and money wrapped up in a 5 pound note. We set sail. The adventure had begun.



## Day 366

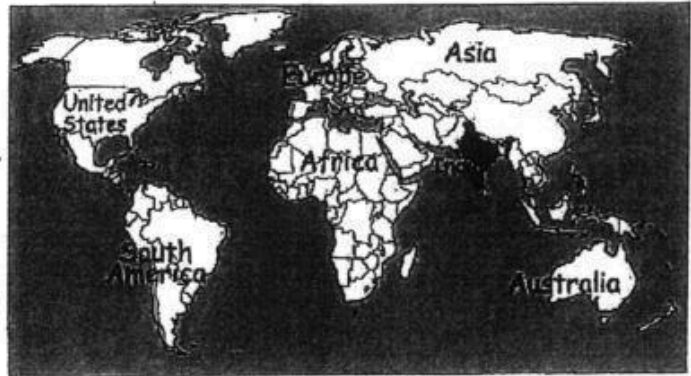
We've finally reached it! I said ~~nothing~~ excitedly. We've reached the Bong Tree! Woh! There's the pig! Hell Pig I'll sell you one shilling for your Hng. You can have two, grunted the Pig. Okay I'm not arguing, said the ginger cat. Right haul the ankot in. Oh no I dropped it just on one side! As Puss got in it hung her 13 miles away like a catapult.

## Day 368

Nearly there, I was flying frantically to get Puss back. Wait what was that the Turkey... on his hill... in the middle of the ocean? It was! But there was something different. Puss was on the hill! She looked unconches. Quickly I swooped down <sup>and</sup> grabbed Puss and Turkey. I slung them all the way to the land in the distance. But when I had slung them to the land I had fallen down into the ocean.

## Piece D – a non-fiction leaflet

Context: As part of a geography based project, pupils were asked to write a travel leaflet about India. The class listened to a reading of the traditional Bengali tale, 'The Old Woman and the Red Pumpkin'. Pupils researched the country and surrounding areas using an atlas, before sharing their findings with the class. They also watched video clips about the culture of India and noted down what they had found out. The class examined travel guides and identified features of their layout. Pupils discussed and shared ideas about the content of a leaflet about India and wrote their own version independently.



Where is India?

India is in the continent of

Asia next to China, Nepal, Pakistan, Thailand and the Himalayas.

It's also next to the Indian Ocean and the equator.

What are the physical features of India?

There are hot, dry deserts, the holy Gange river, the wet, warm monsoon, the cold, shivering cold season, the burning sometimes comforting hot season, wild, fearsome jackals and giant snakes.

What are the human features?

There are giant <sup>handfuls</sup> handfuls of man made buildings in India. Including: railways, markets, cities, temples and ancient buildings.

What do they eat?

The Indian <sup>people</sup> eat stuff like spices and curry and rice and fish. They also drink water and tea. They ~~also~~ <sup>sometimes</sup> drink coconut water to survive.

What is their culture?

They love dancing and festivals, fireworks and food. They ~~actually~~ dream about the monsoon because they love it so much.



## Piece E – a recount

Context: As part of an Edwardian history topic, the class visited Clevedon. Children looked at photographs taken during the trip and discussed details of the day. Working around a circle, children shared a different part of the day in sequence, identifying useful vocabulary, providing details, and generating ideas about their chosen part of the visit. Pupils then wrote their own recount about the day.

### Setting off

Yesterday I got on a bus and sat on some very nice seats. Unfortunately xxxxx was a bit sick. We were going to Clevedon in Edwardian clothes and to learn about Edwardians. When we were in the bus we heard a voice shout: Put on your seatbelts please. When we had put our seatbelts on we set off. We were gone.

### First Looks

As I took off my seatbelt I stamped off the coach and cautiously went down the steps. I saw a nice green plain with two or three trees sprouted around.

### The Marine Lake

About two minutes later I went to see a lake called The Marine Lake. As we walked further on we saw more of the lake. I even saw a man with goggles on swimming in the bright blue lake. How cold was he? What a brave man he is!



## The beach

We also went on a beach where we sorted out rubbish and natural items. In the end we got about 13 or fourteen bins of rubbish and also made some medium Andy Gullsworthy sculptures.

## Scared of the heights

After alot of dilly dally we went to a pier that was a quodreer of a mile long. It was so high I was quite scared. There were also names of people who had died in the war and some people who had got married carved into a rectangle of metal and stuck onto the pier.

## The old days

A while later me and my friends went to a muesium and looked at a small film of waves crashing into a small beach. We also looked at a few visions of the pier being built in Edwardian times.