

# **Greater Depth Writing in KS1**

**2018-19**

**Standardisation**

# **Exercise 1**

## **Pupil C**

The collection includes:

- A) an information text
- B) a fictional diary entry
- C) a recount
- D) a set of instructions
- E) a story

All of the statements for 'working at the expected standard' and 'working at greater depth' 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.**

Across the collection, the pupil writes effectively for different purposes. An information text presents facts about string instruments and suggests their possible effect on the listener. A diary entry, written in role, captures Samuel Pepys' possible reactions to the aftermath of the 'Great Fire'. A recount details the pupil's experiences during a school visit to a Victorian town. A set of instructions draws on the reading of 'George's Marvellous Medicine' to create a suitably disgusting recipe that will reduce a grandmother to the size of a mouse. A story provides a fictional account of a child's day at the seaside, accompanied by her favourite toy.

In all pieces, overall coherence is supported by organisational features. The instruments featured in the information text [A] are clearly signalled by subheadings (String instruments...Woodwind instruments). Subheadings also guide the reader to different aspects of the instructions [D], whilst simple adverbials [not a KS1 requirement] support the logical sequencing of the method to be followed (First...Then...Next...After that). In the story [E], a simple chronology underpins the events of the day, conveyed by the noun phrase "One sunny afternoon", and the use of adverbials (After they had had their picnic...back to her family...After that...on the way home).

The pupil maintains the coherence of the pieces within the collection, selecting the appropriate tense according to the purpose of the writing.

In the diary [B], tense is well managed. The simple past is used to recount recent events (What a frightful fire it was...it made a very big explosion), the past progressive indicates that the action of the soldiers went on for some time (soldiers were blowing houses up) and the simple present is used to pass comment (I am very fond of my cheese). Although not part of the KS1 programme of study, the pupil uses the modal verb 'will' to indicate the certainty of future actions and reactions (I will dig my cheese, wine and papers up...I will be very happy).

The recount [C] uses past tense verb forms to convey the events of the day and the pupil's actions and reactions to these (We quickly walked...I discovered...was showing...I first saw...they were extremely itchy), whilst the simple present is used to introduce a question (Do you think...?).

Within the story [E], use of the past tense is consistent and appropriate. The simple past, including correct use of irregular forms, is used to introduce the characters (there was a soft, cream teddy called Georgina...She loved doing lots of different things...cuddled all the time), and to convey the events of the day (Kiara's family went...They had a lovely time...They ate...Kiara heard...She quickly ran).

Across the collection, the pupil draws on their reading to inform the vocabulary and grammar of their writing.

In the information text [A], the pupil draws on the experience of a visit to the orchestra, describing the instruments that were seen and heard (soothing, calm string instruments...huge...extremely small...metal mouthpiece...as huge as an elephant's horrible, bumpy feet). The opening question addresses the reader directly and is skilfully constructed, incorporating an -ly adverb to suggest the writer's emotional response to the process (Did you know that, sadly, people have to cut off horse's tails to make the strings?). The repetitive use of 'some' and the choice of the co-ordinating conjunction 'but' supports an apt comparison (Some are huge but some are extremely small), though further usage of 'some' (Some examples) slightly detracts from the effect. Subject-specific vocabulary supports the purpose of the writing (strings...long bow...pluck...blow...mouthpiece... pressing...conductor's).

The opening exclamation in the fictional diary [B] emphasises the appalling scene witnessed (What a frightful fire it was!), whilst precise vocabulary choices indicate the ferocity of the fire (raging...destroyed...terrifying...spread). Expanded noun phrases capture the writer's passion for their treasured possessions (my delicious, precious cheese...my cheese, wine and papers), whilst a subordinate clause conveys the reason for burying the precious cheese (so it wouldn't get burnt). Although long, the final multi-clause sentence is effective and well controlled, summarising the writer's thoughts and feelings, and signalling their general optimism (I will dig my cheese...when the fire has ended and when it does end I will be very happy...because I am very fond of my cheese and I would love the fire to end).

In the recount [C], the pupil ably recalls the events of the day, providing a knowledgeable and engaging account of the visit. Some well-chosen, expanded noun phrases enable the reader to share in the experience (A lady dressed in old Victorian clothing...scary photographs of horrible, mean criminals), whilst vocabulary choices indicate the pupil's enthusiasm and learning (discovered...most interesting of all...balanced...made my mouth water...a draper's shop...extremely itchy). Ambitious multi-clause sentences present information succinctly (When I first saw the sweet shop it made my mouth water because I thought it looked tasty but it might not be...There was a police station that I disliked the most because there were scary photographs of horrible, mean criminals), suggesting that the pupil is drawing on the grammar of their reading.

The instructions [D] draw on the descriptive language and grammatical structures of the source text 'George's Marvellous Medicine'. Although only 2 sentence types are deployed, these are wholly appropriate. A question immediately engages the reader (Do you need to create a medicine strong enough for a nasty witch like mine?), whilst commands order (Follow this terrific recipe) and instruct (pour three tubfuls...place ten handfuls...squash fifty packs). Expanded noun phrases, reminiscent of the original text, provide an eclectic and intriguing list of ingredients (Three tubfuls of pitch black ink...Ten handfuls of witches rotten ear wax...Two bottles of bubbly bleach...eighty fluffy fleas), whilst -ly adverbs suggest the manner in which actions should be undertaken (simply...carefully).

In the story [E], the pupil bases the structure of the narrative on their reading of 'Dogger' – an introduction to a favourite toy (a soft, cream teddy called Georgina), the relationship between the toy and owner (cuddled all the time, read each other books and gave each other piggy backs) and the initial development of the plot which sets up the chain of events (a trip to the beach...swimming in the sea...She quickly ran back...mum said "It's time to go home!"), eventually hinting at Kiara's lack of awareness that her companion is missing (she fell asleep).

As befits its purpose, sentences consist predominantly of statements (Once there was a soft, cream teddy...They had a lovely time...It was an ice cream van...It's time to go home), whilst a question, albeit it incorrectly punctuated, is used in dialogue, lending authenticity to the scene (Please could I have a Vanilla, Cookie. Dough and Mint chocolate ice cream?). Expanded noun phrases describe and specify (lots of different things...her favourite thing...One sunny afternoon...a delicious picnic...some calm music), painting a detailed picture for the reader.

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

Throughout the collection, there is clear evidence of the pupil reviewing their work and making simple additions and revisions – for example:

- in the information text [A] 'grimy' was changed to 'horrible' and 'gross' to 'bumpy'
- in the diary [B] 'soldiers' was changed to 'strong soldiers'
- in the instructions [D] 'some' is changed to 'two full bottles of'
- in the story [E] 'playing' was changed to 'sun bathing'

Some additions and revisions have clearly been made at the point of writing – for example, in the diary [B] "so it didn't get burnt" has been initially crossed out in order to add more detail.

Throughout the collection there is evidence of the pupil making proof-reading corrections – for example:

- in the information text [A] 'boe' has been corrected to 'bow'
- in the instructions [D] '3' has been replaced with 'Three' and 'fles' with 'fleas'
- in the story [E] 'there' has been revised to 'their'

**The pupil can, after discussion with the teacher, use the punctuation taught at KS1 mostly correctly.**

Capital letters and full stops are used consistently correctly throughout the collection.

The full range of punctuation taught at KS1 is evidenced throughout the collection. Whilst there are limited examples of some punctuation, there is sufficient evidence to demonstrate that the punctuation taught at KS1 is used mostly correctly.

The pupil uses question marks – for example:

- in the information text [A] (Did you know that, sadly, people have to cut of horse's tails to make the strings?)
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- in the recount [C] (Do you think you would like to try them on or not?)
- in the instructions [D] (Do you need to create a medicine strong enough for a nasty witch like mine?)
- in the story [E] (Please could I have a Vanilla, Cookie. Dough and Mint chocolate ice-cream?)



The pupil uses exclamation marks to demarcate exclamations and statements – for example:

- in the diary [B] (What a frightful fire it was!)
- in the recount [C] (...they were extremely itchy!)
- in the story [E] (It's time to go home!)

The pupil uses commas to separate items in a list – for example:

- in the information text [A] (piano, cello, violin and guitars)
- in the diary [B] (delicious, precious cheese)
- in the story [E] (chocolate biscuits, sweets, sandwiches and cartons)
- The pupil uses apostrophes to mark singular possession in nouns – for example:
- in the instructions [D] (----- magnificent medicine)
- in the story [E] (Kiara's family)
- The pupil uses apostrophes to mark where letters are missing – for example:
- in the diary [B] (doesn't, didn't, wouldn't)
- in the recount [C] (we'd, didn't)
- in the instructions [D] (you'll)
- in the story [E] (didn't, It's)

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

Most common exception words are spelt correctly with only occasional errors.

**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).**

When required, the suffixes referenced in the national curriculum (Appendix 1 for year 1 and year 2) are used correctly across the collection – for example:

- in the information text [A] (examples, extremely, soothing)
- in the diary [B] (frightful, destroyed, buried, ended, grateful)
- in the recount [C] (tasty, lovely, quickly, balanced, discovered, showing)
- in the instructions [D] (simply, carefully, fluffy, bubbly, tasteless)
- in the story [E] (loved, lovely, quickly)

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

Handwriting is consistently joined using the diagonal and horizontal strokes needed to join some letters.

Piece A: an information text

Context: following a visit to a local orchestra, pupils explored the different types of instruments they had seen. As a class they discussed the common features of an information text, before creating individual spider diagrams, recording their knowledge about each section of the orchestra. Pupils then used their diagram as the basis for an information text. They were supported to write a section on brass instruments through guided writing, and then wrote 2 sections of their text independently. The pupil's edits are shown in green.

## String instruments

Did you know that <sup>people</sup> ~~gradly~~ have to cut of horse's tails to make the strings? Some examples of ~~strong~~ ~~string~~ soothing, calm string instruments: piano, cello, violin and guitar. Some are ~~so~~ ~~you~~ huge but some are ~~very~~ extremely small. You play string instruments with a long <sup>bow</sup> ~~rod~~ or with your hands but can also <sup>pluck</sup> ~~play~~ ~~them~~ with a ~~pluck~~ guitar with a ~~pluck~~.

## Woodwind instruments

Did you know that you have to blow into ~~mouth~~ ~~mouthpiece~~ metal mouthpiece on a woodwind instruments? Here ~~x~~ are some examples of ~~x~~ woodwind instruments: ~~oboes~~ <sup>oboes</sup>, ~~recorders~~, ~~clarinets~~, ~~flutes~~ and ~~basoons~~. They Woodwind instruments ~~look like~~ ~~but~~ ~~are~~ like a ~~basoons~~ are as huge ~~x~~ as a elephant's ~~grumpy~~ horrible, ~~grumpy~~ <sup>bumpy</sup> bumpy feet. They are played by ~~quickly~~ ~~slowly~~ <sup>irregularly</sup> pressing your fingers on the ~~same~~ <sup>the</sup> buttons. The Woodwind instruments ~~can~~ <sup>can</sup> be found in a conductor's orchestra ~~to go~~.

Piece B: a fictional diary entry

Context: as part of their topic on the Great Fire of London, the class learnt about Samuel Pepys. Having explored different examples of both fictional and real diaries, pupils were supported to identify what Samuel Pepys might have recorded in his diary during the 'Great Fire'. Pupils wrote a fictional diary entry for Monday within their guided writing group before independently continuing the diary entries for the following days.

Tuesday 4<sup>th</sup> September 1666

What a frightful fire it was! The fire will never end if the fire doesn't stop raging. St. Paul's cathedral <sup>church</sup> was ~~destroyed~~ ~~because~~ destroyed because of the terrifying fire. <sup>Strong soldiers</sup> ~~soldiers~~ were blowing houses up so that the fire didn't spread and it made a very big explosion. I buried my delicious, precious cheese <sup>decided</sup> so it ~~didn't~~ get burnt in my small back garden so it wouldn't get burnt. I will dig my cheese, wine and papers up when the fire has ended and when ~~that~~ it does end I will be very happy and grateful ~~because~~ because I am very fond of my cheese and I would ~~love the fire to~~ love the fire to end.



### Piece C: a recount

Context: as part of their 'Victorian Adventure' topic, pupils visited a local Victorian 'living' museum, where they were able to experience different aspects of day-to-day life in a Victorian town. Following the trip, pupils were supported to record some of their highlights in note form prior to writing a recount of their favourite part of the day. Pupils discussed their writing with their peers and were given time to make any edits.

After we'd eaten our tasty, delicious and lovely  
~~After we'd eaten our~~ lunch we could finally  
go and look at the different shops and things  
on the Victorian Street. We quickly walked to  
the interesting Street. I'd never been ~~to the~~  
~~street~~ before on the street before but I ~~had~~  
I had been to the park! I discovered that  
there was a printer's shop, the black smiths,  
the draper's shop and most interesting of all it  
was the sweet shop! A lady dressed in old  
Victorian clothing was showing us how to  
weigh in old scales so they balanced. When  
I ~~saw~~ first saw the sweet shop it made  
my mouth water because it <sup>I thought</sup> looked tasty  
but it might not be. I discovered a funeral  
carriage that they might of used in the olden days  
to take people to ~~be~~ a burial ground. My ~~favou~~  
favourite parts was when we went to the printer  
shop, the chemist and the sweet shop of ~~course~~  
course. There was a police station that I  
disliked the most because there were scary  
photographs of horrible, mean criminals. There

It was also a draper's shop. I didn't really like it because we had to try the old Victorian dresses over our school clothes and they were extremely itchy! Do you think you would like to try them on or not?

Piece D: a set of instructions

Context: as a class, pupils explored George's Marvellous Medicine (Roald Dahl). Different examples of instructions were discussed in order to draw out their key features and the type of language used. Pupils were supported to create a recipe for their own marvellous 'medicine'. This was then used independently to create their own set of instructions in the style of Roald Dahl. The gap in the title of this piece signifies the pupil's name.

's magnificent ~~marvel~~ <sup>medicine</sup>

Do you need to create a medicine strong enough for a nasty witch like mine? Follow this terrific recipe to make a disgusting, horrible and tasteless medicine that'll make your annoying grandma shrink as tiny as a ~~mini~~ family of mice.

What you'll need...

- Three tubs of pitch black ink.
- ~~ten~~ handfuls of witches rotten ear <sup>wax</sup> ~~sticks~~
- Two bottles of bubbly bleach.
- fifty packs of brownpoint.
- five litres of bright red rat's blood
- four packs of smelly, burnt sausages.
- grey birds' feather
- eighty gummy <sup>pearls</sup> ~~pearls~~.



## What to do:

1. First of simply pour three tubeguls of pitch black ink in the cauldron. Splosh!
2. Then place ~~in~~ <sup>ten</sup> ~~handguls~~ <sup>handguls</sup> of witches rotten ear ~~stuck~~ <sup>in</sup> the mixture.
3. Next carefully pour <sup>two full</sup> ~~some~~ bottles of bubbly bleach.
4. After that, squash fifty packs of brown paint. Splash!



## Piece E: a story

Context: the class explored the story of *Dogger* (Shirley Hughes) as part of their English lessons. They were then supported to plan a story based on a child's adventures with their own soft toy. Pupils independently wrote the beginning of their story before completing it within a guided writing group: the extract below is the pupil's independent work. The pupil's edits are sometimes accompanied by underlining.

### Georgia

Once there was a soft, cream teddy called Georgia. She was soft, cuddly and cute. She loved doing lots of different things but her favourite thing to do was play with Kiara. Kiara and Georgia cuddled all the time, read each other books and gave each other piggy backs.

One sunny afternoon Kiara's family went on a trip to the beach. Georgia went too. They had a lovely time swimming in the sea together, <sup>of sun</sup> ~~playing~~ bathing in the sand and having a delicious picnic. They ate chocolate biscuits, sweets, sandwiches and cartons. After they had had <sup>their</sup> picnic Kiara heard some calm music. It was an ice cream van. Kiara and Georgia quickly sped to it. Kiara didn't know which ice cream to choose but suddenly she had an idea "Please could I have a Vanilla,

Cookie Dough and Mint chocolate ice cream?"

said Kiara. She quickly ran back to her family and ate her delicious ice cream. After

that ~~mum~~ said mum said,

"It's time to go home!" Kiara was so tired on the way home that she fell asleep.

# **Exercise 3**

## **Pupil A**

This collection includes:

- A) a story extract
- B) a recount
- C) an informative article
- D) a diary entry
- E) a character description
- F) an information text

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.**

Across the collection, the pupil writes effectively for different purposes, drawing on their reading to inform the vocabulary and grammar of their writing. Two pieces draw on the pupil's reading of 'The Disgusting Sandwich' – an extract from the pupil's adaptation of the original tale [A] and a recount of their own experience of a disgusting party, organised for the class [B]. Two further pieces draw on a class topic, 'Regal Royal,' in which pupils explored the book 'The Queen's Knickers' – an informative article about a pair of knickers that the Queen might own [C] and a diary entry about a royal wedding, written from the perspective of the Queen [D]. The collection also contains a character description of 'The Gruffalo' [E] and an information text about an imaginary mythical creature [F].

In all pieces, overall coherence is supported by appropriate organisational features. There is a strong chronology within each of the narrative pieces [A, B and D] which is supported by the logical sequencing of events. The pupil goes beyond the key stage 1 (KS1) programme of study, using adverbials to convey time and place (In the wonderful town of Ektor... In the park... On Tuesday... First... Next... After that... Finally... As soon as... By the time... After the wedding). Within the recount [B] and diary [D], paragraphs are used to group ideas, whilst following the introduction, subheadings within the information text [F] clearly identify the content of each section, helping the reader to navigate the text (What does an Acklay eat?... Where does an Acklay live?... What are acklays powers?).

The pupil selects the appropriate tense according to the purpose of the writing. Within the story [A], past tense verb forms, including the past progressive, are deployed to convey actions and reactions (there was a park... It had the sharpest teeth... he was looking), whilst the simple present is used to voice a comment (this is not One of those Skeleton family Stories).

Past tense verb forms are used appropriately throughout the recount [B] and the diary [D] to relay the events of the day (I went... H\_\_\_ teamed up... were waiting... I guessed... I woke up... was shining... I didn't). In the informative article [C], there is predominant use of present tense verb forms to describe and present information about the Queen's knickers (Her knickers are kept... the liquid that makes you better), whilst past tense forms convey something of their history (There was also a word added... These knickers were made). Where required, the pupil is able to manage changes of tense within a single sentence – for example, in drawing a comparison (There used to be just confetti but now there are confetti shooters).

The present tense is used consistently throughout the character description [E] and the information text [F] (The gruffalo has... The gruffalo lets his long nails grow... acklays eat fizzards... the Acklay blasts).

Across the collection, there is evidence to suggest that choices of vocabulary and grammatical structures reflect the pupil's wider reading. Within the story [A], the pupil is beginning to draw on the language of storytelling – for example, through the use of a conventional opening (In the wonderful town of Ektor there was) and through repetitive patterning (there was a park and in the park lived a ginger and white fox... The fox's tummy was rumbling! The fox's tummy was rumbling so loudly). The pupil also draws on their wider reading in an attempt to engage the reader – for example, in the witty asides (Anyway let's get on Shall we? No no no! dont go away!) and amusing comments (who would of thought they would've seen a fox in a resturant). Noun phrases are effective, capturing the characteristics of the fox and the events in the park (the sharpest teeth I had ever seen... a terrible cacaphony that echeid around... the whole of mill street... one million tiny sparks in his big brown eyes), whilst adverbs emphasise the unfortunate condition of the fox's stomach (rumbling so loudly).

There is some effective use of grammatical constructions which are beyond the KS1 programme of study. Relative clauses expand nouns and noun phrases (a terrible cacaphony that echeid around), whilst modal verbs convey certainty (could hear it) and possibility (what he could eat... he could go to a mexican resturant).

In the recount [B], vocabulary indicates the pupil's excitement and enjoyment of the day (super messy... loved... humongus picture... PARTY TIME... I felt victorios), whilst some precise choices support the purpose of the piece (challenge... actually... dipped...allergy). Noun phrases detail specific aspects of the party (My favouwite combonation... The next episode of Super

hereos go 2... the first feely bowl), whilst -ly adverbs emphasise the abrupt change of activity (Suddenly) and clarify the contents of the bowl (actually beans).

A range of sentence types is used – statements convey actions and reactions (I loved that activity), a question addresses the reader directly (Do you want to know how exciting a disgusting party is?) and an exclamation captures the pupil's reaction to the day (What great fun I had!). There is some variation in clause structure through the use of co-ordination and subordination. An ambitious multi-clause sentence contains repetitive relative clauses (a humongus picture that said [...] a clock that said) to detail the features of the picture, whilst a further subordinate clause indicates there is more fun to come (because we were not done yet). A fronted subordinate clause foregrounds the pupils' wait for their next activity (So while we were waiting), and a combination of subordination and co-ordination offers explanation and contrast (I guessed peas because the thing was cold but it was actually beans).

In keeping with the descriptive nature of the informative article [C], expanded noun phrases specify and detail features of the knickers (the jewels on the bottom line next to the two antidote bottles... a cool new picture called Love world).

There is some attempt to use multiple subordination, including relative clauses, to present information concisely. For example, in the explanation of how to use the antidote (they are to spray because you will waste the liquid that makes you better) and to indicate an addition to the design (There was also a word added on which said congratulations).

The diary entry [D] manages to capture the Queen's enthusiasm for, and the atmosphere of, a royal wedding through the use of expanded noun phrases (the most epic day of my life... lots of page boys... millions of flashing cameras... the nicest food).

There is some variation in grammatical structures. Although not a KS1 expectation, a fronted adverbial works in conjunction with a relative clause to emphasise the corgis' enthusiasm for mealtimes (Now it was the time that the corgis had all been waiting for – feeding time!). Similarly, a relative clause suggests that the Queen has some knowledge of one of the wedding guests (the person who sung rocket man). The parenthetical aside (my (already clean) teeth) also indicates that the pupil is drawing on structures from their wider reading.

In the description [E] the pupil uses expanded noun phrases to build a detailed picture of the gruffalo, occasionally drawing on the stimulus text (purple spikey prickles all over his dirty back full of bugs and flies... a big long tail... the size of a whale shark... a very bright orange colour), whilst choices of vocabulary further support the purpose of the piece (lash... enemys... twist and turn... related... protects... predators... prey).

A question, which discloses an interesting fact for the reader (Did you know that when a gruffalo gets mad its whole body goes red?), is immediately verified by an emphatic statement, punctuated with an exclamation mark (Well it's true!). The effect of the gruffalo's physical features, and its similarity to a hedgehog, are explained through the use of subordination (so whenever he walks they start to twist and turn... because there purple prickles protects a gruffalo... so that they are not blind like bats).

The vocabulary in the information text [F] combines the pupil's knowledge of non-fiction texts with that drawn from their wider reading of myths and legends (excutions... shedded skin... half dragon half reptile... population... prey... arena... lava... galaxy), whilst occasional invented words demonstrate their creativity (Fizzard... dreptile). The pupil uses a comparative adjective to emphasise the possible threat from the creature's horns (They are sharper than a velocerapter's claws), whilst -ly adverbs indicate typicality (normally eat... normaly lives) and degree (really important... apsoulutely full).

The pupil's knowledge of non-fiction texts is also demonstrated through the use of questions as subheadings (What does an Acklay eat?... Where does an Acklay live?). There is some use of subordination – for example, to explain the colour of the creature's body (because it has 1 million hearts), whilst a relative clause [not a KS1 requirement] indicates their habitat (An Acklay normaly lives in an arena where their cages are).

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

Throughout the collection, there is evidence of the pupil making simple additions and revisions – for example:

- in the story extract [A] fox has been added to the fox had one million tiny sparks in his big brown eyes
- in the recount [B] colourfull has been changed to colour
- in the informative article [C] that has been added to They are now so special that the Queen herself has to guard them
- in the information text [F] normaly has been added to An Acklay normaly lives in an arena
- Throughout the collection there is evidence of the pupil making proof-reading corrections – for example:
- in the story [A] would of has been corrected to would've
- in the recount [B] i has been corrected to I

- in the informative article [C] toughest has been corrected to toughest

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

Capital letters and full stops are used mostly correctly throughout the collection.

The full range of punctuation taught at KS1 is evidenced throughout the collection. Whilst there is limited opportunity for the pupil to use some punctuation, there is sufficient evidence to demonstrate that the punctuation taught at KS1 is used mostly correctly.

The pupil uses question marks correctly – for example:

- in the recount [B] (Do you want to know how exciting a disgusting party is?)
- in the character description [E] (Did you know that when a gruffalo gets mad its whole body goes red?)
- in the information text [F] (What does an Acklay eat? Where does an Acklay live?)

The pupil uses exclamation marks to demarcate exclamations, statements and commands – for example:

- in the story [A] (dont go away!)
- in the recount [B] (What great fun I had!)
- in the informative article [C] (what amazing knickers they are!)
- in the diary entry [D] (I didn't want to be late!... What a lovely cake it was!)
- in the character description [E] (The gruffalo is twice the size of a whale shark!)
- in the information text [F] (It's one of the hottest planets in the lost galaxy!... What horrifying creatures they are!)

The pupil uses commas to separate items in a list – for example:

- in the recount [B] (Me, H\_\_\_\_ and A\_\_\_\_... Me, A\_\_\_\_ and H\_\_\_\_)

The pupil uses apostrophes to mark singular possession in nouns – for example:

- in the informative article [C] (The Queen's Knickers)
- in the description [E] (The gruffalo's eyes)
- in the information text [F] (a velocerapter's claws... a mososaures's teeth)
- The pupil uses apostrophes to mark where letters are missing – for example:
- in the story [A] (let's... would've)
- in the recount [B] (IT'S... didn't... wasn't)
- in the informative article [C] (It's... that's)
- in the diary entry [D] (didn't)
- in the character description [E] (it's)
- in the information text [F] (they're... it's)

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

All of the common exception words used are spelt correctly.

Year 2 common exception words are almost all spelt correctly. For example:

- in the story [A] (whole... who... could... would... eye(s))
- in the recount [B] (every... because... After... again... great)
- in the informative article [C] (because... last)
- in the diary entry [D] (most... who... after)
- in the character description [E] (whole... because... eye(s))
- in the information text [F] (pretty... because... great)

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

When required, the suffixes referenced in the national curriculum are used to spell most words correctly – for example:

- in the story [A] (wonderful... rumbling... loudly... wondered)
- in the recount [B] (waiting... planned... Suddenly... actually... guessed)
- in the informative article [C] (toughest... updated... having... added.... amazing)
- in the diary entry [ D] (shining... Finally... celebrities... nicest... lovely)
- in the character description [E] (amazing... related)
- in the fictional information text [F] (normally... hottest... really... powerful)

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

Across the collection, the pupil uses diagonal and horizontal strokes to join some letters



Piece A: a story extract

Context: after exploring *The Disgusting Sandwich* (Gareth Edwards) as a class, pupils wrote their own version of the story.

## The disgusting <sup>Pic</sup> Sandwich

In the wonderful town of Ektor there was a park and in the park by the way this is plot. One of those Skewon family stories. Anyway let's get on shall we? No no no! don't go away! Right! In the wonderful town of Ektor there was a park and in the park lived a ginger and white fox. It had the sharpest teeth I had ever seen in my life. This is what I saw. In the park there was a terrible cacophony that echoed around. Grrrrr. The foxes tummy was rumbling! The foxes tummy was rumbling so loudly that the whole of mill street could hear it. The fox wondered about what he could eat. Maybe he could go to a Mexican restaurant and wear a Sombrero but it would embarrass him, I mean who would of thought they would've seen a fox in a restaurant. Anyway the fox was playing pirates with his <sup>cutlass</sup> ~~cutlass~~ and his telescope. When he was looking through his telescope he saw a glamorous pic the <sup>sex</sup> had one million tiny sparks in his big brown eyes.

## Piece B: a recount

Context: after reading *The Disgusting Sandwich* (Gareth Edwards), pupils attended their own year 2 'disgusting party'. They then wrote a recount, detailing their experience.

### The Disgusting party

On Tuesday this week at \_\_\_\_\_ primary school there was a disgusting party. Do you want to know how exciting a disgusting party is? Read on if you do.

First I went to the hand painting. A \_\_\_\_\_ teamed up with me and we kept on making combinations. Then H \_\_\_\_\_ teamed up with us and we made 2018 with our hands. It was super messy, I had every single <sup>colour</sup> ~~colour~~ <sup>put</sup> on my hands! My favourite combination was black, red, green and blue. I loved that activity.

Next I did the gravy painting. Me, H \_\_\_\_\_ and A \_\_\_\_\_ did a hilarious picture that said: IT'S PARTY TIME!!! with a clock that said 1:00:00 because we were not done yet...

After that Me, A \_\_\_\_\_ and H \_\_\_\_\_ were waiting for about one minute fifty four seconds just to do the party



bombs. So while we were waiting we planned  
the next episode of Super Heroes go 2. Suddenly  
it was our turn. I saw a bowl of feathers. I didn't know  
why it wasn't on the challenge. I put my right hand into  
the first freely bowl. I guessed peas because the thing  
was cold but it was actually beans. I moved one step  
side ways. Then I dipped my hand again and guessed  
Jam but it was Jelly. On my final go I guessed rice  
and I was right. I felt victorious!

Finally we had our cake. I have an allergy to nuts so  
I had another cake I liked it. What great fun I had!

Piece C: an informative article

Context: as part of their Regal Royal topic, pupils read The Queen's Knickers (Nicholas Allan). They discussed ideas for a pair of knickers that might be worn at a royal wedding, and how they might be protected, before writing an informative article to describe and explain their design.

## The Queen's Knickers

Her Knickers are kept in a guarded locker with the toughest Soldiers. The Knicks are red, blue and yellow. The only part that is yellow is the <sup>Jewels</sup> gem on the bottom line next to the two antidote bottles. They are not to drink they are to spray because you will waste the liquid that makes you better.

They have now been updated. ~~It recently had confetti.~~ They are now so special <sup>that</sup> the Queen herself has to guard them as well. Now they as well as having the colours it now also has a cool new picture called <sup>love</sup> world. It's Meghan and Prince Harry in a heart of love. There was also a round added on <sup>which</sup> said congratulations. These Knickers were made in 1992. The last ones were too small by the age 86. There used to be just confetti but now there are confetti shooters. Now that's one nice update! What amazing Knickers they are!

Piece D: a diary entry

Context: as part of their Regal Royal topic, pupils explored the royal wedding of Prince Harry and Meghan Markle. They were then asked to write a diary entry from the perspective of the Queen, incorporating their previous work based on The Queen's Knickers (Nicholas Allan).

Dear Diary

I had the most epic day of my life today. As soon as I woke up this morning the sun was shining through the curtains. It was super early but I didn't want to be late! I saw my awesome updated Knickers hanging on the wash basket ready for me to wear. I also <sup>wore</sup> a dress.

By the time that was done it was time for breakfast.

Then I took my corgis for a walk aka ~~walkies~~ walkies.

Finally I got ~~chance~~ <sup>chance</sup> to brush my (already clean) teeth.

Now it was the time that the corgis had all been waiting for - feeding time!

At the wedding there were lots of page boys and flower girls. I saw millions of flashing cameras. There were millions of celebrities. Also I saw Elton John the person who sung rocket man. I ate the nicest food at the wedding. The cake was elderflower and lemon. What a lovely cake it was.

After the wedding I went home and went to sleep. What a good wedding it was!



## Piece E: a character description

Context: after reading *The Gruffalo* (Julia Donaldson), pupils wrote a character description of the gruffalo, drawing on, and expanding, the language from the book.

The gruffalo

The gruffalo has purple spiky prickles all over his dirty back, full of bugs and flies! Did you know that when the gruffalo gets mad its whole body goes red? Well it's true! The gruffalo has a big long tail to use at its burrows. Here's another amazing fact for you. The gruffalo is twice the size of a whale shark! Big right? The gruffalo lets his long nails grow so whenever he walks they start to twist and curl. They are very long nails. Did you know that gruffalos are related to hedgehogs because their purple prickles protect it a gruffalo from predators like hedgehogs do. The gruffalo's eyes are a very bright orange colour. In common gruffalos eyes are orange so that they are not blind like bats. All gruffalos have tusks to headbutt its prey.

## Piece F: an information text

Context: as part of their *Amazing Creatures* topic, pupils explored a range of non-fiction texts about different animals. They then discussed ideas for their own mythical creature and wrote an information text about their creation.

### Acklay

An acklay looks like a dragon. It has seven massive nuclear horns for executions they're pretty sharp. They are sharper than a velociraptor's claws or a mososaurus's teeth! It has a pink body. An acklay's body <sup>is</sup> pink because it has 1 million haemts. It has a fat blue laser tail. It has red eyes and a red face.

### What does an Acklay eat?

Acklays normally eat humans but their favourite meal is a fizzard but its really important food is its shedded skin because its ~~at~~ a half dragon



half reptile-a dreptide. Most Acklays eat lizzards but less of the population eat turantuls-Ring baboon turantula's they never go to sleep so that they can hunt for prey at night.

## Where does an Acklay live?

An Acklay <sup>lizard</sup> lives in an arena where their cages are. The planet is called geonosis. It's absolutely full of lava! It's one of the hottest planets in the lost galaxy!

## What are Acklays powers?

An Acklays powers are really powerful here are all of them: Sharp stomper: basically sharp stomper is when they stomp really hard on the ground to make an explosion. Evil symbol: An evil symbol blaster is when the Acklay blasts triangular shapes off his tail of laser.

**SPECIAL POWER!** Electric breath: Electric breath is when the Acklay breaths out electric. Now that's one great power alright!

## What horrifying creatures they are!