

# **Greater Depth Writing in KS1 2021-22**

# **Exercise 1**

## **Pupil C**

This collection includes:  
A) a 'rags to riches' story  
B) a fairy tale  
C) a folk tale  
D) an information text  
E) a recount

All of the statements for 'working towards the expected standard', '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, drawing on their reading to inform the vocabulary and grammar of their writing. Three narrative pieces stem from the exploration of stories: a rags to riches story based on the fairy tale 'The Elves and the Shoemaker' (piece A); a fairy tale based on a contemporary version of Cinderella – 'Cendrillon: A Caribbean Cinderella' by Robert D San Souci (piece B); and a folk tale based on 'The Magic Paintbrush' by Julia Donaldson (piece C). In addition, the collection includes an information text about octopuses, inspired by the non-fiction text 'The Sea Book' by Charlotte Milner (piece D); and a recount of a class visit to a Forest school (piece E).

The rags to riches story (piece A) establishes its clear narrative purpose from the outset. The language of story-telling threads throughout the piece (*A long long time ago in a faraway land... That night... Just then... all night long*), whilst some precise choices of vocabulary reflect the pupil's wider reading (*homeless... gasped... creaky... miniture*). Expanded noun phrases describe characters and specify detail, supporting reader engagement (*a poor desprate shopowner... a rich respected princess... smelly and dirty rags... lots of beautifull antiques... tiny pink bags*). Repetition is used for effect, emphasising the couple's patience (*They waited and waited*) and the industrious attitude of the gnomes (*They joined and hammered they joined and hammered*).

The narrative follows a coherent chronology, incorporating a sequence of events that reflects the telling of a typical fairy tale: from the couple's initial predicament (*They had no money... they were allmost homeless*) – to a surprising turn of events (*the plastic had been made beautiful antiques*) – the discovery of the reason for their good fortune (*two gnomes... dressed in smelly and dirty rags*) – and the customary happy ending (*They became very rich*). Clauses are typically linked through the use of co-ordinating conjunctions (*They jumped on the brown smooth table and opened there miniture pink bags... They were surprised but they happily put them on*), and some limited use of subordination (*went to bed because... untill suddenly xxxx shut door opened*). Occasional snippets of dialogue help bring the characters to life, creating a greater sense of immediacy for the reader (*This is all the plastic I have left... Who made these antiques? ... These are the most wonderfull antiques i've ever seen*).

The past tense is sustained throughout the narrative, including the correct use of irregular verb forms (*had... were... made... hid... kept*), whilst the present tense is used appropriately in dialogue (*Theese are the most*).

The fairy tale (piece B), is loosely based on the plot of 'Cendrillon: A Caribbean Cinderella'; however, the main character and events have been changed to create the pupil's own version of the story. The piece is neatly framed within an appropriate opening and ending, both of which draw on the language of storytelling (*A long long time ago... she lived happily ever after*). Some well-chosen vocabulary supports the purpose of the piece (*magical staff... mumbled... sulking... confused... cowardly... elated... desired*), demonstrating that the pupil is able to appropriately select words from their wider reading. Noun phrases, whilst not ambitious, nevertheless offer some description of character (*a poor women... a giant man in a black suit... a friendly women*) and setting (*the blue, wavy sea... the most safest beach ever*).

Adverbials help signal the sequence of events (*Each day... Suddenly... All of a sudden... One day... Then... Just then... And then*), whilst the integration of dialogue, although not a key stage 1 requirement, aids cohesion and supports characterisation (*use this to make your life better... What is wrong with is cowardly staff... I can help you*). The stranger's clipped instruction "Three taps", and the woman's echoed response, "Huh?" are rooted in the fairy-tale genre, capturing the disbelief that such a simple action could result in a change of fortune.

Clauses are typically linked by co-ordinating conjunctions (*She save's people's lives and she lives on the beach... she works so hard but she xxxx no money... She putt a spell on the staff and everything came back*), with very limited evidence of subordination (*because she works so hard*).

There is some insecurity in the use of tense: whilst the opening sentence appropriately adopts the past tense (*lived a poor women*), this is not maintained and the narrative inadvertently slips into the present (*She save's... she lives... She is sad*). However, despite this slippage within the initial section of the story, the remainder of the piece is consistent, with the past tense used to convey the narrative (*mumbled... tapped... used... was sulking*), and the present tense, where appropriate, used in dialogue (*What is wrong*).

The folk tale (piece C) tells the story of a young girl who discovers that her dream has become a reality (*In shock, she woke up and beside her there was an incredible, magical, flying carpet*). As in piece A and piece B, the pupil employs the language of story-telling to set the scene (*Thousands of years ago, there lived*), signal events (*As quick as a flash... One day... As quick as thunder*), and create a satisfactory ending (*They all lived happily ever after except for Mallicant*). Characters are well-drawn, both in terms of appearance and personality (*a kind, helpfull little girl named Sophia... a mysterious, suspicious man in a red sparkly cape... an evil witch... the nicest person in the town*), whilst some fitting choices of vocabulary portray the setting (*gloomy night... the glittering sparkly ocean*), and capture actions and reactions (*In shock... barely breathed... hypnotise... violently... angrily... Reluctantly*).

The story has a clear structure which is underpinned by the chronological order of events: the delivery and discovery of the magic carpet; the dramatic rescue of the little girl (*you can fly out of the ocean*); the loss of the carpet to the evil witch (*Sophia handed over the flying carpet*); and – in keeping with the stimulus text – the final retribution, which leaves the perpetrator stranded on the island whilst the carpet returns to do good for its rightful owner (*the magical carpet rushed back*).

Variation in subordination, and use of the modal verb 'will' to convey certainty, suggests that the pupil is drawing on the grammar of their reading to inform their writing (*As she ran, she saw a little girl... I will send you this magial carpet so you can fly out... Mallicant kept on trying to get out of the island while Sophia was enjoying her life*); however, where more ambitious structures are attempted, they tend to result in some loss of coherence (*she had a dream of a mysterious, suspicious man in a red sparkly cape who gave her a magical carpet that could fly and then suspiciously faded away*).

Throughout the narrative, use of the past tense is consistent (*lived... called... gave... ran... started... felt*), including use of the past progressive to convey Sophia's ongoing love of life (*was enjoying*).

The information text (piece D) comprises a general introduction to octopuses followed by a series of concise sections that cover appearance, habitat, diet and unusual facts. The opening paragraph seeks to clarify any possible misconceptions about the sea animal (*not really fish. Infact they are a type of invertebrate*), presenting the writer as something of an expert. The direct address to the reader (*Read on*), and the enticing description of the creature, (*theese intresting, facsinating creatures*) whets the appetite to discover more. Within sections, information is briefly expanded to offer a small number of related facts (*sometimes they can change there skin colour... They also live in coral reefs, underwater, caves and dens... Enormous octopusses sometimes eat birds or SHARKS*). There is some use of subject-specific terminology (*invertebrate... coral reefs... caves... carnivores... crabs... shrimps... clams... venomous*); however, at times, vocabulary is less precise (*not really fish... large head*) and wording is repetitive (*usually live in... sometimes live in... also live in*).

The text is appropriately organised: a heading signals the content of the piece (*All about Octopusses!*), whilst sub-headings in the form of questions signpost the reader to specific aspects of information (*What do they eat?*). The inclusion of some fascinating facts supports reader engagement and reinforces the impression that the writer is well informed (*octopuss Wolfi weighs less than a paper clip*).

The pupil uses sentences with different forms: statements convey information (*Octopusses usually live in all the worlds oceans... They only eat meat*); a command (*Read on*) and a question (*Did you know that?*) directly address the reader, whilst questions are also used as sub-headings (*Where do they live?*). Most sentences consist of a single clause (*They are enormously gigantic... They only eat meat*); however, there is occasional use of subordination (*although sometimes they can change there skin colour*). The closing multi-clause sentence attempts to combine co-ordination and subordination; however, the resulting loss of control weakens coherence (*All octopusses are venomous but the blue ring octopuss is the only octopuss that is deadly to humans and octopuss Wolfi weighs less than a paper clip*).

In keeping with an information text, the present tense is used to convey current facts (*are not really... Octopusses have... They sometimes live... only eat meat... the blue ring octopuss is*).

The recount of a visit to a Forest school (piece E) demonstrates the pupil's ability to write about a real event, based on personal experience. As befits the task, use of the first person is consistent throughout (*I was... I went... we arrived... We did... didn't even help us... told us*), interspersed with occasional appropriate use of the third person (*The ranger's had a uniform... The girls had*). The pupil's enthusiasm and spirit of adventure is palpable as they recall the excitement and challenges of the day (*a wonderfull, adventorous trip... extremely fun... tough den building... an exciting hike to catch frogs*). Expanded noun phrases describe the setting (*tall, leafy trees... a hidden, rocky path... purple, sweet smelling flowers*), as well as those in charge of the activities (*experienced risk taking rangers... a uniform with there logo on it*), whilst vocabulary choices reflect the informal ambience of the occasion (*chatted... satisfying... SO AMAZED... so exhausting... imaginative... pretending*).

Adverbials of time support a simple chronology (*When we arrived... First... Next... After that... Finally... While we were playing*), and link to some of the activities on offer (*leaf printing... den building... hike... made houses*). The reference to 'Forest / forest' in the introductory and concluding sentences provides a cohesive link, which strengthens the overall coherence of the piece (*Year two went on a wonderful, adventurous trip to Forest school... I can't wait until we go to the forest again*).

As befits a recount, almost all sentences are statements, whilst an exclamation captures the pupil's feelings about the day (*What a fun day it was!*). The pupil is beginning to experiment with more ambitious grammatical structures, combining co-ordination and subordination to link related points (*After that, we went on an exhausting exciting hike to catch frogs but when we had to go back up the mountain and it was so exhausting and Ranger [name] didn't even help us up... While we were playing Ranger [name] and Ranger [name] told us that we need to go back or else we'll be late*).

The simple past tense is used to recall the events of the visit (*went... took... chatted... arrived*), whilst the past progressive conveys former ongoing actions (*was pretending... were pretending... were playing*). There is some slight slippage from the past to the present tense in the final multi-clause sentence (*Ranger [name] told us that we need to*) where the pupil has attempted a more ambitious grammatical structure.

### **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, revisions and proof-reading corrections – for example, in the:

- rags to riches story (piece A) words have been added as a result of proofreading (*in a faraway land lived... This is all **the** plastic*) and spelling corrections added (*antques antiques*)
- fairy tale (piece B), the pupil has corrected spelling (*give gaved gave*) and also punctuation, replacing a lower-case 'h' at the beginning of speech (*h Here*). At the beginning of the second page, the pupil has added the word 'magical' to describe the staff
- folk tale (piece C) the pupil has made a number of edits and corrections, including amends to vocabulary (*kind little kind, helpful... short her nickname... he she*); additions (*who... suspiciously*); and corrections to spelling (*exitedly excitedly... hep help*)
- information text (piece D) the imperative 'Read on' has been inserted and the wording amended accordingly. Additional words have been inserted – mostly to describe and specify (*fascinating... sometimes... usually... often*) and some spellings have been corrected (*enourm enormously... Enour Enormous*)
- recount (piece E) the conjunction 'that' has been added after 'I was SO AMAZED' and the spelling of 'wanted' has been amended (*wonted wanted*); however, the lower-case 'i' and the incorrect capitalisation of 'Just' do not appear to have been recognised. The inserted sentence at the top of the second page provides the reader with additional detail (*The girls had the best den*)

### **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 consistently and correctly throughout the collection.

The full range of punctuation taught at KS1 is evidenced across the pieces. 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:

- rags to riches story (piece A) (*Who made theese antiques?*)
- fairy tale (piece B) (*Huh? ... How?*)
- information text (piece D) (*What do they look like? Where do they live? What do they eat? Did you know that?*)

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

- fairy tale (piece B) (*Since she got paid millions a each day! ... a friendly women walked up to her! ... she lived happily ever after!*)
- folk tale (piece C) (*Here you go!*)
- information text (piece D) (*They are enourm enormously gigantic! ... octopusses sometimes eat birds or SHARKS!*)
- recount (piece E) (*it was extremely fun! ... i Just wanted to keep on doing it! ... What a fun day it was!*)

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

- information text (pupil D) (*Octopusses generally have 6 arms, 2 legs, and a large head and... coral reefs, underwater caves and dens... crabs, shrimps and clams*)
- recount (piece E) (*tall, leafy trees, a hidden, rocky path, purple, sweet smelling flowers and experienced risk taking rangers*)

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

- fairy tale (piece B) (*people's lives*)
- recount (piece E) (*Year Two's*)

The pupil uses apostrophes to mark where letters are missing – for example, in the:

- folk tale (piece C) (*didn't... don't*)
- recount (piece E) (*didn't... we'll... can't*)

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

Most common exception words are spelt correctly – for example, in the:

- rags to riches story (piece A) (*money, put, because, Who, gold, some, clothes*)
- fairy tale (piece B) (*poor, people, because, One, friendly, everything*)
- folk tale (piece C) (*there, kind, most, people, who, could, everybody, One*)
- information text (piece D) (*sometimes, water, are*)
- recount (piece E) (*school, because, friends, could, path, some, even*)

**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 within the spelling appendix to the national curriculum, for year 1 and year 2 are used correctly across the collection – for example, in the:

- rags to riches story (piece A) (*gasped, hammered, homeless, suddenly, happily*)
- fairy tale (piece B) (*mumbled, confused, desired, tapped, safest, Suddenly, cowardly, friendly, happily*)
- folk tale (piece C) (*faded, tried, trying, stopping, nicest, sparkly, barely, excitedly, really, violently, angrily, Reluctantly*)
- information text (piece D) (*really, enormously, usually, deadly*)
- recount (piece E) (*chatted, arrived, extremely, Finally*)

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

The diagonal and horizontal strokes needed to join some letters are evident in the collection, with particular common joins evident in pieces C, D and E.

## Piece A: a 'rags to riches' story

Context: pupils wrote their own version of a traditional tale, inspired by 'The Elves and the Shoemaker'.

**Transcript:** xxxx is used to show where a word or words are not available in the reproduction of the pupil work

A long long time ago in a faraway land lived a poor desprate shopowner and her husband. They had no money to buy food with and they were allmost homeless. This is all the plastic ~~we~~ I have left gasped the shopowner. That night the shopowner put the plastic on the brown smooth table. She went to bed because xxxxxxxx. The next xxxx down the dirty xxxx. To his suprise the plastic had been made into beautyful antiques. Who made these antiques? gasped the shopowner. Suddenly a rich respected princess xxxxxxxx the shop. She gave the shopowner xxxx gold coins. With the money xxxxxxxx That night the shopowner put more plastic on black creaky table.

The shopowner and her husband hid in the dirty shop. [pupil's erased material] They waited and waited until suddenly xxxx shut door opened. To their suprise two gnomes walked into the room dressed in smelly and dirty rags. They jumped on the brown smooth table and opened there miniture pink bags. They joind and hammered they joined and hammered all night long. The next morning they had made lots of beautifull ~~antques~~ antiques. Meanwhile the pink gnomes picked up their tiny pink bags. Just then a little girl walked into the poor shop. Theese are the most wonderfull antiques I've ever seen gasped the ~~shopowner~~ little girl. She gave the shopowner 6 gold coins. That night the shopowner put more plastic on the brown dirty table.

That night the gnomes found the pink outfits. They were suprised but they happily put them on. The gnomes and the shopowner kept working together. They became very rich and xxxx. The shopowner gave some clothes to the gnome[s] and she went on a holliday with the magical gnomes.

A long long time ago in a faraway <sup>land</sup> lived a poor desperate shopowner and her husband. They had no money to buy food with and they were almost homeless. This is all <sup>the</sup> plastic we have left. ~~gasp~~ the shopowner. That night the shopowner put the plastic on the brown smooth table. She went to bed because

..... The next ..... down the dirty ..... To his surprise the plastic had been <sup>into</sup> made beautiful antiques. Who made these antiques? gasped the shopowner. Suddenly a rich ~~princess~~ princess ..... the shop. She gave the shopowner 10 gold coins with the money .....

That night the shopowner put more plastic on black ~~creaky~~ tables



The shopowner and her husband hid in the 'dirty' shop. They waited and waited until suddenly a shut door opened. To their surprise two gnomes walked into the room dressed in smelly and dirty rags. They jumped on the brown smooth table and opened their miniature pink bags. They joined and hammered they joined and hammered all night long. The next morning they had made lots of beautiful ~~antiques~~ <sup>antiques</sup>. Meanwhile the pink gnomes picked up their tiny pink bags. Just then a little girl walked into the poor shop.

"These are the most wonderful antiques I've ever seen" gasped the ~~shopowner~~ <sup>little girl</sup>. She gave the shopowner 6 gold coins. That night the shopowner put more plastic on the brown dirty table.

That night the gnomes found the <sup>Pink</sup> outfits. They were surprised but they happily put them on. The gnomes and the shopowner kept working together. They became very rich and... The shopowner gave some clothes to the gnomes and she went on a holiday with ~~the gnomes~~ <sup>the magical</sup> gnomes.

## Piece B: a fairy tale

Context - pupils studied an alternative version of a fairy tale, 'Cendrillon: A Caribbean Cinderella' by Robert D San Souci. They went on to write their own alternative version of the tale.

A long long time ago lived a poor woman  
She saves people's lives and she lives on the beach  
She works as a lifeguard. Each day she comes  
to the beach and saves people's lives day to  
She is sad because she works so hard but she  
no money. Suddenly a giant man in a black suit <sup>se</sup> [arts]  
waving towards her. He ~~gave~~ <sup>gave</sup> her a magical ~~staff~~ [staff]  
"Here use this to make your life better"  
he said.

"Three taps!"

he said and disappeared.

"Huh?" She mumbled.

All of a sudden she tapped the ~~stagg~~ <sup>stagg</sup> 3 times and  
made the <sup>beach</sup> ~~no~~ better and it ~~was~~ <sup>was</sup> ~~no~~ <sup>no</sup> ~~more~~ <sup>more</sup> ~~no~~ <sup>no</sup> ~~more~~ <sup>more</sup>. Since  
she got paid million's <sup>each</sup> ~~x~~ day!

One day she used the <sup>magical</sup> stagg to many times and it did the oppisite. Lot's of people drowned in the blue, wavy sea. Then she was sulking on the chair. She was very very confused.

"What is wrong with is cowardly stagg."

Just then all the magic dissapeared into thin air. And then a friendly women walked up to her!

"I can help you!"

"How?"

"I can make it work by putting a spell on it. She putt a spell on the stagg and everything came back to the beach. Just then she felt elated. Her beach was the most sajest beach ever and she also bought her desired home and she lived happily ever after!"

## Piece C: a folk tale

Context - pupils read and explored 'The Magic Paintbrush' by Julia Donaldson. They went on to write their own version of the story.

Thousands of years ago, there lived a ~~kind~~ <sup>kind</sup> ~~little~~ <sup>kind</sup> helpful little girl ~~as~~ named Sophia, <sup>but some</sup> people ~~just~~ called her Sophie for <sup>her nick name</sup> ~~her name~~. One gloomy night, she ~~had~~ had a dream of a mysterious, suspicious man in a red sparkly cape <sup>who</sup> gave her a magical carpet that <sup>could</sup> carry her and then <sup>suspiciously</sup> faded away. In shock, she woke up and beside her there was <sup>an</sup> incredible, magical, glowing carpet. As quick as a ~~glash~~ she ran back all the way to the villagers without stopping. As <sup>she</sup> ~~he~~ <sup>she</sup> saw a little girl drowning in the <sup>glistening</sup> ~~ocean~~ <sup>sparkly</sup> ocean. "Here you go! ~~See~~ I will send you this magical carpet <sup>so</sup> and you can fly out of the ocean." "Thank you so much" ~~she~~ <sup>she</sup> barely breathed the little girl. The little girl flew out of the ocean and everybody started cheering her <sup>name</sup> Sophie, it wasn't her ~~girl~~ name but it was okay. Sophia felt very, very proud of herself. One day, Sophia ~~was~~ <sup>excitedly</sup> leapt up and down again <sup>and</sup> ~~was~~ <sup>excitedly</sup> ~~leaping~~ <sup>leaping</sup> ~~around~~ <sup>around</sup> ~~her~~ <sup>her</sup> ~~chair~~ <sup>chair</sup>. ~~But~~ <sup>but</sup> just then she



saw an evil witch named ~~Malignant~~ <sup>Malignant</sup> ~~Malignant~~ <sup>Malignant</sup>. ~~She~~ <sup>She</sup> tried really hard to hypnotize Sophia into giving her the magical carpet. But it didn't work. "Give me your magical carpet" shouted Malignant violently. "I really don't want to" said Sophia. "GIVE ME THE FLYING CARPET RIGHT NOW!!!" Shouted the evil witch very angrily. Reluctantly, Sophia handed over the flying carpet to Malignant. Just then, the magical carpet ~~started~~ <sup>started</sup>

to hyperspeed all the way to an island that nobody ~~knew~~ <sup>knew</sup> about. It ~~to~~ <sup>suddenly</sup> landed right off of the magical rainbow carpet ~~onto~~ <sup>onto</sup> the island. As quick as thunder, the magical carpet rushed back to Sophia. Sophia kept on finding new ways she could <sup>help</sup> ~~help~~ the poor, thoughtful people nearly every hour. She was the nicest person ~~in~~ <sup>in</sup> the ~~town~~ <sup>town</sup> ~~town~~ <sup>town</sup>. Luckily Malignant kept on trying to get out of the island but she couldn't. Sophia ~~was~~ <sup>was</sup> enjoying her life. ~~happily~~ <sup>happily</sup>. They all lived ~~happily~~ <sup>happily</sup> ever after except for Malignant.

## Piece D: an information text

Context - pupils studied 'The Sea Book' by Charlotte Milner, an information text covering information on sea creatures, habitats and related environmental issues. They then wrote a report about their chosen underwater creature.

### All about Octopusses!

Octopusses are NOT really fish. <sup>In fact they</sup> ~~are~~ <sup>are</sup> a type of invertebrate. <sup>Read on to</sup> ~~Explore~~ <sup>more</sup> about these interesting, <sup>fascinating</sup> creatures.

### What do they look like?

Octopusses <sup>generally</sup> have 6 arms, 2 legs <sup>and</sup> a large head. <sup>and</sup> ~~a sharp beak~~ <sup>Octopusses</sup> can be many colours <sup>sometimes</sup> although they can change their skin <sup>colour</sup> <sup>to camouflage</sup>. They <sup>are</sup> ~~often~~ <sup>often</sup> enormous and <sup>are</sup> ~~often~~ <sup>are</sup> gigantic!

### Where do they live?

Octopusses <sup>usually</sup> live in all the world's oceans. They <sup>sometimes</sup> live in <sup>big</sup> <sup>tanks,</sup> <sup>funny</sup> <sup>places</sup>. They also <sup>might</sup> live in coral reefs, underwater caves and dens.

What do they eat?

Octopusses are carnivores. They only eat meat. They <sup>often</sup> eat crabs, shrimps and clams.

~~Even~~ Enormous ~~&~~ octopusses sometimes eat birds or SHARKS!

Did you know that?

All octopusses are <sup>usually</sup> venomous but the blue ring octopus is the only octopus that is deadly to humans and that octopus ~~weighs~~ weighs less than a paper clip.



## Piece E: a recount

Context - pupils wrote a recount of their visit to a Forest School in the summer term.

### Year Two's Forest School Adventure

On ~~Tuesday~~ 8<sup>th</sup> ~~June~~, Year Two Year Two went on a wonderful, adventurous trip to Forest School in . The night before I was very excited because last time I went it was extremely sun! The journey took 45 minutes, so I chatted with my friends. When we arrived the sun <sup>was</sup> as sunny as ever! I could see tall, leafy trees, a hidden, rocky path, purple, sweet smelling flowers, and ~~experienced~~ risk taking rangers. \* The rangers had a uniform with ~~ex~~ three legs on it.

First, I did some satisfying leaf printing. I was SO AMAZED <sup>that</sup> ~~just~~ ~~wanted~~ wanted to ~~keep~~ keep on doing it! Next, I did some tough den building. We did a boy vs girls competition. Mrs ~~was~~ ~~working~~ with the boys and Mrs ~~was~~ ~~working~~ with the



~~With~~ with the girls, <sup>The girls had the best den,</sup> I enjoyed working together.  
After that, we went on an ~~exhausting~~ <sup>exciting</sup> hike to catch frogs but when we had to go back up the mountain and it was ~~so~~ exhausting and Ranger [redacted] didn't even help us ~~up~~ up! Finally, I ~~did~~ made houses for toy animals. I felt very imaginative because I was pretending the house we made was a real house and we were pretending the animals could talk. While we were playing Ranger [redacted] and Ranger [redacted] told us that we need to go back or else we'll be late. What a sun day it was! I can't wait until we go to the forest again!

# **Exercise 3**

## **Pupil A**

The collection includes:

- A) a description B) a story retell
- C) instructions
- D) a diary entry
- E) a description

All of the statements for 'working towards the expected standard', 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.**

**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 marketplace: 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 juciyest 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 by identifying alternatives or linking 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 wwww!' [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 ~~so~~ 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 the sourest Grape fruit ever. You must experience the delicious ~~of~~ <sup>in</sup> pineapple because it will make your mouth water. The soft, squishy banana tastes Scumptious.

On the stalls that <sup>simply</sup> sell Spices there is a chilly, pungent ground ginger, ~~and~~ turmic and cumin. Be ~~careful~~ careful because you might get some ~~of~~ <sup>in</sup> Spices in your eyes and that would sting!

Other than Food there are intricate cloths for sale. There are silky, ~~and~~ <sup>so</sup> colourful cloths with the most beautiful patterns on. Africa's 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 Summers morning Little Red's mother was packing some fresh apples for Little Red to take to granny. Mother said to Little Red "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 answered "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 Grandpa "What's for breakfast?"  
The wolf said "You!" Granny screamed and slammed  
the door on the wolf's big, floppy nose. "O o o o w w w  
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. At 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 Granny!"  
she said "What big, old teeth you have!"  
"All the better to eat you with my dear!" "A h h h h  
h h h h!" Little Red screamed. Little Red. The Wolf  
pounced at Little Red.

Suddenly Granny faced in the door, with the  
wood cutter. "Stop right there!" yelled the wood  
cutter. The wood cutter said "Otherwise we'll  
chop you up into a bit's house!" The wolf ran  
away. Granny said "Now Wolf'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 instructions 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~~ 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 there's 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 there's sunlight like your window sill. If there is no sunlight there then try in your garden.

8. After that water the seed ~~reguly~~ regularly 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 m 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 m 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 in 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?