

**Working At Greater
Depth
Writing in KS1**

**2022-23
Standardisation**

Exercise 2

Pupil c

This collection includes:

- A) a setting description
- B) a persuasive advert
- C) a diary entry
- D) a recount
- E) a narrative
- F) a non-chronological report

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

The pieces in this collection demonstrate successful writing across a range of purposes and forms. The elements of transcription required to reach greater depth standard are in place, as are the elements of composition. Piece A is a description of a rainforest, focusing closely on the sensory experience of the environment and written in the first person. Chronological writing is represented by a recount of a class trip to an amusement park (piece D) and a fantasy story (piece E), which transports the protagonist through a portal into an alien world and back again. The diary entry (piece C) draws on a reading of 'The Invisible' by Tom Percival, featuring recounted events and thoughts in the voice of the main character. Non-chronological writing is present in the form of a holiday advert (piece B), which encourages the reader to travel to Rio de Janeiro by highlighting specific attractions, and a report on rainforests (piece F), giving information about the different forest layers.

In piece A, sight, sound, texture, movement and environmental conditions in the rainforest are successfully evoked for the reader. The piece moves between perspectives (when I looked down... When I looked to my left... When I looked up), conveying a 360-degree sense of the writer's viewpoint and supporting coherence across the description. Prepositional phrases add to this (Behind me... High above me... Through the trees...) and suggest that the pupil is drawing on reading, with an awareness of how writers manipulate sentence structure to emphasise descriptive details. In addition, vocabulary choices are vivid and ambitious and target the different sensory elements of the scene through adjectives (gushing waterfall... squelchy, filthy mud... twisty roots... fragrant, refreshing flowers... delicate, lime-green leaves) and adverbs (squawking madly... swaying gently). At times, descriptions are expanded to build impressions of the scene and the writer's interaction with the environment (As I ambled through the vast rainforest I heard a distant splashing sound... I felt the rough, bumpy and jagged tree trunks of the ancient trees... the blazing, scorching sun was just visible between the treetops).

Co-ordination and especially subordination support expansion through adverbials (As I knelt down... When I looked up...) and relative clauses, indicating the pupil's progression toward KS2 requirements (gushing waterfall which was making the noise... footsteps of the deers that were quite a long way... mouthwatering fruit that were hanging). It is important to note that use of these constructs are not requirements for achieving the greater depth standard. Their use does, however, indicate the complexity of the pupil's writing and their grasp of grammatical constructs beyond those which are taught at KS1 and are indicative of the pupil's wider reading.

Description is in the past tense, with progressive forms used appropriately to expand details (sun reflecting in... roots sticking out... climbing upwards... having lots of fun) and the past perfect supporting the observation of the scene as it was experienced (ancient trees that were stuck firmly... had fallen off the tall trees...were squawking madly... was covering the whole forest). Piece B is a persuasive text promoting Rio de Janeiro as a destination and two landmarks in particular, Sugarloaf Mountain and the statue, Christ the Redeemer. The purpose is effectively addressed through an enthusiastic invitation to the reader (Come and have the most memorable holiday in the world...) and introductory promise (You won't be disappointed...). The confident

opening is maintained with a declarative sentence in which 'Here' emphasises the text and its purpose (Here is a very informative traveller's guide...). The information that follows in two sections is presented with lively description and comment, along with advice for the potential visitor (be careful because it can become very foggy and misty... The most rewarding time to go is sunset...). The piece demonstrates the successful use of persuasive techniques, including a rhetorical question (Have you ever seen a statue that will leave you speechless...) and conditional sentences which emphasise that the potential needs of the reader can be met (If you are a catholic, well this perfect landmark is very important for you... If you don't like walking you can ride...). The range of sentence types highlights the pupil's engagement with the persuasive context, incorporating imperatives (Come and have... be careful...) and multi-clause sentences which expand details appropriately through co-ordination and subordination (The most rewarding time to go is sunset but it will be very busy... people can repair it if it is struck by lightning which is very often because...). Impressive aspects of the landmarks are highlighted through numerical details (165° views... 30 metres high and 28 metres wide... more than 90 years) and the pupil adopts an impressed tone to emphasise notable features (Surprisingly, Christ the Redeemer has been...).

The pupil creates a coherent overall structure with each subsection beginning in positive, attention-grabbing fashion (Sugarloaf mountain is a breathtaking landmark... Have you ever seen a statue that will leave you speechless...). Information about what makes each destination desirable follows and the sections conclude with direct address to the reader, urging or exclaiming (You don't want to miss the opportunity!... This is a once in a lifetime opportunity!). While some repetition is evident, pronoun references support links within each section (breathtaking landmark... it is made of... it will be very busy; this perfect landmark... it's hands... repair it if it is struck by lightning).

Vocabulary choices are well matched to the purpose and context, demonstrating a growing awareness of texts in this field (memorable holiday... braced for the trip of a lifetime... breathtaking landmark... sensational, stunning and 165° views... leave you speechless... forbidden compartment). The piece features present tense description and explanation, with occasional use of the future tense to capture the potential visitor experience (it will be very busy... will leave you speechless) and a present perfect form is used to add historical information (has been in and guarded Rio...). The pupil also moves successfully between third-person information and second-person address to the reader (you). Awkward expressions are occasionally evident (made of hard steel like igneous rock and granite stone... it is a very famous timing), and an error in plural agreement (lots of parts is metal) slightly weaken coherence but the piece is successful overall.

In the diary entry (piece C), the key elements of the book, 'The Invisible', many of which take place in illustrations, are presented clearly in the first-person voice of Isabel, the main character. Her small acts, like planting flowers and painting a wall, set in motion the transformation from a faded, unhappy environment to one that is brought to colourful life. The role of a diary in recording experience and reflection is clear in the piece, with Isabel's descriptions of her surroundings and feelings drawing directly on language from the book but also including the pupil's expressions (freezing like an icicle... crunching, white snow... I felt glum so I bowed my head... all alone... I comp[r]ehended why... I felt 1 million times happier then elated). Details of the setting (huge gust of wind... crack in the glass, transparent window... stroll in the city... the hard, colourless and brick wall) root the experiences in the wintry urban setting and there is clear information about what Isabel does and her motives (I realised I could not see my shoes or feet... helped the boy by fixing the bike with him... We started to paint the walls with colour). The piece captures the important messages of the book (the community came together... colossal difference) and the pupil develops a sense of Isabel's personality and response to events (I looked over my shoulder and thought "We really should add some colour"... I tucked myself into my comfy bed... I wonder what adventure tomorrow will bring (seriously)). Brackets highlight moments where she underlines or expands on her thoughts, as though addressing the diary itself – this is also captured in the sign off 'Speak soon'.

Events in the diary entry are sequenced and linked through co-ordination, mostly 'and' and 'so', with subordination supporting explanation (because it was freezing... because I had made..) and

expansion (I realised I could not see... I saw that the only colourful thing[s] were...). Adverbials of time also support the chronological account (after I was dressed... As soon as I did... After a few hours... As the minutes turned to hours... Before long...). The past tense is maintained for recounted events and sensations, incorporating perfect and progressive forms at times (I was dressed... I was turning invisible... planting the flowers... everyone getting a bit visible). There is also a suitable forward-looking final comment which uses present and future tenses (I wonder what adventure tomorrow will bring...).

The recount of a school trip to an amusement park (piece D) follows events chronologically, with information about activities, and many insights into the excitement of the day on the part of the writer and others in the group. Specific details about timing (On Thursday 23rd June... At 7am... 7.20am... 5 minutes later... 20 minutes to explore) and locations are included, with vocabulary reflecting the context (family-friendly... Sxxxx Adventureland... classroom... coach... picnic benches... waterride... candyland... spooky house). Enthusiasm and excitement are evoked through adjectives and adverbs (enjoyable and spectacular... extremely grateful... energetically... hurriedly... mesmerizing, phenomenal... eager) and some extended descriptions and comments also give a sense of the pupil's personality (I woke up (without anybody doing it for me))... my first ever school trip in reception, Year one and two... going to get off row by row so (row by row) we got off... and all the other words that are synonyms [synonyms] to the words that were before... everyone tripled their excitement levels).

Multi-clause sentences with co-ordination and subordination build sequences of action (quick and speedy so I was ready... collected their lunch and off we went... we talked and did funny things while we were on it... Once everyone had their turn we went...). The pupil also adds explanatory information using 'because' and 'that' (we were last because, obviously, we were in the last row...it was very short because... a few attractions that we would hopefully go on... saw the barrel that squirted 5 long strips of water). Adverbials are used extensively to signal time and to highlight circumstance (Apparently... Lastly... when I took my first step inside... As soon as we had eaten... when you were totally not expected it at all). In addition, the narration of events is supported by appropriate use of the past tense, including perfect (we had eaten... we had predicted) and progressive forms (were waiting... were counting... started heading). There are occasional errors in handling tense agreement and verb forms (There was a lot of dark spaces... when you were totally not expected it at all... avoided to go inside) which weaken coherence a little, and the choice of words can be dissonant at times (hurriedly strolled).

The fantasy adventure narrative (piece E) features a journey to a world where elements of normal life combine with absurd and sometimes comic details. The pupil demonstrates confidence in constructing a rounded story, setting up events from the start through a humorous narrative style (As I was playing football (with my friends), an airplane swiftly glided over the heads of the goalie (still my friend), the player who was playing against me and finally, myself... a tunnel appeared out of nowhere (literally)). Descriptive details evoke the setting as the narrator passes through the tunnel portal (the most vast place I have ever seen in my entire life... gas-filled stars were blinding me... scorching sun... planets, craters and asteroids... just floating in the atmosphere). The narrator's transformation is detailed (antennas and freckles... three-fingered hands and 3 eyes), along with the creatures encountered there (brown, cylinder-like thing... a kind of cute looking penguin). The pupil also uses description to build tension and engineer surprise (the penguin was my pet, his fiery red eyes, his... Wait what? Usually he had icy blue eyes.) The action is captured with vocabulary that matches the fantasy-sci-fi context, drawing on the pupil's reading (magical sword... red sparks... rocket boosters... glitching with two colours red and blue, red and blue). The pupil demonstrates use of formal language (unexpected and peculiar... intrigued... entire... extremely worried... as you can imagine) and includes more informal choices (mid-dayish... I hadn't figured... cute... mucky pond). Again, understanding of the concept of 'voice' is beyond KS1 expectations and, in this case, the mixture of the formal/informal creates a slightly uneven effect overall. However, it remains that the story world and structuring of events is ambitious and successful and this pupil demonstrates emerging understanding and control of this aspect of the

KS2 curriculum. The narrator returns to the starting point, as the plane and tunnel reappear, and reflects (I snuggled in bed and thought “What a crazy daydream that must have been”). The narrative develops with a range of multiclausal sentences, expanded through co-ordination using ‘and’ and ‘but’, along with subordination which adds explanation and comments through a range of conjunctions (the player who was playing against me... when it finally reached me... which was strange and weird... because I could not move... I remembered that I had to get back). Adverbials are also varied, moving the action on and locating events (as soon as it happened... in my entire life... with every step that I took... Without warning... With a great splash...). In addition, past tense narration (my eyes adjusted... sun was coming... felt like hours) combines with present tense forms, where appropriate (something to sit on... I have ever seen... I have to go...) to match the telling of events with the narrator’s commentary on them.

A consistent aspect of the pupil’s style is the use of bracketed asides (which is beyond the requirement of the KS1 curriculum) and contextual detail. This style is often, but not always, successful. Occasionally, it can disrupt the flow of events for the reader ((literally)... (apparently)... (I could not even move my tongue) (crazy)... (very tight[!])). Some attempts at executing the complex syntax falter, for example, where an inserted clause would be better placed at a different point in the sentence (It what looked in slow motion gently glide over my head), a verb tense error (glide) also weakens the construction here. However, this again demonstrates the pupil’s ambition and valid attempt to use grammar which is beyond the requirements of the KS1 curriculum.

The non-chronological rainforest report (piece F) provides evidence of the pupil’s handling of an informative text, with related facts grouped appropriately in sections. The information includes a suitable introductory statement (The rainforest is a very diverse place...), with facts that contextualise and draw the reader in, combined with comment on the part of the writer, to create a sense of fascination (near the equator... rains 10 metres a year...60% of earth’s air (awesome fact)... Want to know some more super facts about the (amazing) layers...). The direct address to the reader and imperative (Read on!) set the tone as one of informative but lively reporting. The pupil relates facts to everyday experience to highlight what is impressive (Surprisingly, (not like our garden) the forest floor is...) and puts the reader in the position of interacting with the environment (if you tap one you will hear... you will run away... You can barely see them through the mist).

Vocabulary is carefully chosen, specific and reflects the rainforest focus (oxygen... humid... tropical fruit... forest floor... Big cats, reptiles and deer... vines... ecosystem... essential nutrients... Understorey... hydrated... pollination... canopy... Emergent... climate). At times, the informal and imaginative style of description clashes with the factual focus (the lush emerald green trees block the rays of the blinding, blazing sun like midnight... twisty antlers... scary cat). However, overall, the piece is successful in its purpose.

A range of sentence types support the aims of the piece. Questions and commands are used to engage the reader (Did you know that or not?... Want to know more facts? Come on... Want an example?). Sequences of details are linked through co-ordination (diverse place and it plays an important role... so humans can... for more plants to grow), with subordination used to explain and expand (because it is near... because if they get too much... that are made out of... which can be...). Occasionally, clauses and phrases run on without clear links. For example, the ‘Did you know...?’ section opens with a long sentence that focuses on the ‘Big cats’ and other animals who (live on the forest floor and they walk on the rich soil where the vines coil round the soil on the muddy ground, also the animals need cool shade...). Information is added here but ‘also’ does not provide a secure link. At times ‘so’ is used where ‘and’ or a conjunction such as ‘which’ is needed (The canopy layer is the most thickest and crowded layer so it shields...).

The present tense is used appropriately throughout, with the future tense and modal verbs (though these are not a KS1 requirement) used to support the shift of focus on to the reader (you will be able... will have to adopt... you might find).

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

Throughout the collection, there is evidence of the pupil making simple additions, revisions and proof-reading corrections – for example, in the:

- diary entry (piece C), words have been added to clarify and enhance descriptions (across my peach face... Some rich people...). In the second paragraph, word choice has been amended (I sat next leaned on). Also, the pupil has corrected a spelling as a result of proof-reading (whith with)
- recount (piece D), in the second paragraph, the pupil has added an exclamation, to underline excitement (What a spectacular it would be!) and also inserted words to introduce a noun more clearly (it was the Robin Hood rid[e]). The numerals '25' are also replaced by full spelling of the number (Twenty five), in the first paragraph
- narrative (piece E) the pupil has made a number of edits and corrections, including insertions and amendments that support sentence structure and grammar, substituting the brackets around 'strange and kind' in the first paragraph with a conjunction: 'which was', and correcting tense choice (must be have been). Vocabulary choices are also amended (fell tumbled... hyper super). Spelling errors are also corrected (freckles... unstoppable).

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.

The pupil uses question marks – for example, in the:

- persuasive advert (piece B) (Have you ever seen a statue that will leave you speechless for hours?)
- narrative (piece E) (Wait what?)
- non-chronological report (piece F) (Did you know that or not?... Want to know some more super facts about the (amazing) layers of the rainforest?... Did you know...?... Want to know more facts?... Want an example?)

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

- persuasive advert (piece B) (Come and... Rio de Janeiro!... You don't want to miss the oppurtunity!... This is a once in a lifetime oppurtunity!... I was turning invisible!... Since she got paid millions a each day! ... a friendly women walked up to her! ... she lived happily ever after!)
- recount (piece D) (What a spectacular [omission] it would be!)
- narrative (piece E) (I was in for a big surprise!)
- non-chronological report (piece F) (Read on!... they have sticky feet!... Come on (it is going to be about the Emergent!))

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

- setting description (piece A) (squelchy, filthy mud... dry, curled-up leaves)
- diary entry (piece C) (crunching, white snow... shiny, brand new car)
- recount (piece D) (family-friendly, enjoyable and spectacular... me, my sister and my mum)
- narrative (piece E) (greenish, brownish eyes... brown, cylinder-like thing)
- non-chronological report (piece F) (roots, shoots and leaves...lucious, emerald green leaves... blinding, blazing sunlight)

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

- diary entry (piece C) (boy's)
- non-chronological report (piece F) (earth's)

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

- setting description (piece A) (couldn't)
- persuasive advert (piece B) (won't... don't)
- diary entry (piece C) (wasn't... didn't)

- recount (piece D) (couldn't)
- narrative (piece E) (hadn't... that's)
- non-chronological report (you're)

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

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

- setting description (piece A) (Behind, climb[ing], could, whole)
- persuasive advert (piece B) (because, most, hour[s], [en]sure, busy, people)
- diary entry (piece C) (only, break, after, past, plant[ing], should, parents)
- recount (piece D) (kind, old[en], every[one], last, class, would, who, water, Mr)
- narrative (piece E) (floor, both, even, great, pass[ed], move, eye, any, half)
- non-chronological report (piece F) (find, cold).

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:

- setting description (piece A) (carefully, suddenly, firmly, scaly, gently, making, blazing)
- persuasive advert (piece B) (compartment, careful, speechless, stunning, timing)
- diary entry (piece C) (colourful, colourless, smartly, lonely, really, seriously, freezing, smiling, hardest)
- recount (piece D) (grateful, hopefully, friendly, extremely, hurriedly, sensibly, silently, luckily, writing, using)
- narrative (piece E) (brightness, harmful, swiftly, finally, quietly, speedily, tingly, usually, weirdly, aching)
- non-chronological report (piece F) (drastically, quickly, blinding, oldest, tallest).

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 and the pupil consistently joins lower case letters to demonstrate their personal, joined style across the collection.

In summary, this pupil is working securely at the greater depth standard. They can write concisely for a range of purposes. The grammar, vocabulary and punctuation within their writing suggests they draw on their reading to compose effective, engaging pieces. Writing is presented neatly and the pupil displays a secure understanding of constructs taught at KS1 and beyond.

Piece A: a setting description

Context: as part of the theme 'Rainforests', pupils wrote a setting description using their senses. The children explored forest settings outside to stimulate vocabulary.

As I ambled through the vast rainforest I heard a distant splashing sound so I turned around and I saw ~~X~~ the sun reflecting in the gushing waterfall which which was making the noise I could hear the squelchy, gilly underneath mud underneath my warm feet. Suddenly, I stumbled and when I looked down I saw the dangerous, twisty roots sticking out of the rich soil. As I knelt down my hand reached out and I felt the rough, bumpy and jagged tree trunks of the ancient trees that were stuck firmly to the ground. I could hear the loud footsteps of deers that were quite a long way in front of me. When I smelt the fresh air I also smelt the fragrant, refreshing glowers that surrounded me with all the possible ways. When I looked to my left I saw the dry, curled-up leaves that had fallen off the tall trees throughout the long years. When I looked up I saw the scaly lizards slowly climbing upwards to eat the pleasant, mouth-watering fruit that were hanging on the edge of the strong, thorny branches. Carefully, I touched the delicate, lime-green leaves but suddenly, as light as a feather, it fell to the ground. Then, I noticed I couldn't see a thing apart from the leaves. Behind me, I heard something so I turned ~~I turned~~ around and I realised it was a flying squirrel.

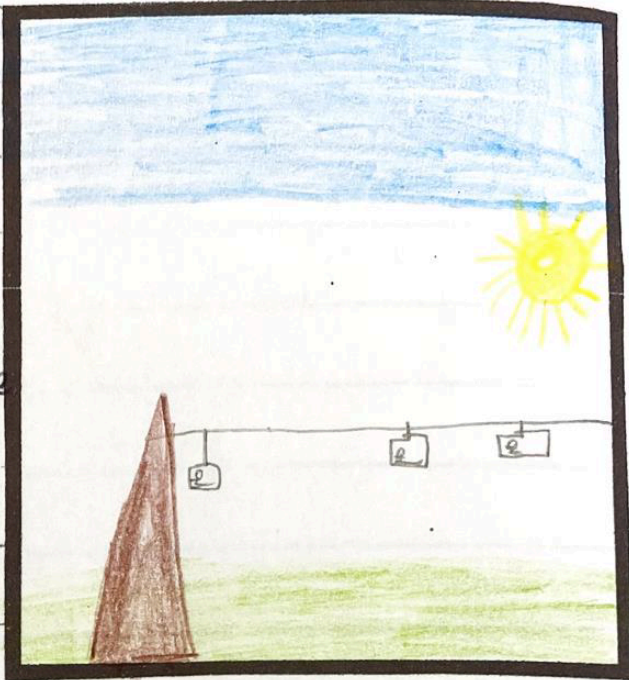
having lots of sun (it was making a lot of noise.
High above me the speedy, brown eagles were squawking
madly. The foggy mist was covering the whole rainforest.
Through the trees, the blazing, scorching sun was just
~~so~~ visible ~~between~~ between the treetops that were
swaying ~~were~~ gently side to side.

Piece B: an advertisement

Context: pupils wrote an advert to encourage people to visit Rio de Janeiro. They used statements based on their learning in geography lessons and applied their knowledge whilst using persuasive techniques.

Come and have the most memorable holiday in the world in Rio de Janeiro! You won't be disappointed...

Here is a very informative traveller's guide to ensure that you're braced for a trip of a lifetime.



Sugarloaf Mountain is a breathtaking landmark and is popular because of its sensational, stunning and 165° views. It is made of hard steel like igneous rock and granite stone, be careful because it can become very foggy and misty so you need to check the weather



beforehand. The most rewarding time to go is sunset but it will be very busy because it is a very famous timing. You don't want to miss the opportunity!

Christ the Redeemer

Have you ever seen a statue that will leave you speechless ~~will leave you speechless for hours~~

Christ the Redeemer is 30 metres high and 28 metres wide. If you are a catholic, well this perfect landmark is very important for you.



~~There~~ There is a golden compartment which leads to its hands and head so people can repair it if

it is struck by lightning which is very often because ~~lots~~ lots of parts is metal.

If you don't like walking you can ride on a ~~hog train~~ peaceful hog train. Surprisingly,

Christ the Redeemer has been in and guarded Rio for ~~my~~ more than 90 years. The best time to go

~~is~~ is ~~early~~ in, if you don't sleep in, is early in the morning. This is a once in a ~~top~~ lifetime opportunity!



Piece C: a diary entry

Context: pupils shared the book 'The Invisible' by Tom Percival, a story about a young girl named Isabel, who has to move home and struggles with this and feels 'invisible'. Pupils wrote a diary entry from the perspective of Isabel during the latter part of the book. Pupils were encouraged to express emotions which Isabel might have experienced in the story.

Dear Diary,

A huge gust of wind swept across my face from a ~~crack~~ ^{peach} crack in the glass, transparent window. I woke me up because it was freezing like an icicle. I (after I was dressed) had an idea to have a stroll in the city so I did. I walked in the crunching, white snow (I had my scarf and gloves so I wasn't frozen). Some ^{rich} people in a shiny, brand new ~~car~~ car drove past me and looked through me ~~looked~~ like I wasn't there. All of the other smartly dressed (~~car~~ ride) people ignored me. I got self glum because so I bowed my head. As soon as I did, I realised I could not see my shoes or feet... I was turning ~~around~~ invisible! I thought I was still all alone but ~~when~~ when I looked

up I saw other invisible people. I comprehended why. They were all miserable like me. I saw that the only coloured thing ~~we~~ were the vibrant flowers. I started to help the lady plant ~~the~~ * by planting the flowers and helped the boy by giving the bike with him so they didn't feel lonely.

~~After one o'clock, I took~~ * After a few hours of working hard to fix the boy's bike, I took a little break ~~and~~ ~~sat next~~ ^{and} I ~~sat next~~ ^{leaned on} to the ~~colourless~~ ^{and} brick wall. I ~~tot~~ looked over my shoulder and thought "We really should add some colour" so I asked ~~to~~ the other people and they said "yes?" We started to paint the walls ~~with~~ ^{with} colour.

As the minutes turned to hours, the community came together to paint the walls. I could see everyone getting ~~more~~ ^{more} visible a tall bit visible. The more people ~~coming~~ that came the more ~~more~~ ^{more} visible everyone became. Before long, the city was vibrant with colour. As I stretched my arms out wide and my ~~put~~ puppy ran around, I felt a million times ~~happy~~ happier than ~~stated~~ elated. My parents were smiling at me with pride because I had made a (one of the hardest

thing anyone could make) ~~difference~~ ^{difference} (colossal difference). As the ~~sun~~ sun began to set, I tucked myself into ~~bed~~ ^{my cosy} bed, my parents wished me good ~~night~~ night, I closed my eyes, ~~by~~ ^{by} before long I fell asleep (I was exhausted). I wonder what adventure ~~tomorrow~~ tomorrow will bring (seriously).
Speak soon,

Piece D: a recount

Context: this piece of writing was based on a school trip to an adventure park. Pupils wrote about their experiences and explained what they did on the day. A full transcription is included below the pupil script.

On Thursday 23rd of June, me and my year group went on a trip to the family-friendly, enjoyable and spectacular Sundowns Adventureland. Me and my friends were extremely grateful to our teachers for this opportunity, we got elated about it. At 7am, I woke up (without anybody doing it for me). Apparently, the school trip excitement made me energetically quick and speedy so I was ready near 7:20 am. ~~Twenty~~ ^{Twenty-five} minutes later, me, my sister and my mum were hurriedly rushing to school so I wasn't late for my first ever school trip in reception, Year one and two. When we arrived at breakfast club I asked miss Mitchell to take me to my classroom for my school trip. We sensibly and silently walked to my classroom. My class collected ~~them~~ ~~their~~ their lunch and egg we went. We ~~where~~ were where we needed, the coach was a bit (10) minutes late. When we got on it I departed 5 minutes later, we talked and did funny things while we were on it.

When we stopped where we were supposed to park, Mrs Morris said that we were going to get off row by row so (row by row) we got off. Lastly, me and Oliver got (we were last because, obviously, we were the last row) off. Eventually (when we were off the coach), when I took my first step inside, I saw a attractions that we would hopefully go on. There were 7 or 8 picnic benches. As soon as we had eaten our snack, we hurriedly strolled through Shotgun City to put our bags down. Everyone thought this place was mesmerizing - phenomenal and all the other words that are synonyms to the words that were before. ^{What a spectacular it would be!} Nobody was ready for their first ride ^{it was} the Robin Hood ride. Everyone thought it was very short because we only saw a semi-circle. We were waiting for quite a long time for it to come back. When it came back we got on

I ~~was~~ ~~then~~ thought ~~that~~ that it would go kind of slow, it went much slower than we had predicted. Me and my friends (while we were on the side) were counting the chits. ~~There~~ here was a lot of ~~dark~~ ~~spaces~~ dark spaces & everyone was eager to go on the next ride. As soon as Miss Oryett announced that we were going on the water ride next everyone tripled their excitement levels. We ~~silently~~ walked to the waterfront and got into a line.

Finally, me and Oliver got on ~~with~~ with Mr Wilson. I ~~go~~ I couldn't believe my eyes when I ~~was~~ nearly finished and saw the barrel that squirted 5 long strips of water at you when ~~you~~ you were totally not expected it at all. You got drenched if you were lucky. I see everyone had there turn we went to sit down underneath a tall tree that covered most ^{of} us in shade. We finished our lunch and went to candyland. A lot of people loathed the smell and ~~on~~ ~~on~~ ~~on~~ sided to go inside. Some people got a bit lost inside but they luckily ~~found~~ found a way out. There were bits of the ~~candy~~ candy that ~~you~~ you could press or wiggle and it would say something. After ~~they~~ everyone had 20 minutes to just explore we moved on to the spooky house. We got upstairs ~~in a few~~ We got ~~at~~ split into our groups and went upstairs, ~~as~~ a few people went back to the ground ~~low~~ level because they were too scared to carry on. The people that carried on saw the bats and cauldrons that were plastered (in glowing lights) on the wall. We also descended down some ~~very~~ ~~narrow~~ narrow and steep steps. We went to a place ~~we~~ where we saw someone trapped in a cell and someone writing a letter using a typewriter. That is something that they used in the olden days to write letters, etc etc. The ~~no~~ next thing was a game where you had to shoot the sneaky rodents. The game sadly did not work properly because when someone shot them directly nothing happened, no sign that they had hit the rodent. Eventually, we started heading for a ride. It was mysterious what side we were walking towards, people thought it would be Shotgun City. The people who

thought that it was Shotgun City were 100% correct.

Transcription:

On Thursday 23rd June, me and my year group went on a trip to the family-friendly, enjoyable and spectacular Sxxxxxx Adventureland. Me and my friends were extremely grateful to our teachers for this opportunity, we felt elated about it. At 7am, I woke up (without anybody doing it for me). Apparently, the school trip excitement made me energetically quick and speedy so I was ready near 7:20am. Twenty-five minutes later, me, my sister and my mum were hurriedly rushing to school so I wasn't late for my first ever school trip in reception, Year one and two. When we arrived at breakfast club I asked miss Mxxxxx to take me to my classroom for my school trip. We sensibly and silently walked to my classroom. My class collected their lunch and off we went. We were where we needed, the coach was a bit (10) minutes late. When we got on it departed 5 minutes later, we talked and did funny things while we were on it.

When we stopped where we were supposed to park, ms Mxxxxx said we going to get off row by row so (row by row) we got off. Lastly me and Oxx got (we were last because, obviously, we were the last row) off. Eventually (when we were off the coach), when I took my first step inside, I saw a few attractions that we would hopefully go on. There were 7 or 8 picnic benches. As soon as we had eaten our snack, we hurriedly strolled through Shotgun City to put our bags down. Every-one thought this place was mesmerizing, phenomenal and all the other words that are synonyms to the words that were before. ^What a spectacular it would be! Everbody was ready for there first ride ^it was the Robin Hood rid. Everyone thought it was very short because we only saw a semi-circle. We were waiting for quite a long time for it to come back. When it came back we got on i we thought that it would go kind of slow, it went much slower than we had predicted. Me and my friends (while we were on the ride (were counting the chests. There was a lot of dark spaces, everyone was eager to go on the next ride. As soon as Miss O xxxxx announced that we were going on the watteride next everyone tripled there excitement levels. We silently walked to the watteride and got into a line. Finally, me and Oxxxxx got on with Mr W xxxxx. I couldn't believe my eyes when I nearly finished and saw the barrel that squirted 5 long strips of water at you when you were totally not expected it at all. You got drenched if you were lucky. Once everyone had there turn we went to sit down underneath a tall tree that covered most of us in shade. We finished our lunch and went to candyland. A lot of people loathed the smell and av-oided to go inside. Some people got a bit lost inside but they luckily found a way out. There were bits of the candy that you could press or wiggle and it would say somet-hing. After everyone had 20 minutes to just explore we moved on to the spooky house. We got split into our groups and went upstairs, a few people went back to the ground level because they were too scared to carry on. The people that carried on saw the bats and cauldrons that were plastered (in glowing lights) on the wall. We also descended down some very narrow and steep steps. We went to a place where we saw someone trapped in a cell and someone writing a letter using a type writer. That is something that they used in the olden days to write letters, etc etc. The next thing was a game where you had to shoot the sneaky rodents. The game sadly did not work properly because when someone shot them directly nothing happened, no sighn that they had hit the rodent. Eventually, we started heading for a ride. It was mysterious what ride we were walking towards, people thought it would be Shotgun City. The people who thought that it was Shotgun City were 100% correct.

Piece E: a narrative

Context: pupils chose their character, problem and story starter from a selection of visual images. They story mapped their ideas, so the story had a clear start, build up, problem, resolution and ending. Note that highlighting is the pupil's own editing. A full transcription is included below the pupil script.

As I was playing football (with my friends), an ~~air~~ airplane ~~x~~ swiftly glided over the heads of the goalie (still my friend), the player who was playing against me and finally, myself. When it finally reached ~~something~~ me something unexpectedly ~~pe~~ and peculiar ~~peculiar~~ ~~happen~~ happened, ~~a~~ a tunnel appeared out of ~~nowhere~~ nowhere (like literally). My friend said half time as soon as it happened ~~stranger~~ ^{which was} and weird. I went to investigate, ~~it~~ I was so ~~stranged~~ intrigued that I quietly crept inside to see where it led to... I was in for a big ~~surprise~~ surprise!! It (apparently) led to outer space, it was the most ~~or~~ ~~best~~ place I ~~have~~ I have ever seen in my ~~x~~ entire life. The ~~was~~ The gas-gilled stars were blinding me with every corner of my greenish, brownish ~~eyes~~ eyes so I closed my eyes extremely ~~x~~ speedily but my eyes adjusted very quickly to the brightness. The ~~scorching~~ sun was coming to about mid-dayish, ~~x~~ my friends must ~~x~~ ^{have been} worried-ick. There was a lot of planets, ~~water~~ and asteroids, they ~~was~~ were just floating in ~~x~~ the atmosphere ~~which did not have any gravity~~. I ~~it~~ felt a tingly feeling in my feet ~~x~~ ^{my foot} it made me laugh out loud. There was a broken mirror on the floor ~~so~~ I ~~it~~ I picked it up, I looked at my face and I saw antennas and ^{crackles.} ~~gills~~. I saw that I had three-gingered hands and 3 eyes. I looked up and saw I carried on walking for ~~what~~ ^{what} ~~felt~~ ^{like} hours, my legs were aching crazily with every ~~muscle~~ step that I took. ~~At~~ ^{out of} the corner of my eye I saw a brown, cylinder-like thing. In about 30 seconds I figured out what it was, it was a log (finally, something to sit on). What I ~~hadn't~~ figured was that it was quite spiky and it was a moving brown ~~rod~~ ~~rod~~. I speedily ran ~~of~~ it and thought that I was out of trouble ~~but~~ when I looked up the aliens who were bowing to a kind of ~~etc~~ looking penguin all turned around and stared. I suddenly recognised the penguin ~~was~~ ^{was} my pet, his fiery red eyes, his... Wait what? ~~Usually~~ he ~~has~~ ^{has} icy blue eyes. He picked ~~what~~ ^{what} looked like a magical ~~rod~~ sword, I knew ~~it~~ it was magical because red sparks was erupting ~~from~~ the harnul, ~~unstoppable~~ ^{unstoppable} sword and ~~swung~~ it from side to side. It looked

like he ~~was~~ was trying to hypnotise me (as if that was ~~going to~~ ^{going to} work).
Guess what it (sadly for me and great for the penguin) worked. I was
rooted to the exact spot I was standing on (I could not ~~even~~ ~~move~~
move my tongue) (crazy). ~~With~~ With a great splash I ~~tumbled~~
backwards into the muddy pond. ~~With~~ Without a warning of
~~two~~ what felt like ~~two~~ rocket boosters, boosted me back up to
eye level with the penguin because I could not move my ~~eyes~~ eyes all
I could do was stare at the penguin. His eyes were glitching with
two colours red and blue of red and blue and finally they stayed at blue.
With a loud dick I unzipped and pengy (that's his name) put the
sword down. We ran to each other and hugged (very tightly) ^{and} he
squeezed my lungs. We held the sword above our heads and the
aliens bowed to both of us. I remembered that I had to get back
to my friends. I said "sorry I have to go, my friends - must be
extremely worried" ~~so~~ so I ^{super} quickly sprinted to the precise
spot that I had come from... It (weirdly) wasn't there anymore.
The moment I had turned around the exact same plane came, it
said "Time to go" on a banner. It what looked in slow motion
~~and~~ gently glide over my head, the tunnel appeared and I climbed
through it. My friends acted like not a milla second had ~~passed~~
passed, ~~we~~ we carried on playing football and everyone went
home. I snuggled in bed and ~~thought~~ thought "What a crazy ~~day~~
daydream that must have been". I fell asleep quite quickly
as you can ^{imagine} imagine.

Transcription:

As I was playing football (with my friends), an airplane swiftly glided over the heads of the goalie (still my friend), the player who was playing against me and finally, myself. When it finally reached me something unexpected and peculiar happened, a tunnel appeared out of nowhere (literally). My friend said half time as soon as it happened which was strange and weird. I went to investigate, I was so intrigued that I quietly crept inside to see where it lead to... I was in for a big surprise! It (apparently) lead to outer space, it was the most vast place I have ever seen in my entire life. The gas-filled stars were blinding me with every corner of my greenish, brownish eyes so I closed my eyes extremely speedily but my eyes adjusted very quickly to the brightness. The scorching sun

was coming to about mid-dayish, my friends must have been worried-sick. There was a lot of planets, craters and asteroids, they were just floating in the atmosphere which did not have any gravity. I felt a tingly feeling in my feet which made me laugh out loud. There was a broken mirror on the floor so I picked it up, I looked at my face and I saw antenae and freckles. I saw that I had three-fingered hands and 3 eyes. I carried on walking for what felt like hours, my legs were aching crazily with every step that I took. out of the corner of my eye I saw a brown, cylinder-like thing. In about 30 seconds I figured out what it was, it was a log (finally, something to sit on). What I hadn't figured was that it was quite spiky and it was a moving brown crocodile. I speedily ran of it and thought that I was out of trouble but when I looked up the aliens, who were bowing to a kind of cute looking penguin, all turned around and stared. I suddenly recognised the penguin was my pet, his fiery red eyes, his... Wait what? Usually he had icy blue eyes. He picked what looked like a magical sword, I knew it was magical because red sparks were erupting from the hamful, unstoppable sword and swung it from side to side. It looked like he was trying to hypnotise me (as if that was going to work). Guess what it (sadly for me and great for the penguin) worked. I was rooted to the exact spot I was standing on (I could not even move my tongue) (crazy). With a great splash I tumbled backwards into the mucky pond. Without warning, two, what felt like rocket boosters, boosted me back up to eyelevel with the penguin because I could not move my eyes all I could do was stare at the penguin. His eyes were glitching with two colours red and blue, red and blue and finally they stayed at blue. With a loud click I unfroze and pengy (that's his name) put the sword down. We ran to each other and hugged (very tightly) and he squeezed my lungs. We held the sword above our heads and the aliens bowed to both of us. I remembered that I had to get back to my friends. I said "sorry I have to go, my friends must be extremely worried" so I super quickly sprinted to the precise spot that I had come from... It (weirdly) wasn't there anymore. The moment I had turned around the exact same plane came, it said "Time to go" on a banner. It what looked in slow motion gently glide over my head, the tunnel appeared and I climbed through it. My friends acted like not a milla second had passed, we carried on playing football and everyone went home. I snuggled in bed and thought "What a crazy daydream that must have been" I fell asleep quite quickly as you can imagine.

Piece F: a non-chronological report

Context: pupils wrote a non-chronological report about the layers of the rainforest. They conducted their own research whilst drawing on their knowledge from geography lessons.

The Layers of the rainforest

The rainforest is a very diverse place and it plays an important role to provide oxygen so humans can breathe. It is a humid and hot place every day because it is near the equator but (weirdly) it rains 10 metres a year, also it has lots of tropical fruit (like grape fruit). Did you know that or not? It has 60% of earth's air (awesome fact) and it has 40% of the planet's plants and animals. Want to know some more super facts about the (amazing) layers of the rainforest? Read on!

Forest floor

Surprisingly, (not like ~~our~~ ^{our} garden) the forest floor is made up of roots, shoots and leaves that can make you trip over if you're not cautious. The forest floor is the darkest layer because the lush, emerald green trees block the rays of the blinding, blazing sun like midnight.

Did you know...?

Big cats, reptiles and deer that have twisty antlers live on the forest floor and they walk on the rich soil where the ~~the~~ vines coil ~~around~~ round the soil on the ~~and~~ muddy ground, also the animals need the cool shade because if they ^{get} ~~get~~ too much sunlight it will be dangerous. It is an important part of ecosystem and if ~~some~~ animals die it provides essential nutrients for more plants to grow up to the ~~second~~ second layer of the rainforest.

Understorey

In this layer you might find hidden ~~caves~~ caves and hollow trees that if you tap one you will hear the ~~very~~ very nearly silent and spooky ~~scary~~ echoes, you will run away (if you're a scaredy cat). It is very humid and damp to keep the animals hydrated so they are not thirsty. Also it is the most colourful layer because it has lots of tropical plants and the colours attract bees and then they do something called pollination.

This keeps the rainforest cycle going. In the twisty branches you will be able to find snakes and lizards (they have sticky feet!).

Canopy

The canopy layer is the most thickest and crowded layer so it shields the forest floor from the blinding, blazing sunlight, also (unbelievably) it takes 10 seconds for a raindrop (yes, ~~ser~~ seriously) to even touch the ground of the forest floor. It is where monkeys swing branch to branch and ~~or monkeys~~ birds in their cosy nests that are made out of lots of twigs. You can barely see them through the mist. Want to know more facts? Come on (it is going to be about the Emergent)!

Emergent

In this layer the climate can change drastically. Want an example? One moment it can be boiling hot, the next second it can be cold like winter. Also it has the oldest and tallest trees which can be 76 metres tall and if you live up there you will have to adapt very quickly or ~~X~~ you might not ~~survive~~ survive for too long. ~~this~~ This is also where bats can't really sleep peacefully.

Exercise 3

Pupil A

This collection includes:

- A) a narrative based on a book
- B) a retelling of a film
- C) a setting description
- D) an adapted retelling of a story
- E) a sequence of diary entries
- F) a non-chronological report

All the statements for 'working towards the expected standard', 'working at the expected standard' and 'working at greater depth 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 and coherently 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 and film: an adventure story based on 'Dinosaur Cove' by Rex Stone (piece A); a retell of 'Mulan' based on the film (piece B); and an adapted version of the story 'Stone Age Boy' by Satoshi Kitamura (piece D). In addition, the collection includes a setting description from 'The Wizard of Oz' by L. Frank Baum (piece C); diary entries in the voice of the main character from 'Somebody swallowed Stanley' by Sarah Roberts (piece E); and an information text about the Taj Mahal (piece F).

The dinosaur narrative (piece A) is a developed story, taking the reader effectively through a time-travel adventure, incorporating the means of travel (an ammonite), threat from dinosaurs and an eventual return to normality. While drawing on elements of the 'Dinosaur Cove' books, the pupil succeeds in creating characters and events that engage the reader and convey tension. The setting and the shift between locations is conveyed through preposition phrases (in Dino sands... up the hill... all The way from the top of the mountain to the jungle... to the bottom of the lake), with some descriptive phrases giving a clear sense of the surroundings (warm soft sand... salty sea... chilly air... a sheet of grass). Dialogue—although not a requirement at key stage 1(KS1)—captures character and supports the action ("Look!" Said Lola. "A fossil!"... "Wow!" Said Lola... "ARGH!" Screamed Lola... "Y-yes"... "They must have heard you scream." whispered Max), with the pupil succeeding in combining narration with direct speech to minimise repetition or redundancy ("Don't do what I think your going to do." said Max. The herd started to run at them. "It's the only way of escape!" Shouted Lola, over the thundering footsteps of the herd.).

This interplay supports coherence and, throughout the narrative, nouns, pronouns, adverbs and determiners carry the reader through the sometimes complex action (He saw a rock hill and said, "lets hike up there."... Max pulled a cloth out... and he handed a cloth to Lola aswel. ... onto a sheet of grass... and at the end of that sheet of grass...).

Taking the stimulus text as a starting point, the piece demonstrates the pupil's confident use of their reading, particularly in dialogue (Crash! OW... Phew!), vocabulary choices and devices that include simile (everything went blurry... swooped down... up into the air like a bullet). Grammatical structures also support the confident style of narration, for example, through an embedded clause (not a KS1 requirement) (...staring at what appeared to be a dinosaur) and fronted adverbial (Out of the trees emerged a T.Rex).

The pace of events is often rapid and this is managed through a combination of short sentences (But it was to late. Lola had jumped. Max dived in after her.) and through the use of co-ordination, linking sequences of actions (grabbed Lola's hand and got himself into... like a bullet, and a second later,...) and highlighting reason and contrast (...so they did... So they sat down... but Lola didn't dare move). There is occasional use of subordination to expand detail using 'that' (...onto a sheet of grass That spread...), including where it is omitted as a relative pronoun (I think [that] we've gone back in time). The past tense also supports narration through a variety of verb forms, including the progressive, to emphasise action (paying attention... staring... quivering... bobbing) and perfect, to explain events in the recent past (She had fallen.. had jumped). In dialogue, the pupil shifts into present tense forms successfully (I don't think this is... must have heard you scream... They're still wathing [watching] us).

In the retelling of part of the film, 'Mulan' (piece B), the pupil again creates an effective narrative, establishing setting at the outset (A long time ago in ancient China in a small, little, sad village...).

A previously developed character profile is drawn on to present Mulan, and the description of her is integrated into the opening successfully (Now this is no ordinary girl...). Storytelling is confident, with some vocabulary choices and grammatical structures highlighting the pupil's reading (charging... strode... greeted [greeted]... thought and thought and thought...).

Action and reflection are well developed in the piece and the pupil manages shifts in tense, moving from past tense narration of events in simple, progressive and perfect forms (there lived a girl... was outside sweeping... had just broken out) to present tense, where appropriate (a note that said. One man from every family must fight...). Occasionally, the attempt to integrate tenses is unsuccessful, for example, when the narration seems to move into conveying Mulan's thoughts but without marking the shift appropriately (Her dog called little brother couldn't go well. he was just a dog, but there's no other boy or man. So who could go?).

Coherence is supported by adverbials of time (One day... war had just broken out... Hours later... soon she knew... For so long... She finally got to...) along with some paragraphing of sections of the story (although not a KS1 requirement).

The adapted version of 'Stone Age Boy' (piece D) provides further evidence of effective narrative writing, this time in the first-person voice. The pupil uses the device of a 'portal' to the past and draws on their reading to add detail (... cold air Whipping around me... I blinked in the bright sun light... I wasn't in the noisy Street anymore) and also manages the return through the same device. This echoes the structure of the dinosaur story (piece A), and there is once again description, action and character development incorporated. Expanded noun phrases add some vivid details, demonstrating how the pupil has drawn from the stimulus text, creating a world that is distinct from the present (beautiful green country side... small hut... winding river which was where they got water... helped Dhiela's tribe hunt a wild stag... a moss and rock bed... in her animal skins...). The narrator's thoughts and responses to events are captured (gazed into the distance... eager to explore... warm, toasty fire... I wasn't so sure... I screamed... still so scared...) and minimal dialogue reflects the situation of being in a different world, where communication is more limited (Dhiela was there in her animal skins tugging at my arm. "Come! Come! Come!" she shouted... "Do you want me to paint, Dhiela?").

The pupil uses the past tense to match what is needed, for example, using the progressive for ongoing actions (was walking... Kept falling... kept helping... tugging...) and moves into the present tense for dialogue and the return to the present day ("Try it," she said. So I did and now it's my favourite food!... now I am a history teacher). Coherence for the reader is also supported by a variety of adverbs of time (Once... The next day... after... At first... now... one day) and conjunctions, which link events in sequence through 'and' and indicate contrast through 'but'. Subordinating conjunctions occasionally convey time relationships (until one day... Before she could answer... as she brought out...) and cause (so much that I am now a history teacher.). The diary entries (piece E) written from the point of view of Stanley the plastic bag provide additional evidence of the pupil's control of narration and reflection, along with inventive and engaging ideas. New events are imagined for Stanley and the diary form is used successfully to capture experiences (in a wooden box... in a plane!... saw a woman walking across the road looking a bit miserable... She went back home and put me in the bin... I was flying off the edge) and feelings (I was extremely Nervous... the scariest day of my life... I was disgusted [disgusted]). Repetition is used for effect and emphasis (Closer and closer... further and further... deeper and deeper), drawing on the grammar of story language. This is a common feature in writing across the collection. The use of time markers, including adverbs and conjunctions, once again helps the reader through events (Today... Hours later... still... While... until... An hour later) and the three separate entries are linked through opening orientating devices (I was Still in the delivery lorry... I was Still in the bin...), though these lack variety at times.

The setting description for 'The Wizard of Oz' (piece C) incorporates words and phrases that create a negative view of the landscape (cracks in the ground... grey, lots of grey... depressing and dull... murky grey-brown), including devices that show the pupil is drawing on reading (no hills to roll down, no playgrounds, no friends, and no toys). The pupil also adopts a relaxed style of address, moving out of the third person into the second person at times (When you think of a farmhouse... You see, Dorothy's family were...). The classroom focus on using subordinating conjunctions is reflected in the piece, with a variety of conjunctions used appropriately to expand description (When... Where... Instead... because...). The past tense reflects the sense that this description is the opening of the story (Dorothy lived in a farmhouse... There was very little

water...) and variation in verb forms helps to convey contrast (tiles used to be bright red, but now they were...). Paragraphing (though not a KS1 requirement) is used to organise some related observations about the setting, supporting coherence.

The non-chronological report focused on the Taj Mahal (piece F) provides evidence of factual writing, with many specific details that inform the reader about place (located On the South bank of the yomuna Riva in Agra, India), significant dates (In 2007, the Taj maha was named one of the Seven Wonders... builte in1639) and the building itself (28 preshoose jauls... jade and crystals from China, lapis lazuli fro Afghanistan...). The pupil uses the third person appropriately and both present and past tense are included to give information about lasting or ongoing qualities of the building (is located... is ful of 28 preshoose jauls... glimmer When you shine a toch...) and to recount historical details (was named... wanted to build... his wife deid [died]... he was arrested). Sections of information are organised using clear sub-headings (though this is not a KS1 requirement), with related content placed together (Location... The history of the Taj mahal... Interesting facts). The piece also begins with a title that addresses the reader, inviting them to enjoy learning about the monument (Have a piece of the Wonderful Taj mahal). The pupil assumes a certain amount of knowledge on the part of the reader and a simple statement about what kind of building the Taj Mahal is would support a logical sequence of information, as would a clearer indication early on that the emperor in question was called Shah Jahan.

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:

- retelling of a film (piece B), letters have been added in order to correct spelling (of^f... w^h ere... Capt^a in) and an apostrophe has been added for a contraction (couldⁿ^t)
- setting description (piece C), letters have been added or substituted where errors in spelling have been identified (op^posite... furthuer). In addition, punctuation has been added or corrected, including a possessive apostrophe and an upper case letter (Dorothy^{'s}... dDorothy)
- adapted retelling of a story (piece D), the pupil has added a full stop to the end of a sentence in the first paragraph (I could see a little Village ^.) and a contraction apostrophe (now it^{'s} my favourite)
- diary entries (piece E), the pupil has amended their usage of a particular word (replacing occurrences of truck with dilivery lorry and lorry)
- non-chronological report (piece F), the pupil revises the order in which information is presented (In 2007...).

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 consistently and correctly throughout the collection. The full range of punctuation taught at KS1 is evidenced across the pieces.

The pupil uses question marks – for example, in the:

- narrative based on a book (piece A) (“Where are we?”... “A dinosaur?”)
- retelling of a film (piece B) (So who could go?... “Where can I Sign up?”)
- adapted retelling of a story (piece D) (“Do you want me to paint, Dhiela?”).

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

- narrative based on a book (piece A) (“Look!”... “Wow!”... “It’s the only way of escape!”)
- retelling of a film (piece B) (She was going to join the Empror’s army!)
- adapted retelling of a story (piece D) (now it^{'s} my favourite food!... “Come! Come! Come!”)
- diary entries (piece E) (I was in a plane!).

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

- retelling of a film (piece B) (in a small, little, sad village...)
- setting description (piece C) (bright blue sky, big red walls,... no hills to roll down, no playgrounds, no friends,...)
- non-chronological report (piece F) (jade and crystals from cChina, lapis lazuli fro Afghanistan and...).

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

- narrative based on a book (piece A) (Lola's... Max's)
- retelling of a film (piece B) (Empror's... father's... Mulan's)
- setting description (piece C) (Dorothy's)
- adapted retelling of a book (piece D) (Dhiela's).

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

- narrative based on a book (piece A) (don't... wasn't... didn't... They're)
- retelling of a film (piece B) (there's... What's).

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

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

- narrative based on a book (piece A) (said... Where... there... some... push[ed]... pull[ed]... floor... behind... every(thing)... only... both... after... grass... move... eye[s]... whole... water)
- retelling of a film (piece B) (One... house... because... every... your... father['s]... could... would... who)
- setting description (piece C) (friend[s])
- adapted retelling of a book (piece D) (love[d]... Come... Once... ask[ed]... find... wild... cold... beautiful... sure... any[more])
- diary entries (piece E) (today... child... last... hour... against... People).

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:

- narrative based on a book (piece A) (quickly... slowly... suddenly... hurriedly)
- retelling of a film (piece B) (powerful... awful... Surprisingly)
- setting description (piece C) (completely)
- adapted retelling of a book (piece D) (pavement)
- non-chronological report (piece F) (Wonderful).

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

Handwriting varies in this collection. The diagonal and horizontal strokes needed to join some letters are, however, clearly evident in piece D, where much of the writing is joined successfully. Piece D therefore demonstrates achievement of the greater depth standard for handwriting, remembering the qualifying statement: Where handwriting seems inconsistent, you should base your judgement on the strongest piece, and assume that this is validated by further evidence in the pupil's books. Piece C also features occasional use of joining strokes, indicating the development of the pupil's handwriting across the collection.

At times, the pupil's handwriting idiosyncrasies may account for the appearance of letters that look like capital in the middle of sentences – particularly the letters S, C and W. In addition, sizing of lower-case letters can vary but the size and spacing in piece D again indicates that the pupil is meeting the statement for the greater depth standard and those for the expected standard.

Piece A: a narrative based on a book

Context: pupils shared the story 'Dinosaur Cove' by Rex Stone. Pupils wrote their own version of the story using the structure of the original to support their writing.

It was a sunny day in Dino sands. Max and Lola were sitting on the warm soft sand. Lola smelt the salty sea and Max felt the chilly air. Max looked around. He saw a rock hill and said, "Let's hike up there". They both quickly ran up the hill. "Look!" said Lola. "A fossil!" "Let's crack it open," said Max, so they did. Not far from an ammonite. "Wow!" said Lola. Max pulled a cloth out of his pocket. "Let's rub all the dirt off," he said, and he handed a cloth to Lola as well. So they sat down and started to rub. Then, everything went blurry...

Crash! Oh! They thumped onto the ground. "Where are we?" said Lola. "I don't think this is Dinosaur Cove." But Max wasn't paying attention, he was staring at what appeared to be a dinosaur. "A dinosaur?" said Max. "I think we've gone back in time. A Pteridactyl swooped down

and ripped Lola's cardigan.
"ARGH!" Scream'd Lola.
"Are you ok?!" Shouted Max,
urgently. "Yes," said Lola,
quivering. She had
fallen onto a sheet of grass
that spread across the
jungle floor, and at the end
of that sheet of grass, was a
triceratops with a whole herd



behind it. Now, they were all staring at
Lola and Max. "They must have heard
you scream," whispered Max, but Lola
didn't dare move a muscle.

Some of the herd turned away, slowly,
Max helped Lola up. "They're still watching us,"
said Max. "Look, a lake," said Lola, quietly.
The lake streamed all the way from
the top of the mountain to the jungle.
"Don't do what I think you're going to do," said
Max. The herd started to run at them.
"It's the only way of escape!" Shouted
Lola, over the thundering foot steps
of the herd. "No!" shouted Max,
urgently. But it was too late.
Lola had jumped. Max dived
in after her. They both shut their
eyes. Max grabbed

Lola's hand, and
got herself into a tiny
ball, he sunk to the
bottom of the lake
and pushed up.
suddenly, he shot
up into the air like
a bullet, and a
second later, Lola's
head was bobbing above the

water. Suddenly, they heard a
thumping sound. Lola grasped
onto Max's hand. The ground shook
and the bushes rattled. Out of
the trees emerged a T. Rex. "The
Ammonite!" Lola said. Out of his
pocket, Max pulled the ammonite,
but his hands were too slippery.
The ammonite plopped into the
water. Lola pushed down and
snatched the ammonite. She held
Max's hand and hurriedly
rubbed the ammonite. The sky
started to spin and then they
were back home in Dinocave Cove.
"Phew!" said Lola. "Time for a rest,"
said Max. They looked at each other
and smiled.

Piece B: a retelling of a film

Context: pupils watched the film 'Mulan' and wrote a description of a chosen character. They then made use of their character description when writing a retell of the story. Note that all edits are the pupil's own.

MULAN

A long time ago in ancient China in a small little, sad village, there lived a girl called Mulan.

Now this is no ordinary girl.

Mulan is a powerful and quick-thinking girl. Mulan is cleverer than an elephant and braver like a lion.

Mulan loved learning how to fight because her dad trained her when she was very young.

One day Mulan was outside sweeping and washing the floors when she heard the terrible noise of horses charging into her village. It was an awful day because war had just broken out.

The Emperor's helper read a note that said,
One man from every family MUST fight in the
Emperor's army.

Mulan heard everything from the roof of her house and
she was worried.

She knew her dad would want to go, so she thought if
her dad couldn't go, then who could?

Her dog called little brother couldn't go well, he was just
a dog, but there's no other boy or man, so who could
go?

Hours later,

Mulan thought and thought and thought, soon she knew
what to do... She was going to join the Emperor's army!
She went into the house and took her father's sword from
the chair and cut her hair short. Then she took the sword
and her father's armor and strode off on the family
horse.

For so long, in the distant, striding and striding
Mulan rode and rode and rode,

hills in distant, farms ahead. She finally got to
the place where you get ready for war.

When she went into the place a man greeted her in
a nice way and said.

"I am your captain from now on." Mulan answered in a
saying.

By boy voice by saying,

"Where can I sign up?"

"You don't sign up, you just give me your map" Mulan's
captain said.

"Ok, here you go!" said Mulan giving her captain
her map.

"Thank you!" said Mulan's captain

"What's your name?"

"Er... P... P... Ping. My name is Ping."

Surprisingly, Mulan's captain and the other boys and
men believed her!

Piece C: a setting description

Context: pupils shared 'The Wizard of Oz' by L. Frank Baum. They wrote setting descriptions of a chosen scene within the book. Note that all edits are the pupil's own.

Dorothy lived in a farmhouse. When you think of a farmhouse, you think of animals and a bright blue sky, big red walls, and an active family. You see, Dorothy's family were completely the opposite. Instead of fields and grass there were cracks in the ground.

Where Dorothy lived there was grey, lots of grey. The sky was depressing and dull. There was very little water because the sun dried it all up. The only good thing at all about the sky were the clouds because they made very interesting shapes.

The animals carried on escaping because Toto kept on jumping over the broken down fence. So every day Dorothy chased the ~~the~~ pigs and cows back into the pen. Dorothy liked to pick up Toto and jump onto the fence to try and see further than the prairie all around them.

The tiles used to be bright red, but now they were a murky grey-brown. There was ^{absolutely} no way of having fun. There were no hills to roll down, no playgrounds, no friends, and no toys.

Piece D: an adapted retelling of a story

Context: pupils shared 'Stone Age Boy' by Satoshi Kitamura. The structure of writing was modelled by the teacher. Pupils were then asked to write their own story using a similar structure. Note that all edits are the pupil's own.

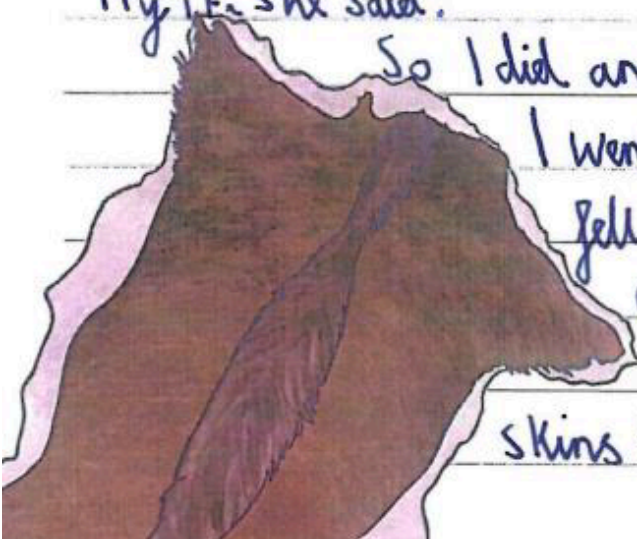
Once I was walking along the pavement and then I tripped over a little twig. I could feel cold air whipping around me and I kept falling down, down, down. I woke up. I blinked in the bright sun light. I wasn't in the noisy street anymore. I was in beautiful green country side. I stood up and gazed into the distance. I could see a little village. I ran towards it, eager to explore and found a girl about the same age as me. I managed to find out her name Dhida and made friends with her. I also found out that she lived in a small hut. Nearby, there was a winding river which was where they got water.

The next day I helped Dhida's tribe hunt a wild stag and after we had a big celebration around the warm, toasty fire. At first I wasn't so sure about eating it but Dhida encouraged me and I found out it's delicious.

"Try it," she said.

So I did and now it's my favourite food!

I went to bed on a moss and rock bed and fell into a deep sleep. I kept helping Dhida and her family until one day. I woke up and Dhida was there in her animal skins tugging at my arm.



"Come! Come! Come!" she shouted.

So I raced after her and she brought me to a cave with paintings all over it.

"Do you want me to paint, Dhida?" I asked as she brought out a bowl of red paste in a rock bowl and a stick.

Before she could answer a massive hungry bear came in. I screamed at Dhida to run but I was left with the bear in the cave...

Chapter 2

I was still so scared but in such a hurry to get out, I tripped and then flipped and fell down-down-down. I woke up and was back in 2022 and I loved my Stone Age adventure so much that I am now a history teacher.

The End

Piece E: a sequence of diary entries

Context: pupils learned about climate change and the impact of pollution on the ocean. They shared 'Somebody Swallowed Stanley' by Sarah Roberts and wrote diary entries in the role of the main character, a plastic bag named Stanley. Note that all edits are the pupil's own.

Wednesday 8th August 2023

Dear Diary,

Today it was only the first time I opened my eyes. It was very dark. I was scared, until I realized I was in a wooden box. I opened the box a crack and saw I was in a plane! I was extremely nervous.

Hours later I took another look outside, but I wasn't in the plane anymore. I was in a truck! This was the scariest day of my life.

Thursday 9th August 2023

Dear diary,

delivered lorry

Lorry

I was still in the ~~truck~~ by 6:00pm until the ~~truck~~ suddenly stopped. I looked outside and saw a woman walking across the road looking a bit miserable.

While she was walking across the road she saw the ~~truck~~ ^{lorry} and asked if she could buy a bag to use. She bought me and it felt like it was the happiest day of my life.

She went home and put some weird looking boxes in me. She went for a walk, filled up the boxes with weird disgusting stuff. I was disgusted.

She went back home and put me in the bin.

Friday 10th August 2023

Dear Diary,

I was still in the bin when I felt a big bump... I was afraid... I looked and saw a giant rubbish truck. People pored rubbish in the truck, and I was the last piece of rubbish, but I didn't quite get into the rubbish truck. I was flying off the edge, I was terribly scared, and then flew into into the hard, swisaly wind, I felt really dizzy, I flew and flew until I landed on the beach.

An hour later the tide was coming closer and closer until the tide came in and swept me up. I went further and further away from the beach until sank deeper and deeper into the dark blue, massive sea.

Piece F: a non-chronological report

Context: this work was based around the class topic of India. Pupils researched landmarks in India using videos, books and travel leaflets. They then went on to write non-chronological reports about the Taj Mahal. Note that all edits are the pupil's own.

Have a piece of the wonderful Taj Mahal

Location:

It is located on the south bank of the Yamuna River in Agra India. In 2007 the Taj Mahal was named one of the seven wonders of the modern world.

The history of the Taj Mahal

In 2007 the Taj Mahal was named one of the seven wonders of the modern world. The Emperor wanted to build the Taj Mahal because he was heartbroken of his wife. She died while giving birth to her 14th child because his wife died giving birth to her 14th child. The Taj Mahal was built in 1630.

Interesting facts:

Shah Jahan announced plans for a second black Taj Mahal to mirror the white one and house his remains

when he died. As the first Taj Mahal had bankrupted his empire, the people revolted and he was arrested.

Did you know that the Taj Mahal is full of 28
precious jewels they were jade and crystals, from China,
lapis lazuli from Afghanistan and sapphires from Sri Lanka.
These glimmer when you shine a torch against them.