

**Working Towards
Writing in KS1
2017-18
Standardisation**

Exercise 1

Pupil B

The collection includes the following pieces:

- A) How to Make a Paper Plate Fish – a set of instructions
- B) Tornado – a description
- C) Being a Policeman – a report
- D) Dear Parents - a letter requesting presents
- E) To my New Teacher – information writing

All of the statements for 'working towards the expected standard' are met. Even though several of the statements for 'working at the expected standard' are met, there is insufficient evidence to meet the overall requirements of this standard.

The pupil can, after discussion with the teacher: write sentences that are sequenced to form a short narrative (real or fictional)

All pieces in the collection, are structured as a series of sentences about connected events or ideas

The pupil can, after discussion with the teacher: □ demarcate some sentences with capital letters and full stops

There is clear evidence of sentence demarcation across the collection, for example,

- Secndly, dror to troyangle loins with a roola. [Piece A]
- The tornado is skeree and it maks you sokt. [Piece B]
- Secandly, if you are a policeman you get to have a gun to cach robbers. [Piece C]
- I have been working extremely hard in school. [Piece D]
- At home I have a brown and white puppy called Gucci. [Piece E]

The pupil can, after discussion with the teacher: segment spoken words into phonemes and represent these by graphemes, spelling some words correctly and making phonically-plausible attempts at others

Across the collection, there are some examples of the pupil selecting the correct grapheme to represent the phonemes in words, for example:

- next, need, then, out [Piece A]
- from, stop, endless, swirls, twirls [Piece B]
- drive, like, snowing, being, ever [Piece C]
- working, hard, been, play, this, little, [Piece D]
- teacher, playful, sisters, bikes, brown [Piece E]

However, this is not yet consistent or secure. In some cases, both the correct and incorrect versions appear in the same piece, for example:

- spit – split; troyangle - triangle [Piece A]
- presant – present; woud – would; becace - because [Piece D]

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

- maik (make), playt (plate), roola (ruler), dror (draw), powc (poke), taik (take) [Piece A]
- wind mil (windmill), angree (angry), maks (makes), sokt (soaked), gos (goes) [Piece B]
- wonded (wondered), meens (means), stil (still), cach (catch), Stashun (station) [Piece C]
- chors (chores), cud (could), askt (asked), diliva (deliver) [Piece D]
- there (their) [Piece E]

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

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

Across the collection, most of the year 1 common exception words used are spelled correctly, for example:

- you, the, to, a [Piece A]
- the, is, a, you, to [Piece B]
- you, be, are, your, a, to, is [Piece C]
- my, I, you, of, the, one, be, school, has, a, is, to [Piece D]
- my, I, you, me, so, are, school, to [Piece E]

Despite the absence of any of the year 2 common exception words being correctly spelled in piece A or used in B, across the collection as a whole, there is sufficient evidence to meet this statement, for example:

- pretty [Piece C]
- about, parents [Piece D]
- about, every(thing), people [Piece E]

Both correct and incorrect versions appear in piece D, for example: becace – because; woud – would

The pupil can, after discussion with the teacher: form lower-case letters in the correct direction, starting and finishing in the right place

Across the collection, lower case letters are correctly formed, starting and finishing in the right place.

The pupil can, after discussion with the teacher: form lower-case letters of the correct size relative to one another in some of their writing

In some pieces, some descenders do not consistently extend below the line, and lower-case letters 't' and 'k' show a limited height difference when compared to letters without ascenders. The letter 's' is less well-formed in size and relationship to other letters and there are some inconsistencies in size between some lower-case letters.

Across the collection as a whole, however, there is sufficient evidence of lower-case letters being of the correct size relative to one another to meet the requirements of this statement.

The pupil can, after discussion with the teacher: use spacing between words

Across the collection as a whole, the spacing between words is appropriate for the size of the handwriting.

Although several of the statements for 'working at the expected standard' are met as follows, there is insufficient evidence to meet the overall requirements of this standard.

The pupil can, after discussion with the teacher: write simple, coherent narratives about personal experiences and those of others (real or fictional)

Even though there is evidence of coherence within narratives across the collection, there is insufficient evidence to meet the requirements of this statement.

Piece A: This piece is based on an experience. Sentences outline a series of steps, but the order is not entirely accurate, despite the pupil's use of time adverbs (Secndly; Thirdly; Next). Repetition and missing words also detract significantly from the overall coherence of the piece (Festval, [you] need to dror a smorl dot in the midul; Afta that you need to powc [the] pin throo the howul).

Piece B: This piece communicates different aspects of a tornado and how it behaves. The structure and sense become confused in the middle of the piece, which lessens its coherence (the endless tornado. Stop.), although overall it follows a clear sequence of ideas from the beginning of a tornado to its eventual end.

Piece C: This opens with a correctly punctuated direct question to the reader and ends with an effective sentence including a subordinate clause. The piece follows a clear sequence of ideas but is repetitive (when you are a policeman...; if you are a policeman...; being a policeman...).

Coherence is lost in the middle of the piece with the insertion of the question 'Is it stil snowing in londn?' Thoughtful vocabulary choices provide interesting detail (pretty dangres; in a policecar with flashing Lights.)

Piece D: The letter introduces the reason for writing and then provides clarifying detail through a series of statements. Sentences vary in length and, although the pupil sometimes manages the ideas across the longer sentences, a number of missing words and inconsistencies in sentence demarcation result in a loss of coherence (...about all of the presents I deserre [for] my birth day...; ...if you cud diliva [all] of the presant...; can I hava a x box This is because I dont have one and I desperetler want a big swiming pool but my Mom sed it cost 5£5000).

Piece E: Most sentences in this piece are written appropriately as simple statements (my name is xxxxx; At school I like racing people with bikes outside), although the pupil has effectively used several instances of subordination to provide additional detail to the reader. (I am writing to let you Know all about me so that When I Start Year 3 you'll know everything that you need to know!). The use of capital letters and full stops to demarcate sentences is inconsistent, which reduces the coherence of the piece.

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

Piece A: The instructions are the child's response to having made a paper plate fish. Resources are identified in a bullet-pointed list and instructions list a sequence of events, although the order of these is not entirely accurate (...dror to troyangle loins...you need to cut the triangle...powk thro the split pin). Specific word choices provide detail to support the reader in following the instructions (with a roola...dror a smorl dot in the midul ...powc pin throo the howul; ...neetly decayt the fish).

The pupil can, after discussion with the teacher: demarcate most sentences in their writing with capital letters and full stops, and use question marks correctly when required

Even though there is clear evidence of sentence demarcation, the inconsistencies across the collection mean that there is not yet sufficient evidence to meet the requirements of this statement.

Across pieces A, B and C, almost all sentence boundaries are clear and demarcated correctly, with occasionally omitted capital letters and full stops. In pieces D and E, however, sentence demarcation is weaker and so the sense of the ideas is sometimes hard to follow.

In piece D, missing full stops / question marks, as well as inconsistencies in sentence construction, such as missing words, and a long sentence which mixes ideas, sometimes make it hard to make sense of sections of the piece. In piece E, sentence demarcation is weak and shows several errors.

Question marks are sometimes used correctly when required, for example:

- Have you ever wondered what it like to be a Policeman? Is it stil snowing in londn? [Piece C]

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

Although most pieces are written using the simple present and present progressive tenses, where past tense forms have been used they are accurate.

Piece A: Imperatives are used consistently throughout to explain how to make a paper plate fish (you need to cut the triangle; you need to powc pin throo the howul then taik the split pin...Finly neetly decayt the fish).

Piece B: The simple present is used consistently to describe a tornado (It spines like a wind mil from the sky. The tornado is skeree and it maks you sokt. How terifaing it is to see!).

Piece C: This piece is written predominantly in the simple present, which is maintained correctly and consistently throughout the piece. (Being a Policeman is pretty dangres; Fistly when you are a policeman you get to cach robbers.)

Piece D: The pupil accurately uses the present progressive to describe the reason for the letter (I'M writing to let you now..; The first presant I am reaquesting is a brand new ipad) as well as the simple present to detail other specific presents that are being asked for and why (...becase Alan has has it.) and (This is because I don't have one and I despretler want a big swiming pool). Although not part of the KS1 programme of study, the pupil also uses the present perfect tense accurately to describe their behaviour, (I have been working... I've done my chors...been nice to my little sisters.) as well as modal verbs to express future possibility (I woud be speechless; I would be so thankful if you cud diliva...).

Piece E: This piece is written predominantly in the simple present to provide information about the pupil for a new teacher (my name is...; I am playful, helpful and incredible! At school I like playing with bikes outside). The initial sentence correctly uses the present progressive to explain the reason for writing (I am writing to let you know all about me...).

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

Piece A: Some co-ordination is used to link instructions together (...taik the split pin and powk throo the split pin.).

Piece B: Some co-ordination is used to link clauses (The tornado is skeree and it maks you sokt.) and subordination is used to develop an idea (When the tornado gos a way the sun coms out.).

Piece C: Subordination is used to provide clarification (when you are a Policeman you get to cach robbers) and to give advice (If you want to be a Policeman contact your locul Police Stashun!).

Piece D: Co-ordination is used to link clauses and give additional detail (I've done my chors and been nice to my little sisters; I despretler want a big swiming pool but my Mom sed it cost 5£5000). Subordination is used to express reasons for the writer requesting certain presents and why they should receive them (If I am extra gud can I hava a x box This is because I dont have one).

Piece E: Subordination is used to provide an explanation for the writing (I am writing to let you Know all about me so that When I start Year 3 you'll know everything that you need to know!).

The pupil can, after discussion with the teacher: segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonically-plausible attempts at others
Even though there is clear evidence of segmenting spoken words into phonemes and representing these by graphemes (see commentary above), the pupil's spelling and phonic knowledge is not yet consistent or secure. There is insufficient evidence of correct spelling to meet the requirements of this statement.

- sisese, loins, howul, thro, Finly [Piece A]
- cladlee, spines, dusunt, coms [Piece B]
- dangres, Fistly, elotron [Piece C]
- moning, staon [Piece D]

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

Although the pupil has used relatively few of the year 1, and particularly the year 2, common exception words across the collection overall, those that have been used are generally spelled correctly with a few inconsistencies.

Year 1:

- you, the, to, a, is, be, are, your, my, I, of, one, school, has, me, so, school
- Only one of the year 1 words used is incorrect: sed [Piece D]

Year 2

- pretty, about, parents, every(thing), people
- Two year 2 words are spelled incorrectly: Afta [Piece A], cud [Piece D]
- Both correct and incorrect versions appear in piece D, for example: becase – because; woud – would

**The pupil can, after discussion with the teacher: form capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters
use spacing between words that reflects the size of the letters**

Capital letters are correctly formed and oriented. In most pieces, they are generally of the correct size in relation to one another and lower-case letters, with 's' and 'p' as notable exceptions.

The spacing between words is appropriate for the size of the letters. Spacing is a little inconsistent in pieces D and E. Across the collection as a whole, however, there is sufficient evidence to meet the requirements of these statements.

Piece A - instructions

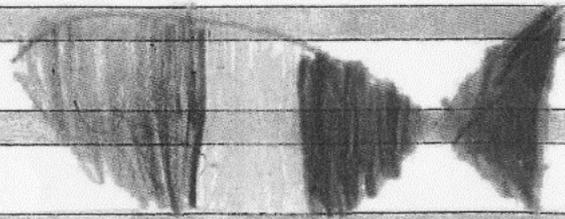
Pieces are presented in chronological order of writing.

Context: Having made a paper plate fish in the classroom, pupils were asked to write about the activity in the form of instructions for how to make one.

How to Make a Paipa Playt Fish

You wil need

- you wil need a Paipa plait
- Sisese
- Pin
- roola
- Spit pin
- Pent sul



Next cut thoe thangle out.

Festival, ~~we~~ need to draw a
small dot in the middle.

Secondly, draw ~~a~~ ^{to a triangle} ~~to~~ lines
with a ruler.

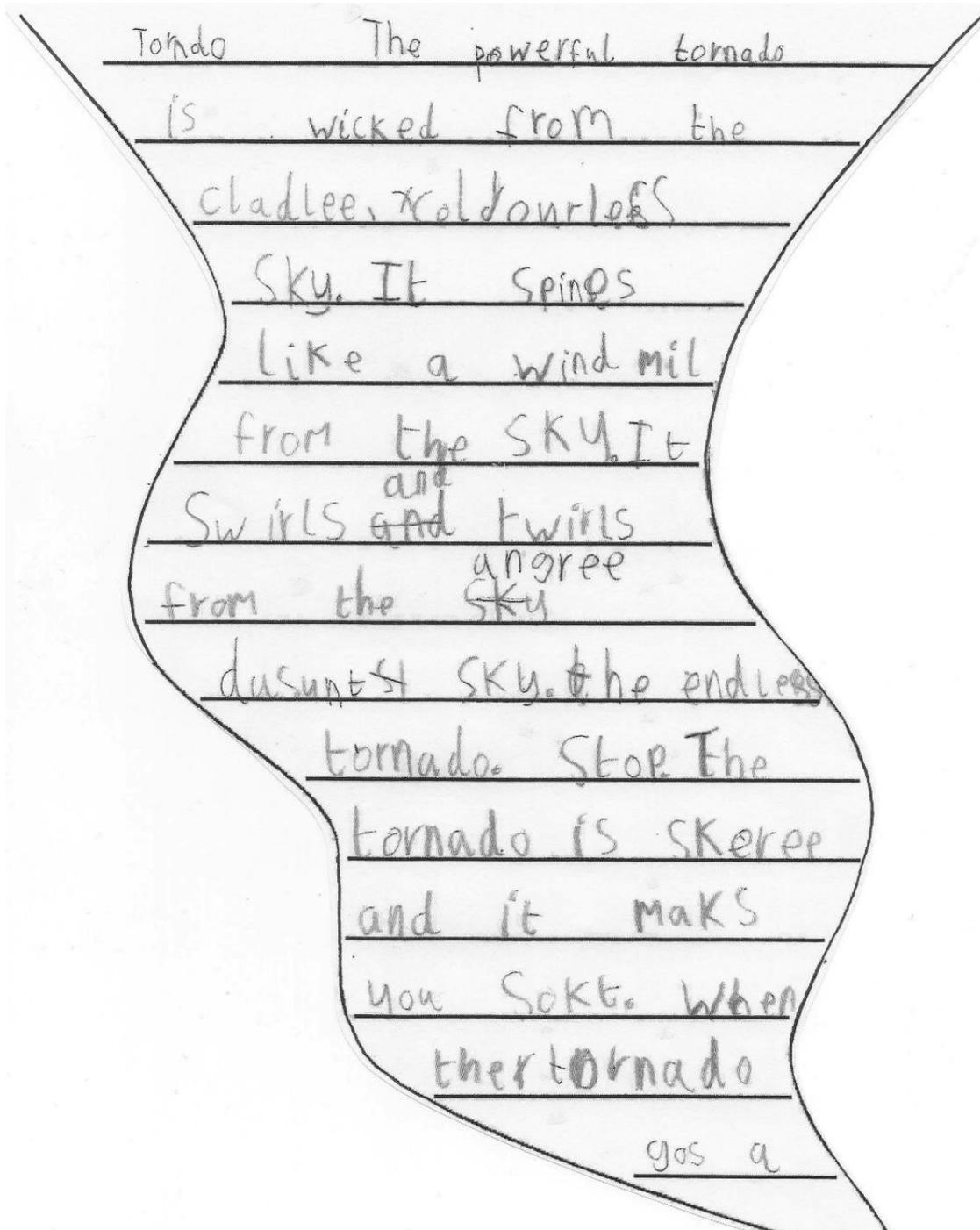
Thirdly, you need to cut
the triangle.

After that you need ~~to~~ ^{the} to push
pin through ~~the~~ ^{the} hole then
take you split pin and push
thru the split pin.

Finally ^{heetly} ~~by~~ decrapt the fish.

Piece B – a description

Context: pupils had been learning how to write an effective description. They talked about different types of weather. This pupil used some of the words collected by the class to write a piece of description in the shape of a tornado.



Tornado The powerful tornado
is wicked from the
cloudless, cold and
sky. It spins
like a windmill
from the sky. It
swirls and twirls
from the angry
dark sky. The endless
tornado. Stop. The
tornado is scary
and it makes
you sick. When
the tornado
goes a

way the sun comes
out. How terrifying it
is to see!

Piece C – a report

Context: The class talked about people who help them and wrote a report to explain what it would be like to be a member of the emergency services.

Have you ever wondered
what it's like to be a
policeman? Being a policeman
is ^{pretty} ~~pritee~~ dangres.

Firstly when you are
a policeman you get to
catch ^{robbers} ~~robs~~ when you

are a policeman
you get to drive
in a policecar ~~car~~ ^{etc} with flashing ^{lights} ~~lights~~.

Secondly if you are
a policeman ~~man~~ you
get to have a gun
to catch robbers.

~~is it still~~

Is it still snowing in London?

being a policeman means

that you to have a electron

is gun.

If you want to be a

policeman ~~me~~ contact your local

police station!

Piece D – a letter

Context: having revisited the features of letter writing, pupils were asked to write a letter persuading their parents to buy them particular presents for their birthday.

Dear Parents,

I'm writing to let
you now about all of
the the presents I deserve
my birth day which is in 7
months.

I have been working
extremely hard in school.

I've done my chores and
been nice to my little
sisters.

The first present

That I am requesting
is a brand new iPad.

I would be speechless if

I woke up this on and
my birth day morning. But
I would usually like the 8GB
I haven't had a
to play on my play
game station because Alan has

has it.

If I am extra gud

can I have a xbox
reel

This is because

I dont have one

and I desperately

want a big swimming

pool but my mom

said it cost 55,000

Piece E – information

Context: following a discussion, pupils were asked to write some information about themselves for their new teacher.

To My New teacher

I am writing to let you

know all about me so that
when I start year 3.

you'll know everything

and that you need to know!

my name is Arminas

I am playful, helpful

and incredible!

at home I have a brown
called

and white puppy called Gucci.

I like playing with my

sisters there names are ~~milana~~
milana and meja.