

**Working Towards
Writing in KS1
2018-19
Standardisation**

Exercise 2

Pupil B

This collection includes:

- A) a description
- B) a story set in space
- C) a story based on a rescue
- D) a recount
- E) a retelling of a traditional tale

All of the statements for 'working towards the expected standard' are met.

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

The collection contains 3 fictional narratives – a simple story about a trip to the Moon in which the pupil and her friends encounter an alien [B], a story based on a trip to the Moon in which a cat is rescued and brought back to Earth [C] and the first part of a retelling of the traditional tale 'Goldilocks and the three bears' [E]. Additionally, the collection includes a non-fiction narrative in which the pupil recounts their visit to a local zoo [D].

The story [B] consists of a few sentences that are sequenced to form a short narrative. The conventional opening draws on the pupil's knowledge of traditional tales (Once a ponatpm tam), whilst there is some understanding of the way in which the events of the story relate to one another, following a simple chronology (Evie and me went to spais in a rocit... on the moon I se a aleuun). An attempt at expansion captures something of the children's actions and reactions (rebecca plaing... it wus fun) and, although a little muddled, the pupil recognises the need to move the story forward to a logical conclusion (I net [need] to go bl [bye] rebecca and the aleuun), prompting the final return to Earth (I net [need] to haf [have] my te [tea] now).

The second story in the collection [C] is developed more fully and, although the identity of Louise is initially withheld, the sequence of events presents a mostly coherent narrative. The opening, which introduces the main character and clarifies his mission (Bob went to the shiny moon), is swiftly followed by the introduction of the dilemma (in the enormous crater was Louise) and Bob's related action (Bob reccuues Louise). There is some expansion through the inclusion of dialogue – including a correctly formed question (are you OK Louise? ...I love space) – and through the minimal portrayal of events (they had a race... wen they got home it was nighttime... the cat sleeps in a bascit). Some simple noun phrases support description (one sunny day... the shiny moon... a enormous crater), whilst some appropriate vocabulary supports the purpose of the piece (rescuues... space... nighttime).

The recount of a class visit to a local zoo [D] is sequenced to form a simple narrative. The pupil takes the reader through the events of the day, which are clearly presented in chronological order (First we travld on the red train... Then we saw the meerkats... Next we went to the work shop... After that the man fed the meerkats... Finally we went to see the rainbow birds). Noun phrases are limited, but support the purpose of writing (the red train... a giraffes tall... a snake cldd Princess... a elephants tooth), as does the subject-specific vocabulary.

In the re-telling of the traditional tale [E], the pupil demonstrates their knowledge of the original story. Following the conventional introduction (once upon a time), the characters and setting are established (there were three bears and a little girl called Goldilocks... in a littl cotiJ), whilst the preparation of the meal (mummy bear cucd soome porij) and a subsequent stroll (they went for a worc) act as the customary catalyst for the girl's intrusion and curiosity (Goldilocks went into the cotiJ... she trid dady bears poriJ). Despite the abrupt ending, the use of repetitive patterning further evidences an emerging understanding of the language and structure of traditional tales (to hot... to cold... to hared) – however, noun phrases are simple (a little girl called Goldilocks) and vocabulary is unadventurous.

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

Across the collection, there is evidence to suggest that the pupil is beginning to recognise sentence boundaries by correctly demarcating some sentences with capital letters and full stops.

In the description [A], capital letters and full stops correctly demarcate statements (This animal has an bushy taiul. Amazingly This animal has a long neck.), but a full stop is used incorrectly to demarcate a question (Did you know this animal has brown spots.).

The story about the pupil's venture into space [B] provides no evidence of sentence demarcation. However, across the collection, there is sufficient evidence of demarcation for the award of the 'working towards' standard.

Throughout the story based on the rescue of Louise [C], many sentences are demarcated with full stops and capital letters (One sunny day Bob went to the shiny moon. ... Bob reccuues Louise. ... I Love space said Bob. ... Louise the cat sleeps in a bascit.), whilst a question mark is also used correctly (Bob said are you OK Louise?). Despite some instances of missing or incorrect sentence demarcation, this correct use contributes to the evidence for the statement.

The recount of the school visit [D] provides further evidence for the statement as most sentences are correctly demarcated, including one that incorporates multiple co-ordination (Next we went to the work shop and we tuchd a giraffes tall and we saw a snake cldd Princess and we saw a elephants tooth.).

The retelling of the traditional tale [E] also contains some examples of correct sentence demarcation (Goldilocks went into the cotiJ. ...Goldiocks brok the cher. ...Goldiocks went upstes.).

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.

The pupil can segment spoken words into phonemes and can represent these by graphemes, spelling some words correctly – for example:

- in the space story [B] (once...moon...now...end)
- in the animal rescue story [C] (crater...race...space...home...sleeps)
- in the recount of the school trip [D] (train... Next...shop...tooth...snakes...rainbow...birds)
- in the retelling of the traditional tale [E] (time...three...bears...called...next)

Where correct graphemes have not been selected, the pupil makes mostly phonically-plausible attempts at spelling – for example:

- in the space story [B] (spais... rocit...plaing...aleuun)
- in the animal rescue story [C] (rescuues...aftur...luct...bascit)
- in the recount of the school trip [D] (travld...tuchd)
- in the retelling of the traditional tale [E] (cotiJ...porij...cucd...worc...trid...cher)

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

Across the collection, the pupil provides evidence that they can spell some common exception words, most of which are drawn from the year 1 examples in Appendix 1 of the national curriculum – for example:

- in the animal description [A] (has...you...is)
- in the space story [B] (once...a...me...l...it...the)
- in the animal rescue story [C] (one...the...was...said...are...you..they...we)
- in the recount of the school trip [D] (we...the...After)
- in the retelling of the traditional tale [E] (once...there...a...were...she...cold)

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 mostly 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 of the pupil's writing, lower-case letters are of the correct size relative to one another. At times, the height of some ascenders is inconsistent – for example, in the letters 't', 'd' and 'j' but across the collection, there is sufficient evidence to meet the statement.

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

In all pieces, the pupil demonstrates appropriate spacing between words.

Why is the collection not awarded the higher standard?

This collection has not been awarded 'working at the expected standard' as the statements for this standard are not met.

Whilst the pupil's writing is simply sequenced, it often lacks coherence – for example:

- in the story about the visit to the Moon [B] there is a lack of detail and the ending is somewhat abrupt (I net [need] to go dcuss [because] I net [need] to haf my te now The end)
- in the story about the rescue of Louise [C] there is no initial clarification that Louise is a cat, and no explanation of how she came to be in a crater on the Moon (in the enormous crater was Louise)
- in the retelling of the traditional tale there is no reference to how Goldilocks came to be at the bears' cottage, whilst links to each part of the story are not established [E]

The demarcation of sentences with capital letters and full stops is inconsistent. Across the collection, it is clear that the pupil often does not recognise the boundaries between independent clauses – for example:

- in the space story [B] (...on the moon I se a aleuun and rebecca plaing we Jojing it wus fun)
- in the animal rescue story [C] (they had a race they went home when we got home they luct at the moon)
- in the recount of the school trip [D] (On Tuesday year 2 travld to ___ zoo First we travld on the red train... After that the man fed the meerkats we saw snakes and the lions)

There are also omissions or errors in the use of question marks – for example, in the description of the mystery animal, where the final sentence is grammatically incorrect [A] (Did you know this animal has brown spots. What animal it is).

The pupil does not use co-ordination and some subordination consistently. Co-ordination, when used, is primarily restricted to the use of 'and', which results in sentences adopting a somewhat list-like structure (Next we went to the work shop and we tuchd a giraffes tall and we saw a elephants tooth). There are some instances where opportunities to use co-ordination have been missed – for example, in the animal rescue story [C] (On the moon was a enormous crater in the enormous crater was Louise), or where co-ordination has been omitted – for example, in the recount of

the school trip [D] (we saw snakes and the lions 2 types of lemur).

The pupil does not yet demonstrate a secure understanding of tense – for example, the two stories about space [B] shift inappropriately between the past and the present tense (Evie and me went...I se a aleuun...it wus fun / in the enormous crater was Louise...Bob rescuues Louise).

Piece A: a description

Context: as part of their topic on amazing animals, pupils visited a local zoo. They then wrote a description of their favourite animal, asking the reader to guess its identity.

This animal has an bushy
tail. Amazingly this animal has a
long neck. Did you know this animal
has brown spots. What animal it is

Piece B: a story set in space

Context: as part of their 'Out of this world' topic, pupils explored stories set in space. After planning an outline of a story as a small group, they then completed it independently

Once a fortnight

Evie and me went to space

in a rocket and on the moon I

see a alien and Rebecca

praying we ~~knowing~~ it was sun but

I need to go but Rebecca and the alien

I need to go down I need to have

my te now that's end

Piece C: a story based on a rescue

Context: as part of their topic work, pupils explored a range of 'lost and found' stories. Having planned the structure of a new 'lost and found' story as a class, they then wrote their own independent version.

One sunny day Bob
went to the shiny moon. On the
moon was a enormous crater in the
enormous crater was Louise.
Bob rescues Louise. Bob said are
you OK Louise? yes said Louise
Bob and Louise. And a race
on the moon as for they
had a race they went home when we
got home they look at the moon
I love space said Bob. Bob took
Louise the cat to home when
they got home it was
nighttime. Louise the cat sleeps in a
basket.

Piece D: a recount

Context: as part of their topic on amazing animals, pupils visited a local zoo. They then wrote a recount about their day.

On Tuesday year 2 travel to — zoo

First we travel on the red train.

Then we saw the meerkats and the penguins. Next we went to the

work shop and we touch a giraffes tail and we saw a snake called

Princess and we saw a elephants

tooth. After that the man

fed the meerkats we

saw snakes and the lions

2 types of Lemur^{and} giraffes.

Finally we went to see the rainbow

birds. What I liked best was the rain

Piece E: a retelling of a traditional tale

Context: pupils explored a range of traditional tales before working together to create a story map for *Goldilocks and the Three Bears*. They then retold the first part of the story in their own words.

once upon a time there
were three bears and a little
girl called Goldilocks. When in a little
cottage there was three bears mummy
bear had some porridge they
went for a walk Goldilocks
went into the cottage. Goldilocks
for some porridge she tried
daddy bear's porridge next she tried
mummy bear's porridge. Next she tried
baby bear's porridge. Goldilocks
broke the chair. Goldilocks
went upstairs. Goldilocks sitting on the bed
said Goldilocks.

Exercise 3

Pupil C

This collection includes:

- A) a recount of a visit to an athletics stadium
- B) a set of instructions
- C) a retelling of a story
- D) a story
- E) a recount of a visit to a farm

All of the statements for 'working towards the expected standard' are met.

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

The collection contains 2 fictional narratives – a retelling of a story [C] and a story with a moral, involving an animal [D]. There are also 2 non-fiction narratives in which the pupil recounts their visit to an athletics stadium [A] and to a farm [E].

The pupil uses sequencing to recount their experiences at the athletics stadium [A] (First we did the longjump... At the end... Afterthat... Next we did the obicilcors). Vocabulary is simple but appropriate (get fit... very sandi... bat and bawl... obicilcors). In keeping with a recount, the simple past is used to convey the activities undertaken and the pupil's reactions (it felt very sandi... we playd a gaim), whilst the past progressive, despite incorrect subject-verb agreement, indicates the continuous attempt to hit the ball (we was triing).

The retelling of a story [C] conveys a series of events which are sequenced to form a short narrative. The pupil draws on their knowledge of the original tale, choosing to include the same characters and to follow the familiar structure. There is some attempt to portray the character of the lion (veriy selfish... dint let eniy won in his caiv) and the attitude of the other animals (leev him to Have a Toothaic). Although simple, the moral of the story is clear as the lion becomes a reformed character and shows his gratitude (fancyou for maicing my Beter and I Am Gooing to Give you some cheese inriturn). The series of related clauses, linked by the conjunction 'and', gives the writing a somewhat list-like quality (And a mous croid in the mooth and he Got his tooth oot and the lion sed to the mous fancyou for maicing my Beter and I Am Gooing to Give you some cheese inriturn). Throughout the piece, the choice of tenses is appropriate.

As in piece C, Smilee's big atvencher [D] features 2 contrasting characters, one unsociable (doznt lice to shere) and the other helpful (a frenlee snoic came to save him). Again, the narrative follows a logical sequence, with occasional use of adverbials [not a KS1 requirement] to convey where and when events take place (Unter ground... In the aftnoon... froo a dezat), whilst some appropriate vocabulary choices add detail (shere... dezat... strong... srouad... frenlee). There is an attempt to build suspense as the snail faces an increasingly tricky situation (He saw some tigas. Tigas lice to eet him. He was srouad) and voices his dismay (Oh no what will I do?). However, all is resolved with the arrival of the snake (o frenlee snoic came to save him). Subordination is used to explain the snail's behaviour (so that wy he donsnt lice to shere... becusse his wife did), and to convey the impact of the wind (that he bloo to a tree).

In keeping with a recount, the pupil's description of their day at the farm [E] includes some of the experiences and the reaction to them (the baby pig's wer smely... I peteand to be bee's... we did the wigal dans... it was fun). There is some attempt to engage the reader through the use of direct address (do you want to noa what I have done at W ____ Farm. I will tell you), whilst noun phrases provide some additional detail (some cute tiny pink baby pigs... the wigal dans... the ecsitin trip).

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

Across the collection, there is sufficient evidence to suggest that the pupil is beginning to recognise sentence boundaries by correctly demarcating some sentences with capital letters and full stops.

In the recount of a visit to an athletics stadium [A], the pupil uses capital letters and full stops correctly to demarcate some statements (At the end I emtid the sand out ou my shoes. ... We ran around.).

In the set of instructions [B], capital letters and full stops are used correctly to demarcate commands (Then put the jar on the Book worm. Fnle let the book worm free.). Capital letters are also used to indicate the beginning of sentences (Are you afraid... But dont fear... First put a piece of paper on on the floor).

In the retelling of a story [C], there is some demarcation of sentences, although clause boundaries are not always recognised and capital letters are occasionally incorrectly inserted mid-sentence (The lion was veriy selfish he dint let eniy won in his caiv. ... And thank you for making my tooth better.).

Throughout the story [D], capital letters and full stops, including those used to demarcate more ambitious sentences, are mostly correct (He doznt lice to shere. ... He is mad becusse his wife did. ... In the aftnoon snaillee was worcing froo a dezat and the wind was so strong that he bloo to a tree. ... He saw some tigas.). Although not a requirement for this statement, a question mark is also used correctly in this piece (Oh no what will I do?).

In the recount of the visit to the farm [E], a number of sentences are fully demarcated (It was fun. ... I will tell you. ... Fiurst I saw some cute tiny pink baby pigs.). Despite the omission of capital letters in other sentences, there is recognition of clause boundaries, which are marked by full stops.

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.

The pupil can segment spoken words into phonemes and can represent these by graphemes, spelling some words correctly – for example:

- in the recount of a visit to an athletics stadium [A] (get... shoes... end... Next)
- in the set of instructions [B] (Book... worm... fear... piece... paper... free)
- in the retelling of a story [C] (Went... tooth... cheese)
- in the story [D] (time... that... wife... wind... tree... home... came... save)
- in the recount of a visit to a farm [E] (want... done... tiny... pink... baby... trip)

Where correct graphemes have not been selected, the pupil makes mostly phonically-plausible attempts at spelling – for example:

- in the recount of a visit to an athletics stadium [A] (sand... gaim... bawl... triing)
- in the retelling of a story [C] (veriy... caiv... leev)
- in the story [D] (lice... worcing... froo... dezat... bloo... eet... frenlee... snaics)
- in the recount of the school trip [E] (clected... wigal... tiad... ecsitin)

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

Across the collection, the pupil provides evidence that they can spell some common exception words, most of which are drawn from the year 1 examples in appendix 1 of the national curriculum – for example:

- in the recount of a visit to an athletics stadium [A] (we... to... the... my... I... was... After)
- in the set of instructions [B] (to... Are... you... the... your... I... a... of... put... floor)
- in the retelling of a story [C] (The... was... he... his... one... a... to... I... you... some... my)
- in the story [D] (He... to... is... the... one... his... was... a... some... no... I... do... me... any)
- in the recount of a visit to a farm [E] (to... was... do... you... I... some... the... be... we... after... class)

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

Within the pupil's writing, lower-case letters are mostly formed correctly, starting and finishing in the right place. At times, the formation of some letters is inconsistent – for example, 'b', 'd', 'g' and 'p', but across the collection, there is sufficient evidence to meet the statement.

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.

Across the collection, most lower-case letters are of the correct size relative to one another. At times, the height of some descenders is inconsistent – for example, in the letters 'g', 'p' and 'j' – but there is sufficient evidence to meet the statement.

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

In all pieces, the pupil demonstrates appropriate spacing between words.

Why is the collection not awarded the higher standard?

The collection cannot be awarded 'working at the expected standard' as the statements for this standard are not met.

The pupil is able to write short narratives in which they logically sequence their ideas. Whilst pieces mostly demonstrate some simple coherence, development is limited and vocabulary and grammatical structures are simple.

The 2 recounts convey some of the activities experienced during the respective visits, but with minimal expansion (it felt very sandi in my shoes... the baby pig's wer smely). The set of instructions has a brief introduction and there is some attempt to organise the writing through the use of subheadings – however, the lack of detail in the directives to the reader detracts from the overall coherence of the piece.

The 2 stories closely mirror the source material and follow a similar, simple chronology. Both include an element of detail (he dint let eniy won in his caiv... the wind was so strong that he bloo to a tree), and demonstrate the pupil's understanding of a moral. Smilee's big atvencher shows some awareness of how a story can be developed to engage the reader – for example, through the attempt to inject suspense (He was srouat) and the fretful words of the snail (Oh no what will I do?). However, the narrative is simple and descriptive detail is minimal.

Across the collection, errors in syntax detract from the coherence of the writing. For example, in the recount of the visit to the athletics stadium, there is a loss of coherence through incorrect subject-verb agreement (we was triing to hit the bawl). In The selfish Lion, the incorrect choice of conjunction results in a loss of meaning (one mornin he had a

touthoic that ol the animls Went in the lions caiv), whilst in Smilee's big atvencher, there is an omission of the verb in a subordinate clause (so that wy he donsnt lice to shere).

Although the pupil demarcates some sentences with capital letters and full stops, they are not yet secure in recognising the boundaries between independent clauses – for example:

- in the recount of a visit to an athletics stadium [A] (Afterthat we playd a gaim of bat and bawl we was triing to hit the bawl up in the ere Next we did the obicilcors)
- in the story [D] (...snailee hoped on to the snaics bac they waed and waed and waed an the snailee saw his hous he sed to the snailee. Fanc you)

There are also errors in the use of question marks – for example, in the set of instructions [B] a question mark is misplaced and a full stop is used incorrectly to demarcate a question (Are you afraid that the Book? worm might eat all of your book.). Similarly, in the recount of the visit to a farm, a full stop is used instead of a question mark [E] (do you want to noa wat I have done at W ____ Farm.).

Whilst spelling meets the statements for 'working towards the expected standard', there is insufficient evidence for the expected standard. Grapheme-phoneme correspondence is insecure (aroand... fanc... mooth... croid... doznt) and there are few examples of year 2 common exception words.

There is limited use of co-ordination, which is primarily restricted to the use of the conjunction 'and'. At times, opportunities to use co-ordination have been missed – for example, in the recount of a visit to an athletics stadium [A] (First we did the longjump it felt very sandi in my shoes) and in the retelling of the story [C] (The lion was veriy selfish he dint let eniy won in his caiv). Across the collection, there is very little use of subordination.

Piece A: a recount of a visit to an athletics stadium

Context: as part of their work in physical education, pupils visited a local athletics stadium. They then wrote a recount about the activities undertaken during their visit. The pupil self-edited their work.

class 2 went to the e.

On Friday 16th March

We went to the E. to
get fit and to have fun.

First we did the long jump.

it felt ^{very} sandy in
my shoes. At the end I

emptied the sand out of my
shoes. After that we played a

game of bat and ball

we were trying to hit the ball
up in the air. Next we did

the obicilcors. We ran around.

Piece B: a set of instructions

Context: as part of their *Mythical Creatures* topic, pupils explored stories that involved mythical creatures. They then wrote their own set of instructions about how to catch a bookworm. The pupil self-edited their work.

How to catch a Book worm

Are you ^{might} afraid that the Book worm ^{eat} all of your book. But don't ^{scare} fear I ^{have} have a plan

what you will need

A ^{piece} piece of ^{paper} paper and the ^{jar} jar

what you do

- First ^{put} a ^{piece} piece of ^{paper} paper on the ^{jar} jar
- Then ^{simply} simply let the book worm free.

Piece C: a retelling of a story

Context: as a class, pupils explored stories which involved animals, including Aesop's Fables. A local storyteller visited the school and told a story about a selfish lion. Pupils then wrote their own version of the tale and self-edited their work.

The selfish Lion

The lion was very selfish
he didnt let any one in
his cave. one mornin he had
a toothache that all the animals
Went in the lions cave and
some animals get leev him to
have a toothache and a mouse
could in the mouth and he
got his tooth out and the lion
said to the mouse sorry you
Maicin my better and I am
going to give you some
cheese in return. and fang for
Maicin my beca. thank you
for ~~nothing~~ my tooth better.

Piece D: a story

Context: after a visit from a local storyteller (see piece C), pupils were supported to plan their own animal story, incorporating a moral. They then independently wrote a version of the story. The pupil self-edited their work.

Smilee's big adventure

Under ground lives Smilee. He doesn't like to share. He is mad all the time so that why he doesn't like to share with any one. He is mad because his wife did.

In the afternoon Smilee was walking from a desert and the wind was so strong that he blew to a tree. He saw some tigers. Tigers like to eat him. He was scared. Oh no what will I do?

Smilee was too tired to get home and a friend Smoie came to save him and Smilee held on to the Smoie's back they went and went on the

Smilee saw his house he ran to the Smoie. Thank you for getting me home. The end.

Piece E: a recount of a visit to a farm

Context: as part of their *Farmyard Adventures* topic, pupils visited a local farm. On their return, they wrote a recount of their experience. The pupil self-edited their work.

class2 trip to W_____ Farm

class2 went to W_____ Farm. It was fun. do you want to noo what I have done at W_____ Farm. I will tell you.

First

Firs I saw some cute cyuot' tiny' ^{pink} ~~pink~~ pig baby pigs. the baby pig's wer smely. I peteard to be bee's and we clected pollen and necter and we did the wigoal dans. it was fun. funny as well.

I felt so tiad after the excitin trip