

Working Towards Writing in KS1

2019-20

Standardisation

Exercise 2

Pupil A

This collection includes:

- A) a recount
- B) a character description
- C) a recount
- D) a short story

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 consists of 2 fictional pieces – a description of the Mad Hatter (piece B) and a short story (piece D) retelling the events of Alice in Wonderland leading up to her discovery of the 'Drink Me' potion. There are also 2 non-fiction narratives in which the pupil recounts a school trip to a wildlife reserve (piece A) and a family party (piece C).

The pupil uses sequencing to recount their experiences of the class visit (piece A) (*First we went... Next we arrived... then we have to turn the net... finally our last activity*). The fifth sentence takes on a list-like quality as 'then we' is repeatedly used to connect a series of actions (*then we have to turn the net then we have to get our hands*). Vocabulary is simple but appropriate to describing the activities (*saftte and safe water... glafs... cut... stings... insects... net*). In keeping with a recount, the simple past is used (*we went to... we arrived... told us about*), but this is not always maintained as the simple present is used to describe some activities (*we have to catch insects... we are not to touch*).

In the character description (piece B), the 2 subheadings support the organisation of ideas to describe the Mad Hatter (*Appearance... Personality*) and the vocabulary choices provide some detail in each section for the reader (*big scary orange eyebrows... big colorful dots... so mean to Alice... scary*). However, the final sentence is under the wrong subheading. There is some inconsistent use of tense between the sections with the pupil unsure whether to use present or past tense (*The hat is Big and Black... The mad hatter was so mean*).

Similarly, the recount (piece C) uses simple subheadings to organise ideas (*Party... Park*) and the pupil describes events using some sequencing language (*Then we... after that we... Then I... After that*). The vocabulary is simple and relevant to the subheadings (*food... cake... restaurant... swings... slides... ice cream*). Throughout the piece, tenses are not always consistently or correctly used (*my dad take us to the Party... Then we eat food... It was fun and I like it*).

The short story (piece D) opens appropriately (*one sunny day*) and the use of vocabulary to describe nouns (*a boring book... yellow butterfly... white Rabbit... blue dress*) adds some detail for the reader. The use of sensory verbs (*feel... heard... smell*) along with some description of feelings (*bored and tired... makes Alice feel sad*) further enhance the piece. However, the repetition of subject verb structures beginning with Alice (*Alice can see... Alice heard... Alice is wearing*) weakens the overall impact, producing an outcome that seems more similar to a series of descriptive statements. The use of the subordinating conjunction 'when' moves the sequence of events forward as Alice falls underground (*When Alice falls down the hole Alice ends up on the floor*). As with previous pieces, tenses are used inconsistently. The past tense is not maintained (*Alice can see... Alice feel... Alice heard... Alice is with the white Rabbit... She decided to drink it*).

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

Across the collection, there is sufficient evidence that the pupil can recognise sentence boundaries by correctly demarcating many sentences with capital letters and full stops. In the recount (piece A), the pupil uses capital letters and full stops correctly to demarcate some statements (*First we went to the coach... Next we arivd to _____ water.*). However, there are omissions of full stops and capital letters, leading to a chain of clauses linked by 'then we' (*we have to cach insects then we have to turn the net then we have to get our hands*).

The character description (piece B) consists of a series of statements, correctly demarcated with full stops and capital letters (*The mad hatter has orange short curly hair... The mad Hatter was scary.*).

Demarcation with capital letters and full stops is generally correct in the recount (piece C) with evidence of the pupil making revisions to show correct use of capital letters (*It was fun and I like it... The Party was in a restrant*).

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 (piece A) (*coach... safe... stings... lunch*)
- in the character description (piece B) (*green... curly*)
- in the recount (piece C) (*Party... cake... sister... swings*)
- in the short story (piece D) (*sunny... reading... white... book*)

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

- in the recount (piece A) (*arivd... safte... cach*)
- in the character description (piece B) (*eyebrous... Blak... bowe*)
- in the recount (piece C) (*restrant*)
- in the short story (piece D) (*yello... buterfly... tird*)

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 (piece A) (*Some... our... Put... are... they*)
- in the character description (piece B) (*He... has... is*)
- in the recount (piece C) (*my... to... the... of... we... I... me*)
- in the short story (piece D) (*was... you...says... said*)

There is also some evidence of year 2 common exception words – for example:

- in the recount (piece A) (*water... told... because... would... any(more)... last*)
- in the character description (piece B) (*eye(brous)*)
- in the recount (piece C) (*after*)
- in the short story (piece D) (*floor... door*)

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. At times, the formation of some letters is inconsistent – for example, ‘r’, ‘t’ and ‘s’ 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

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’ and ‘l’ as well as the descenders ‘g’ – but across the collection, there is sufficient evidence to meet the statement.

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

Across the collection, the pupil often demonstrates spacing between words.

Why is the collection not awarded the higher standard?

This collection has not been awarded ‘working at the expected standard’ because not all statements for this standard are met.

Whilst the pupil’s writing is simply sequenced, ideas often lack development. The 2 recounts convey some of the activities experienced during the respective visits, but with minimal expansion (*Then we have lesin to big dogs stiores... Then we eat food after that we eat the cake*), whilst the story consists of a list-like series of statements without clear connections between them. Sentence types are largely limited to simple statements.

Across the collection, errors in syntax detract from the coherence of the writing. For example, in the recount (piece A), the incorrect spelling of ‘us’ and ‘cuts’ (*Some of has have to were glafs because some of has have cut becaus the water stings*) requires the reader to decipher what is meant. There is some insecurity in the use of past and present tense in piece A (*After we at our lunch in I sit with*), piece B (*The mad Hatter was scary. The mad hatter has white cheks*) and piece C (*my dad take us to the Party*). There are some instances of omitted words which detract from coherence, for example, in piece D (*It’s says to Alice you [are] to big... Alice finds a potion [that] said drink me*).

There is limited use of co-ordination, for example, in piece C (*all of my famyil came – and my coiusrn came to*) and piece D (*Alice is wearing a blue dress and it has white on the dress*). Within the description (piece B) there are several instances where co-ordination could have been used to join clauses rather than produce a list of simple sentences. Across the collection, there is very little use of subordination beyond the recount (piece A) (*were glafs because some of has have cut becaus the water stings*) and the short story (piece D) (*When Alice folls down the holl*). A further opportunity to use subordination within piece A has been missed (*we are not to toch fling animal [because] then they would not fly anymore*).

Whilst spelling meets the statements for ‘working towards the expected standard’, there is insufficient evidence for the expected standard. Grapheme-phoneme correspondence is insecure with only some words being spelt correctly.

Whilst the pupil forms letters of the correct orientation, relationships between capital and lower-case letters are inconsistent and the spacing between words is variable

Piece B: a character description

Context: the class listened to parts of an abridged version of Lewis Carroll's 'Alice in Wonderland' (Lesley Sims) as well as watching excerpts from the Tim Burton film. The pupils were asked to write a description of a character of their choice. These were then used on a display, to accompany visual imagery, for readers to learn more about the characters from the book.

Appearance

He has ~~the~~ big scary orange eyebrows and dark green eyes.

The mad hatter has orange short curly hair.

The hat has Big golden and blue pins.

The hat is Big and Black.

Hi has big colorful dots in it
~~the~~ bowe ~~te~~ey.

personality

The mad hatter was so mean ~~because~~ ^{to} Alice.

The mad Hatter was scary.
The mad hatter has white cheeks.

Piece C: a recount

Context: after a class discussion, pupils were asked to write a recount of an event they participated in during a school break. This pupil described a family party.

Easter Holiday

Party

~~I went to my dad take us to the party~~
~~my take us to the party~~

all of my family came and my
cousin came to.

~~then we food after~~ Then we
eat food after that ^{we} eat the ~~cat~~
~~cake~~.

It ~~was~~ was fun and I like life it.

The party was in a restaurant.

I play with my baby brother
brother.

Park

me and my sister was
playing in the in the
swings and slides. Then i
ate ice cream. ~~After~~
that i play foot ball with
with my sister.

Piece D: a short story

Context: using a series of pictorial images from the film 'Alice in Wonderland', the pupil was asked to tell the story of Alice up to the point when she fell into the rabbit's hole and finds the 'Drink Me' potion. The teacher encouraged oral rehearsal of each picture and related sentences. The pupil used a tablet to orally rehearse their ideas. The writing was completed over 2 days. Images from the film have been removed from the top of each page.

Alice in Wonderland

one sunny day Alice and her ~~sister~~^{sister} sister was reading a boring book in the park. Alice can see a yellow butterfly.

Alice feels bored and tired.

Alice heard a bird twinkling.

Alice can smell flowers.

Alice is with the white rabbit.

Alice is wearing a blue dress and it has white on the dress.

Alice and her sister ~~was~~ was reading a book.

When Alice falls ~~down~~ ^{down} she ends
t the hall ~~she~~ ^{Alice} ends up ~~in~~ on the floor.
Alice sees ~~the~~ ^{the} boat shelf around her.
The door knob can talk.
It's ~~say~~ ^{says} to Alice you're too big.
The problem is Alice is too big.
It makes Alice feel sad.
Alice finds a potion & said drink me.
So she ~~dec~~ ^{dec} decided to drink it.

Exercise 3

Pupil B

This collection includes:

- A) a report
- B) a fictional diary entry
- C) a recount
- D) a description
- E) a narrative

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)

Within the collection, narrative is demonstrated through a diary entry (piece B), which is based upon a character's perspective from 'I'll Take You To Mrs Cole!' by Nigel Gray. A recount (piece C) describes events from a class trip to a local observatory. A narrative (piece E) tells a short story inspired by 'Bob and the Moontree Mystery' by Simon Bartram.

The pupil uses some sequencing to recount simple events within the diary (piece B) (*today I ran away... After twenty minutes I finally*). In keeping with a recount, the piece uses the simple past tense (*I ran... My mum said... I got lost*). The concluding sentence, in conveying a future action is appropriate (*I will talk to morow*). Vocabulary choices are simple but provide some related description (*clean the basement... cobwebs and spiders... lost in the middle of the woods*). The co-ordinating conjunction 'but' links 2 clauses, highlighting the delay in arrival (*I ran to Grandmar Ireens house but I got lost*), whilst the use of the subordinating conjunction 'because' provides the reason for not wanting to clean the basement (*because its ful of cobwebs and spiders*).

In the recount of the trip to the observatory (piece C), the pupil has used the sequential phrases provided by the teacher to create sentences and logically order the events of the day forming a short narrative. The subsequent sentences and vocabulary appropriately extend ideas (*When we got there we went to see the big telisoap. The taliscoap was white and mrs _____ toock a foter graf of it*). The simple past tense is used appropriately (*we went... I fell asleep... was white... we ate... I was verry tired*). The co-ordinating conjunction 'and' is used to connect clauses (*The taliscoap was white and mrs _____ toock a foter graf*) and link nouns within a sentence (*an appl and a cookey*).

The opening of the narrative (piece E) sets a context of time and location (*It was Friday morning in space*) and establishes the principal character (*Jimmy From Jupitar was cleening the planet*). The plot is ordered using some sequential phrases (*Taht night... The next mornig*). Vocabulary choices provide some detail to the reader in the form of verbs (*bounsed... Thincing about... crashed... started to grow*) and noun phrases (*glowing, sparcly coin... Little peep... black hole... big bounsy mush room... black growing crystals*).

The past tense is used with some evidence of simple and progressive forms to show ongoing actions and to aid sequencing (*was cleening... couldent stop Thincing about... He crashed into... The mushroom started to*). The use of the subordinating conjunction 'when' identifies the point at which Jimmy made his discovery (*Jimmy was cleening the planet when he Found a glowing, sparcly coin*).

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

Across the collection, there is sufficient evidence that the pupil can recognise sentence boundaries by correctly demarcating most sentences with capital letters and full stops. This goes beyond the requirements for working towards the expected standard.

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 report (piece A) (*planet... rocky... hide... sticky... under*)
- in the fictional diary entry (piece B) (*basement... clean... woods*)
- in the recount (piece C) (*morning... about... coach... tired*)
- in the description piece (D) (*broken... slimy*)
- in the narrative (piece E) (*space... glowing... coin... mushroom... growing*)

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

- in the report (piece A) (*botem... darck... favoret... tacke*)
- in the fictional diary entry (piece B) (*beez... Grandmar*)
- in the recount (piece C) (*foter graf... cookey*)
- in the description (piece D) (*cract... caJe*)
- in the narrative (piece E) (*cleening.... sparcly... bounsed... Thincing*)

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 report (piece A) (*They... Some... you*)
- in the fictional diary entry (piece B) (*today... My... the... house*)
- in the recount (piece C) (*we... there... go... school*)
- in the description (piece D) (*she*)
- in the narrative (piece E) (*he*)

There is also some evidence of year 2 common exception words – for example:

- in the report (piece A) (*eye(s)*)
- in the fictional diary entry (piece B) (*because... After*)
- in the description (piece D) (*floor*)
- in the narrative (piece E) (*would... could(ent)*)

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 and start and finish 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', 'l' and 'b', but across the collection, there is sufficient evidence to meet the statement.

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

Across the collection the pupil demonstrates spacing between words.

Why is the collection not awarded the higher standard?

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

The pupil demonstrates that they can produce ideas that are simply sequenced. However, some of the pieces lack the required coherence. The diary (piece B), although very short, contains some descriptive phrasing for the reader and identifies why the character ran away and where to, but this is not developed, and the piece ends abruptly. Within the recount (piece C), there is a reliance on using sequential phrases provided by the teacher to construct the overall form of the piece and activities are simply described with minimal detail or expansion. In the description (piece D), the initial opening section provides imagery of the house in a list-like form and coherence is weakened when the pupil begins to write about Mrs Cole.

Most of the pieces consist of a series of statements with limited expansion of ideas through the use of co-ordination or subordination. Where co-ordinating conjunctions are used, they are generally limited to 'and' with some missed opportunities. Although there is use of subordination in the report (piece A) to describe why the aliens live at the bottom of craters (*because its darck and they can hide*), the pupil could have further expanded other ideas to aid coherence. Within the description of the trip to the observatory (piece C), there are missed opportunities to link clauses (*I was very tired it was fun*). In the description (piece D), the use of co-ordinating conjunctions is limited, resulting in a list-like series of statements. There is no use of subordination to develop content and provide an explanation of the condition of the house or why the residents are treated in such a manner by Mrs Cole. Within the story (piece E), subordination is evidenced through the use of 'when' to connect events but there is no use of co-ordination to link clauses and so the tale becomes a series of single clause sentences.

The pupil is not yet secure in the use of question marks, with the one instance required. There is an omission in the use of a question mark (piece E) (*What would happen next*).

Piece A: a report

Context: as part of the unit based on the story 'Man on the Moon (a day in the life of Bob)' (Simon Bartram), the pupils were asked to plan and write their own report based on an imaginary alien. Before writing, the pupils looked at different examples of reports and what writing features they included. The pupils were given the headings 'Habitats' and 'Food' as well as the line 'Read on to find out more!' and 'Beware if you meet this alien'.

Bing Long aliens

They are long and thin with long goblin ears.

They have nocs that are colourful and shine.

Some of them have googley eyes.

Read on to find out more!

Habitats

Bing Longs live on

planet Jupiter it is

rocky and dusty.

They live at the bottom

of a crater because its

dark and they can hide.

Food

Birds love to eat
cray bugs and sometimes they
eat sticky worms. Their
favourite food is hairy

spiders. Beware if you meet this
alien it will grab you and tuck
you under a crater.

Piece B: a fictional diary entry

Context: after reading part of the story 'I'll Take You To Mrs Cole!' (Nigel Gray), the pupils were asked to write a diary entry from the character's viewpoint about how he was feeling at that point in the story. Before starting, the class carried out hot seating as the character to help develop writing in role. The pupil was given the sentence 'What a nightmare!'

Dear diary,

What a nightmare! Today I ran away. My mum said clean the basement. I didn't want to clean it because it's full of cobwebs and spiders and bees.

I ran to Grandmum Irene's house

but I got lost in the middle of the woods...

After twenty minutes I finally get there. I will talk to morrow.

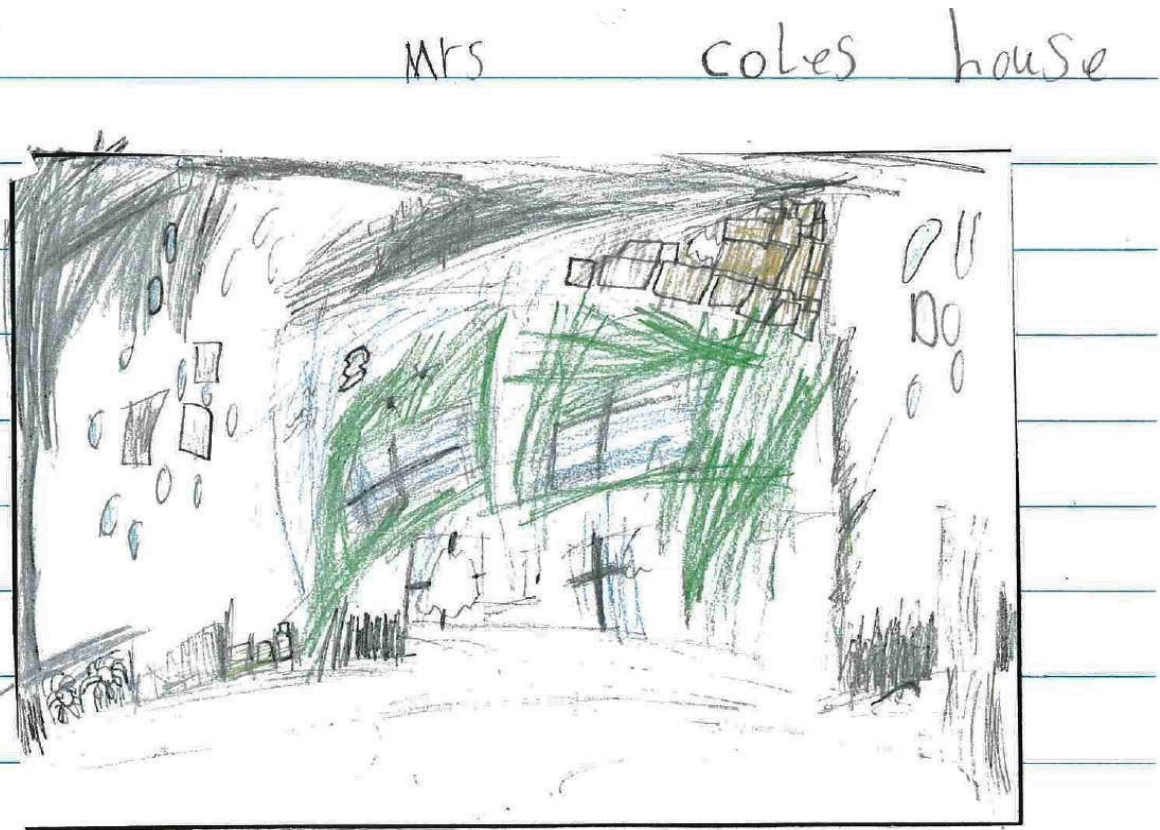
Piece C: a recount

Context: after a trip to a local observatory, the pupils looked back through the photographs and discussed ideas for a recount as part of whole-class work. This pupil's group was provided with the sequential phrases 'On Thursday', 'When we' and 'After that' to help organise their ideas

J
On Thursday morning we
went to J.
It took us about 45 minutes
to get there.
On the coach I fell asleep.
When we got there we went
to see the big telescope.
The telescope was white and
Mrs took a photo of it.
After that we ate our lunch on the
benches. We had sandwiches, an
apple and a cookie. It was yummy.
Then it was time to go back
to school on the coach.
I was very tired it was
fun.

Piece D: a description

Context: following on from the diary entry task, based on the book 'I'll Take You To Mrs Cole!' (Nigel Gray), more of the story was shared with the pupils. The pupils then used pictures from the book to write a setting description of Mrs Cole's house. The pupils' writing formed part of a class display.



The windows are cracked and there is a trash can tipped all over. On the roof there are broken tiles. The house is damp and slimy. In the garden shed dead flowers and bricks falling down.

Mrs Cobes

Perhaps they scoop dirt of the
floor, they make them bed!

perhaps she locks them in a cage.

and feed them dog food.

Piece E: a narrative

Context: after reading the story 'Bob and the Moontree Mystery' (Simon Bartram), pupils were asked to create their own version of the story based on a planet of their choice.

It was Friday morning in space
Jimmy from Jupiter ^{was} cleaning
the planet when he found
a glowing, sparkly coin.
and a little peep came out
of the coin. Suddenly it
bounced into a black hole
... What would happen next
That night Jimmy couldn't stop
thinking about the coin.
The next morning
Bang Bang Bang!

He crashed into a big bumpy
Mushroom.

The mushroom started to grow
black growing crystals.

Next morning Jimmy
started to like
The mushroom.