

Working Towards Writing in KS1 2021-22

Exercise 1

Pupil B

This collection includes:

- A) an information text
- B) a story
- C) a story ending
- D) a letter
- E) a description
- F) a poem

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 includes 2 short narrative pieces: a story based on 'Tidy' by Emily Gravett (piece B) and a story ending based on Amelia Earheart's final flight. In each piece, the pupil writes sentences that are sequenced to form a short narrative.

The short story (piece B) opens appropriately, drawing on the language of story-telling to help set the scene (*Deep in the mustireus twistid forist*). Following some further description of the forest and its inhabitants (*the leefs are amber Golden the berds sang to uther animols*), the main character is introduced (*a bajer coold pete*), along with his desire to keep everything in order (*he was tide*). As in the source text, the badger's endeavours to tidy up result in repercussions (*scrubbed the blckak crow... tiude and exhausted / dug up the old trees... thari was a Flood*) and, despite the abrupt ending, it is clear that the pupil is beginning to connect and expand ideas coherently.

In keeping with the purpose of the piece, all sentences are statements. Use of the past tense is mostly consistent, offering some simple cohesion and supporting the flow of the writing (*the berds sang... he was tide... Pete scrubbed... pete dug up*). Some apt choices of vocabulary, occasionally drawn from the original story, paint a picture of the setting (*mustireus twistid forist... amber Golden... old trees*), and convey Pete's actions (*scrubbed*) and feelings (*tiude and exhausted*).

The story ending (piece C) charts an imaginary sequence of events as Amelia Earhart sets out on her final journey. The piece has a clear structure: in keeping with a story ending, the opening scene appears to capture the aviator's response to a situation (*Aas quichk as flash Amelia leeped in to her shing metl plane*); the events of the voyage incorporate a basic chronology (*Sudnly Amelia saw... When she was flying... Amelia landid... When she got out*), culminating in the possible reason for the aviator's disappearance (*She herd growling bhind her...*).

Each stage of the journey is developed briefly within paragraphs (not a KS1 requirement), often through the use of expanded noun phrases which portray the ever-changing landscape (*the neavy light blue sky... a huge volkano urupiting... a humungus ilund that was cuvued in roks that had sharp corners... a tropikl rainforist that had butful warterforl*).

Consistent use of the past tense, including the past progressive to mark an action in progress (*was flying*), supports cohesion, as do adverbials of time, place and manner (*As quichk as flash... Sudnly... When she was flying... When she got out... bhind her*).

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

Across the collection, some sentences are correctly demarcated with capital letters and full stops. There is also some correct use of question marks where required. The punctuation in pieces B and F is less secure: although there is evidence of capitalisation at the start of sentences (*Deep in the... The berds sang... Under the sea*), sentence boundaries are not always recognised (*thari livd a bajer coold pete he was tide...swaing in the wind softly Under the Sea the sharks lerk*).

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:

- information text (piece A) (*baby... railways... winter*)
- story (piece B) (*amber... Golden... scrubbed... crow... mess*)
- story ending (piece C) (*plane... light... flying... air... sharp*)
- letter (piece D) (*frog... tree... soon*)
- description (piece E) (*short... soft... tail... thick... long*)
- poem (piece F) (*beach... stems... wind... sharks*)

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

- information text (piece A) (*spins... wite... hibnat... leef*)
- story (piece B) (*mustireus... twistid... forist... leefs... berds... animols... bajer... blckak... tiude... stil*)
- story ending (piece C) (*Sudnly... volkano... urupiting... quickle... cuvued... roks... tropikl... arterforl... herd... bhind*)
- letter (piece D) (*larning... anermul... smorlist... creech*)
- description (piece E) (*flufy... skale... spred*)
- poem (piece F) (*swaing... lerk*)

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 English Appendix 1: Spelling of the national curriculum – for example, in the:

- information text (piece A) (*is... theres... many*)
- story (piece B) (*a... and... the... are... he... was... old*)
- story ending (*was... she*)
- letter (piece D) (*my... is... are... there*)
- description (piece E) (*the... has... of... because*)
- poem (piece F) (*have... they*)

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 formed in the correct direction, 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; however, at times, there is some inconsistency in the height of ascenders – for example, in the letters 't', 'h' and 'l'. The descender for 'y' is also inconsistent.

Across the collection, there is sufficient evidence to meet the statement.

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

Across all pieces of writing, the pupil uses spacing between words. 10

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.

There is some emerging evidence for working at the expected standard.

The informative fact file on hedgehogs, the letter to David Attenborough, and the description and descriptive poem demonstrate that the pupil is beginning to write for different purposes. Use of the present tense in these pieces is appropriate and consistent, including use of the present progressive to mark actions in progress (*are learning... are swaing*).

Whilst most sentences take the form of statements, there is some appropriate use of questions – for example, in the piece on hedgehogs, and in the description of the mythical creature, questions are used to engage the reader (*Did uoy no that hedgehogs have 5000 – 6500 spinse?... Did you know that the torterflimgoduck is the most tallist animal in Jamaca?*), whilst in the letter their function is to seek information (*What is the most rarest tree frog?*).

Across the collection, there is only limited evidence of co-ordination (*Amelia leeped in to her shing metl plane and set off... my name is xxxxx and I am six... The torterflimgoduck has a short but thick head and it is soft and flufy... the trees have tall stems and they are swaing*), though there is some use of subordination – for example, to clarify time frames (*Wen baby hedgehogs aer badbis thay have wite spins... When she was flying though the air she saw*); to offer explanation (*because theres not meany predators... because the foirist was stil a mess... because it helps it runs faster*); and to add detail (*a tropikl rainforist that had butful warterforl*).

At times, there is some loss of coherence – for example, through word omission (*that had butful warterforl... a back flip out her plane*) and insecurity in the recognition of sentence boundaries (*Pete was tiude and exhausted because the forist was stil a mess pete dyug up the old trees*). Often, sentence structures are repetitive and, in some pieces, list-like (*Did uoy no that hedgehogs have... Did yue no hedgehogs live... Wen baby hedgehogs... Wen it is winter... What is the most rarest...? What is the most fastis...?*).

Whilst the pupil is beginning to recognise sentence boundaries, this is not yet secure and only some sentences are correctly demarcated with capital letters and full stops or question marks.

Spelling meets the statements for 'working towards the expected standard', but there is insufficient evidence for the expected standard. Grapheme-phoneme correspondence is insecure in places, with only some words being spelt correctly.

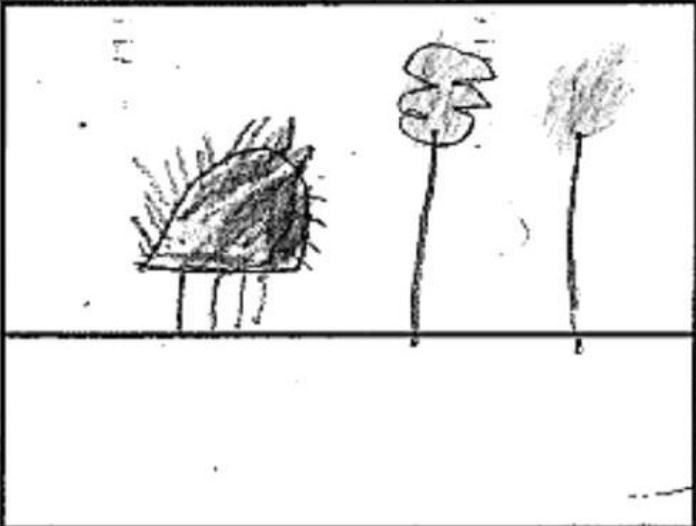
The pupil forms letters of the correct orientation; however, the relationship between the size of capital and lower-case letters is inconsistent.

Piece A: an information text

Context - as part of their topic 'Into the woods', pupils explored a range of non-fiction texts about hedgehogs. Using a modelled report, they discussed with their teacher some of the features of an information text, before writing their own fact files on hedgehogs.

Hedgehog

Appearance

<p>old boy name that hedgehogs have -5000-6000 spines? when baby hedgehogs der baby</p>	
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they have white spines
old you no hedgehogs
live on roads always
because there's not
many predators.
~~there~~ when it is winter
hedgehogs hibernate in
wintertime a hibernation is a less
wintertime a hibernation is a less

Piece B: a story

Context: as part of their topic 'Into the woods', the class read and explored the book 'Tidy' by Emily Gravett. They then wrote their own version of the story.

Deep in the
musty woods twisted
forist the leaf as
are a number Golden
the birds sang
to utter
diamonds bright

In the forist
tandri and a
fairer could
pete he was
tide.

Pete scrubbed
the black crow.
pete was tide

and exhausted
because the forist
was still a mess
pete dug up
the old trees
sundie tandri
was a flood

Piece C: a story ending

Context - as part of their learning about famous pilots in history, the class read 'Amelia Earhart: Little People, Big Dreams' by Isabel Sanchez Vegara. Pupils learnt to talk through the story before writing their own ending to Amelia's adventure.

As quick as a flash,
Amelia leaped in to
her shiny metal plane
and set off in to
the heavy light blue sky.

Suddenly Amelia ~~saw~~ ^{saw} a
huge volcano erupting
and she quickly moved out
the way.

When she was flying
through the air she
saw a humungous island
that was curved in rocks
that had sharp corners.

Amelia landed in a
tropical rainforest that
had beautiful waterfalls.

Amelia did a back
flip out her plane
when she got out
her plane she heard
growling behind her...

Piece D: a letter


Context - at the beginning of their summer Caribbean topic (*Ahoy there!*), pupils wrote letters to Sir David Attenborough, requesting information about the types of animals that could be found on the island of Jamaica.

Dear David Attenborough
my name is
and I am six
we are learning about
Jamaica. What is
the most poisonous
frog in Jamaica?
What is the most
rarest tree frog?
What is the most
fastest animal in
Jamaica?
What is the biggest
animal in Jamaica?
Are there zebras
in Jamaica?
What is the most
smallest creek in
Jamaica?
Thank you I hope you
reply soon.
Yours sincerely

Piece E: a description

Context - as part of their summer Caribbean topic 'Ahoj there!', pupils designed their own mythical Caribbean creature and then wrote a description of it.

TORTERFILIMDUCK



Did you know that the torterfilimduck is the most tallest animal in Jamaica?

heads

The torterfilimduck has a short but thick head and it is soft and fluffy.

Body and tail

The tail of a torterfilimduck is square thick and small.

Feet

The torterfilimducks feet are long and spread out because it helps it run faster.

Piece F: a poem

Context - pupils watched Péter Váczi's animated version of the Hungarian poem 'Streamschool' (Patakiskola), which uses personification in its description of a young girl's journey to the sea. Pupils explored how personification could be achieved through the use of nouns, adjectives, verbs and adverbs, before being asked to write their own personification poem about a Caribbean island.

Jamaican poem

on the coming beach the
trees have tall stems and
they are swaying in the
wind softly under the
sea the sharks lerk in
the rapid ocean

Exercise 2

Pupil A

This collection includes:

- A) a leaflet
- B) a retelling of a story
- C) an information text
- D) an adventure story
- E) an information text
- F) a letter

All of the statements for 'working towards the expected standard' are met, along with some statements for 'working at the expected standard.'

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

The collection includes two fictional narratives: the retelling of a story, based on a wordless animation (piece B) and an adventure story, based on film clips from 'The Snowman' and 'Peter Pan' (piece D). The letter (piece F) also contains an element of narrative, with the writer offering an imaginary sequence of events as an excuse for being late for school.

The retelling of a story (piece B) follows the exploits of a clan of meerkats as they struggle to keep hold of their newfound treat. Events are sequenced to form a short narrative, drawing on the plot of the animation to create a written form of the tale. The piece is predominantly driven by action (*woke up... went to a tree... The Vulcher sterd... He grabd it... chast the Vulcher*), whilst some descriptive choices of vocabulary help to engage the reader (*popt... yummy... delicious... grabd... splat*). Coherence weakens slightly in the latter part of the piece: the vulture, rather than the fruit, is the subject of the attempted return to the tree (*chast the vulcher and [...] cott it but they trid to cic it back*), and the concluding description of the bird would perhaps be better placed when the character is first introduced (*The Vulture was purple and it os a XXX cold*).

Adverbs of time (*Then... avenchlley*) and the co-ordinating conjunction 'and' (*woke up and popt out... went to a tree and they smeldit*) support a simple chronology, whilst the conjunction 'but' introduces the meerkats' attempt to save the fruit (*but they tried to cic it*), which culminates in disaster (*anthen it splat*). Use of the past tense is consistent, including some correct use of irregular verb forms (*woke up... went... was*).

In keeping with the stimulus texts, the adventure story (piece D) intertwines the ability to fly with a trip to the North Pole. Characters and setting are immediately established (*Daddy and XXX were outcide*), whilst the writer shows rather than tells the reader the time of year (*in the sparcly snow*). The sequence of events – from the appearance of the carpet, to the arrival at the North Pole – forms a coherent narrative, though details of the journey are somewhat list-like and lacking in expansion (*They went over the kithen Then round Bambry cross. And the moutens. They went to the Hxxx ams*). Occasional noun phrases support description (*the shining scie... lots of exiting presence... a sleigh and reindeers*), but vocabulary, although appropriate, is mostly unadventurous. Use of the past tense is consistent, including the past progressive to depict the ongoing enjoyment of Santa and his helpers (*they were haveing fun*), whilst the shift to the present tense, though with one incorrect choice of verb form, expresses the writer's personal thoughts (*The Noth pole is snowy and there is lots of exciting presence*).

The letter (piece F) reveals an amusingly implausible set of circumstances that explains why the pupil will be late for school (*at Japan... going to the shop in China*). The correspondent opens with a conventional salutation (*Dear Teacher*), followed by the reason for writing (*I am going to be very tale [late]*). The narrative element comprises a series of events, offering two distinct excuses for the lack of punctuality – the first, focusing on a slightly sinister sounding incident in Japan (*They chased us*), and the second, explaining the writer's reason for going to China (*to get the gold and the diamonds*). Although there is no sign off, the concluding 'ps' helps to frame the letter.

Shifts in tense are appropriate: the present tense, including use of the present progressive, is used to explain the writer's current situation and feelings (*I am going... I am sorry... I miss the home werk*), whilst the past tense is used for recount (*They chased us... we went... told them off... were safe*). Co-ordinating conjunctions join clauses to expand information (*They chased us and we went... the police told them off and we were safe*), and introduce an explanation for the apology (*I am sorry but I will not be there for the maths test*).

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

Across the collection, most sentences are correctly punctuated with capital letters and full stops. Demarcation is less secure in the leaflet (piece A), where there are missing capital letters (*come and see... flamingos are one of... you will have... you can have... if you do have*) and sentence boundaries are not always recognised (*Come and see the turifick monkeys having funn you will be amazed*); however, a question mark is used correctly where required (*are you bared at home?*).

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 leaflet (piece A) (*animals, home, long, necks, Jump, time, games, spot, able, send*)
- in the story based on a short film (piece B) (*woke, went, tree, yummy, back, purple*)
- in the information text (piece C) (*wrote, secret, diary, tell, king, blow, fire*)
- in the adventure story (piece D) (*snow, magic, carpet, appeared, shining, cross, finished, pole*)
- in the information text (piece E) (*city, popular, things, well, very, tall*)
- in the letter (piece F) (*very, chased, bike, police, safe, shop, sorry, test, miss, home*).

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

- in the leaflet (piece A) (*wondiful, turifick, uther, brilyant, feget, leter*)
- in the story based on a short film (piece B) (*popt, Vulcher, sterd, grabd, chast, avenchlley, cic*)
- in the information text (piece C) (*fames, cood, hapnd, spreading*)
- in the adventure story (piece D) (*outcide, sparclly, floo, moutens, presence [presents], macing*)
- in the information text (piece E) (*baautiful, clene*)
- in the letter (piece F) (*Lukily, werk*).

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 leaflet (piece A) (*you, the, one, do*)
- in the story based on a short film (piece B) (*the*)
- in the information text (piece C) (*He, said, houses, has*)
- in the adventure story (piece D) (*were, the, They, is, was*)
- in the information text (piece E) (*is, the, because, there, full*)
- in the letter (piece F) (*I, the, told, we, were, gold, to, be, there*).

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

Across the collection, lower-case letters are mostly of the correct size relative to one another. In pieces C and E, the pupil's presentation of the letters 'w' and 'v' appears to be slightly larger relative to other letters; however, 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 statements for this standard are met.

The pupil is meeting some of the requirements for the judgement of 'working at the expected standard' but is falling short in some areas. Narrative writing lacks coherence at times; for example, in piece B, despite the generally logical sequence of events and some attempt at vocabulary used for effect (*popt out of there home... yummy*), there is little variation of sentence types. There is also an over-reliance on coordination (mainly 'and'), which inhibits the overall coherence of this piece. The final sentence adding descriptive detail about the vulture (*The Vulture was purple and it os a XXX cold.*) is out of place at the end of the narrative.

In the adventure story (piece D), events are simple and clearly sequenced but the lack of more complex structures to support cohesion – such as expanded noun phrases and fronted adverbials – inhibits the overall complexity and coherence. Coordination using 'and' dominates the piece, suggesting that the pupil is not yet using a variety of means to link events and ideas.

In addition to the narrative pieces, the pupil is beginning to write for different purposes: a leaflet aims to entice visitors to a safari park (piece A), an information text explains why Samuel Pepys is an important historical character (piece C) and an information text focuses on the appeal of England's capital city (piece E). There is an emerging recognition of what these different pieces of writing require – for example, the recording of simple facts in the information texts (*London is the capXXX city of England*), and the direct address and persuasive language in the leaflet (*come and see... butifel animals... you will be able to spot... brilelat Lions and elephants*). In the leaflet (piece A), vocabulary is appropriate, though often repetitive (*amazing animals... you will be amazed... the amazing time... its amazing*) and this repetition detracts from the overall coherence of the piece.

Piece C relays key facts briefly but there is little expansion. As in the narrative (piece B), the pupil ends the writing with a misplaced fact (*Samyuel pepeys has a wig...*), which does not relate to the preceding sentence, and which provides a rather abrupt, incoherent conclusion to the piece.

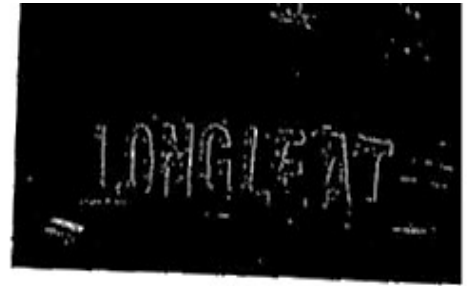
Use of the past and present tense is mostly correct and consistent. Sentences typically comprise statements; however, there is some variation in the leaflet through the use of commands (*come and see... send me a leter*) and a question (*are you bared at home?*), which support reader engagement. Clauses are mostly joined through the use of co-ordinating conjunctions (*big Ben is very tall and it tooks several people to clene et... I am sorry but I will not be there*). There is some use of subordination – for example, to offer explanation (*Samuel Pepys is fames because wrote a secret diary... It is popular because there is lots to do*), provide justification (*blow up the houses so the fire wod stop spreading*), and to set up a request (*if you do have a grat time then sent me a leter*). Across the collection, demarcation is mostly correct; however, omitted capital letters and full stops in the leaflet (piece A) suggest this is not yet entirely secure (*you can have a brilyant driv through. you will be able to spot the stripy tigers. dont feget to spot the brilelat Lions and elephants...*).

Spelling meets the statements for 'working towards the expected standard', but there is insufficient evidence for 'working at the expected standard'. Although many common exception words are spelt correctly, these are almost all from the year 1 examples in Appendix 1 of the national curriculum. There is some use of suffixes to spell longer words correctly (*amazing... shining... going*); however, there are a number of errors, particularly in inflected verb endings (*popt... grabd... chast... hapnd... haveing*).

Piece A: a leaflet

Context: after watching promotional video clips about Longleat Safari Park, pupils looked at features of a leaflet and worked as a class to generate persuasive quotes. They then planned and wrote their own leaflets.

Longleat Safari park
come and see all the
best tiger animals. are you
bored at home? If you also come to
safari park and see the amazing
animals. giraffes are one of the cutest
animals. Giraffes are unshelved
animals. you will be amazed. How long
their necks are. Come and see the
twilight monkeys. having seen you will
be amazed by who they jump. you will
have the amazing time there. There is
games there and lots of others



get things there to do. you can
have a brilliant drive
through. you will be able to
spot the stripy tigers.



don't forget to spot
the brilliant Lions and
elephants have a
brilliant time there.

if you do have a great time
then send me a letter. it's
amazing

Piece B: a retelling of a story

Context: pupils watched a wordless film and wrote an accompanying story to describe the action. They drew on prior work focusing on characters and what they could be saying and feeling. They also worked on adverbs. They planned and wrote their own versions of the story.

The meerkat woke up and
popped out of their home. Then
they went to a tree and
they smelled the yummy
fruit. The vulture stood at the
delicious fruit and then he grabbed
it. The meerkats chased the vulture
and eventually they ~~took~~ ^{took} it but they
tried to sic it back on to the tree
another it splat. The vulture
was purple and it was a
cold.

Piece C: an information text

Context: pupils recorded information following their topic-based learning about the Great Fire of London. For this activity, they watched a film clip to find out more information about Samuel Pepys. They then recorded the information independently.

Samuel Pepys



Samuel Pepys is famous because he wrote a secret diary. He wrote a diary because it could tell us what happened. He said to the King to blow up the houses so the fire would stop spreading. Samuel Pepys has a wig.

Piece D: an adventure story

Context: the class watched extracts from 'The Snowman' and 'Peter Pan' and discussed the similarities between them. They generated ideas for their own 'flying adventure' story. Pupils discussed different ways in which they could travel. They then planned and wrote their journey stories independently.

Daddy and ~~me~~ were
outside in the sparsely
snow. A magic car pot
appeared. They went on
it and flew in ^{the} morning
sun. They went over
the Rithet Tarn and Bamby

cross. And the mountains.

They went to the Harrow arms

and finished at the North

pole. The North pole is snowy

and there is lots of exciting

presence.

There was a sleigh and

reindeers. There was

Miss Das and Santa they

were having fun making

presence with the elves.

Piece E: an information text

Context: this was the final piece of writing for a unit of work about London. Pupils looked at examples of non-fiction texts, then planned and wrote non-fiction texts independently.

London

London is the capital city of England and it is amazing ~~and~~ ^{so} beautiful.

There are attractions to visit.

It is popular because there is lots to do. The city is full of fun things to do and

amazing things to do as well. It is very big.

Big Ben / big Ben is many tall and it looks several people to climb it.

Piece F: a letter

Context: the class had been using the story 'Dear Teacher' by Amy Hollands – a collection of letters from 'Michael' to his new teacher, explaining why he can't go to class. Pupils looked at the features of the different letters in the story and then generated ideas for places that their character could visit. Finally, they planned and wrote their letters independently.

Dear Teacher

I am going to be very late.

I am at Japan. They chased us
and we went on a bike to get a
way. Luckily the police told them
off and we were safe.

He is going to the shop in China
to get the gold and the diamonds.

I am sorry but I will not be
there for the maths test.

ps I miss the home work and pe

Exercise 2

Pupil C

This collection includes:

- A) a description
- B) a letter
- C) a story
- D) a set of instructions
- E) a retelling of a traditional tale
- F) a newspaper report

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 is comprised of two fictional narrative pieces – a story, based on the events in Jonny Duddle's 'The Pirates Next Door', entitled 'The Princess Next door' (piece C) and a retelling of a popular traditional tale with a twist, 'Jack and the Baked Beanstalk' by Colin Stimpson (piece E). Additionally, the collection includes a letter to a ship's captain explaining why the writer has failed to search for treasure, which contains elements of narrative form (piece B), as does the newspaper report (piece F), describing Goldilocks' narrow escape from the three bears' cottage. The pupil writes simple sentences that are sequenced to form short narratives about the first-hand experiences of fictional characters, based on books shared in the classroom.

The story (piece C) opens succinctly, with some replicated story language and detail drawn from the stimulus text – the suggestive town name of 'Dull-on-sea.' The scene is set through the inclusion of details relating to setting and character (the house next door has bin empty four year's. Lewis started to get bored...) and thereafter, a basic chronology of simple events follows. Events are sequenced using conjunctions and adverbs (but then... she waves her wand every day... all the time.), culminating in the event which changes Lewis's attitude to the actions of the princess (But when the princess waive[s] her wand around it magic lewis very very Happy...). Sentences are repetitive and muddled in parts, due to the repetition of words, phrases and actions; this results in a list-like series of events that lack cohesion. However, through this repetition the reader is able to glean the key facts and follow the sequence of events; the princess causes annoyance to her neighbours, uses her magic to befriend Lewis and gift some magical unicorns, before finally moving away.

The narrative is framed by an ending which gives a rather abrupt conclusion to the story (The princess went to jermny where the princess goost to live).

Tenses are inconsistent in this piece and generally across the collection. The writer uses the present tense to introduce Lewis and establish setting (Lewis's at number 90 Lives at Dull-on-sea), then moves into the simple past, including some correct use of irregular

verbs (Lewis started... saw... the princess annoy every one). After the initial introductory section, tenses continue to move from present (waves... annoy... lewis's) back to simple past (she made lewis sad... became best friend's...). This contributes to the overall lack of cohesion; however, sequencing is supported through co-ordination, which helps to move the narrative on (...and she might turn every one into a frog). The use of 'so' provides reasons for actions (So it annoy every one...). The pupil is beginning to add details to engage the reader, through simple noun phrases (magic unicorn... Wondiful and magical princesses); the emotions of the main characters are also signalled (she made lewis sad... it made them very Happy).

The second narrative in the collection (piece E) is developed more fully, incorporating some clearly sequenced events, in this retelling of 'Jack and the Baked Beanstalk' (Colin Stimpson). The pupil creates a simple, coherent narrative, with events presented chronologically, though the movement between tenses creates a disjointed effect at times (they get loads of money... the builders got food). Co-ordination is used to add information (and they felt Happy) while subordination provides reasons for Jack's emotions (Now Jack felt sad because there customers didn't come again.), showing that Pupil C is beginning to connect and expand ideas. Adverbs of time support sequencing and move the narrative on (Then Jack woke up... Now...); however, there is a clear over-reliance on 'Then' or 'And then,' which adds to repetition and often unadventurous word choices.

The story is written primarily in the simple past tense (Jack and his mum loved their cafe... Jack met a man...). Writing often reflects speech (...didn't have no more money) but some apt vocabulary choices and noun phrases help to engage the reader and further build cohesion (their cafe... loads of money... a massive bean stalk). The writer shows some understanding of irregular verb forms (saw... gave... went... woke) but this is not yet secure (felt [feeled]... threw [throwed]... told [telled]).

There is also evidence that the pupil can write for a range of other purposes: the newspaper report (piece F) offers an account of Goldilock's adventure in the woods, incorporating key facts (Goldilocke was sleeping through the woods and then she saw a small cottage...) and adverbials to support chronology (On Monday at 1 o'clock... The next morning... then). The piece descends into a less coherent list-like series of statements, including repetition of 'and then', outlining Goldilocks' escape from the cottage and the subsequent police-chase, leading to her capture.

A letter from 'bloud scaly wag' the pirate to her captain (piece B), provides reasons that she cannot, and has not collected any treasure. Lack of sentence boundary demarcation and repetition of words and phrases make this piece less coherent than the others in the collection; however, subordination is used to provide some insight into relevant thought processes (it hert's my eye's because it's so so shiny... because I want you to know I'm okay...), though the repetition of 'because' means that this conjunction is not always used to good effect. Some vocabulary choices support intended meaning (it Feel's like it is blinding my eye's that's why I carnt walk so very much... ower Pirate danse was so so fantastic) and add to the collection of reasons that the treasure remains untouched, framed appropriately with a traditional letter sign off (your sincarly...).

The descriptive passage (piece A) provides a coherent portrayal of a sea monster, with appropriate use of the present tense. Expanded noun phrases build a clear picture of the creature (evil yellow eye's... bumpy and pousinus gill's... strecht out Blue tail) and some subordination is used to add detail (tail that look's like the night). Piece D, a set of instructions to make a 'disgusting pizza', uses a series of aptly chosen time adverbials (First... secondly... Next... After that... lastly) to create a clear sequence of actions. Combined with some adventurous ingredients, the piece maintains the procedural form and engages the reader.

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.

Demarcation is evident in the description (piece A) (...the sea monster is dark as the water.) and generally, full stops are followed by capital letters. In the longer pieces, sentence boundaries are not always recognised, often due to the overuse of conjunctions which create elongated sentences; for example, in the letter, piece B (...lodes of tresure berryd under the sand but the sand is very very deep so she Founded a shuvle to dig up the deep deep sand.) and piece C (The prinses ceep[s] every one awayc all night and it's very anoing alot and she might tern every one into a fro[g] and the Prinses leev's a magic unicorn).

Piece E – the traditional tale retelling – demonstrates greater control and sentences are recognised and demarcated with more accuracy (After the builders got food the builder[s] started to bild a fly over and they fyld Happy. ...He lookd out the windo then he sor a masiv bean stalk.). Generally, where sentence boundaries are recognised and full stops are used, a capital letter follows.

Across the collection, there is sufficient evidence of demarcation for the award of the 'working towards' 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:

- description (piece A) (monster... evil... dark... bumpy... tail... night)
- letter (piece B) (Today... steal... sand... deep... shiny... blinding... party... cake... fantastic)
- story (piece C) (number... started... move... waves... unicorn... magic... every... best... Friend... around... Happy... live)
- instructions (piece D) (disgusting... pizza... poo... snot... slugs... slime... spread... legs... nails)
- traditional tale retelling (piece E) (money... food... felt... magic... beans... angry... room)
- newspaper report (piece F) (woods... small... climbed... aged... next... morning... Back... stroll... shocked... mummy... Baby).

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

- description (piece A) (Fiar... camiflajed... pousinus... strecht)
- letter (piece B) (lodes... berryd... shuvle... hert's... cleen... tresure... carnt... wrighting... diskoa... ower... owchole... bloud)
- story (piece C) (bin... emty... bord... prinses... anoid... awayc... tern... leev's... maid [made]... becaim... wondiFul... migicul... waive[s]... whent... jermny... yoost)
- instructions (piece D) (Doncy... spides... Bloud... slugy)
- traditional tale retelling (piece E) (cafaï... bild... custermers... agen... noa... gaiv... shoad... windoa... super [supper]... woak... sor... masiv)
- newspaper report (piece F) (sciping... throo... cotij... smeled... bols... porij... caim... polec... spotted... gerl).

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:

- description (piece A) (the... are... is... water)
- letter (piece B) (Today... was... we... my... because... eye's)
- story (piece C) (where... Friend... house)
- instructions (piece D) (put... after)
- traditional tale retelling (piece E) (loved).

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 most of the pupil's writing, lower-case letters are of the correct size relative to one another. At times, the height and positioning of some ascenders is inconsistent – for example, in the letters 't', 'l' and 'd.' Additionally, the pupil's presentation of the letter 'k' and 'f' often appears in capital form when lower case is required; however, 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' because not all statements for this standard are met. There is some emerging evidence for working at the expected standard, but not enough to award the higher standard.

In addition to the narrative pieces, the pupil is beginning to write for different purposes and there is an emerging recognition of what these different pieces of writing require – for example, the newspaper report includes the expected 'who, what, where' information at the outset; the instructions are laid out clearly in a style that befits a recipe and the letter opens and closes appropriately, with the expected greeting and sign off.

The pupil is beginning to make use of noun phrases to expand the detail of their writing (Wondiful and migicul prinses... deep deep sand... disgusting doncy poo... masiv bean stalk... pousinus gill's... small cotij) but this is limited across the collection and most word choices remain fairly simplistic and unadventurous.

Pupil C's narrative writing is broadly sequential, with emerging use of devices to build cohesion, but this is not yet consistent. Repetition and overuse of conjunctions (and... because) causes sections of writing to lack coherence; for example, in piece B (...because it's so so shiny because it's so so cleen because it is in a treasure box...) and piece C (...and it's very anoiing alot and she might tern every one into a fro[g] and the prinses leev's a magic unicorn...). Similarly, the pupil has misused co-ordination in the newspaper report (piece F) (She climbed throo the windoa but goldylocks was aged 7.), giving the piece a disjointed feel.

Sentence boundaries have been missed on occasion, for example, in piece A (The sea monster has bumpy and pousinus gill's also the sea monster has a strecht out Blue tail...), which results in some very long sentences that lack demarcation. Where boundaries have been recognised and included, the pupil has mostly used full stops and capital letters accurately, but has not included the greater range of punctuation needed to meet the expected standard at key stage 1, such as question marks.

Spelling meets the statements for 'working towards the expected standard' but there is insufficient evidence for 'working at the expected standard'. Although many common exception words are spelt correctly, these are almost all from the year 1 examples in Appendix 1 of the national curriculum.

There is limited evidence of the use of suffixes to spell longer words correctly (dancing) and there are a number of spelling errors, particularly in inflected verb endings (finded... teld... fyld... drinkd... throad). Grapheme-phoneme correspondence is insecure in places, with only some words being spelt correctly. The pupil forms letters of the correct orientation; however, the relationship between the size of capital and lower-case letters is inconsistent

Piece A: a description

Context: as part of a class topic on pirates, pupils explored the story 'The Pirate Cruncher' by Jonny Duddle. They then wrote their own description of a sea monster.

The sea monster has
xevil yellow eye's ~~the~~ that look
~~that~~^{like} there are on fire and
the sea monster is dark
as the water. because I think
it camitlayed in the water.

The sea monster ~~is~~ has bumpy
and pousinus gill's also the
sea ~~monste~~ monster ~~is~~ has
a strect out ~~tail~~ ~~tail~~
~~tail~~ Blue tail ~~the~~ that
look's like ~~the~~ ~~a~~ night.

Piece B: a letter

Context: as part of a class topic on pirates, pupils explored the story 'The Pirate Cruncher' by Jonny Duddle. They wrote a letter to the captain, giving their excuses as to why they had not collected the treasure.


Pirates
Revenge,
Caribbean Sea,
North America.

Dear Captain Purple beard, Today
I don't want to steal Fiddler's
treasure because we already
have another ~~but~~ ~~and~~ then
my pirate friend found codes
of treasure buried under the
sand but the sand is so
very very ~~to~~ deep. So she go
found a shovel to dig
up the * deep deep sand.
~~and~~ also it hurt's my
eye's because it's so
so shiny because it's so
so clean because it is
in a treasure box that's

Why it hurt's ~~as~~ my

eyes and it feels like
it is blinding my ~~ea~~
eyes that's why I ~~a~~
can't see walk so very ~~re~~
much and I ~~am~~ writing
to you because I want
you to ~~know~~ I'm ~~okay~~
okay so ~~know~~ you ~~know~~
know ~~why~~ why I'm ~~writing~~
writing to you and we
had a ~~a~~ pirate party and
it was so so ~~very~~ fun.

We also had a pirate
cake for my pirate party
and we had a pirate
milkshake ~~out~~ covered pirate
dishes and it was so so
very fun dancing with my
pirate friends and we
did ~~over~~ pirate party
dances ~~and~~ and ~~over~~
pirate dance was so so
fantastic and we all
drank loads of chocolate.

Love you
blond sincerely
Scaly wag. 

Piece C: a story

Context: as part of their topic on pirates, pupils shared the story 'The Pirate Next Door' by Jonny Duddle. They then wrote a story about a neighbour who moves in next door.

The Princess ~~was~~ next door
Lewis's at number 99 lives at
Dull-on-sea the house ~~the~~
next door has bin empty
four years. Lewis started to
get ~~very~~ bored but then
Lewis saw \therefore a princess ~~have~~

move in but the ~~princess~~ princess annoy
~~the princess~~ every one because she
waves her wand every day so it
stays every one all the time.
They ~~at~~ also annoy every ^{time} because
she might turn you into a
unicorn ~~and~~ The ~~princess~~ princess ~~ceases~~ [s]
every one away all night
and it's very annoying a lot

and she might ~~to~~ turn ~~it~~
turn every one into a frog^[g]
and the ~~to~~ ~~princes~~ leev's
a ~~magi~~ magic unicorn but
~~that~~ she ~~may~~ maid Lewis &
Sad because he to be
became best friend's
with the ~~R~~ wonderful &
and magical princesses. But
when the princesses weave^[s]
her wand around it magic^[e]
Lewis very very happy all
but the princess didn't have

friend but then she the
princess maid a ~~to~~ best ~~to~~
friend. ~~So so~~ it ~~maid~~ maid
both of them friend's :
So it maid to them very
happy. The princess leev's
lode's of ~~at~~ magic unicorn's
The princess went to get
& jenny where & the
princess goost to live.

Piece D: a set of instructions

Context: after reading 'The Disgusting Sandwich' by Gareth Edwards, pupils wrote their own instructions for making a disgusting pizza.

How to make
a disgusting pizza.

What you will need * list

- Doncy poo.

- Doncy snout.

- slugs slime.

- ~~spides~~ spides legs.

*
- spides Bloud.

- Doncy toenails.

- slugy mud.

1: First put disgusting doncy
poo on the ~~pe~~ pizza.

2: secondly spread doncy snout
on the pizza.

3: next reply slugs slime.

4: After that add spides legs.

5: lastly repere spides Bloud
on the pizza.

Piece E: a retelling of a traditional tale

Context: after reading 'Jack and the Baked Beanstalk' by Colin Stimpson and thinking about the key facts of the story, pupils rewrote the story in their own words.

JACK and the magic
Baked bean stalk.

First Jack and his Mum loved
there cafe because they get lots
loads of money. After the
builders got food the builder[s]
started to build a fly over
and they felt happy.
* Now Jack felt sad because[e]
that there customers didnt come
agen. Jack and HIS MUM
felt sad because & they
didn't have any more
money. Then Jack met a
man with magic baked bean
beans. Then the man gave
the beans to

And then Jack went home
and showed his mum. Then his
mum got very angry and
then his mum told
them out the window
mum told Jack to go in
his room with ~~no~~
super. Then Jack woke
up. He looked out the window
then he saw a massive
bean stalk.

Piece F: a newspaper report

Context: after reading 'Goldilocks and the Three Bears' and thinking about the story from different viewpoints, pupils wrote a newspaper report about Goldilocks breaking into the three bears' cottage.

On Monday at
10'clock Goldylocke
was sciping throo the
woods and then she
seen a small cotij
but then she smeled
3 bols of porij.
then she climbed ~~throo~~

the window but goldy
goldylocks was aged to
*The next morning -
the ~~three~~ Bears ^{came} ~~got~~ Buck
from there morning stroll
then the Bears was
shocked shocked to see
that Baby Bears
porij ~~had~~ had ~~bit~~
eats and then
Mummy Bear called
the Polec but "when
Polec got here the
Polec spotted the girl
and ~~but~~ then the Polec
chased the girl
but then the Polec
got the little ~~girl~~ ^{girl}

Exercise 3

Pupil B

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 dontnt 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] (*sandi...gaim...bawl...triing*)
- in the retelling of a story [C] (*very...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 dontsnt 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 pupils 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 sore sandi in

my shoes. At the end I

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

game of bat and bowl

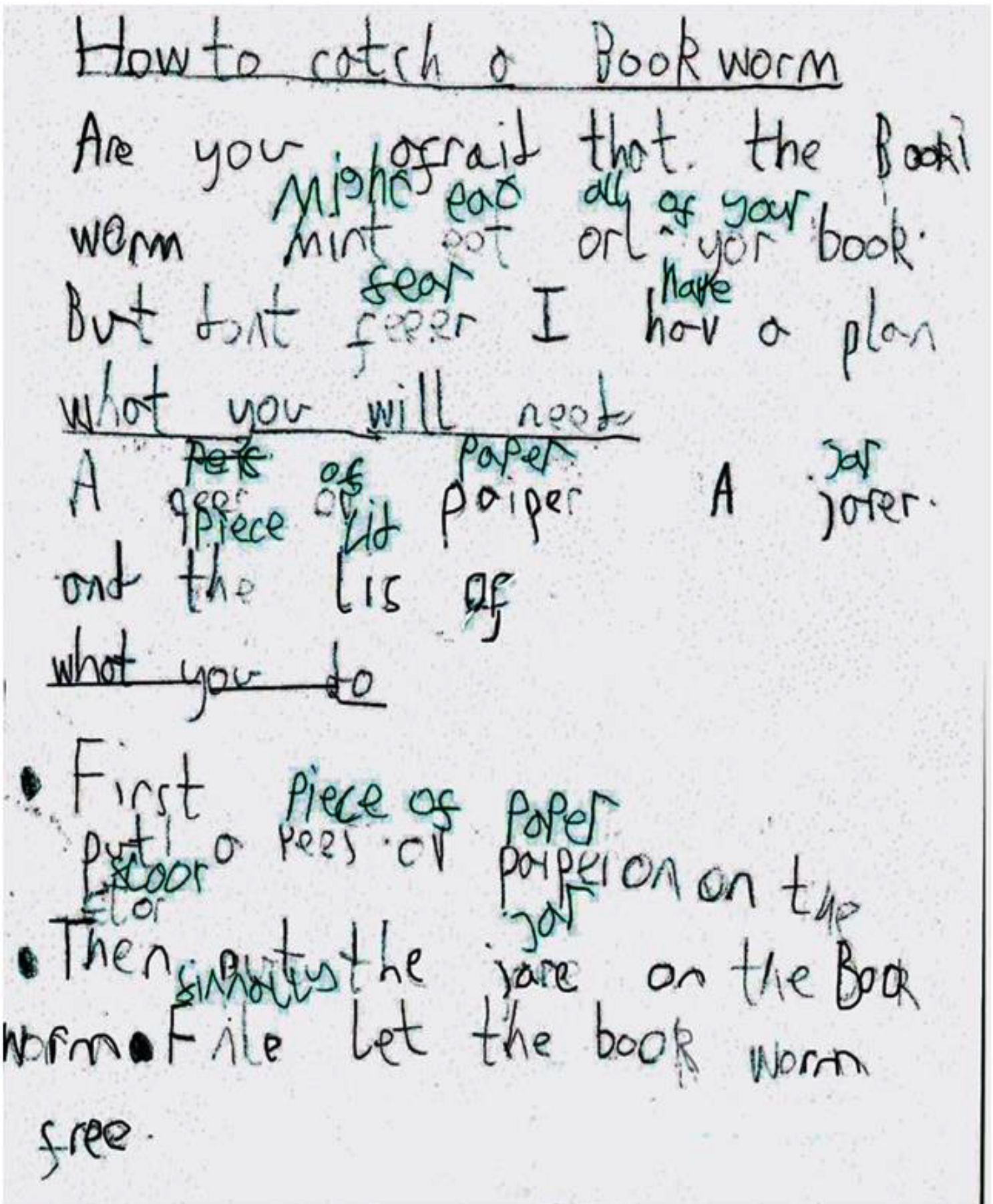
we was trying to hit the bowl

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 pupils self-edited their work.



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 won in
his cov. one mornin he had
a toothaic that ol the animls
Went in the lions cov and
som animols get leev him to
hav ^{Have} a toothaic. ^A and a ^{Mous} mooth
crod in the mooth and he
got his tooth out and the lion
sed to the ^{Mous} moos ^B sorry you for
Maicin my beten and I am ^A

⁴ gooin ^X to ⁴ ^{give} giv you some
cheese inritum. ^A and fang for
Maicin my beea. ^B ^{thank} thank you
^{for} ~~for~~ ^{MAICIN} ~~MAICIN~~ my beea. ^{thank} ~~thank~~ ^{you} ~~you~~ 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 pupils self-edited their work.

Smilee's big adventure

Under a 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 friendly snake came to save him and smilee held them and went to the snake's box.

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

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 pupils self-edited their work.

class2 trip to W_____ Farm

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

First

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

I felt so tiad after the exsiten trip