



Key stage 1 English writing standardisation exercise 1

For the purpose of this standardisation exercise, you should assume that following the discussion with the teacher during the moderation, you are satisfied that the writing is independent, including the use of any source material, and that any edits are the pupil's own.

Where handwriting seems inconsistent, you should base your judgement on the strongest piece, and assume that this is validated by further evidence in the pupil's books.

Where there is no evidence of correct spelling of words from the statutory word lists in the pupil's independent writing, you should assume that the teacher has provided evidence in the form of spelling tests or writing from across the curriculum.

This exercise does not contain any collections from pupils deemed to have a particular weakness.

All assessments should be made using the [Teacher assessment frameworks](#) at the end of key stage 1: English writing – working towards the expected standard, working at the expected standard or working at greater depth. You should not assume that the exercise includes one collection from each of the standards. Each collection should be judged individually.

Pupil A

This collection includes:

- A) a non-chronological report
- B) a recount
- C) a story
- D) a set of instructions
- E) a character description

Key stage 1 exercise 1

Pupil A – Piece A: a non-chronological report

Context: pupils watched a video of a dragon landing in their school playground. After this, they received a letter from Hagrid (the well-known dragonologist) asking the pupils to give him some information about the dragon they had seen so he could include it in his collection. The class researched how facts were presented in a range of information books, in particular how sub-headings are used to thematically organise content. The pupils could present their own imaginative non-chronological text about any type of dragon. This pupil chose the Ice Lolly Candy Dragon.

The Ice Lolly candy dragon.

The Ice Lolly candy dragon is a fascinating dragon that loves candy and bubble gum ice lollies. Did you know the ice lolly candy dragon is a little bit over weight, but it's okay and it won't stop the Ice Lolly candy dragon from eating candy or evern blue sweets?

Did you know that they are the size of a Panda? It is a well known fact that they are very beautiful and smart like a sloth!

Where it is found:

Dragonologists believe that they love classrooms as there is a lot of blue on show. They're not interested in

any other table but the blue table in Year 2. Interestingly they rarely go to the Jim because they are too busy eating candy^{and} getting chunky.

What they like to eat:

They love eating blue stuff especially pick mix sweets, blue candies, blue gummy sweets and blue ice lollies. Also they love eating Smurfs sweet because they love blue plus smurfs are blue. Did know there favourite movie is Smurf part 2 and even part 3 they love it so much their mouth starts to dribble.

Interesting facts

Interestingly there weakness is when they eat sour sweets and candy they start going crazy or start farting! If it is hot dragon lovers should leave out cake and if it's their birthday. What a legendary dragon the Ice Lolly candy dragon is!

Key stage 1 exercise 1

Pupil A – Piece B: a recount

Context: following a visit to London and Hampton Court, the class were asked to produce a short recount of the day for visitors to the school. Pupils used photographs and videos to support an oral retelling of the event.

The other day Year 2 went on a epic school trip to Hampton Court Palace because we wanted to learn more about King Henry the VIII and The tudar times. When we got there we went to look at the marvellous garden and met a gleeful gardener called Paul. Interestingly there were 32 gardens in Hampton Court Palace. The trees in the gardens were the shape of a mushroom.

In the afternoon we had our lunch and we went to King Henry the VIII church. Did you know he married Kathrine Parr there! It was very peassul and a lovely lady told us some facts. Finally we came back to school we all had a epic time but we were ready to return to school to tell evrybody about our amazing journey. My savroute part was when we went on the wobboly bridge and I will never forget it.

Key stage 1 exercise 1

Pupil A – Piece C: a story

Context: pupils created their own adventure story based around characters from various class texts on the theme of 'Lost and Found'. Pupils used story boards and mountain frames to help plan their ideas.

One frosty foggy Friday morning Kiki just remembered that she and Camilia were going to Kid Zanlea. They ^{got} ready so quickly because they were so excited.

When they got there Camilia went to the Airport to get some Kid Zones. Next she went to go to do some jobs to get some more Kid Zones.

After a while Camilia couldn't find Kiki! Camilia checked the fake Airport the toilets and the fake hotel but Kiki was no where to be found, then Camilia started to sob. Camilia started to panic and then she was thinking where is Kiki? she was worried about her friend.

All of a sudden Camilia spotted Kiki in the distance trying to pick a popcorn box

and then she saw camilia and ran to her. then camilia said where have you been? camilia said. Kiki's been to pick a box of pop corn.

For a treat they both went to the sake hotel with the box of popcorn and looked at each other and laughed.

Key stage 1 exercise 1

Pupil A – Piece D: a set of instructions

Context: a giant had been spotted in the playground by the site manager and pupils had to go around the school finding clues. Following this, there was a flood in the toilets with clues suggesting that a water goblin had been responsible. Pupils were invited to write their own set of instructions on how to trap a water goblin.

How to trap a water goblin.

Are you kept awake at night by the sound of a hideous water goblin scuttling away in the pipes? If so do not worry because help is at hand. Water goblins are annoying and must be defeated. Read these instructions carefully and soon you will be rid of this greedy pest.

What you need: a magic handkerchief, a huge cage, an enormous hook and mouldy, revolting slimy food.

What you do.

First put a huge cage next to a disgusting swamp.

Next gently scatter some rotten sweets

on top of the huge cage.

Afterwards put the handcuffs on top of the revolting slimy good.

Then put an enormous hook next to the huge cage so that the water goblin's seat will be stuck.

Finally tip toe behind a tree and wait patiently.

In the end the water goblin will not be able to rise the rotten mouldy sweet's and will get stuck in the hook.

A final note of warning:

Do not enter a water goblin's cave as there maybe baby water goblins chewing rotten mouldy good and have big appetites!

Key stage 1 exercise 1

Pupil A – Piece E: a character description

Context: the class explored the books of Anthony Browne. One group read 'Willy the Wimp'. The pupils were asked to write character descriptions of a key character to be used as a book display of Anthony Browne books in the local library and to encourage visitors to select his books.

Personality

Interestingly Willy is very charming because he has lots of manners and never is rude to anyone. Did you know Willy loves looking at himself with his hot red pants? Willy is very helpful because when there was a big hairy spider Willy moved it because Hugh was scared of it. Willy is a really good friend for Hugh.

Likes and dislikes

Interestingly Willy holds the world record for eating the most bananas in 1 hour. Willy likes to buy his girlfriend Milly banana cake. Unsurprisingly Willy doesn't like to when the gorilla gang bully him because they make him choke. Willy loves to hold heavy water.

Opinion

If I met Willy I would feel gleeful and I would say "Can you be my friend?"

Pupil B

This collection includes:

- A) a non-chronological report
- B) a story
- C) a recount
- D) a short story
- E) a wanted poster

Key stage 1 exercise 1

Pupil B – Piece A: a non-chronological report

Context: pupils had researched different endangered species as part of their topic. They then chose an animal to write about. They chose to present their work in a question and answer format non-chronological report.

Endangered Elephants



~~Did you know?~~ Introduction
Did you know that Elephants are endangered animals? This means that animals are in danger and are becoming extinct. The leaflet will tell you about how they live their lives, and who is killing them.

What do they look like?
The Elephant is Earth's largest

land animal. They have ~~two~~ grey, rough, wrinkly skin, and huge ears so they can ~~hear~~ hear very well.

Elephants have long trunks which they use to enjoy ~~showering~~ showering and ~~drinking~~ drinking water.

They have little eyelashes ~~teeth~~ which catches the dirt that tries to get inside its eyes.

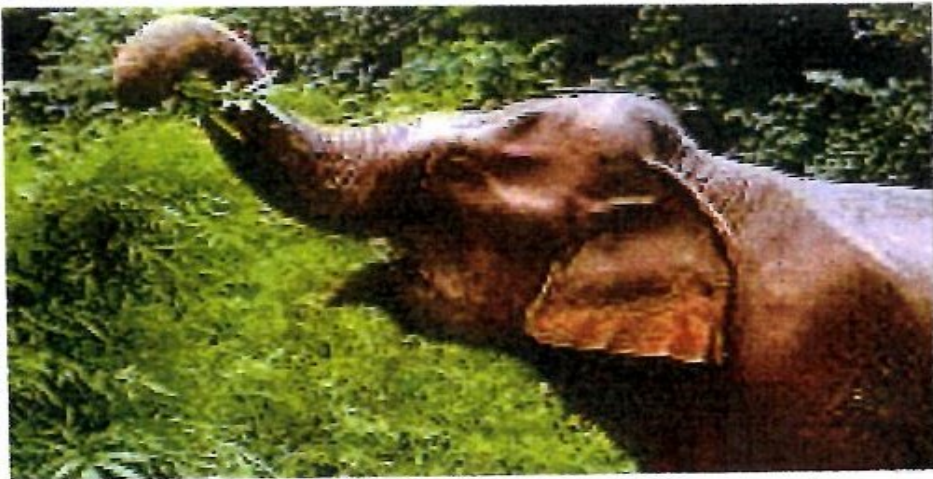


Where do they live?

Elephants live in Africa and Asia where it is nice and hot. They live there because it has lots of their food.

What do they eat?

Elephants eat lots of vegetation like roots, grass, fruit and bark.



An Elephant eating leaves.

Elephants ivory has gotten them into a
lot of trouble ^{why are they endangered?} ~~why are they endangered?~~

These harmless sweet Elephants are
endangered because their ivory has
gotten them into a lot of trouble.

Ivory is so valuable to some humans.

Many elephants have been killed
for their tusks to ~~have~~ sell as
jewelry or medicine. This trade
is illegal today but it has not
been completely eliminated.

Key stage 1 exercise 1

Pupil B – Piece B: a story

Context: as part of a whole class guided read, the pupils were looking at 'Lila and The Secret of Rain' (David Conway). Before retelling the story, pupils discussed the plot and selected a planning frame of their choice to organise and talk through their ideas before writing. The pupil's writing has been transcribed from their handwritten text.

One evening night Lila overheard her mama talking to her friends. She was sad. "It's too hot to gather firewood too hot to weed the village garden and too hot to milk the cow. ~~w~~ Without water there ~~œ~~ will be no life!" She said. Lila got worried when she heard her mama say that. She wanted ~~sø~~ so much for the rain to come. One evening her grandfather told her the secret of rain. Suprisingly her grandfather had known the secret of rain sine he was a little boy. A man had told ~~høme~~ him. The man said "You have to climb the tallest mountain very bravely and tell the sky the saddest things you know. Lila listened to her grandfather very carefully and was going to do a secret of rain adventure. ~~She Walked and walked until she found herself at the foot of As~~ Lila set off for the adventure ~~wen~~ ~~When the sun was~~ The following morning when the sun was still asleep, Lila set off to do her secret of rain adventure. ~~As-s~~ she walked and walked Lila found herself at the foot of a very tall mountain. Lila knew that the mountain was the right one to climb because it was the only one reaching up to the clouds so she climbed right up. † As soon as she reached the top of the mountain, she started telling the sky the saddest things, ~~as-such~~ such as when her brother cut his leg while chasing a chicken and when she burned herself while helping her mama to cook. ~~W~~ As Lila went on and on saying the saddest things she knew she looked up at the sky for any sighn of rain. The sun still shon with its scorching rase. Lila started to cry. "It is too hot to milk the cow too hot to collect firewood too hot to weed the village garden and without water there will be no life" Lila weped. Suddenly there was a breeze that were like a ~~fœe~~ flock of white birds.

Key stage 1 exercise 1

Pupil B – Piece C a recount

Context: the class had previously studied recounts after a class trip. After a visit to the RAF museum, the pupil talked about the events of the day and then produced a recount.

Our Trip to the R A F museum

~~On Friday~~ Last Friday was our trip to the R A F museum. We + After assembly we came back to class and got ready. We walked ~~to the~~ ^{sensibly to the} museum and arrived very quickly for snacks. When I finished my Snacks, my friends and I played on the model planes in ~~in the~~ ^{the} Aero Ar Aeronauts gallery. Once playtime was over, Miss _____ took us to go and watch a science show. The most interesting thing I learnt was, if you go too high up into the sky you get can get frost bite, when your blood turns blue because it gets colder and colder when you go high which is really scary. After we ~~watched the~~ watched the science show we ate lunch which was good, because I felt like my tumony was crying for food and ~~too much~~ ^{it} was so yummy. A little while later after lunch we + explored the different aeroplane hangars and I walked right under the wing of a huge grey aeroplane. We went inside an old small plane from a long time ago. My class and I dressed up in the pilot uniforms, but they were so big that it looked like I ~~shook~~ Shrank. I sat on different planes while my other friends had a go on a gun game flight simulator. I found out that there were some phones that ~~had~~ ^{had} news ~~and~~ video players and you could listen to the phone to hear what's happening. I heard that a footballer died in a plane crash. Soon after we played in the playground, I enjoyed going on the poles because I went down very fast. ~~I~~ I also ~~enjoyed~~ ^{enjoyed} going ⁱⁿ the house because I was so high up. Then we had to go back to school. So we lined up and sang songs until we got there.

Key stage 1 exercise 1

Pupil B – Piece D: a short story

Context: the class looked at a series of pictures showing different settings. Pupils compiled effective words and phrases to describe the location. Pupils then chose a setting and were asked to write a short story, which would include helping the reader to imagine what it was like in the selected setting.

Once upon a time there lived a boy called Tom, he ~~tried~~ lived ~~to~~ ~~near~~ ~~the~~ in a small ~~but~~ beautiful cottage down near the sea. He had never been to the beach before so he decided to go because he ~~had~~ thought there was a first time for everything. When he got down to the beach he went closer to the sea. He took off his shoes to feel the ~~crumbly~~ golden sand. He heard the sound of fat squeaking seagulls swooping ~~to~~ down to find some delicious food. Tom stepped closer to the sea and the sand got ~~so~~ soggy and soggy! The ~~the~~ boy ~~go~~ went one more step onwards and now he was in the sea, he shivered because it was ^{really} cold! He felt the fresh cool crisp breeze hitting his chubby cheeks. When he was ~~to~~ in the sea he felt something tickling his feet. Tom bent down to see what that was and it was a long piece of green ~~was~~ ~~its~~ ~~blistering~~ blistering bumpy seaweed. He picked it up and slowly started to ~~let~~ lick the seaweed. It was way too salty for him so he spat it out. Tom could see the ~~be~~ beautiful horizon shining on the sand. He could see the ~~joy~~ joyful children happily making sandcastles. Tom ~~soon~~ saw a sign that said give good ice cream and slushies so he went to go and get one. Tom was ordering his good and ~~sudden~~ suddenly he saw a little sausage dog who ~~had~~ had no owner and the dog was lost. Tom picked the dog up and the dog started to ~~let~~ lick him. He saw that the dog was a ~~girl~~ girl so he wanted to name her Vanessa. Tom got his good and felt her tummy was rumbling so he wanted to be a good person so he shared his good with Vanessa and he gave her a color. Tom and Vanessa spent the rest of their day playing and ~~two~~ better kissing each ~~the~~ other. They lived happily ever after. Tom is a generous man.

Key stage 1 exercise 1

Pupil B – Piece E: a wanted poster

Context: pupils had explored the purpose of a wanted poster in the Autumn term. Using their knowledge of animals from work focussing on endangered species and rainforests, pupils had to produce a wanted poster that described a chosen animal and expressed the potential danger to the reader.



Have you seen this ~~extreme~~
extremely ~~fit~~ wild, strong
~~but~~ tiger lurking around in
the deep, dark, scary forest?
Beware of him! He is wanted
for the attempt to eat ^{poor} grandmother on
her way to her ^{sweet} granddaughter's house
to have some ^{young} dinner. This tiger
is one of the most ~~hungriest~~ hungriest ^{big} tigers in the forest. So
if you come across him he will pounce on you and
gobble you up ^{in one go.} He has black and orange stripes ^{with}
and very long black whiskers. He has very ^{pointy} ears ^{to hear good} and
always has a mischievous smile on his face. His claws are
so sharp that they can swipe you ~~down~~ down to death and
they never get blunt. When the tiger walks his footsteps
are really hard to hear because he slowly walks so
his prey does not hear him and then he pounces on them
and tears their flesh open. If you see this ~~scary~~ ^{very} beautiful, beautiful
animal ~~do not~~ do not approach ^{him} but ~~instead~~ instead call the sheriff on
~~the~~ the ~~number~~ number below.

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Pupil C

This collection includes:

- A) a newspaper report
- B) a recount
- C) an adapted story
- D) a letter
- E) a non-chronological report

Key stage 1 exercise 1

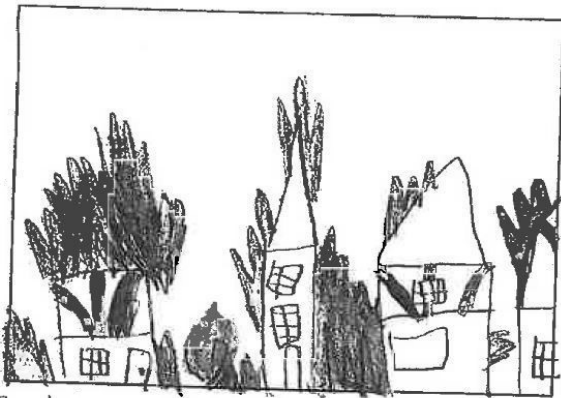
Pupil C – Piece A: a newspaper report

Context: after learning facts about the Great Fire of London and looking at the features of a newspaper report, the pupils applied their knowledge to create a report on the third day of the fire. They discussed their ideas with a learning partner.

London NEWS

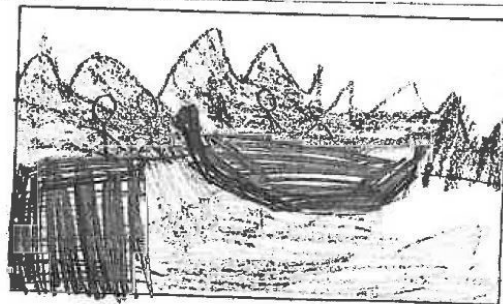
London's Burning!

Tuesday 4th September 1666



Today is the third day of this fire. Lots of people are still shouting and screaming! People have been told to pull down houses. You can see people making human chains from the river Thames to carry the water over to the fire. Rich people are going to a safer place by boat or cart. The Mayor said there can be no carts in the streets because they kept burning. A little girl

cried, "I hope this fire ends and I don't know what to do." The wind is starting to go east so the fire is going to spread even further. I hope they find a way to put the fire out!



Key stage 1 exercise 1

Pupil C – Piece B: a recount

Context: pupils had a look at various examples of recounts. In response to their half term holiday and after sharing what they had been doing, they wrote their own simple recount independently. The pupils checked and edited their work.

Over half term I went to London with mummy and E. ^{and} I went to a park ^{called} _____. It was very fun! When I was there I went on lots of different rides. I ^{saw} a tiger and a lion. I went to the Zoo too. On Wednesday I went to _____ and went to a cafe and had hot chocolate because it was cold. The hot chocolate was very nice! ~~as~~ I went to the park and went to do mini golf with mummy ~~and~~ and E. Daddy was ^{at} work. On Thursday I went to _____ again it was very hot! We went to the beach and had ice cream. Yummy! After the ice cream we built sand ~~castles~~ castles.

Key stage 1 exercise 1

Pupil C – Piece C: an adapted story

Context: as a class, pupils read the first part of the story of 'The Great Kapok Tree' (Lynne Cherry). Pupils then researched which other animals lived in the Amazon rainforest and came up with ideas for why these creatures would not want their tree chopped down. Pupils were asked to write their own story with their own animals and to make up their own ending.

Deep in the Amazon rainforest there is a big, brown and tall Kapok tree with ~~colourful~~^{ful} animals living there. There are parrots, tree frogs, snakes, squirrel monkeys and butterflies. So like I was saying this Kapok tree is ~~a~~ very special to th these animals.

One day ~~two~~^{two} men came. One left but the small man picked up the ax that he was ^{carrying} and he started to chop the tree down. chop! chop! chop! chop! The man grew tired and tired as he chopped down the tree so he sat down for a rest ^{because} the hum of the forest lashed him to sleep. A ~~red~~^{red} parrot, blue and colourful parrot lived in

The Kapok tree. He flew down and said, "do not chop this tree down because this is my home. If you chop this tree down I might die because I will be homeless. A green tree frog carefully jumped over to the man and said, "don't chop down this tree. This tree is my home and if you chop down this tree I will become homeless. The parrot jumped closer to the man and pecked him on the ~~hand~~ hand. So he can ~~not~~^{not} chop it down. Och! So now that man knows that that tree is very special to the ~~area~~^{animals} and will never try to chop it down again.

Key stage 1 exercise 1

Pupil C – Piece D: a letter

Context: after reading 'The Great Kapok Tree' (Lynne Cherry), the pupils read a letter from the author. They discussed their favourite parts of the book and then wrote a response independently. In groups, pupils had discussed questions they might want to ask the author.

F ___ -th M ___

Dear Lynne,

I am writing to you to say well done and thank you for writing such a wonderful story called the Kapok tree I liked your story because it had so many beautiful and colourful animals. From your story I learnt that cutting down trees is so bad because trees give us oxygen and with no trees many animals will be homeless. I will make posters and leaflets to say that chopping down trees is very bad. Where did you get the inspiration from?
~~your~~ yours sincerely

Key stage 1 exercise 1

Pupil C – Piece E: a non-chronological report

Context: the class had already explored the skills of writing and creating a non-chronological report earlier in the year. The pupil independently used their knowledge from the 'rainforest' topic to plan and write this report.

Amazing Rainforest

Read this wonderful fact file to find out lots of facts about the beautiful animals that live in the hot, colourful and noisy rainforest.

How many layers are in the rainforest?

There are 4 layers in the rainforest called the Emergent, canopy, understory and ~~the~~ forest floor.

In each different layer you will see lots of beautiful animals. In the Emergent ~~layer~~ layer you can find toucans, spider, monkeys and parrots.

In the canopy you can find beautiful butterflies, slow sloths, noisy monkey and other tropical birds. In the understory you can

find Spotted jaguars, green Iguanas, brown treefrogs and long boa constrictors. Finally on the forest floor you can find black beetles and snakes.

Jaguars?

Jaguars live between 11 to 13 years and they like to live on their own and if another jaguar comes they will fight.

They are carnivores so they eat fish, deer, turtles or monkeys. They have powerful jaws that can crush bones.