



Key stage 1 English writing standardisation exercise 2

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

Key stage 1 exercise 2

Pupil A – 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 ~~the~~ tey.

personality

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

The mad Hatter was scary.

The mad hatter has white cheeks.

Key stage 1 exercise 2

Pupil A – 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 dad 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 fun and I like life.

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 my sister.

Key stage 1 exercise 2

Pupil A – 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 feel bored and tired.
Alice heard 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 ^{Alice} she ends up ~~th~~ on the floor.
Alice sees ~~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~~ decided to drink it.

Pupil B

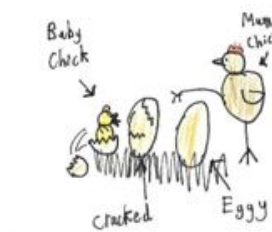
This collection includes:

- A) a journal
- B) a narrative story
- C) a story
- D) a non-chronological report
- E) a set of instructions
- F) a recount

Key stage 1 exercise 2

Pupil B – Piece A: a journal

Context: the children were asked to write a daily journal about the hatching of a group of chicks in school. The pupil was keen to add detail so that readers could feel the excitement and concerns of the event from the perspective of the writer.



Day 1 Monday

Today we had a special delivery! Ten eggs in an incubator. They arrived in S_____ Primary School, Year 2, C_____ Class. In H_____ Class, (The other Yr 2) We have chick monitors who check the eggs are OK. Tomorrow in the morning are N_____ and I_____, and in the afternoon, they are A_____ and J_____, the other one.


Day 2 Tuesday

In the morning, Me and N_____ got to check the eggs. One of the eggs had hatched! Also, there was warm water that Mrs. D. _____ (C_____ Class Teacher) had poured in the bottom of the incubator. That's good. And the temperature was 37.7°C, That's good as well. The temperature is supposed to be 37°C or 38°C, OK in between.

Day 3 Wednesday

When Year 2 came to school, I overheard someone say that 5 chicks had hatched in the incubator. I rushed into the class without putting my bookbag or swimming bag on my peg. I looked in the incubator, and 5 chicks had actually hatched! 1 more was on its way! Lucky for L___ C___, L___ and A___ because they were the chicks monitors for today. L___ and A___ might see the 6th chick!

Day 4 Thursday

It's day 4 and already  chicks have hatched!!!

The last chick has no cracks in its egg so it should take about 2 or 3 days for it to hatch and be moved out of the incubator. The chick monitors for the morning are G___ and T___ and for the afternoon is L___ and X___.

We need to be quiet because they are sleeping after jumping around so much!

Key stage 1 exercise 2

Pupil B – Piece B: a narrative story

Context: the class had read a selection of dragon stories including 'The Dragon Machine' (Helen Ward). Inspired by this book, the pupil asked if they could write their own story about a boy in a school with a problematic dragon. The pupil planned the story first, describing the key problem and how the main character changed throughout the tale. Using a class visualiser, the pupil finally shared and read the story to the rest of the year group.

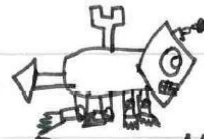
Chapter 1: Harold Hutchins
Once there was a little boy called Harold Hutchins. He was just starting Year 2 and he had ~~two~~ beautiful teachers called Mrs. ^{three} R____, Miss T____, and Mrs. I____. Harold was very lucky. On Harold's sixth day at school, Harold^{he} saw a green and gold-scaled dragon fly up to the clock and changed the time from Quarter to 10, to 10 o'clock. The more Harold saw dragons the more problems happened. Every dragon had its ~~own~~ own problem. And they just get worse. But Harold had an idea...



Chapter 2: The Dragon Machine
The next day, Harold started working on a peculiar invention that he thought would calm the dragons down. It was called, "The Dragon

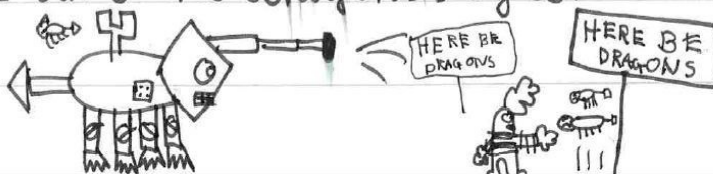
Chapter 2: The Dragon Machine

Machine". This rusty, flying behemoth had an emergency Monster Truck just in case it ~~gets~~ stuck, and a Mega-Grabber so if any dragons ~~get~~ bored of the long ride home and fly away for more troubles, it ~~will~~ ^{would} clutch the dragon(s) and bring them back to the machine.



Chapter 3: The ride of The Dragon Machine

Harold climbed up the ladder and into the Dragon Machine. The dragons followed. He set the gear stick out of Neutral and into first. The dragons waited. Finally, the machine took off and started flying towards a free wilderness, and Harold stopped at a signpost that read "Here be Dragons". This time the dragons stayed.



Chapter 3: The ride of the Dragon Machine


Harold couldn't understand. The dragons had followed him all this way and now they had stopped. So, when Harold climbed back into the cockpit of the Dragon Machine, its tail was up, and a smile came across his rhombus face. Harold ~~or~~ ignored it and climbed ~~up~~ up the ladder...

Chapter 4: Stuck!

The Dragon Machine didn't rise when Harold moved the gearstick into first again. Double confused! "shouted Harold to himself angrily. He thought it might be best to call for George. If you read the story on page 3 of this English Book, you might know that George is Harold's best friend. Harold ran over to George's house and asked his dad if he could see him. "No, sorry," said George's dad. "He is writing in his room." "Dang," said Harold to himself. "How, oh how am I going to get the dragon machine working again?"

Chapter 5: This is How, oh How you are going to get the Dragon Machine working again

Luckily, Harold had built in a petrol tank. So he skateboarded over to the nearest petrol station. He had bought a cup so he could squirt ~~so~~ diesel into it and pour it into tube ^{to} ~~the~~ tube which held the petrol. Finally, the Dragon Machine took off and flew 100 metres in the air. A tear rolled down Harold's face as he ~~thought~~ ^{thought} about how ~~he~~ he had to leave the dragons at the wilderness. But he was happy that he could keep the behemoth, and he had to say this as well. "Wow. I'm so happy that this story had a happy ending." "And I'm so happy that I have you." said a voice behind him. It was George. They would never, ever forget the story of the Dragon Machine.



THE END

Key stage 1 exercise 2

Pupil B – Piece C: a story

Context: the class explored the imagery and prose of 'The Fox and The Star' (Coralie Bickford-Smith). Using these stimuli and drama input, the children created their own stories. Final versions were read at a parent assembly at the end of the term.

The Fox and the Star

Chapter 1: The Fox and the Star

Once there was a fox who lived in a deep, damp forest. And in that deep, damp forest was the fox in the underground den that he owned. His only friend was a shiny star. The star loved Fox, and Fox loved Star. Star would light up the darkness so Fox could dance to the tapping beat of the rain. Star was Fox's only friend. But one night, everything changed for Fox...

Chapter 2: Where has Star gone?

One night, as usual, Fox strode into the night sky, calling for Star. But Star did not reply. Fox turned around and saw a bush. Have you seen my star? He asked the bush. But the bush did not know of any star.

The Fox and the Star. Chapter 2.

Next, the fox ran over to a rabbit burrow. "Have you seen my star?" He shouted down the hole. But the rabbit inside just curled up in a ball and shook with fear, not daring to go back up. So Fox walked up to the closest tree. He lifted up his head ~~sadly~~ sadly and cried, "Have you seen my star friend?" But the tree was too tall to hear the fox's small voice. So, with no ideas left, Fox curled into a ball, yawned, and fell asleep.

Chapter 3: Star, Star, and Star

3 hours later, Fox ^{was} woken up by the sound of rain. He wished he could dance to the rhythm but star wasn't there, so he couldn't. Suddenly, leaves started falling from the trees. When they landed, it made a pattern. "LOOK UP BEYOND YOUR EARS" The pattern said. Fox did it, and hundreds and thousands of stars. Fox knew that one, only one of those stars used to be his.

THE END



Key stage 1 exercise 2

Pupil B – Piece D: a non-chronological report

Context: the children learned about St George as part of their dragon topic. After looking at various fact files, the pupil chose the format for their own information text, using direct address to the reader.

St George and the Dragon

Have you ever heard of St. George? Well, you've come to the right book in this room, because this book is going to tell you all about him! But this is only the introduction... there's much more, much, much more...


The first thing you should know about St. George is that he is our own patron Saint even though he was born in Turkey! Did you know that more more than a quarter of people living in England do not even know who their patron saint is!? St. George's Day is on the 23rd of April. St. George was a brave soldier who fought a mighty, fierce dragon.

Key stage 1 exercise 2

Pupil B – Piece E: a set of instructions


Context: following the hatching of class chicks and using their own journals, the children were asked to write instruction sheets for potential carers. The pupil determined the structure of the writing.

How to look after a chick

What you will need:- 

ten fertilised eggs

An incubator (heated between 37°C and 38°C)

A brooder 

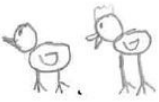
Soft bedding

Chick food

Fresh water

A plug near the brooder (for a light to keep the chicks warm)

- A flat surface

 Placing of incubator:
The flat surface joined up

Instructions on the next page! →

What you need on the previous page! 5

1. Put the ten eggs in the incubator.

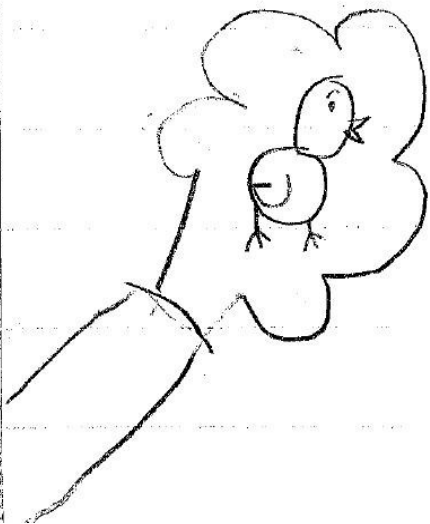
2. Check if the temperature is between 37 and 38°C.

3. Once two eggs have hatched, put them in the brooder so the first one isn't lonely. Turn the light on, as well. Maybe chose monitors to help.

4. Twice a day, fill up a water tray for the chicks to drink and their bedding so they are comfortable as well.

5. Don't be disappointed if they don't all hatch, because it is common that they can die.

6. You can hold them when they are 5 days old, but hold their wings so they don't fly away!



HOPE YOU ENJOYED



Key stage 1 exercise 2

Pupil B – Piece F: a recount

Context: during a trip to the beach, the children did a range of activities. On their return to school, they were asked to describe the day but clearly conveying the events and excitement of the day.

Year 2's Trip to W_____ Beach

Introduction

Welcome! My name is _____ and I am ¹¹so eager to tell you (or write) that on the _____ 2019, H_____ Class and C_____ Class from S_____ Primary School went to W_____ Beach but it started raining! But because I can tell you that story, I have to tell you this story...

Leaving School

First of all, we all heard what groups we were in with what adults. I was with Mrs T_____, the ^{nt}current class teacher, along with L_____ 's mother. Then we went onto the Keystage 2 playground and saw a hideous,

amber bus. (Don't tell the bus driver! (His name is L—)) We all got onto the bus and I sat next to my best friend A_____.


On the way

On the way, me and A_____ played tic-tac-toe and made up our own version of rock paper scissors. It was very fun. We made our own handshake too. By the time we did our new handshake twice, we arrived at W_____ Beach. I can't wait to tell you more...

2 and a half minutes later

We finally got off the bus 2 and a half minutes later. Me, my group, Mrs T_____, and L_____'s mum went and walked onto the beach, after Mrs R_____'s group. Mrs R_____ is the S_____ Primary School's deputy head teacher.

On the Beach

We were  excited when we got there because there was an extraordinary view. With seagulls flapping all around, and the distraction of the wind-turbines turning constantly in the distance. The tide was extraordinarily far out, too.

The rockpools

The next exciting part that I can write to you is (can you guess?) we explored the ~~bumpy~~ bumpy, slippery rockpools! I grabbed a bucket and a fishing net and went to find a partner. I found another boy in my class called A _____, and went off to find sea creatures in the rockpools. After a bit of time, we found the 3 most disgusting ~~things~~ ^{parts} of a crab. They were: the shell, the arm and
the skin.

Our Andy Goldsworthy Sculptures

Next it was time to swap. (With C _____ Class, that is, not the crab skin. Because, you know, that would just be gross.) It was time for our Andy Goldsworthy sculptures.

Taking photos

Andy Goldsworthy is an artist. But he doesn't work in an art gallery or one of those shops that he paints pictures then ~~sells~~ sells them for 30 p. Oh, no. He used natural materials to inspire others. My job was to take photos of other children's inspired Andy Art. (Nice imitation!)

The last chapter (except for the closing sentence)

You remember back in the introduction when you had to hear

the story before that story? Well, sit back and get comfortable, because you're about to hear this story. Unfortunately, it started spitting. (The weather, that is, not this story.) I was very sad because I wanted to sketch, but we had to go back to school early. 😞 I know, sad days.

Now for the
Closing Sentence ←
or two

I had a lovely time at W_____ Beach. How I wished you were there!

THE END

Pupil C

This collection includes:

- A) a description of a marine event
- B) an alternative ending
- C) a recount
- D) a letter
- E) a story

Key stage 1 exercise 2

Pupil C – Piece A: a description of a marine event

Context: inspired by a class reading of 'The Lighthouse Keeper's Lunch' (Ronda and David Armitage), the pupils were provided with a series of sea-based images, which they had to organise into a short narrative and then recount to a peer. They then produced a short descriptive piece relaying the events. An image from the book has been removed from the top of the page.

The sun was setting as the wind blew. A man called Gary was on a boat sailing to his lighthouse. After that he started to eat a sandwich but seagulls were coming on his face trying to eat it. They pecked Gary and flapped their wings on his face. They went after that and he rowed. When he got to the lighthouse he saw someones boat about to hit the cliff. So he flashed a light but he saw no one was in it. It was just a boat!

Key stage 1 exercise 2

Pupil C – Piece B: an alternative ending

Context: using the premise of 'The Lighthouse Keeper's Lunch' (Ronda and David Armitage), the pupils worked in 'talk-groups' to think of new endings to the story. These were acted out in a drama lesson. The children then used a story journey map to plot their ideas before writing.

I've got it! We could get two baskets and the top one is for the seagulls and you could have the bottom which is the real good. Really good idea honey said Mr Grinling. So the next morning she was prepared to make 2x good. The bottom one had scrumptious desert with with an apple pie and the top one was some chips with a burger. She was ready to send it. When it went across Mrs Grinling felt really proud of herself.

The seagulls came rushing to the basket they ate all the good but not the bottom one. It got sent to Mr Grinling. He took the first basket off and he ate the bottom basket. Mr Grinling said to himself this good is delicious. The seagulls looked at him and said they tricked us. So after that they flew off and when Mr Grinling came home they were both happy and at home. He had a much nicer dinner. The seagulls never came back because they thought they would do that everyday but what actually happened was they didn't put ~~two~~ two baskets they left it with only one.

Key stage 1 exercise 2

Pupil C – Piece C: a recount

Context: after a school visit, the class was asked to write a brief recount of the journey. Pupils were encouraged to independently select and use sequential words or phrases.

Our trip to F— hall

On Monday 3rd June we went on a school trip. When the whole of year two approached to F— hall we took a walk around the shiny lake. After that me and the year group had a little walk and a man told us all about the indian ^{bean} tree. Then we relaxed and had some biscuits and fruit. This is where we had the best bit we played a game of duck - duck goose and we lied down. Finally I had another nature walk around different types of flowers. When ~~we arrived back at school for lunch I felt very lucky.~~ We saw lavender, roses, small and big sized trees. When we arrived back at school for lunch I felt very lucky.

Key stage 1 exercise 2

Pupil C – Piece D: a letter

Context: the class enjoyed 'The Blue Penguin' (Petr Horacek) as part of whole-class guided reading. It was used as part of a PSHE focus looking at how children can be cruel to anyone they see as different. The pupils were asked to write a letter to another sea creature, in role as the Blue Penguin, explaining how they felt and the possible support they needed.

Dear white whale,

I am writing to let you know that I am feeling ^{very} ~~my~~ miserable.

I am filled with a lot of emptiness and I really want you

to get me out of this island because my friends are rude

to me by saying you're not a real penguin are you?

They think I'm not a penguin because I don't do stuff

properly but I can catch big fishes. I've ^{been} ~~been~~ dreaming

of you please can you visit me once or twice?

I need you and I want you. I hope you make

my old friends be my friends again. White whale

you have to make my friends think... Only

because I'm a blue penguin that ~~does~~ ^{does} not

mean I'm not a real penguin but am I a real

penguin?

from blue penguin

Key stage 1 exercise 2

Pupil C – Piece E: a story

Context: following a class discussion on how animals, like people, have to live in habitats and try to get on with each other, the pupil asked if they could write their own story during a 'free-writing' session about a mischievous bat. The pupil animatedly read the story to a group of children in an early years' class.

In a gloomy forest lived a mischievous bat swooping in the sky trying to find food. He had eyes that looked like fire and wings that protected him like umbrellas. Then bat found a tree to sleep on but a selfish woodpecker was there! The woodpecker looked at the bat. She didn't care! She squawked and the baby woodpeckers were screaming even louder it nearly made bat fall off the tree.

He got so very annoyed that he couldn't go back to sleep. After a few minutes mother woodpecker was pecking on the tree trying to get a sound to eat. She woke bat up again and the baby woodpeckers were screaming because they wanted food. She came back out again and screamed so loud that he made him hiss. csssssss! So in the night he went on a nightshift. He went and got some food and gathered it. He made sure mother woodpecker wasn't looking and then he gave them food.