



## Key stage 1 English writing standardisation exercise 1 commentaries

### Pupil A – working at the expected standard

This collection includes:

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

All of the statements for ‘working towards the expected standard’ and ‘working at the expected standard’ are met.

### **The pupil can, after discussion with the teacher, write simple, coherent narratives about personal experiences and those of others (real or fictional)**

Across the collection, the pupil writes simple, coherent narratives about personal experiences and those of others. A recount (piece B) describes events from a day trip to London. A story (piece C) continues to explore the class themes of ‘Lost and Found’ and the pupil created their own adventure story.

Throughout the collection, there is a range of evidence to demonstrate the different aspects of coherence. The purpose of each piece and awareness of the reader is clearly understood by the writer as each outcome is presented in a form relevant to the required task and shows a range of appropriate and varied sentence forms. Vocabulary choices enhance detail. Co-ordination supports the sequencing of ideas and events and provides additional details, whilst some subordination further develops the links between events and also gives reasons for actions and outcomes. Tenses and person are maintained overall and correct demarcation supports coherence.

In the recount (piece B), a succinct report of a trip to London provides a chronology of events (*The other day... When we got there we... In the afternoon we... Finally we came back*) with a clear sense of enjoyment shown to the reader through varied noun phrases (*epick school trip... marvellous garden... gleeful gardener... amazing journey*). Additional

facts in the form of varied sentences including questions and statements (*Interestingly there were 32 gardens in Hampton Court Palace... Did you know he married Kathrine Parr there?*) add extra detail. The use of past tense and first person is maintained through the writing, as befitting the form (*we wanted to learn more... we had our lunch and we went*). The concluding statement further emphasises the pleasure of the day (*My favroute part was when... I will never forget it!*).

The somewhat simple story (piece C) builds upon the class focus of 'Lost and Found' with the 2 characters visiting a play zone consisting of differing themed locations. One of the friends disappears, provoking concern and dismay from the other, until eventually the 2 are reunited, which draws the tale to a close. The plot follows a clear chronology with time vocabulary aiding the linear development (*When they got there... After a while... All of a sudden*). Verb choices and phrases build up Camilia's concern for missing Kiki (*no where to be found... started to sob... started to panic... she was worried*) whilst vocabulary attempts to describe and specify (*frosty foggy Friday morning... fake hotel... box of popcorn*). There is some loss in sentence control and person as the writer attempts unsuccessfully to use dialogue (*Then camilia said where have you been? camilia said. Kikis been to pick a box of pop corn.*). However, this does not detract from the overall coherence.

### **The pupil can, after discussion with the teacher, write about real events, recording these simply and clearly**

In the recount (piece B), the pupil demonstrates that they can write about real events concisely, recording their experiences during a trip to Hampton Court Palace. The reader is directed through the day's activities via the use of sequential phrases (*The other day... In the afternoon... Finally*), whilst the inclusion of the subordinating conjunction (*When we got there*) emphasises the arrival at the palace. Descriptive language and the writer's personal reflections, which utilise a range of adjectives, enhance the piece, and provide details to the reader about what they saw (*The trees in the gardens were the shape of a mushroom*) and who they met (*and met a gleeful gardener... a lovely lady*).

Across the piece, the first person stance is maintained (*we wanted to learn more about... told us some facts... I will never forget it!*). The concluding sentence draws the recount to an appropriate ending.

### **The pupil can, after discussion with the teacher, demarcate most sentences in their writing with capital letters and full stops, and use question marks correctly when required**

Across the collection, most sentences are demarcated correctly with capital letters and full stops, but with occasional omissions.

Where the pupil has chosen to include questions, these are demarcated appropriately with a question mark – for example:

- in the non-chronological report (piece A) (*Did you know that they are the size of a Panda?*)

- in the story (piece C) (*where is Kiki?... where have you been?*)
- in the instructions (piece D) (*Are you kept awayk at night by the sound of a hideass water goblin scuttling away in the pipes?*)
- in the character description (piece E) (*Did you know Willy loves looking at him self with his hot red pants?... “Can you be my friend?”*)

In the non-chronological report (piece A) a question mark has been placed incorrectly (*it won't stop the Ice Lolly candy dragon from eating candy or evern blue sweets?*) and there is an instance of a missed question mark (*Did [you] know there favroute movie is Smurf part part 2 and even part 3*).

### **The pupil can, after discussion with the teacher, use present and past tense mostly correctly and consistently**

Across the collection, present and past tense verb forms are used mostly correctly and consistently.

Within the story (piece C), the past tense is generally maintained (*remembered... started... laghfed*), including some evidence of the past progressive form (*were going... was thinking*). The past tense form (*camilia couldn't*) expresses the character's inability to find her friend.

In the instructions (piece D), the present tense is used to direct a hypothetical question and response to the reader (*Are you kept awayk... If so do not worry*), whilst present tense verb forms clearly instruct the reader through commands (*Read these... put... scatter... tip toe*). The use of 'will' presents possible future outcomes (*the water goblin's feet will be stuck... the water goblin will not be able to*).

The character description (piece E) combines present and past tense by providing generalised knowledge of Willy through his personal attributes along with examples (*Willy is very charming because he has lot's of manners... Willy is very helpful because when there was... Willy moved it because Hugh was scared of it*). The present tense is used correctly (*loves looking... holds the world record for eating*) and the piece concludes with a sentence to identify the writer's responses if they met Willy (*I would feel gleeful... I would say*).

### **The pupil can, after discussion with the teacher, use co-ordination (for example 'or', 'and', 'but') and some subordination (for example, 'when', 'if', 'that', 'because') to join clauses**

Across the collection, the pupil uses co-ordination and some subordination.

Within the non-chronological report (piece A), co-ordination is shown by the use of 'and' and 'but' to link related clauses (*very beautiful and smart like a sloth... They're not interestied in any other table but the blue table in Year 2*). The use of the subordinating conjunction 'because' explains the dragons' lack of fitness (*they rarely go to the Jim because they are too busy eating candy*). In the final section, 'if' is used to explain why dragon lovers should leave out cake (*If it is hot dragon lovers should leave out cake and if it's there birthday*).

In the recount (piece B), there is some use of co-ordination to link sequenced events (*we went to look at the marvellous garden and met a gleeful gardener... we all had a epick time but we were ready to return*). Subordination is seen in the simple explanation as to why the trip took place (*because we wanted to learn more about king Henry*) and recognition of arriving at the palace and subsequent journey to the garden (*When we got there we went*).

Throughout the story (piece C), co-ordinating conjunctions are used to sequence the chain of events with a predominance of 'and' and 'and then' (*Camilia started to panic and then she was thinking... and then she saw camilia and ran to her... and looked at echother and laghfed*). The use of 'but' qualifies the search for Kiki and the realisation that she was not there (*and the fake hotel but Kiki was no where to be found*). Some subordination is evident through the use of 'because' to explain the speed of being prepared for the trip to Kid Zania (*They got ready so quikly because they were so exited*), whilst the timing of events is clarified (*When they got there... After a while camilia*).

The instructions (piece D) demonstrate the writer's ability to use co-ordination in joining clauses to emphasise advice and additional information (*Water goblins are anoying and must be defeaed... Read these instrction's cafully and soon you will be rid of... the rotten mouldy sweet's and will get stuck*).

### **The pupil can, after discussion with the teacher, segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonically-plausible attempts at others**

Across the collection, there is evidence of the pupil selecting the correct graphemes to represent the phonemes in words – for example:

- in the non-chronological report (piece A) (*dragon... bubble... sweets*)
- in the recount (piece B) (*learn... marvellous... garden*)
- in the story (piece C) (*frosty... remembered... sudden... spotted*)
- in the set of instructions (piece D) (*sound... pipes... greedy*)
- in the character description (piece E) (*charming... hairy... gleeful*)

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

- in the non-chronological report (piece A) (*fasanating... Jim... legendairy*)
- in the recount (piece B) (*epick... peasful... wobboldy*)
- in the story (piece C) (*quikly... distans*)
- in the set of instructions (piece D) (*awayk... anoying*)
- in the character description (piece E) (*wates*)

### **The pupil can, after discussion with the teacher, spell many common exception words**

Across the collection, where used, year 1 common exception words are spelt correctly.

Across the collection, where used, many year 2 common exception words are spelt correctly:

- in the non-chronological report (piece A) (*beautiful... busy... should*)
- in the recount (piece B) (*because... told*)
- in the story (piece C) (*After... could(n't)*)
- in the set of instructions (piece D) (*water... behind*)
- in the character description (piece E) (*very... anyone... most... hold... would*)

### **The pupil can, after discussion with the teacher, form capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters**

The pupil is able to form capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters. There are occasions where the ascenders of letters 't' and 'd' are not consistent, for example, in the story (piece C) (*couldn't*) and instructions (piece D) (*discosting... this*). However, this does not preclude the collection from meeting the statement.

### **The pupil can, after discussion with the teacher, use spacing between words that reflects the size of the letters**

Across the collection, the spacing between words is appropriate to the size of the letters.

### **Why is the collection not awarded the higher standard?**

The collection cannot be awarded 'working at greater depth' because not all statements for this standard are met.

The pupil can write simple, coherent narratives and can adapt the form of their writing according to the required purpose. However, across the collection, writing is not consistently effective, and the pupil does not sufficiently draw on their reading to inform the vocabulary and grammar of their writing.

Although the recount (piece A) conveys an overview of the day, there is a limited range of events and those that are described would have benefitted from further development and description for the reader. A considerable piece of the recount reflects upon arriving back at school and the writer's overall feelings about the day. The concluding reference to the bridge, without having been mentioned in the events of the day, leaves the reader somewhat confused. Similarly, with the story (piece C) the writer understands the broad purpose of the task of creating a narrative whereby somebody is lost and then found. The tale, although reaching a 'simple ending', does not develop the dilemma of the disappearance of the child and results in a list of places searched and the emotions felt. The abrupt ending weakens the overall effect of the piece. The description of the book character (piece E) provides a range of attributes for the reader under some broad headings but is more similar to a list of thoughts.

Vocabulary choices are starting to consider the reader, especially within the non-chronological report (piece A) (*legendairy dragon*) and the instructions (piece D) (*hideass water goblin scuttling away in the pipes... wait pationly... not be abble to risised*). However, the lack of detail around the events of the day within the recount (piece B) (*It was very peasful and a lovely lady told us some facts. Finally we came back to school*) and the repetitive use of 'and' and 'and then' in the story (piece C), do not help to maintain the reader's interest.

Although there is evidence of a range of sentence forms, there are some instances when incorrect grammatical structures result in some loss of coherence. The extended sentence in the opening section of the non-chronological report (piece A) lacks control, as the direct address to the reader is not demarcated with a question mark and continues to provide information that would have been better suited to the 'What they like to eat' section. The attempt to use dialogue within the story (piece C) results in some confusion for the reader (*Then camilia said where have you been? camilia said. Kikis been to pick up a box of pop corn*) and the attempt to use a contracted form in the final sentence impacts on tense (*For a treat they'v both went to the fake hotel*).

Where the pupil uses suffixes, these words are mostly spelt correctly (*beautiful... Interestingly... wanted... married... amazing... checked... helpful*). However, there are some incorrect spellings (*lollys... woboly... annoying... cafuly*) and the range of suffixes from across the key stage 1 (KS1) programme of study is limited.

## Pupil B – working at greater depth

This collection includes:

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

All of the statements for ‘working towards the expected standard’, ‘working at the expected standard’, and ‘working at greater depth’ are met.

### **The pupil can, after discussion with the teacher, write effectively and coherently for different purposes, drawing on their reading to inform the vocabulary and grammar of their writing**

Across the collection, the pupil writes effectively and coherently for different purposes, drawing on their reading to inform the vocabulary and grammar of their writing.

A non-chronological report (piece A) about an endangered species presents facts about the lives of elephants and subsequent dangers. A short story (piece B) is based upon retelling the book ‘Lila and The Secret of Rain’. Following a trip to an RAF museum, a recount (piece C) details the pupil’s experiences. A further story (piece D) explores how using the imagery of a setting can help evoke emotions and descriptive detail that enables the reader to imagine what it is like. A wanted poster (piece E) identifies the predator from a rainforest and the potential danger.

In all pieces, overall coherence is supported by appropriate organisational features. There is strong chronology within the narrative pieces (B, C and D) to effectively convey time and place (*The following morning when the sun was still asleep... As soon as she reached the top of the mountain... When I finished my Snack... A little while later... When he got down to the beach*). Within the non-chronological report (piece A), information is organised into sections following the introduction. Subheadings in the form of questions help the reader navigate the text (*What do they look like?... Where do they live?... What do they eat?... Why are they endangered?*) and identify the detailed content of each section. The wanted poster (piece E) opens with an appropriate question alerting the reader to the potential risk. This is followed in a logical manner, identifying the crimes of the creature followed by a description of their attributes, visual and physical and the potential dangers. The piece concludes with another warning and guidance as to who to contact if seen (*Have you seen this...?... He is wanted for... one of the most hungriest... So if you come across him... If you see this scary beastly animal... call the sheriff on the number below*).

The pupil maintains the coherence of the pieces within the collection, selecting the appropriate tense according to the purpose of the writing. In the non-chronological report (piece A), there is predominant use of present tense verb forms to describe and present

information about the elephants (*Elephants live in Africa and Aisa... Elephants eat lots of vegetation*), whilst use of present perfect passive goes beyond the requirements of KS1 (*have been killed for their tusks*) and shows the continuing effects of elephant poaching. Within both stories (pieces B and D), simple past tense and past progressive forms are correctly used (*overheard her mama talking... he heard the sound of fat squaking seagulls swooping... could see the beautiful horizin shining... Tom was ordering his food*). There is also evidence of present tense forms used within dialogue in the story (piece B) (*"It is too hot..."*). The comprehensive recount (piece C) appropriately maintains the past tense to recall the events of the trip (*When I finished my Snack... I felt like my tummy was crying... I also enjoyed going*) whilst a complex multi-clause sentence (although not fully correct) allows the writer to reflect on what has been learnt (*The most intresting thing I learnt was, if you go too high up into the sky you can get frost bite, when your blood turns blue because it gets colder and colder when you go high which is really scary*). The poster (piece E) is written in the present tense and an ambitious multi-clause sentence is correctly constructed to warn the reader of a possible consequence (*So if you come across him he will pounce on you and gobble you up in one go.*). Modal verbs are used effectively to convey both certainty and possibility throughout the collection (*This leaflet will tell you about... there will be no life... you could listen to the phone... Tom could see the beautiful horizin shining on the sand... he will pounce*) with the relevant change of tense – not a requirement of KS1.

Across the collection, the pupil draws on their reading to inform the vocabulary and grammar of their writing.

In the non-chronological report (piece A), the pupil draws on their research and knowledge of information texts to present a concise report on endangered elephants. The opening question immediately addresses the reader and is followed by a clear definition of the word 'endangered'. This leads into a summary sentence explaining the purpose of the leaflet. The question and answer format clearly directs the reader. The use of the co-ordinating conjunction 'but' clarifies and emphasises information (*but it has not been completly eliminated*). The use of the subordinating conjunction 'because' explains to the reader the choice of habitat and the reason for elephants' endangered status (*because it has lots of their food... because their ivory has gotten them into a lot of trouble*). An effective use of a noun phrase describes the elephants and also attempts to build an emotional attachment with the reader to highlight their plight (*These harmless sweet Elephants*). Adverbs provide additional emphasis (*so valuable to some... completly eliminated*).

There is some effective use of grammatical constructions, which are beyond the KS1 programme of study. Relative clauses expand nouns and noun phrases (*long trunks which they use to enjoy showering... little eyelashes which catches the dirt that tries to get inside its eyes*), whilst the use of the present perfect passive (*have been killed for their tusks*) simply highlights the potential predator.

Within the story (piece B), the pupil bases the structure of the narrative on their reading of 'Lila and The Story of Rain' and the developing concern of no water for the village (*She wanted so much for the rain to come*), which in turn leads to the guidance of the grandfather who provides the secret of rain (*"You have to climb the tallest mountain..."*).



This results in Lila's mission to bring back the rain (*Lila set off to do her secret of rain adventure*). The use of subordinating conjunctions supports the relationship between events and provides time-related connections at various stages of the plot (*Lila got worried when she heard her mama say that... As soon as she reached the top of the mountain... such as when her brother cut his leg... As Lila went on and on saying the saddest things she knew*). The use of adverbs emphasises implicit reactions from Lila (*Suprisingly her grandfather had known... climb the tallest mountain very bravely... listened to her grandfather very carefully*). Reflecting the original text, the writer repeats dialogue from the start of the tale when confronted with the severity of the challenge upon the mountain top (*"It is too hot to milk the cow too hot to collect firewood..."*).

In the recount (piece C), the pupil confidently recalls the events of the day, providing an engaging account of the visit. Some well-chosen vocabulary and the use of relative clauses capture the pupil's reaction to events (*The most intresting thing... which is really scary... my tummy was crying... so big that it looked like*) and provide precise details (*we explored the different aeroplane hangars... under the wing of a huge grey aroplane... you could listen to the phone to hear what's happening*). Sequential language is used throughout the text to direct the reader through the on-going visit (*When I finished my Snack... After we watched the science show we... Soon after we played on the playground*). Co-ordinating and subordinating conjunctions further explain the writer's reactions and expand details of events (*but they were so big that it looked like I Shrunk... because I went down very fast*).

In keeping with the purpose of the task, the writer produces an effectively descriptive yet simple story (piece D) set upon a beach. The use of varied and imaginative vocabulary in expanded noun phrases (*a small beutiful cottage down near the sea... feel the crumbly golden sand... the sound of fat squaking gulls swooping... joyfull children happily making sandcatslers*) and adverbs (*slowly... happily*) builds up a sensory image for the reader, taking them on the journey along a cold and windy beach.

The wanted poster (piece E) uses precise verb choices to build up the image of the predator (*lurking around in the deep, dark, scary forest... he pounces on them and tears their flesh open*), whilst expanded noun phrases provide precise detail (*black and orange stripy fur... a mischivous smile on his face*). The opening question with the use of an adverb for emphasis immediately warns the reader of the potential danger (*Have you seen this extremely, wild, strong...?*). The reason that the tiger is wanted is effectively described with the use of 'poor' highlighting the defenceless nature of the intended prey (*for the attempt to eat poor grandmother*) and 'sweet' to draw attention to the fact that the tiger is certainly not (*on her way to her sweet grandaghter's house*). There is some use of subordination to explain the intention of the tiger's slow movements. An adventurous multi-clause sentence loses some control but conveys the intended impact (*...his footsteps are really hard to hear because he slowly walks so his prey does not hear him and then he pounces on them...*). The concluding sentence effectively summarises what the reader must do if confronted by the creature (*If you see this scary beastly animal do not approach him but instead call the sheriff*).

## The pupil can, after discussion with the teacher, make simple additions, revisions and proof-reading corrections to their own writing

Throughout the collection, there is evidence of the pupil making simple additions and revisions – for example:

- in the non-chronological report (piece A) *Did you know* has been erased and *What do they look like?* has been added, as has *which* to *which catches the dirt*
- in the short story (piece B) *evening* has been changed to *night*
- in the recount (piece C) *lunch* has been changed to *it* and *sensibly* has been added to *We walked sensibly to the museum*
- in the story (piece D) *near the* has been revised to *he lived in a small beautiful cottage down near the sea* and *really* has been added to *it was really cold!*
- in the wanted poster (piece E) several adjectives have been added (*eat poor grandmother... her sweet granddaghter's house... some yummy dinner*) and *do not approach* has been revised to *do not approach him*

Throughout the collection there is evidence of the pupil making proof-reading corrections – for example:

- in the non-chronological report (piece A) *showreng* has been corrected to *showering*
- in the short story (piece B) *foc* has been corrected to *flock*
- in the recount (piece C) *you get* has been corrected to *you can get* and *wached* has been corrected to *watched*
- in the story (piece D) *thout* has been corrected to *thought* and *blitstiry* has been corrected to *blistery*
- in the wanted poster (piece E) *extren* has been corrected to *extremely* and *beasly* had been corrected to *beastly*

## The pupil can, after discussion with the teacher, use the punctuation taught at key stage 1 mostly correctly

Capital letters and full stops are used consistently throughout the collection.

The full range of punctuation taught at KS1 is evidenced throughout the collection. Whilst there are limited examples of some punctuation, there is sufficient evidence to demonstrate that the punctuation taught at KS1 is used mostly correctly.

The pupil uses question marks – for example:

- in the non-chronological report (piece A) (*Did you know that Elephants are endangered animals?*)
- in the poster (piece E) (*Have you seen this extremely wild, strong tiger lurking in the deep, dark, scary forest?*)

The pupil uses exclamation marks to demarcate exclamations and statements – for example:

- in the story (piece B) (*Without water there will be no life!*)

- in the short story (piece D) (*the sand got sogier and sogier!*)
- in the poster (piece E) (*Beware of him!*)

The pupil uses commas to separate items in a list – for example:

- in the non-chronological report (piece A) (*roots, grass, fruit and bark*)

The pupil uses apostrophes to mark singular possession in nouns – for example:

- in the non-chronological report (piece A) (*Earth's largest land animal*)
- in the poster (piece E) (*sweet granddaughter's house*)

The pupil uses apostrophes to mark where letters are missing – for example:

- in the story (piece B) (*It's too hot to gather firewood*)
- in the recount (piece C) (*what's happening*)

### **The pupil can, after discussion with the teacher, spell most common exception words**

Most common exception words are spelt correctly with only occasional errors – for example:

- in the non-chronological report (piece A) (*water... eye(lashes)... because... grass*)
- in the short story (piece B) (*come... evening... grandfather... told... climb*)
- in the recount (piece C) (*After... could*)
- in the story (piece D) (*beautiful*)
- in the wanted poster (piece E) (*wild... poor... most... very*)

### **The pupil can, after discussion with the teacher, add suffixes to spell most words correctly in their writing (for example –ment, –ness, –ful, –less, –ly)**

When required, the suffixes referenced within the spelling appendix to the national curriculum are used to spell most words correctly across the collection – for example:

- in the non-chronological report (piece A) (*wrinkly... harmless*)
- in the short story (piece B) (*tallest... carefully... saddest... suddenly*)
- in the recount (piece C) (*sensibly... quickly... happening*)
- in the story (piece D) (*crumbly... blistery... beautiful... happily*)
- in the wanted poster (piece E) (*extremely... slowly... beastly*)

### **The pupil can, after discussion with the teacher, use the diagonal and horizontal strokes needed to join some letters**

Throughout the collection, the diagonal and horizontal strokes needed to join some letters are well-formed and secure.

## Pupil C – working at the expected standard

This collection includes:

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

All of the statements for ‘working towards the expected standard’ and ‘working at the expected standard’ are met.

### **The pupil can, after discussion with the teacher, write simple, coherent narratives about personal experiences and those of others (real or fictional)**

Across the collection, the pupil writes simple, coherent narratives about personal experiences and those of others. A newspaper report (piece A) presents details of the third day of the Great Fire of London. A recount (piece B) recalls events from a half term holiday. An adapted story (piece C) based upon ‘The Great Kapok Tree’ (Lynne Cherry) describes the battle to save a tree from being chopped down.

Throughout the collection, there is a range of evidence to demonstrate the different aspects of coherence. The purpose of each piece and awareness of the reader is understood by the writer as each outcome is presented in a form relevant to the required task and shows appropriate sentence forms and vocabulary to provide detail. Co-ordination supports the sequencing of ideas and events and gives additional details, whilst some subordination develops the links between events and offers reasons for actions and outcomes. Tenses and person are maintained overall and correct demarcation supports coherence.

The newspaper report (piece A) is written from the perspective of someone reporting on the events of the Great Fire of London as they happen. The present progressive tense is used to show that events are ongoing (*Lots of people are still shouting and screaming!*) and the past tense is used appropriately to report the speech of people caught up in events (*The Mayor said... A little girl cried*). The piece is written using statements to describe what is happening, some of which are linked through co-ordinating conjunctions (*I hope this fire ends and I don't know what to do*) and there is an example of subordination to explain actions (*there can be no carts in the streets because they kept burning*). Vocabulary choices provide further detail (*human chains... Ritch people are going to a safer place... A little girl cried... the fire is going to spread even further*).

In the recount (piece B), a brief review provides a sequence of half term holiday events (*Over half term... When I was... On Wednesday... On Thursday... After*) with some simple description to provide the writer's responses to activities (*It was very fun!... it was cold... was very nice!... was very hot! Yummy!*). The use of past tense and first person is

maintained through the writing as befits the form (*I went to London... I saw a tiger and a Lion... we built sand castles*). The use of some subordination develops sentence forms and provides additional details. For example, the reason for the hot drink is given (*because it was cold*) and events are linked through the use of 'when' (*When I was there I went on*).

The adapted story (piece C) follows a clear chronology from a simple opening, which introduces the tale, with an attempt to use a narrator's voice (*Deep in the Amazon rainforest... So like I was saying this Kapok tree*), followed by a chain of events that are directed by the actions of characters (*One day two men came... The man grew tieder and tieder... He flew down and said... The parrot jumped kloser*). The final sentence draws the story to a successful conclusion with the man learning the importance of the tree to the animals. Nouns and noun phrases describe and specify (*with colourful animals living There... the hum of the forest... Red, blue and colourful parrot*). Sentence types are varied according to purpose with the introductory first person aside, although not totally successful (*So like I was saying*) followed by a series of statements to inform the reader of events, actions and reactions (*One left but the small man picked up the ax... A green tree frog carefully jumped... So now that man nows*). There are some attempts to insert dialogue (not a KS1 requirement) to convey commands and conditions to the man (*"do not chop this tree down... "...and if you chop down this tree*), which deploy the language of the original text. Co-ordination and some subordination further develop coherence throughout the story (*sat down for a rest because the hum of the forest hushed him... jumped kloser to the man and pecked him*).

### **The pupil can, after discussion with the teacher, write about real events, recording these simply and clearly**

In the recount of half term activities (piece B), the pupil demonstrates that they can write simply and clearly about real events. There is appropriate use of the first person and past tense to describe what they did and their reactions to events (*I went to London with mummy... I saw a tiger and a Lion... again it was very hot!*).

### **The pupil can, after discussion with the teacher, demarcate most sentences in their writing with capital letters and full stops, and use question marks correctly when required**

Across the collection, almost all sentences are accurately demarcated with capital letters and full stops.

There are examples of question marks being used correctly when required – for example, in the letter (piece D) (*Where did you get the infomashan from?*) and in the non-chronological report (piece E) (*How many layers are in the rainforest?*). There are no instances where question marks have been omitted when they would be required.

The use of the question mark in the final sub-heading of the non-chronological report (piece E) (*jaguars?*) possibly conveys the writer's insecurity towards using a question form as a subheading.

However, this error does not prevent the pupil from meeting the qualifier 'most' in this statement.

### **The pupil can, after discussion with the teacher, use present and past tense mostly correctly and consistently**

Across the collection, the pupil uses the past and present tense mostly correctly and consistently.

The newspaper report (piece A) is predominantly told through the present tense as though the reporter is recounting events as they happen. However, this does not detract from the overall impact of the task. There is a mix of simple present and present progressive forms to indicate current and ongoing events (*Today is the Third day... You can see people making... I hope this fire ends... The wind is starting to go east*). The use of the past tense is correctly demonstrated through the reported speech (*A little girl cried*). There is also a proof-reading correction from the past tense (*Ritch people went*) to the present progressive (*Ritch people are going*).

Within the adapted story (piece C), there is one inaccurate use of tense as the writer uses the present form of 'can' instead of 'could' (*The parrot jumped kloser to the man and pecked him on the hand so he can not chop it down*).

The letter to Lynne Cherry (piece D) opens appropriately with the common present progressive form (*I am writting to you*). The reflection upon having read the book is made accordingly in the past tense (*I Liked your story*).

The non-chronological report (piece E) maintains the present tense throughout as the writer's introduction demands the attention of the reader through the use of a command (*Read this wonderful fact file*). The description of what is found at each layer of the rainforest begins with second person address in the present tense form of 'can' highlighting to the reader what can be seen (*you can find*).

### **The pupil can, after discussion with the teacher, use co-ordination (for example 'or', 'and', 'but') and some subordination (for example, 'when', 'if', 'that', 'because') to join clauses**

Across the collection, the pupil uses co-ordination and some subordination correctly.

Co-ordination is evident in the adapted story (piece C) through the use of 'and' and 'but' to link related clauses and noun phrases (*One left but the small man... A red, blue and colourful parrot... He flew down and said... is very special to the animals and will never try to chop it down again*). Subordination is used to identify the outcomes of actions (*The man grew tieder and tieder as he chopped down the tree... do not chop this tree down because this is my home*) and also to consider potential consequences through the repetitive language and conditional use of 'if' (*If you chop this tree down I might die... This tree is my home and if you chop down this tree*) echoing the original text.

Within the letter (piece D), a clause is linked through the use of the co-ordinating conjunction 'and' (*I am writting to you to say well done and thank you for writting*). The use of subordination expresses the reason for enjoying the book (*because it had so many beautiful and colourful animals*) and also clarifies understanding of one of the key themes from the original (*because trees give us ogsigane*).

Subordination is used in the final section of the non-chronological report (piece E) to pinpoint the consequence of 2 jaguars meeting (*and if a nuther jaguar comes they will fight*).

### **The pupil can, after discussion with the teacher, segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonically-plausible attempts at others**

Across the collection, there is evidence of the pupil selecting the correct graphemes to represent the phonemes in words:

- in the newspaper report (piece A) (*shouting... place... east*)
- in the recount (piece B) (*term... rides... beach*)
- in the adapted story (piece C) (*Deep... animals... special... carefully*)
- in the letter (piece D) (*trees... posters... down*)
- in the non-chronological report (piece E) (*noisy... layers... butterflies*)

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

- in the newspaper report (piece A) (*cary... Ritch*)
- in the recount (piece B) (*difrent... choclate*)
- in the adapted story (piece C) (*ax... tieder... kloser*)
- in the letter (piece D) (*infomashan*)
- in the non-chronological report (piece E) (*tropikull... a nuther*)

### **The pupil can, after discussion with the teacher, spell many common exception words**

Across the collection, where used, year 1 common exception words are spelt correctly.

Across the collection, where used, all year 2 common exception words are spelt correctly, for example:

- in the newspaper report (piece A) (*people... told... water*)
- in the recount (piece B) (*half... because... cold... After*)
- in the adapted story (piece C) (*again*)
- in the letter (piece D) (*beautiful... many*)
- in the non-chronological report (piece E) (*find... floor*)

## **The pupil can, after discussion with the teacher, form capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters**

The pupil forms capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters. Although within the letter (piece D) there is inconsistency in the size of many of the letters, this does not preclude the collection from meeting the statement.

## **The pupil can, after discussion with the teacher, use spacing between words that reflects the size of the letters**

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 greater depth' because not all statements for this standard are met. Although the pupil can write simple, coherent narratives, they do not yet write effectively and coherently for different purposes. The adaptation of the story (piece C) demonstrates an emerging use of the language of storytelling and mirrors some of the original content (*Deep in the Amazon rainforest... So like I was saying this Kapok tree... do not chop this tree down because this is my home.*). The gratitude and explanatory nature of the letter (piece D) starts to demonstrate an understanding of readership through convention and additional details (*I am writting to say well done and thank you... I liked your story because... I will make posters and lifelets to say*). However, across the collection, there is insufficient evidence of writing that draws on the vocabulary and grammar of wider reading. Whilst appropriate to the purpose of writing, vocabulary choices in pieces A, B and D at times lack the richness and variety drawn from a broad range of reading (*A little girl... Ritch people are going... The hot choclote was very nice!... chopping down trees is very bad*). The description within the recount (piece B) is simplistic and lacks expansion for the reader.

Coherence for the reader in the recount (piece B), the adapted story (piece C) and the non-chronological report (piece E) is affected by the lack of variety of sentence structures and limited subordination (*When I was there... On Wednesday... One day... Finally*). In the recount (piece B), this results in outcomes becoming chains of events without direction. The organisation of the non-chronological report (piece E) begins well, with an introduction and the question form as a subheading, which supports purpose. However, the repetition of sentence forms results in a list of facts without any development or additional details (*In the Emergent layer you can... In the canopy you can*).

There is evidence of using some of the punctuation taught at KS1, although this is limited. For example, there is only one contracted form punctuated correctly (*don't*).

Whilst there is some evidence of the correct spelling of suffixes, predominantly through 'ed' and 'ing' and some 'ful' suffixes (*shouting... cried... chopped... colourful... carefully...*



*wonderful... powerfu*), across the collection there is a limited range and some inaccuracies and inconsistencies (*hommless... wunderfill... Homelless*).