



Key stage 1 English writing standardisation exercise 2

For 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 set of instructions
- B) a non-chronological report
- C) a story
- D) a letter
- E) a recount

Key stage 1

Pupil A – Piece A: a set of instructions

Context: pupils learned about 'real life superheroes' through the 'Little People, Big Dreams' series of books. Following class discussions on the qualities a superhero might possess and recapping the structure of a recipe, pupils wrote up a recipe for 'how to be a superhero'.

How to be a lovely Super hero to save the world

Do you want to be a incredible superhero?
Do you want to be as fast as a cheeta!
If so, read these instructions carefully and in
a blink of an eye you will turn into
a super hero.

What you need:

- .bravery
- . strength
- . loyalty
- . power
- . energy

Method:

1. First of all, drop a pipette of bravery in your bowl.
2. Second of all, pour a bottle of energy in your bowl.
3. After that, gently add a piece of strength in the mixture.

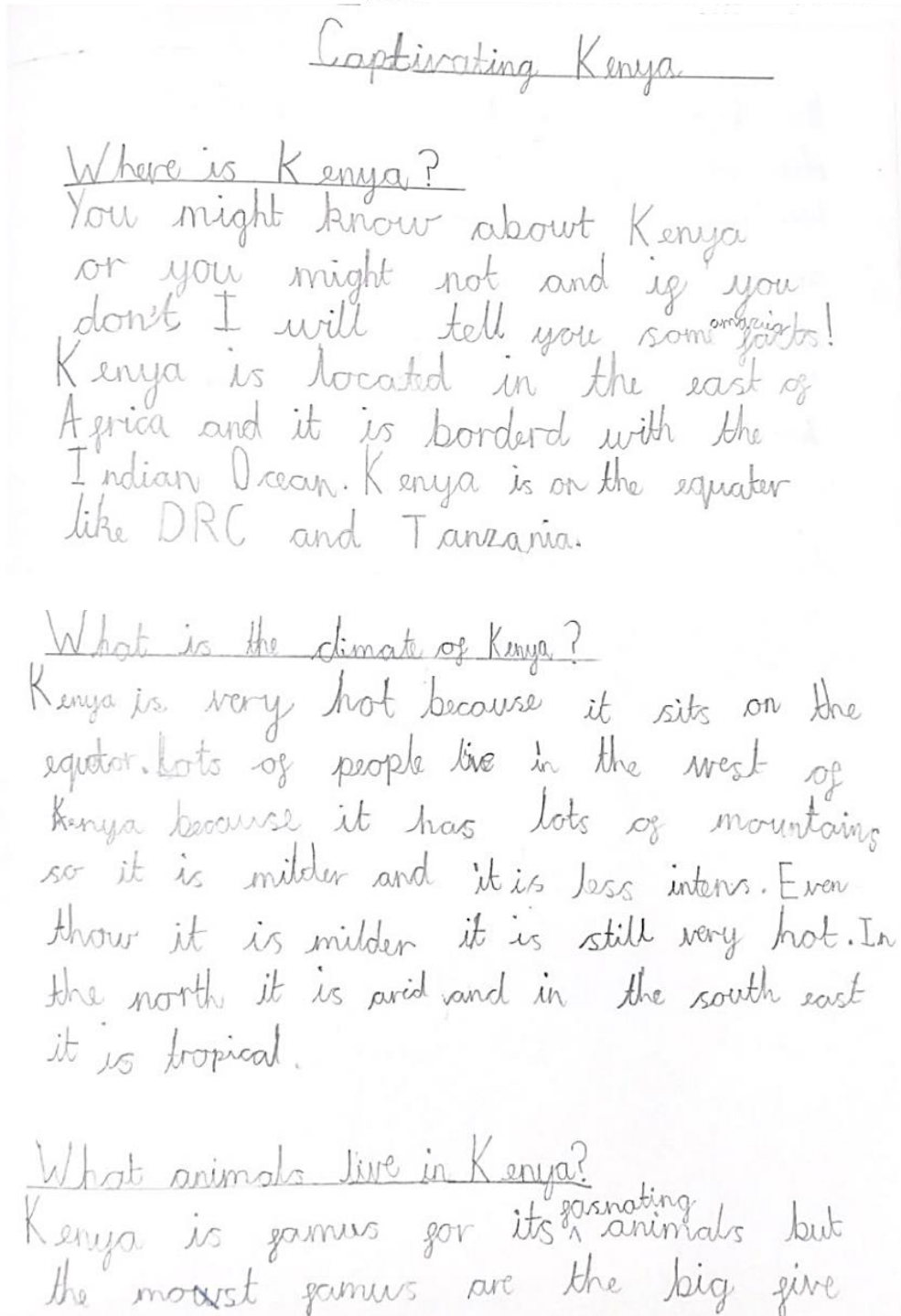
4. Then, carefully whisk a dash of loyalty in the mixture.
5. After that, grate 2 grams of power in your bowl.
6. Finally put your mixture mixture in the greazer for 2 hours and then put your mixture in a jar.

Top Tip: put a little bitt of sugar in to it to make it better than you just made it.

Key stage 1

Pupil A – Piece B: a non-chronological report

Context: pupils read the text 'Lila and the Secret of Rain' by David Conway as part of their geography learning about Kenya. Following research, pupils wrote a report about Kenya.



the big five are the: lion, leopard, elephant, rhino and buffalo. The African elephant has hundreds of uses for their trunks like squirting cold water all over them. Similarly rhinos roll around in sloppy, gooey mud to protect them from the sun and nasty, horrible bug bites. Isn't that interesting!?

Key stage 1

Pupil A – Piece C: a story

Context: pupils shared the story of 'Katie Morag and the Tiresome Ted' by Mairi Hedderwick. Pupils wrote their own version of the story and were asked to change the reason why Katie was in trouble with her parents.

Katie Morag and the Tiresome Ted

One herendes morning, Katie woke up up and ~~ran~~ ^{darted} down the stairs. ~~and~~ she wanted some breakfast but it was crowded because lots ^{of} visitors came to see the baby. Katie was so angryd she stomped out side angrily with her ted.

Angry Katie stomped off with her ted ~~away~~ to the old, rotten jetty. But when she got to the end of old jetty she ~~done~~ ^{did} someing ~~so~~ so so silly! She kicked her helpless, poor ted into the howling, ^{big} waves! Later that night there was a ^{ferocious} howling storm. Katie couldn't sleep because the storm battered the winds. After that Katie snook in to her mums and dads room and woke

her mum up. But in the morning
Katie's mum muttered "it would be a
good idea for Katie to go to
gran's house after all."

After a few days with Granie Island
Katie felt better and the weather got
better too. When she was allowed
out side Granie decided to get
drift wood so they could make
a fire! Unfortunately they didn't
find any but they did find presents

like a football for Liam and a box for
dad. Amazingly Katie spotted a
familiar foot sticking out of a lump
of seaweed. But it was her
teddy's foot! After that Katie trotted
to her ted and then she went to
Granie's and carefully sowed her feet
up.

The next ^{or} afternoon Katie ran back
home. Excitedly she gave good and nice

presents to her family. She said
I will never be naughty and scream
ever again.

Key stage 1

Pupil A – Piece D: a letter

Context: as part of their topic work 'Protecting our Planet', pupils read 'Duffy's Lucky Escape' by Ellie Jackson, which is a story that highlights the problem of plastic in the ocean. Pupils then wrote letters to local supermarkets to persuade them to use less plastic.

Dear Sir/Madam,

I am writing to you because ~~because~~ you are ^{into} thinking about the world that ^{is} ~~growing~~ ^{growing} because there's so much ~~of~~ plastic at your ^{shops} and it is so bad for our world! Even though it is so popular it is so hard to ~~realise~~ ^{realise}! Please stop this now!

The ~~first~~ ^{first} thing about plastic is that it doesn't rot at all. When you throw it away it ends up in ^{tinny} landfill sites. That is horrible! As well as that when you melt plastic it gives ^{off} ~~off~~ poisonous fumes! Why do you use so much plastic? When it is on Earth it ~~stays~~ ^{stays} on our planet for 500 years!

Plastic is bad for ~~sure~~^{our} oceans
because animals eat so much
~~plastic~~ of it. Some times
they get trapped in it
and some times they don't but when they
do ~~these~~^{these} ~~toadys~~^{toadys} start growing differently!
~~do~~ Do you think the oceans are a bin?

I hope that I have given you enough
reasons why plastic is like an enemy to
our planet. Please use less plastic to make
a massive difference! Can you please use paper or
cardboard instead? Please write back! Yours
sincerely

Key stage 1

Pupil A – Piece E: a recount

Context: pupils visited an outdoor education centre and wrote a recount of their day. They were encouraged to use adverbials of time to create coherence across paragraphs.

Our brilliant day at Austerfield

. When I arrived at school last Thursday I was very excited while Mrs M was doing the register because we were going on a school trip to Austerfield. After that, we lined up in groups of two and walked excitedly along the pavement to the masiv, with coach. When we got in it we chatted and sat down as quick as a flash. We got there and then we got kindly greeted by E .

To start we hung up our yummy lunch boxes and then we went down a big bumpy hill for habitat hunting. After that, we started and I found a fox print and also found rabbit droppings. Next, we found rabbit fec and howls. When I've finished that, we went into the woods and found a little, green frog. After that, we built dens and we built a fox den! When we finished, it was dinner! Before lunch, we washed our hands and then we started eating.

When we ate, we chattered, I sat with all my friends! I had a yummy, scrummy sandwich and minie chedars they were amazing.

After playing we washed our hands and quietly walked into the animal house. Then, we stroked excitedly a little toad then M held a stick insect and it danced. My parrot 2 were the snake and the lizard. Then, we went pond dipping, J found a fish. Sadly, we walked away from E . When we went into the coche and as quick as a flash we arrived at school and then I went home.

Over all, my favorite thing was the lizard.
I will all ways remember the snake. I
want to return with my family.

Key stage 1

Pupil B

This collection includes:

- A) a retelling of a story
- B) a postcard in role
- C) a retelling of a story
- D) a recount of a school trip
- E) a retelling of a story
- F) a recount in role

Key stage 1

Pupil B – Piece A: a retelling of a story

Context: pupils shared 'The Bear and the Piano' by David Litchfield. They used a story map to support a retell of the story. Some key vocabulary was displayed around the classroom such as 'bear' and 'stunning'.

one bright sunny day a bear stopt into the dining and a strange thing that he never
seen bear and then he came back again. It made a stunning sound and he
shook his friends and family the strange thing and he played ^{extremely} the wonderful
sound. ^{Then} ~~then~~ his dad and her sister they heard about the city and he
traveld the ^{wold} ~~wold~~ far beyond the ~~wold~~ ^{grate} Eyeliner. and ^{his} ~~his~~ name the big
bright city and he was James and Joyed and some thing
lived at the bears haks. ^{He} for got his family and friends
blinded so he traveld back into the forest the bears didlet
for get him they were proud of him and he was waiting
for his return.

Key stage 1

Pupil B – Piece B: a postcard in role

Context: pupils wrote a postcard home following their in-class exploration of a local zoo.

Dear mum and dad
~~I hope you~~ it is ^{amezing} at Bristol. there is so many
things in the wereld. you can go to the ^{Bristol} zoo and
the SS Great Britain. ~~the box turned out~~ it
is very sunny in bristle. it is so good and there is
lost of things. Next I went we can go to
Tarrs Ice cream shop and we have m-shed.
I
Finally went to the Bristol ^{museum}
and I saw lots of crystals.
From XXX

Key stage 1

Pupil B – Piece C: a retelling of a story

Context: pupils read the story 'Meerkat Mail' by Emily Gravett and created a story map. They then wrote a retell of the story.

Once there was a meerkat called Sunny. he was ~~a~~
lived with his family, and he didnt like Jackels. he whatid to find a
new home. he visit his uncle could ^{what} uncle Bob. he was
to big for the home but theres a bird ^{Squawks} for help. he
~~decided~~ ^{decided} to find a new place to live. He went to see his
friends could Frank and Mildred but he didnt like rain so
he whatid to go. he went to see his cizens could
Serach and Mich and there were termites all over his
back so he left and the he not has green ~~good~~ and he went to
a marsh the mucey puddles and there were disgusting food.

Key stage 1

Pupil B – Piece D: a recount of a school trip

Context: pupils went on a school trip to the zoo. They independently sequenced images from the day and then wrote a recount of events.

First we put are liste bands on. ~~then we so saw we saw~~
We saw ^{some} giraffes. then we saw some Lemurs. then we
saw the goats, then we went to the toilet.
then we had a ~~snack~~ snack. After that we went
into the butterfly maze and we had a sticky note
so we can put petals leaves and little rocks.
then we saw a little crickite. ~~and then~~ then we
went ^{to} the toilet a agina. then we took a pickchar
with the bear. ~~and then~~ then we wet on the long brige.

Key stage 1

Pupil B – Piece E: a retelling of a story

Context: as part of their learning about the ocean, pupils read 'The Secret of Black Rock' by Joe Todd-Stanton. Following a session where pupils mapped out the story, they went on to write a retell of the story.

One day there was a girl called Erin and the dog called Archie. Erin really wanted to see Black rock so she went on the boat but Archie would sniff her out so she hid in a bag of rubbish. So she sailed out to the sea and she saw Black Rock so she told them I saw Black rock. Black Rock said the perints went to Black rock. Erin want them to stop. Black Rock was home to fish.

Transcription:

One day there was a girl called Erin and the dog called Archie. Erin really wanted to see Black rock so she went on the boat but Archie would sniff her out so she hid in a bag of rubbish. So she sailed out to the sea and she saw Black Rock so she told them I saw Black rock. Black Rock said the perints went to Black rock. Erin want them to stop. Black Rock was home to fish.

Key stage 1

Pupil B – Piece F: a recount in role

Context: as part of their learning about the ocean, pupils read 'The Secret of Black Rock' by Joe Todd-Stanton. Pupils were asked to write about Black Rock in role as one of the characters from the story.

Discovery of the Secret of Black Rock



They thought Black Rock was a monster
but he wasn't a monster it was a home for
overs. I felt very shocked and scared. Later that
night I climbed out of the window and I got on
a boat and I got back to see Black Rock. the
boat came and grabbed his claws. Erin turned
up on the nose.

Key stage 1

Pupil C

This collection includes:

- A) a setting description
- B) a persuasive advert
- C) a diary entry
- D) a recount
- E) a narrative
- F) a non-chronological report

Key stage 1

Pupil C – Piece A: a setting description

Context: as part of the theme 'Rainforests', pupils wrote a setting description using their senses. The children explored forest settings outside to stimulate vocabulary.

As I ambled through the vast rainforest I heard a distant splashing sound so I turned around and I saw ~~X~~ the sun reflecting in the gushing waterfall which which was making the noise I could hear the squelchy, gillythy underneath mud underneath my warm feet. Suddenly, I stumbled and when I looked down I saw the dangerous, twisty roots sticking out of the rich soil. As I Rnelt down my hand reached out and I felt the rough, bumpy and jagged tree trunks of the ancient trees that were stuck firmly to the ground. I could hear the loud goatsteps of deers that were quite a long way in front of me. When I smelt the fresh air I also smelt the fragrant, refreshing glowers that surrounded me with all the possible ways. When I looked to my left I saw the dry, curled-up leaves that had fallen off the tall trees throuout the long years. When I looked up I saw the scaly lizards slowly climbing upwards to eat the pleasant, mouth-watering gruit that were hanging on the edge of the strong, thorny branches. Carefully, I touched the delicate, lime-green leaves but suddenly, as light as a feather, it fell to the ground. Then, I noticed I couldn't see a thing apart from the leaves. Behind me, I heard something so I turned ~~I turned~~ around and I realised it was a glizing squirrel.

having lots of sun (it was making a lot of noise.

High above me the speedy, brown eagles were squawking madly. The foggy mist was covering the whole rainforest.

Through the trees, the blazing, scorching sun was just ~~so~~ visible between the treetops that were swaying ~~were~~ gently side to side.

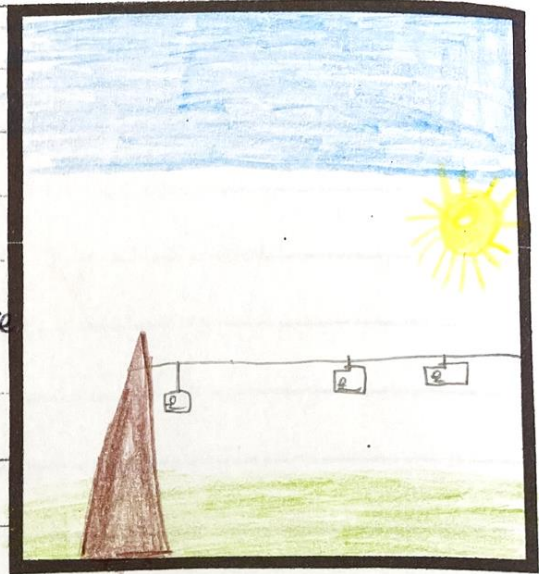
Key stage 1

Pupil C – Piece B: an advertisement

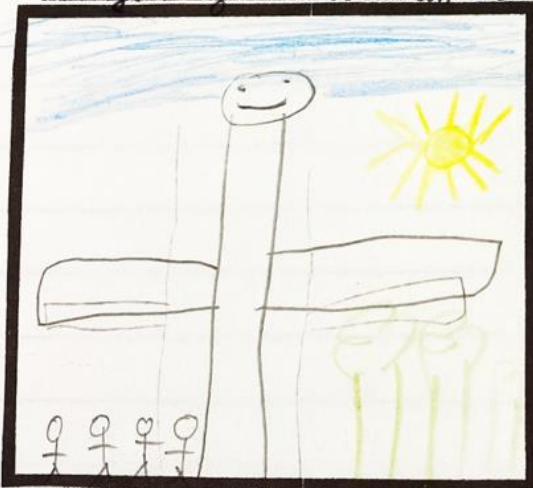
Context: pupils wrote an advert to encourage people to visit Rio de Janeiro. They used statements based on their learning in geography lessons and applied their knowledge whilst using persuasive techniques.

Come and have the most memorable holiday in the world in Rio de Janeiro! You won't be disappointed...

Here is a very informative traveller's guide to ensure that you're braced for a trip of a lifetime.



Sugarloaf Mountain is a breathtaking landmark and



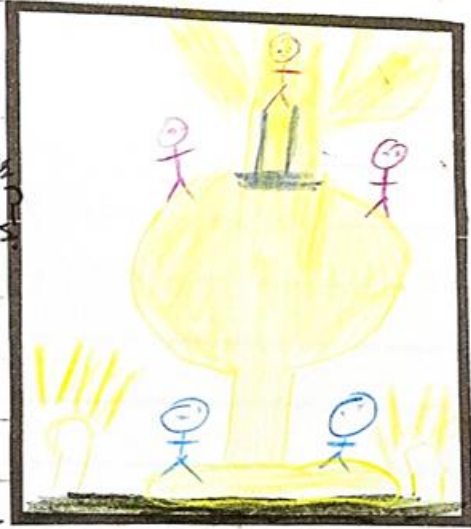
is popular because of its sensational, stunning and 165° views. It is made of hard steel like igneous rock and granite stone, be careful because it can become very foggy and misty so you need to check the weather

beforehand. The most rewarding time to go is sunset but it will be very busy because it is a very famous timing. You don't want to miss the opportunity!

Christ the Redeemer

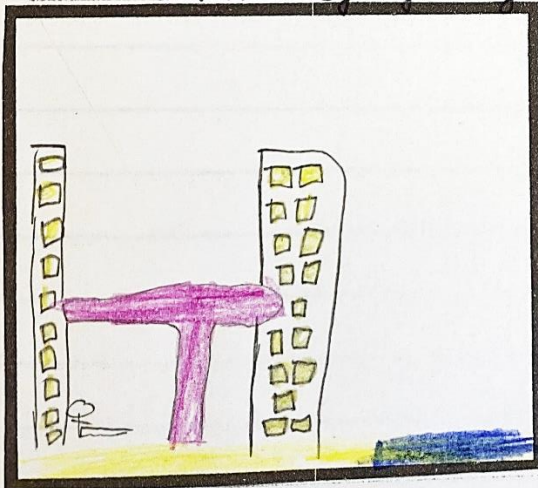
Have you ever seen a statue that will leave you speechless ~~will leave you speechless for hours~~

Christ the Redeemer is 30 metres high and 28 metres wide. If you are a catholic, well this perfect landmark is very important for you.



~~There~~ There is a golden compartment which leads to its hands and head so people can repair it if

it is struck by lightning which is very often because ~~lots~~ lots of parts is metal.



If you don't like walking you can ride on a ~~hog train~~ peaceful hog train. Surprisingly, Christ the Redeemer has been in and guarded Rio for ~~my~~ more than 90 years.

The best time to go ~~is~~ is early in the morning, if you don't sleep in, is early in the morning. This is a once in a ~~top~~ lifetime opportunity!

Key stage 1

Pupil C – Piece C: a diary entry

Context: pupils shared the book 'The Invisible' by Tom Percival, a story about a young girl named Isabel, who has to move home and struggles with this and feels 'invisible'. Pupils wrote a diary entry from the perspective of Isabel during the latter part of the book. Pupils were encouraged to express emotions which Isabel might have experienced in the story.

Dear Diary,
As a huge gust of wind swept across my ^{peach} face from a ~~crack~~ crack in the glass, transparent window, I woke ~~me~~ up because it was freezing like an icicle. I (after I was dressed) had an idea to have a stroll in the city so I did. I walked in the crunching, white snow (I had my scarf and gloves so I wasn't frozen). Some ^{rich} people in a shiny, brand new ~~car~~ car drove past me and looked through me ~~looked~~ like I wasn't there. All of the other smartly dressed (~~was~~ rude) people ignored me. I ~~got~~ felt glum because so I bowed my head. As soon as I did, I realised I could not see my shoes or feet... I was turning ~~invisible~~ invisible. I thought I was still all alone but ~~when~~ when I looked up I saw other invisible people. I comprehended why. They were all miserable like me. I saw that the only coloured thing ~~was~~ were the vibrant glowers. I started to help the lady plant * key to planting the glowers and helped the boy by giving the bike with him so they didn't feel lonely.
~~After a stroll, I took~~ * After a few hours of working hard to fix the boy's bike, I took a little break and I ~~sat next~~ ^{leaned on} to the hard, colourless ^{and} brick wall. I ~~tot~~ looked over my shoulder and thought "We really should add some colour" so I asked ~~to~~ the other people and they said "yes". We started to paint the walls ~~with~~ ^{with} colour.

As the minutes turned to hours, the community came together to paint the walls. I could see everyone getting ~~no~~ visible a ~~tot~~ bit visible. The more people coming that came the more ~~no~~ visible everyone became. Before long, the city was vibrant with colour. As I stretched my arms out wide and my ~~put~~ puppy ran around, I felt 1 million times ~~happy~~ happier than ~~stated~~ elated. My parents were smiling at me with pride because I had made a (one of the hardest

thing anyone can make) ~~difference~~ difference (colossal difference). As the ~~sun~~ sun began to set, I tucked myself into ~~my~~ ~~my~~ ~~comfy~~ ~~bed~~, ~~my~~ parents wished me good ~~me~~ night, I closed my eyes, ~~to~~ ~~be~~ before long I fell asleep (I was exhausted). I wonder what adventure ~~tomorrow~~ tomorrow will bring (seriously).
Speak soon,

Key stage 1

Pupil C – Piece D: a recount

Context: this piece of writing was based on a school trip to an adventure park. Pupils wrote about their experiences and explained what they did on the day. A full transcription is included below the pupil script.

On Thursday 23rd of June, me and my year group went on a trip to the family-friendly, enjoyable and spectacular S [redacted] Adventureland. Me and my friends were extremely grateful to our teachers for this opportunity, we felt elated about it. At 7am, I woke up (without anybody doing it for me). Apparently, the school trip excitement made me energetically quick and speedy so I was ready near 7:20 am. I ^{urgently} ^{urgently} ^{urgently} minutes later, me, my sister and my mum were hurriedly rushing to school so I wasn't late for my first ever school trip in reception, Year one and two. When we arrived at breakfast club I asked miss M [redacted] to take me to my classroom for my school trip. We sensibly and silently walked to my classroom. My class collected ~~things~~ ~~their~~ their lunch and we went. We ~~where~~ were where we needed, the coach was a bit (10) minutes late. When we got on it I departed 5 minutes later, we talked and did funny things while we were on it. When we stopped where we were supposed to park, me M [redacted] said that we were going to get off row by row so (row by row) we got off. Lastly, me and O [redacted] got (was) were last because, obviously, we were the last row off. Eventually (when we were off the coach), when I took my first step inside, I saw a few attractions that we would hopefully go on. There were 7 or 8 picnic benches. As soon as we had eaten our snack, we hurriedly strolled through Shotgun City to put our bags down. Everyone thought this place was mesmerising, phenomenal and all the other words that are synonyms to the words that were before. ^{What a spectacular it would be!} Nobody was ready for their first ride ^{it was} the Robin Hood ride. Everyone thought it was very short because we only saw a semi-circle. We were waiting for quite a long time for it to come back. When it came back we got on

I was then thought that it would go kind of slow slow it went much slower than we had predicted. Me and my friends (while we were on the side) were counting the chest. There here was a lot of dark ~~at~~ dark spaces & everyone was eager to go on the next ride. As soon as Miss O announced that we were going on the waterside next everyone tripled their excitement levels. We ~~a~~ silently walked to the waterside and got into a line.

Finally, me and O got on ~~with~~ with Mr W . I go. I couldn't believe my eyes when I nearly finished and saw the barrel that squirted 5 long strips of water at you when you were totally not expected it at all. You got drenched if you were lucky. Once everyone had there turn we went to sit down underneath a tall tree that covered most of us in shade. We finished our lunch and went to sandland. A lot of people loathed the smell and ~~out~~ ^{out} sided to go inside. Some people got a bit lost inside but they luckily ~~and~~ found a way out. There were bits of the ~~very~~ candy that you could press or wiggle and it would say something. After they everyone had 20 minutes to just explore we moved on to the spooky house. We got ~~upstairs~~ ^{upstairs} a ~~few~~ ^{few} We got ~~it~~ split into our groups and went

upstairs, ~~as~~ a few people went back to the ground level because they were too scared to carry on. The people that carried on saw the bats and cauldrons that were plastered (in glowing lights) on the wall. We also descended down some very ~~narrow~~ ^{narrow} and steep steps. We went to a place ~~we~~ where we saw someone trapped in a cell and someone writing a letter using a type writer. That is something that they used in the olden days to write letters, etc etc. The ~~no~~ next thing was a game where you had to shoot the sneaky rodents. The game sadly did not work properly because when someone shot them directly nothing happened, no sign they had hit the rodent. Eventually, we started heading for a ride. It was mysterious what ride we were walking towards, people thought it would be Shotgun City. The people who thought that it was Shotgun City were 100% correct.

Transcription:

On Thursday 23rd June, me and my year group went on a trip to the family-friendly, enjoyable and spectacular Sxxxxxx Adventureland. Me and my friends were extremely grateful to our teachers for this opportunity, we felt elated about it. At 7am, I woke up (without anybody doing it for me).

Apparently, the school trip excitement made me energetically quick and speedy so I was ready near 7:20am. Twenty-five minutes later, me, my sister and my mum were hurriedly rushing to school so I wasn't late for my first ever school trip in reception, Year one and two. When we arrived at breakfast club I asked miss Mxxxxx to take me to my classroom for my school trip. We sensibly and silently walked to my classroom. My class collected their lunch and off we went. We were where we needed, the coach was a bit (10) minutes late. When we got on it departed 5 minutes later, we talked and did funny things while we were on it.

When we stopped where we were supposed to park, ms Mxxxxx said we going to get off row by row so (row by row) we got off. Lastly me and Oxx got (we were last because, obviously, we were the last row) off. Eventually (when we were off the coach), when I took my first step inside, I saw a few attractions that we would hopefully go on. There were 7 or 8 picnic benches. As soon as we had eaten our snack, we hurriedly strolled through Shotgun City to put our bags down. Every-one thought this place was mesmerizing, phenomenal and all the other words that are synonyms to the words that were before. ^What a spectacular it would be! Everybody was ready for their first ride ^it was the Robin Hood ride. Everyone thought it was very short because we only saw a semi-circle. We were waiting for quite a long time for it to come back. When it came back we got on it we thought that it would go kind of slow, it went much slower than we had predicted. Me and my friends (while we were on the ride (were counting the chests. There was a lot of dark spaces, everyone was eager to go on the next ride. As soon as Miss Oxxxxx announced that we were going on the waterride next everyone tripled their excitement levels. We silently walked to the waterride and got into a line. Finally, me and Oxxxxx got on with Mr Wxxxxx. I couldn't believe my eyes when I nearly finished and saw the barrel that squirted 5 long strips of water at you when you were totally not expected it at all. You got drenched if you were lucky. Once everyone had their turn we went to sit down underneath a tall tree that covered most of us in shade. We finished our lunch and went to candyland. A lot of people loathed the smell and avoided to go inside. Some people got a bit lost inside but they luckily found a way out. There were bits of the candy that you could press or wiggle and it would say something. After everyone had 20 minutes to just explore we moved on to the spooky house. We got split into our groups and went upstairs, a few people went back to the ground level because they were too

scared to carry on. The people that carried on saw the bats and cauldrons that were plastered (in glowing lights) on the wall. We also descended down some very narrow and steep steps. We went to a place where we saw someone trapped in a cell and someone writing a letter using a type writer. That is something that they used in the olden days to write letters, etc etc. The next thing was a game where you had to shoot the sneaky rodents. The game sadly did not work properly because when someone shot them directly nothing happened, no sign that they had hit the rodent. Eventually, we started heading for a ride. It was mysterious what ride we were walking towards, people thought it would be Shotgun City. The people who thought that it was Shotgun City were 100% correct.

Key stage 1

Pupil C – Piece E: a narrative

Context: pupils chose their character, problem and story starter from a selection of visual images. They story mapped their ideas, so the story had a clear start, build up, problem, resolution and ending. Note that highlighting is the pupil's own editing. A full transcription is included below the pupil script.

As I was playing football (with my friends), an ~~air~~ airplane ~~swiftly~~ glided over the heads of the goalie (still my friend), the player who was playing against me and finally, myself. When it finally reached ~~something~~ me something unexpectedly ~~so~~ and peculiar ~~peculiar~~ ~~happen~~ happened, ~~so~~ a tunnel appeared out of ~~nowhere~~ nowhere (like literally). My friend said half time as soon as it happened ~~it~~ ~~stranger~~ and weird. I went to investigate, ~~it~~ was so ~~strange~~ intrigued that I quietly crept inside to see where it lead to... I was in for a big ~~surprise~~ surprise! It (apparently) lead to outer space, it was the most ~~or~~ ~~most~~ place I ~~have~~ I have ever seen in my ~~entire~~ life. The ~~was~~ The gas-gilled stars were blinding me with every corner of my greenish, brownish ~~eyes~~ eyes so I closed my eyes extremely & speedily but my eyes adjusted very quickly to the brightness. The ~~scorching~~ sun was coming to about mid-dayish, ~~my~~ my friends must ~~be~~ ~~worried~~ ~~rick~~ ^{have been} worried-rick. There was a lot of planets, moons and asteroids, they ~~was~~ were just floating in ~~the~~ the atmosphere ~~which~~ did not have any gravity. I ~~got~~ felt a tingly feeling in my feet ~~it~~ ~~which~~ made me laugh out loud. There was a broken mirror on the floor ~~so~~ I ~~picked~~ I picked it up, I looked at my face and I saw antennas and ~~goggles~~ ^{goggles}. I saw that I had three-fingered hands and 3 eyes. I ~~looked~~ ~~up~~ ~~and~~ ~~saw~~ I carried on walking for ~~what~~ ^{what} ~~like~~ ^{like} hours, my legs were aching crazily with every ~~muscle~~ step that I took. ~~At~~ the corner of my eye I saw a brown, cylinder-like thing. In about 30 seconds I figured out what it was, it was a log (finally, something to sit on). What I ~~hadn't~~ figured was that it was quite spiky and it was a moving brown ~~rod~~ ^{rod}. I speedily ran off it and thought that I was out of trouble ~~but~~ when I looked up the aliens, who were bowing to a kind of ~~into~~ looking penguin, all turned around and stared. I suddenly recognised the ~~penguin~~ ^{was} my pet, his fiery red eyes, his... Wait what? ~~Usually~~ he ~~has~~ ^{had} icy blue eyes. He picked what looked like a magical ~~rod~~ ^{rod} sword, I knew it it was magical because red sparks was erupting from the harnful, ~~unstopable~~ ^{unstoppable} sword and ~~swung~~ it from side to side. It looked

like he ~~was~~ was trying to hypnotise me (as if that was ~~going to~~ ^{going to} work).
 Guess what it (sadly for me and great for the penguin) worked. I was
 rooted to the exact spot I was standing on (I could not ~~even~~ ~~move~~
 move my tongue) (crazy). ~~Which~~ With a great splash I ~~tumbled~~
 backwards into the muddy pond. ~~Without~~ Without a warning of
~~low~~ two what felt like ~~was~~ rocket boosters boosted me back up to
 eye level with the penguin because I could not move my ~~eyes~~ eyes all
 I could do was stare at the penguin. His eyes were glitching with
 two colours red and blue, red and blue and finally they stayed at blue.
 With a loud click I ~~unzipped~~ unzipped and pengy (that's his name) put the
 sword down. We ran to each other and hugged (very tightly) ~~and~~ he
 squeered my lungs. We held the sword above our heads and the
 aliens bowed to both of us. I remembered that I had to get back
 to my friends. I said "sorry I have to go, my friends - must be
 extremely worried" ~~so~~ so I ^{super} quickly sprinted to the precise
 spot that I had come from... It (weirdly) wasn't there anymore.
 The moment I had turned around the exact same plane came and it
 said "Time to go" on a banner. It what looked in slow motion
~~gently~~ gently glide over my head, the tunnel appeared and I climbed
 through it. My friends acted like not a milla second had ~~passed~~
 passed, ~~we~~ we carried on playing football and everyone went
 home. I snuggled in bed and ~~thought~~ thought "What a crazy day/
 daydream that must have been". I fell asleep quite quickly
 as you can ~~imagine~~ ^{imagine}.

Transcription:

As I was playing football (with my friends), an airplane swiftly glided over the heads of the
 goalie (still my friend), the player who was playing against me and finally, myself. When it
 finally reached me something unexpected and peculiar happened, a tunnel appeared out
 of nowhere (literally). My friend said half time as soon as it happened which was strange
 and weird. I went to investigate, I was so intrigued that I quietly crept inside to see where
 it lead to... I was in for a big surprise! It (apperantly) lead to outer space, it was the most
 vast place I have ever seen in my entire life. The gas-filled stars were blinding me with
 every corner of my greenish, brownish eyes so I closed my eyes extremely speedily but
 my eyes adjusted very quickly to the brightness. The scorching sun was coming to about
 mid-dayish, my friends must have been worried-sick. There was a lot of planets, craters

and asteroids, they were just floating in the atmosphere which did not have any gravity. I felt a tingly feeling in my feet which made me laugh out loud. There was a broken mirror on the floor so I picked it up, I looked at my face and I saw antenens and freckles. I saw that I had three-fingerced hands and 3 eyes. I carried on walking for what felt like hours, my legs were aching crazily with every step that I took. out of the corner of my eye I saw a brown, cylinder-like thing. In about 30 seconds I figured out what it was, it was a log (finally, something to sit on). What I hadn't figured was that it was quite spiky and it was a moving brown crocidile. I speedily ran of it and thought that I was out of trouble but when I looked up the aliens, who were bowing to a kind of cute looking penguin, all turned around and stared. I suddenly recognised the penguin was my pet, his fiery red eyes, his... Wait what? Usaully he had icy blue eyes. He picked what looked like a magical sword, I knew it was magical because red sparks was erupting from the hamful, unstoppable sword and swung it from side to side. It looked like he was trying to hypnotise me (as if that was going to work). Guess what it (sadly for me and great for the penguin) worked. I was rooted to the exact spot I was standing on (I could not even move my tongue) (crazy). With a great splash I tumbled backwards into the mucky pond. Without warning, two, what felt like rocket boosters, boosted me back up to eyelevel with the penguin because I could not move my eyes all I could do was stare at the penguin. His eyes were glitching with two colours red and blue, red and blue and finally they stayed at blue. With a loud click I unfroze and pengy (that's his name) put the sword down. We ran to each other and hugged (very tighty) and he squeezed my lungs. We held the sword above our heads and the aliens bowed to both of us. I remembered that I had to get back to my friends. I said "sorry I have to go, my friends must be extremely worried" so I super quickly sprinted to the precise spot that I had come from... It (weirdly) wasn't there anymore. The moment I had turned around the exact same plane came, it said "Time to go" on a banner. It what looked in slow motion gently glide over my head, the tunnel appeared and I climbed through it. My friends acted like not a milla second had passed, we carried on playing football and everyone went home. I snuggled in bed and thought "What a crazy daydream that must have been" I fell asleep quite quickly as you can imiagine.

Key stage 1

Pupil C – Piece F: a non-chronological report

Context: pupils wrote a non-chronological report about the layers of the rainforest. They conducted their own research whilst drawing on their knowledge from geography lessons.

The Layers of the rainforest

The rainforest is a very diverse place and it plays an important role to provide oxygen so humans can breathe. It is a humid and hot place every day because it is near the equator but (weirdly) it rains 10 metres a year, also it has lots of tropical fruit (like grape fruit). Did you know that or not? It has 60% of earth's air (awesome fact) and it has 40% of the planet's plants and animals. Want to know some more super facts about the (amazing) layers of the rainforest? Read on!

Forest floor

Surprisingly, (not like ~~our~~ ^{our} garden) the forest floor is made up of roots, shoots and leaves that can make you trip over if you're not cautious. The forest floor is the darkest layer because the lush, emerald green trees block the rays of the blinding, blazing sun like midnight.

Did you know...?

Big cats, reptiles and deer that have twisty antlers live on the forest floor and they walk on the rich soil where the ~~are~~ vines coil ~~are~~ round the soil on the ~~and~~ muddy ground. Also the animals need the cool shade because if they ^{get} ~~get~~ too much sunlight it will be dangerous. It is an important part of ecosystem and if ~~are~~ animals die it provides essential nutrients for more plants to grow up to the ~~second~~ layer of the rainforest.

Understory

In this layer you might find hidden ~~are~~ caves and hollow trees that if you tap one you will hear the ~~are~~ very nearly silent and spooky ~~are~~ echoes, you will run away (if you're a scaredy cat). It is very humid and damp to keep the animals hydrated so they are not thirsty. Also it is the most colourful layer because it has lots of tropical plants and the colours attract bees and then they do something called pollination.

twinkl.com

This keeps the rainforest cycle going. In the twisty branches you will be able to find snakes and lizards (they have sticky feet!).

Canopy

The canopy layer is the most thickest and crowded layer so it shields the forest floor from the blinding, blazing sunlight, also (unbelievably) it takes 10 seconds for a raindrop (yes, ~~ser~~ seriously) to even touch the ground of the forest floor. It is where monkeys swing branch to branch and ~~or monkeys~~ birds in their cosy nests that are made out of lots of twigs. You can barely see them through the mist. Want to know more facts? Come on (it is going to be about the Emergent)!

Emergent

In this layer the climate can change drastically. Want an example? One moment it can be boiling hot, the next second it can be cold like winter. Also it has the oldest and tallest trees which can be 76 metres tall and if you live up there you will have to adapt very quickly or ~~X~~ you might not ~~survive~~ survive for too long. ~~this~~ This is also where bats can't really sleep peacefully.