



## Key stage 1 English writing standardisation exercise 3

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 narrative based on a book
- B) a retelling of a film
- C) a setting description
- D) an adapted retelling of a story
- E) a sequence of diary entries
- F) a non-chronological report

## Key stage 1

### Pupil A – Piece A: a narrative based on a book

Context: pupils shared the story 'Dinosaur Cove' by Rex Stone. Pupils wrote their own version of the story using the structure of the original to support their writing.

It was a sunny day in Dino sands. Max and Lola were sitting on the warm soft sand. Lola smelt the salty sea and Max felt the chilly air. Max looked around. He saw a rock hill and said, "Lets hike up there". They both quickly ran up the hill. "Look!" said Lola. "A fossil!" "Lets crack it open." said Max, so they did. Not fell an ammonite. "Wow!" said Lola. Max pulled a cloth out of his pocket. "Lets rub all the dirt off." he said, and he handed a cloth to Lola as well. So they sat down and started to rub. Then, everything went bluey...

Crash! Oww! They thumped onto the ground. "Where are we?" said Lola. "I don't think this is Dinosaur Cove." But Max wasn't paying attention, he was staring at what appeared to be a dinosaur. "A dinosaur?" said Max. "I think we've gone back in time. A Pteridactyle swooped down

and ripped Lola's cardigan.  
"ARGH!" screamed Lola.  
"Are you ok?!" Shouted Max,  
urgently. "Yes," said Lola,  
quivering. She had  
fallen onto a sheet of grass  
that spread across the  
jungle floor, and at the end  
of that sheet of grass, was a  
triceratops with a whole herd



behind it. Now, they were all staring at  
Lola and Max. "They must have heard  
you scream," whispered Max, but Lola  
didn't dare move a muscle.

Some of the herd turned away slowly.  
Max helped Lola up. "They're still watching us,"  
said Max. "Look, a lake," said Lola, quietly.  
The lake streamed all the way from  
the top of the mountain to the jungle.  
"Don't do what I think you're going to do," said  
Max. The herd started to run at them.  
"It's the only way of escape!" Shouted  
Lola, over the thundering foot steps  
of the herd. "No!" shouted Max,  
urgently. But it was too late.  
Lola had jumped. Max dived  
in after her. They both shut their  
eyes. Max grabbed



Lola's hand, and  
got herself into a tiny  
ball, he sunk to the  
bottom of the lake  
and pushed up.  
suddenly, he shot  
up into the air like  
a bullet, and a  
second later, Lola's

head was bobbing above the  
water. Suddenly, they heard a  
thumping sound. Lola grasped  
onto Max's hand. The ground shook  
and the bushes rustled. Out of  
the trees emerged a T. Rex. The  
Ammonite!" Lola said. Out of his  
pocket, Max pulled the ammonite,  
but his hands were too slippery.  
The ammonite plopped into the  
water. Lola pushed down and  
snatched the ammonite. She held  
Max's hand and hurriedly  
rubbed the ammonite. The sky  
started to split and then they  
were back home in Dinosaur Cove.  
"Phew!" said Lola. "Time for a rest,"  
said Max. They looked at each other  
and smiled.

## Key stage 1

### Pupil A – Piece B: a retelling of a film

Context: pupils watched the film 'Mulan' and wrote a description of a chosen character. They then made use of their character description when writing a retell of the story. Note that all edits are the pupil's own.

MULAN

A long time ago in ancient China in a small little, sad village, there lived a girl called Mulan.

Now this is no ordinary girl.

Mulan is a powerful and quick-thinking girl.

Mulan is cleverer than an elephant and braver like a lion.

Mulan loved learning how to fight because her dad trained her when she was very young.

One day Mulan was outside sweeping and washing the floors when she heard the terrible noise of horses charging into her village. It was an awful day because war had just broken out.

The Emperor's helper read a note that said,  
One man from every family MUST fight in the  
Emperor's army.

Mulan heard everything from the roof of her house and  
she was worried.

She knew her dad would want to go, so she thought if  
her dad couldn't go, then who could?

Her dog called Little brother couldn't go well, he was just

a dog, but there's no other boy or man, so who could  
go?

Hours later,

Mulan thought and thought and thought, soon she knew  
what to do... She was going to join the Emperor's army!

She went into the house and took her father's sword from  
the chair and cut her hair short. Then she took the sword  
and her father's armor and strode off on the family  
horse.

For so long, in the distant, striding and striding  
Mulan rode and rode and rode,  
hills in distant, farms ahead, she finally got to  
the place where you get ready for war.  
When she went into the place a man greeted her in  
a nice way and said.  
"I am your captain from now on." Mulan answered in a  
saying.  
By boy voice by saying,  
"Where can I sign up?"  
"You don't sign up, you just give me your map" Mulan's  
captain said.  
"Ok, here you go!" said Mulan giving her captain  
her map.  
"Thank you!" said Mulan's captain  
"What's your name?"  
"Et... P... P... Ping. My name is Ping."  
Surprisingly, Mulan's captain and the other boys and  
men believed her!



## Key stage 1

### Pupil A – Piece C: a setting description

Context: pupils shared 'The Wizard of Oz' by L. Frank Baum. They wrote setting descriptions of a chosen scene within the book. Note that all edits are the pupil's own.

Dorothy lived in a farmhouse. When you think of a farmhouse, you think of animals and a bright blue sky, big red walls, and an active family. You see, Dorothy's family were completely the opposite. Instead of fields and grass there were cracks in the ground.

Where Dorothy lived there was grey, lots of grey. The sky was depressing and dull. There was very little water because the sun dried it all up. The only good thing at all about the sky were the clouds because they made very interesting shapes.

The animals carried on escaping because Toto kept on jumping over the broken down fence. So every day Dorothy chased the ~~the~~ pigs and cows back into the pen. Dorothy liked to pick up Toto and jump onto the fence to try and see further than the prairie all around them.

The tiles used to be bright red, but now they were a murky grey-brown. There was <sup>absolutely</sup> no way of having fun. There were no hills to roll down, no playgrounds, no friends, and no toys.



## Key stage 1

### Pupil A – Piece D: an adapted retelling of a story

Context: pupils shared 'Stone Age Boy' by Satoshi Kitamura. The structure of writing was modelled by the teacher. Pupils were then asked to write their own story using a similar structure. Note that all edits are the pupil's own.

Once I was walking along the pavement and then I tripped over a little twig. I could feel cold air whipping around me and I kept falling down, down, down. I woke up. I blinked in the bright sun light. I wasn't in the noisy street anymore. I was in beautiful green country side. I stood up and gazed into the distance. I could see a little village. I ran towards it, eager to explore and found a girl about the same age as me. I managed to find out her name Dhiela and made friends with her. I also found out that she lived in a small hut. Nearby, there was a winding river which was where they got water.

The next day I helped Dhiela's tribe hunt a wild stag and after we had a big celebration around the warm, toasty fire. At first I wasn't so sure about eating it but Dhiela encouraged me and I found out it's delicious.

"Try it," she said.



So I did and now it's my favourite food!

I went to bed on a moss and rock bed and fell into a deep sleep. I kept helping Dhiela and her family until one day. I woke up and Dhiela was there in her animal skins tugging at my arm.

"Come! Come! Come!" she shouted.

So I raced after her and she brought me to a cave with paintings all over it.

"Do you want me to paint, Dhida?" I asked as she brought out a bowl of red paste in a rock bowl and a stick.

Before she could answer a massive hungry bear came in. I screamed at Dhida to run but I was left with the bear in the cave...

## Chapter 2

I was still so scared but in such a hurry to get out, I tripped and then flipped and fell down-down-down. I woke up and was back in 2022 and I loved my Stone Age adventure so much that I am now a history teacher.

The End



## Key stage 1

### Pupil A – Piece E: a sequence of diary entries

Context: pupils learned about climate change and the impact of pollution on the ocean. They shared 'Somebody Swallowed Stanley' by Sarah Roberts and wrote diary entries in the role of the main character, a plastic bag named Stanley. Note that all edits are the pupil's own.

Wednesday 8th August 2023

Dear Diary,

Today it was only the first time I opened my eyes. It was very dark. I was scared, until I realized I was in a wooden box. I opened the box a crack and saw I was in a plane! I was extremely nervous.

Hours later I took another look outside, but I wasn't in the plane anymore. I was in a truck! This was the scariest day of my life.

Thursday 9th August 2023

Dear diary,

*diligently lorry*

*Lorry*

I was still in the ~~truck~~ by 6:00pm until the ~~truck~~ suddenly stopped. I looked outside and saw a woman walking across the road looking a bit miserable.

While she was walking across the road she saw the ~~truck~~ *lorry* and asked if she could buy a bag to use. She bought me and it felt *like* like it was the happiest day of my life.

She went home and put some weird looking boxes in me. She went for a walk, filled up the boxes with weird disgusting stuff. I was disgusted.

She went back home and put me in the bin.

Friday 10th August 2023

Dear Diary,

I was still in the bin when I felt a big bump... I was afraid... I looked and saw a giant rubbish truck. People pored rubbish in the truck, and I was the last piece of rubbish, but I didn't quite get into the rubbish truck. I was flying off the edge, I was terribly scared, and then flew into into the hard, swisaly wind, I felt really dizzy, I flew and flew until I landed on the beach.

An hour later the tide was coming closer and closer until the tide came in and swept me up. I went further and further away from the beach until sank deeper and deeper into the dark blue, massive sea.



## Key stage 1

### Pupil A – Piece F: a non-chronological report

Context: this work was based around the class topic of India. Pupils researched landmarks in India using videos, books and travel leaflets. They then went on to write non-chronological reports about the Taj Mahal. Note that all edits are the pupil's own.

Have a piece of the wonderful Taj mahal

Location:

It is located on the south bank of the Yamuna River in Agra, India. In 2007, the Taj Mahal was named one of the seven wonders of the modern world.

The history of the Taj mahal:

In 2007, the Taj Mahal was named one of the seven wonders of the modern world. The Emperor wanted to build the Taj Mahal because he was heartbroken of his wife. She died while giving birth to her 14<sup>th</sup> child because his wife died giving birth to her 14<sup>th</sup> child. The Taj Mahal was built in 1630.

Interesting facts:

Shah Jahan announced plans for a second black Taj Mahal to mirror the white one ~~the~~ and house his remains

~~the~~ when he died. As the first Taj Mahal had bankrupted his empire, the people revolted and he was arrested.

Did you know that the Taj Mahal is full of 28

precious jewels they were jade and crystals from China,

lapis lazuli from Afghanistan and sapphires from Sri Lanka.

These glimmer when you shine a torch against them.

## Pupil B

This collection includes:

- A) an adapted fairy tale
- B) a letter to a teacher
- C) a recount of a school trip
- D) a non-chronological report
- E) a setting description

## Key stage 1

### Pupil B – Piece A: an adapted fairy tale

Context: pupils shared a variety of fairy tales, including the story of Rumpelstiltskin. Their task was to write their own version of a fairy tale, changing the main character and plot but maintaining story-telling language. Some vocabulary was on display, including 'poisonous' and 'Rumpelstiltskin'.

~~with~~ ran in through the bushes  
the boy saw a fine horse that had  
a person <sup>on</sup> it. In the distance he could  
see a red poisonous Apple that had  
a old <sup>woman</sup> ~~man~~. Suddenly the boy saw  
someone <sup>to combine something</sup> ~~can~~ quickly towards him  
Rumpelstiltskin wore emerald ~~shirts~~ <sup>boots</sup>,  
short and a golded cape. Rumpelstiltskin  
felt <sup>angry</sup> ~~ag~~ <sup>when</sup> ~~the~~ <sup>Queen</sup> ~~to~~ <sup>gazed</sup>  
his name. Hidden in the tree was  
Rumpelstiltskin a rando a <sup>his</sup> ~~conspire~~ <sup>the name</sup>  
~~was where~~ <sup>King</sup> when the ~~king~~ <sup>king</sup> was behind  
the tree when the boy ran <sup>of from the</sup> ~~from~~ <sup>the</sup> ~~tree~~ <sup>so</sup>  
he ~~to~~ saw a ~~thin~~ shiny golded key.



## Key stage 1

### Pupil B – Piece B: a letter to a teacher

Context: pupils visited the seaside town of Weston-super-Mare. Following the trip, the garden area was set up to resemble the town. Pupils then wrote a letter to a teacher within the school, recounting the details of their experiences. Some vocabulary was provided to the pupils, including the town name, 'skittles' and 'sandcastle'.

Dear Miss [redacted], last week went to  
Weston-Super-Mare and we play bat and ball  
and skittles, sandcastles. The Garden  
It looked like <sup>S</sup>Weston-Super-Mare but  
it did not have a fish and chip shop. We could  
choose to paddle in the ~~see~~<sup>sea</sup> or  
played bat and ball. From [redacted]

## Key stage 1

### Pupil B – Piece C: a recount of a school trip

Context: pupils visited local woods and participated in a prepared scavenger hunt to find objects related to stories. They then wrote a recount of their experience.

ON Tuesday ~~we~~<sup>w</sup> went to the  
the creepy ~~WOOD~~<sup>w</sup> and we saw a slime ~~green~~<sup>green</sup> ~~tree~~  
When we<sup>s</sup> first<sup>r</sup> in the ~~WOODS~~<sup>I</sup> I saw a nose red  
coat. I wondered if<sup>Three</sup> the ~~ther~~<sup>migh</sup> Bears ~~might~~  
~~might~~ be real. ~~When~~<sup>we</sup> we went deeper  
into the I saw a boah! In the wood more  
a ~~just~~ wolf long sharp teeth.

## Key stage 1

### Pupil B – Piece D: a non-chronological report

Context: as part of their topic on the Victorians, pupils wrote non-chronological reports about popular Victorian pastimes.

Victorians Holiday

Where did the Victorians go on holiday? Keep reading to find out more! Past time

Victorian liked to ride donkeys when it was sunny. Victorians liked going swimming because it was fun. Victorian liked to make sandcastles if it was wet. Victorian liked to watch punch and dudy when they were eating ice cream.

## Key stage 1

### Pupil B – Piece E: a setting description

Context: as part of their learning about traditional tales, pupils investigated and wrote a setting descriptions from a chosen story.

The ~~fore~~ forest is dark  
and <sup>creepy</sup> ~~scary~~. The <sup>boy</sup> ~~girl~~ can hear  
birds singing. <sup>Hidden</sup> ~~in~~ the tree ear  
The three bears <sup>scared</sup> ~~scared~~ The boy <sup>scared</sup> ~~scared~~  
because he could see a <sup>castle</sup> ~~castle~~  
As <sup>he</sup> ~~you~~ runs <sup>you</sup> ~~you~~ see a black and  
grey cat There are lots of <sup>thorns</sup> ~~thorns~~



## Pupil C

This collection includes:

- A) a letter
- B) a narrative extract
- C) a descriptive poem
- D) a set of instructions
- E) a recount of an actor visit

## Key stage 1

### Pupil C – Piece A: a letter

Context: pupils were tasked with writing a letter to Father Christmas, using an informal, conversational register.

Dear Father Christmas  
I am writing to tell you what I  
would like for Christmas this year.  
Please, could I have all day, pizza  
Playdough and rainbow pencil sand.  
I had a mishap in the afternoon, I  
accidentally dropped the bright star in the  
kitchen. I am so sorry. When you come  
to my house my landing is messy, eat  
all the chocolate cookies and don't leave  
the brown sack. I hope you have a  
nice journey. Thank you for coming.  
Hope you like your cookies.

Love

P.S Do the elves pass you the  
presents?

## Key stage 1

### Pupil C – Piece B: a narrative extract

Context: writing was inspired by a short film of the story 'The Black Hat' by Maia Walczak. Having discussed the opening of the story, pupils were tasked with writing the middle of the story, during which magical creatures begin to emerge from the hat.

Multicoloured, glaming creatures quickly appeared from the shiny black hat rounding foot steps woken the tired boy. He opened his eyes, surprised by the bright flash around the silent room. Magnificent creatures began to emerge one by one.

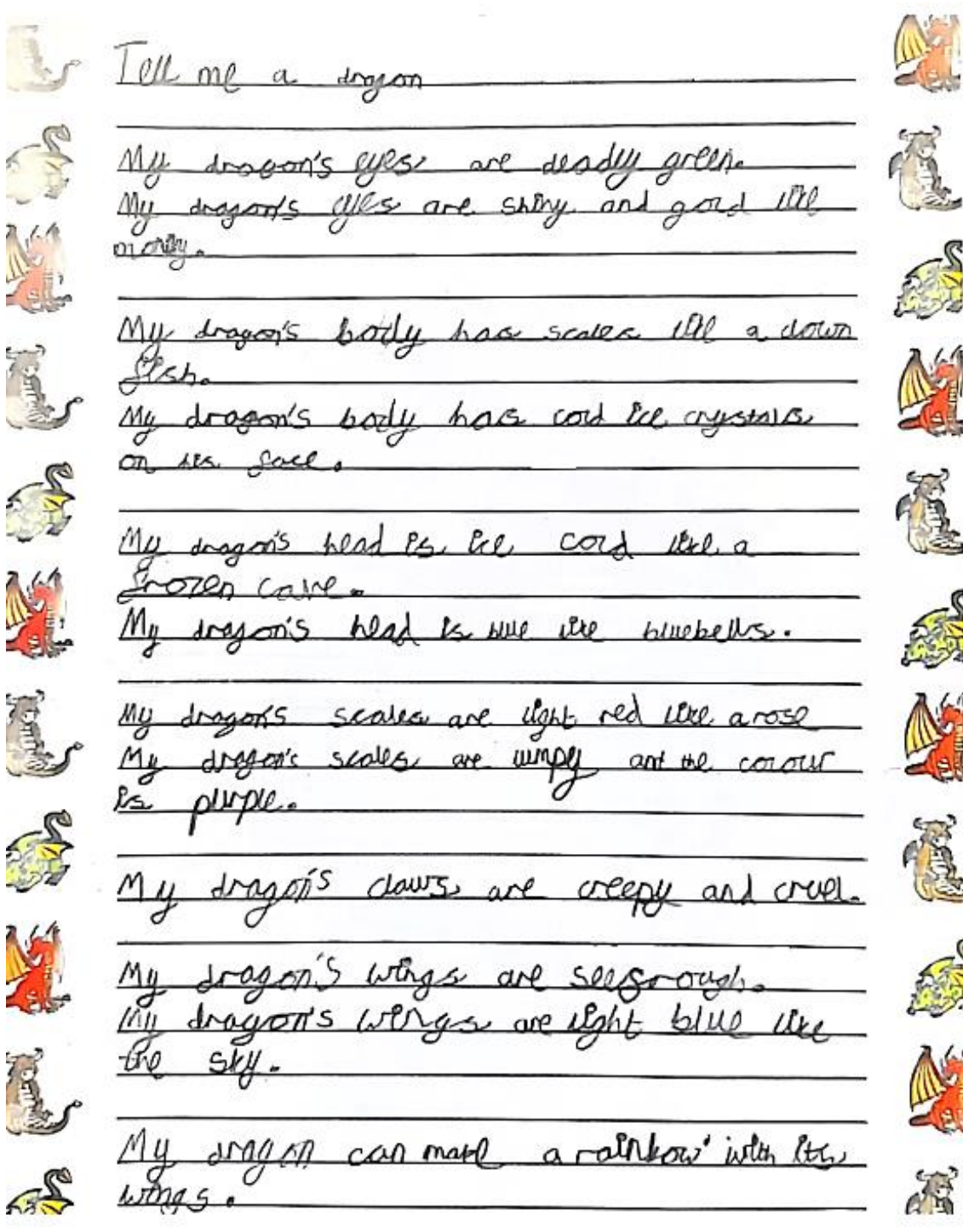
The slimy red octopus crawled out of the dusty hat. The happy octopus landed onto the golden, soft sand. A smooth slimy fish swam out of the dusty hat. The fish landed on the creaky floor boards

It was just a dream or was it?

## Key stage 1

### Pupil C – Piece C: a descriptive poem

Context: pupils shared 'Tell me a Dragon' by Jackie Morris, which describes different varieties of dragon. Pupils were asked to write a poem which describes their own dragon. They were encouraged to use figurative language and simile to enhance description.



Tell me a dragon

My dragon's eyes are deadly green.  
My dragon's eyes are shiny and gold like money.

My dragon's body has scales like a downy fish.  
My dragon's body has cold ice crystals on its face.

My dragon's head is like cold like a frozen cake.  
My dragon's head is like like bluebells.

My dragon's scales are light red like a rose  
My dragon's scales are wumpy and the colour is purple.

My dragon's claws are creepy and cruel.

My dragon's wings are seagrough.  
My dragon's wings are light blue like the sky.

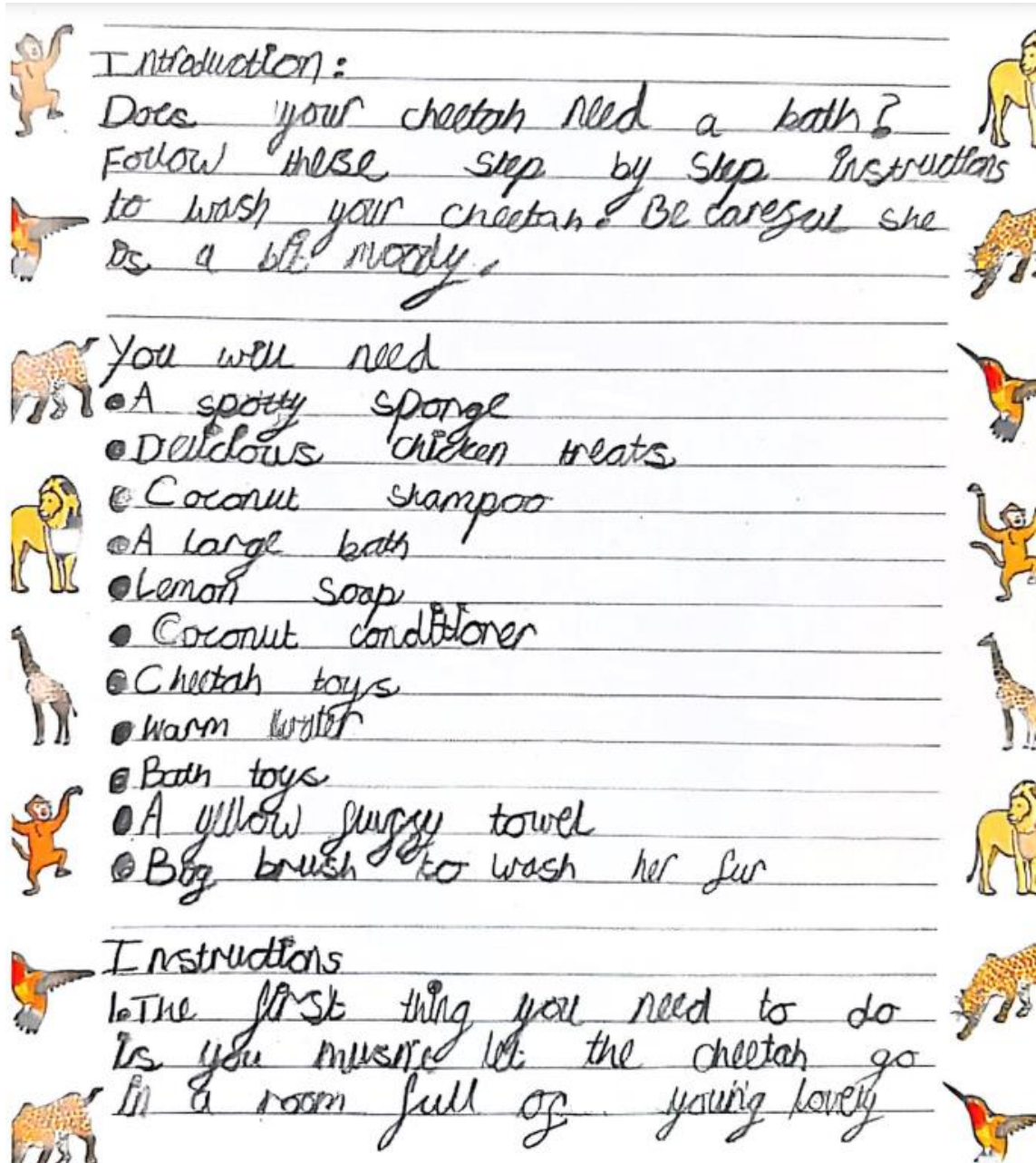
My dragon can make a rainbow with its wings.



## Key stage 1

### Pupil C – Piece D: a set of instructions

Context: based on the text 'How to Wash a Woolly Mammoth' by Michelle Robinson, pupils wrote their own instructional text using a chosen animal as stimulus. They received prior input around the structure of instruction texts and the use of imperative verbs.



**Introduction:**  
Does your cheetah need a bath?  
Follow these step by step instructions  
to wash your cheetah. Be careful she  
is a bit moody.

**You will need**

- A spotty sponge
- Delicious chicken treats
- Coconut shampoo
- A large bath
- Lemon soap
- Coconut conditioner
- Cheetah toys
- Warm water
- Bath toys
- A yellow juggy towel
- Big brush to wash her fur

**Instructions**  
The first thing you need to do  
is you must let the cheetah go  
in a room full of young lovely

1. children because she is naughty.

2. Next, I'll fill up the bath with warm water because it's never had a bath as cold before.

3. In a second I'm going to get the coconut flavoured shampoo from my room.

4. Now I'm going to put chicken treats in the bath and bribe the cheetah. Cheetahs love chicken.

5. Once your cheetah realises you're going to wash it's body it'll be furious.

6. Use delicious chicken treats and put them on the floor and then wash in between the cheetah's smelly toes.

7. Gently wash your cheetah's belly. Be careful the cheetah's teeth are pointy.

8. If your cheetah is hiding in a cupboard she might be feeling nervous so get chicken treats in a bowl and the cheetah will come right out.

9. Finally dry your cheetah with a yellow fluffy towel and then share a hot chocolate together.



## Key stage 1

### Pupil C – Piece E: a recount of an actor visit

Context: during their learning about famous explorers, pupils were surprised with a visit from an actor portraying Neil Armstrong. Following the actor's visit, they were asked to write a recount of the experience.

On Monday 25<sup>th</sup> April, Neil Armstrong visited our year 2 classroom. When we all sat down some very powerful music came on and it was silence and suddenly, Neil Armstrong walked in and it made me feel shocked it was so inspiring. First Neil Armstrong told us that he was an astronaut and told us that he was the first man on the moon.

Neil Armstrong told us the Apollo 11 is bigger than the statue of liberty and I felt outstretched it was so fascinating. During the journey to the moon the astronaut had to sleep in hammocks because they don't have beds in the Apollo 11.

The rockets landed on the moon carefully and Neil and Buzz came off the rocket and found moon rocks whilst Michael put the America flag on the moon.

Neil Armstrong said these famous words one small step for man and one giant leap for mankind and got back into the rocket.

Neil, Buzz and Michael stood in the rocket and went back to Earth but on the way back some fire hit the rocket so they had to use parachutes into the Pacific Ocean and when they got home from a rescue boat.

Unfortunately they had to quarantine for 4 weeks just in case they brought back germs. Neil's family felt really sad that he had to quarantine but really proud of him for being the first man on the moon.

Finally we wore NASA helmets to keep us safe so we don't get hurt. We went out to the quiet area to watch our rockets get launched. Then Neil pumped our rockets and we counted down from 10 all the way to 1 and watched our rockets zoom up to the sky. It was an amazing morning and I learnt a lot of facts!