



Key stage 1 English writing standardisation exercise 3

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 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 description
- B) a story retell
- C) instructions
- D) a diary entry
- E) a description

Key stage 1 exercise 3

Pupil A Piece A: a description

Context: before writing, the class set up an African style market in the classroom. Each table became a different stall where the pupils could describe the items they saw such as fruit, materials and spices. Pupils then watched a short video of an African market to set the scene prior to writing.

This descriptive writing is linked to reading the story 'Grace and Family' by Mary Hoffman.

Have you ever heard about an African market?
What an amazing place it is! It's a ~~so~~ friendly place with loads of happy faces in it. You must come and experience it! Keep reading to find out more and more.

The fruit stalls ^{sell} the most juiciest mango's ever and the sourest Grape fruit ever. You must experience the delishous ~~pineapple~~ pineapples because it will make your mouth water. The soft, squishy banana tastes Scumptious.

On the stalls that sell Spices there is a chilly, pungent ground ginger, ~~and~~ turmic and cumin. Be ~~careful~~ careful because you might get some ~~of~~ Spices in your eyes and that would sting!

Other than food there are intricate cloths for sale. There are silky, ~~cool~~ colourful cloths with the most beautiful patterns on. Africa's fabric is the best in the world.

Key stage 1 exercise 3

Pupil A – Piece B: a story retell

Context: the pupils retold the story of Little Red Riding Hood. They listened to the story and acted out the main events of the story through role play before writing the story themselves.

Once there lived a little girl called Little Red Riding Hood. She was called this because she loved red. One fine summer morning Little Red's mother was packing some fresh apples for Little Red to take to granny. Mother said to Little Red "Will you take these fresh apples to granny because she is feeling poorly?" So Little Red slung on her best red coat, took the basket of apples, kissed her mother goodbye and set off. When she was skipping through the woods she said hello to the animals but there was someone hiding behind a tree...

...It was a wolf! "What are you doing all alone in the woods little girl?" he asked. Little Red said "I'm taking this fresh fruit to granny!" "Yuck!" said the wolf he didn't like fruit. The wolf had thought up a horrid cunning plan. "Why don't you pick some lovely flowers for granny?" he suggested. "Yes!" Little Red said "that's a great idea!" Then the wolf sneaked off to granny's house. The wolf knocked on granny's door and a voice answered "Is that my dear little Red?" "Yes," the wolf squealed. "Let me in it's breakfast time!"

"Oh goody!" said Grandpa "What's for breakfast?"
The wolf said "You!" Granny screamed and slammed
the door on the wolf's big, hairy nose. "O ooga w w w
y w!" he shouted. Granny ran out the back
door and ran again to find help. Back at the
cottage the wolf had finally got in. At the
cottage now he could put his horrid, cunning
plan into action. Little Red knocked on the door
and the wolf squealed "Come in my dear." When
Little Red went in she was surprised!

"Why Grandpa!" she said "What big ears you have!" "All
the better to hear you with my dear." growled the
wolf. "And Grandpa!" Little Red said "What big
bristly arms you have!" "All the better to hug
you with my dear." answered the wolf. "But Grandpa!"
Granny! She said "What big yellow teeth you have!"
"All the better to eat you with my dear!" "Ahhhh
h h h h!" Little Red screamed. The wolf
pounced at Little Red.

Suddenly Grandpa faced in the door, with the
wood cutter. "Stop right there!" yelled the wood
cutter. The wood cutter said "Otherwise I'll
chop you up into a bird house!" The wolf ran
away. Granny said "Now let's all have breakfast!"
"What a day of excitement!" Little Red said.

Key stage 1 exercise 3

Pupil A – Piece C: instructions

Context: this piece of writing related to a science topic based on plants and animals. Prior to writing, the pupils planted their own seeds. They noted each step of the planting process. After collectively discussing the features of instruction writing, the pupils wrote their own set of instructions.

Do you know how to plant a seed? Well your
instruct because these are some super ~~best~~
instructions about how to plant a seed.

1. Firstly get some good quality seeds and ~~more~~ a bag
of fantastic soil.
2. Secondly get ~~china~~ ^{china} or plastic plant pot. ~~it is~~
Make sure it's medium!
3. After that put the fantastic soil in the china
or plastic ~~pot~~ plant pot.

Next make three little holes with your little
finger that you'll put your seed in. Make sure
there's 1 seed per hole.

5. Then cover the ~~seeds~~ three seeds with more
fantastic soil.

6. Add water when you ^u have finished ~~there~~ ^{these}

7. Next put the plant pot somewhere where there's sunlight like your window sill. If there is no sunlight there then try in your garden.
8. After that water the seed regularly for the seed to have a drink.
9. Then after you've done all that you can watch it grow.

Key stage 1 exercise 3

Pupil A – Piece D: a diary entry

Context: a diary entry written in role. Before writing this, pupils listened to the beginning of the story 'Grace and Family', explored Grace's character and collectively discussed her thoughts and feelings at this point in the story.

Dear Diary,
What a amazing day m I've had! When I got home from school I suddenly found a letter on the * Kids table waiting just for me. I was amazed! It was from Papa but what could be inside?

I opened the letter and I couldn't ~~believe~~ believe my eyes. There right in front of me was two tickets for me and Nana to go to Africa!

I couldn't wait to go to and see my Papa in Africa. I felt joyful because I have the opportunity to visit Papa in Africa and meet his new family.

But I also feel sad things like when I am away m Ma might feel lonely. I feel puzzled because I don't know what to do. What shall I do?

I decided to go and see my Papa. Will I like it there?
Love Grace

Key stage 1 exercise 3

Pupil A – Piece E: a description

Context: the stimulus for the writing was the opening sequence of the film 'Hugo.' The pupils described the film setting. Before writing, the pupils segmented the film sequence into 3 parts: Paris, the train station and the clock where the boy lives. The pupils worked in pairs to describe the 3 parts and generate vocabulary. This was then shared collectively before the pupils wrote.

What a wonderful place Paris is! Have you ever seen the enormous Eiffel Tower! From above the lights of the city look like twinkling stars from the beautiful sky. In the night the Eiffel Tower lights up brightly. As the snow falls the cars drive carefully because the roads are icy.

What a chaotic train station this is. As you step into it you ^{can} hear all of the trains chuffing and puffing along the train tracks. Also you can hear the conductor shouting "come on and catch your train now!" Others are happy but others are sad because they're leaving their families. As you walk through the train station you can see an eye-catching clock hanging from the ceiling. Oh look there's a boy in the number 4 of the clock. The boy's hair looks very rough! How did he get there? Do you know how he got there?

Pupil B

This collection includes:

- A) a recount of a visit to an athletics stadium
- B) a set of instructions
- C) a retelling of a story
- D) a story
- E) a recount of a visit to a farm

Key stage 1 exercise 3

Pupil B – Piece A: a recount of a visit to an athletics stadium

Context: as part of their work in physical education, pupils visited a local athletics stadium. They then wrote a recount about the activities undertaken during their visit. The pupils self-edited their work.

class 2 went to the e.

On Friday 16th March

We went to the E. to
get fit and to have fun.

First we did the long jump.

it felt ^{very} ~~veree~~ sandy in
my ^{shoes} shoes. At the end I

emptid the sand out ^{of} my
shoo. After that we played a

game ^{of} ~~ov~~ bat and bowl

We ^p was trying to hit the ball

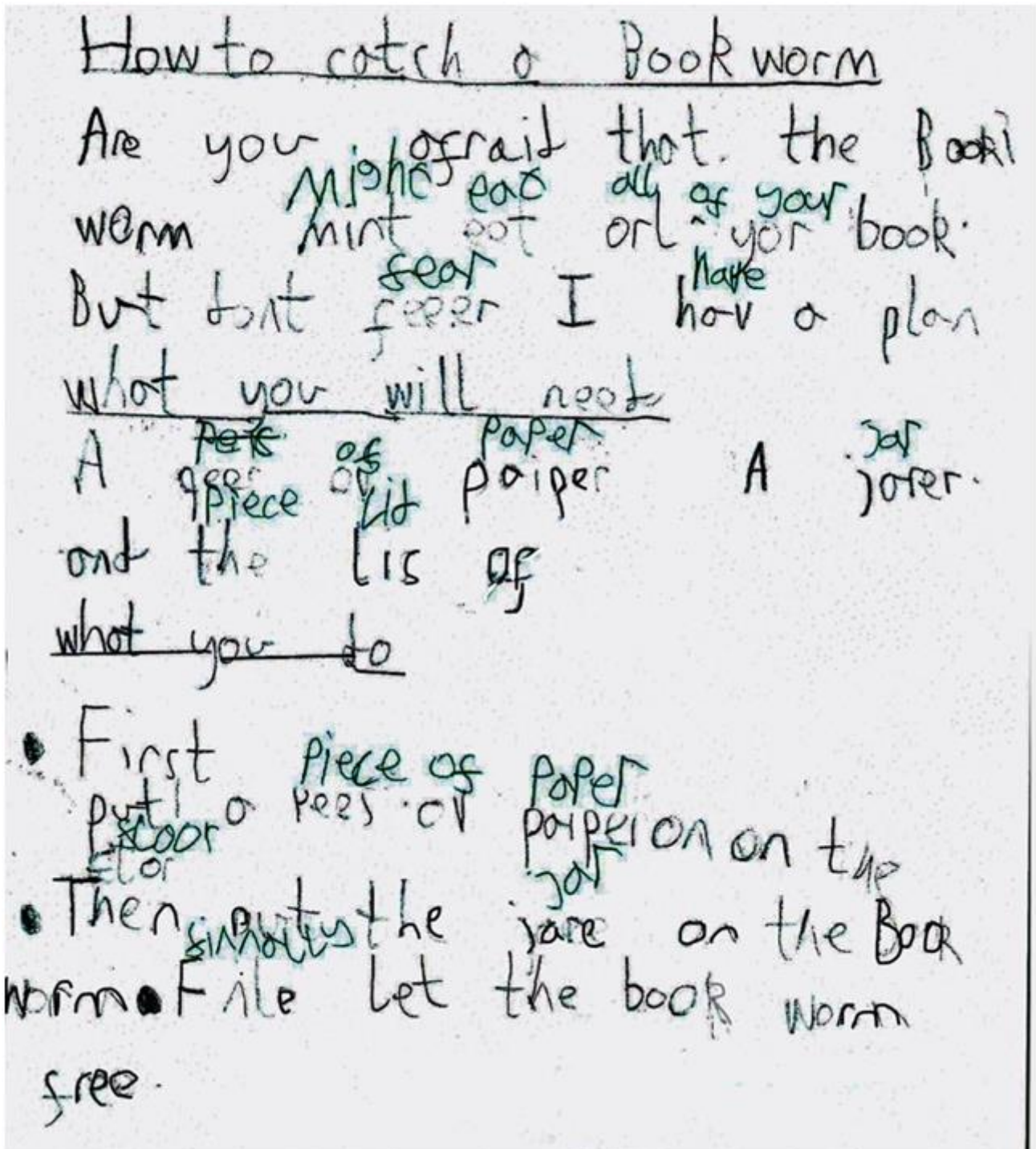
up in the ere. Next we did

the obicilcons. We ran around.

Key stage 1 exercise 3

Pupil B – Piece B: a set of instructions

Context: as part of their *Mythical Creatures* topic, pupils explored stories that involved mythical creatures. They then wrote their own set of instructions about how to catch a bookworm. The pupils self-edited their work.



Key stage 1 exercise 3

Pupil B – Piece C: a retelling of a story

Context: as a class, pupils explored stories which involved animals, including Aesop's Fables. A local storyteller visited the school and told a story about a selfish lion. Pupils then wrote their own version of the tale and self-edited their work.

The selfish Lion
The lion was veriy selgish
he dint let eniy wan in
his cair. one mornin he had
a toothaic that ol the animls
Went in the lions cair and
som animls get leev him to
hav^{Have} a toothaic. and a^A mous^{Mous}
crod in the mooth and he
got his tooth out and the lion
sed to the^{mous} moos^B sorry you for
Maicin my beter and I am^A
going to^X give^{Give} you some
cheese inritum. and^A fang^B for
Maicin my beca^B thank^A you
for^A making^B my tooth better.

Key stage 1 exercise 3

Pupil B – Piece D: a story

Context: after a visit from a local storyteller (see piece C), pupils were supported to plan their own animal story, incorporating a moral. They then independently wrote a version of the story. The pupils self-edited their work.

Smilee's big adventure
Under a ground lived smilee. He doesn't
like to share. He is mad all the
time so that why he doesn't like
to share with any one. He is mad
because his wife did.
In the afternoon smilee was walking
from a desert and the wind was
so strong that he blew to a tree.
He saw some tigers. Tigers like to eat him.
He was scared. Oh no what will I do?
Smilee was too tired to get home
and a friend snail came to save him
and smilee hoped
they went and went on to the snail bar
smilee saw his house he ran to
the snail. Thank you
home. The end. for getting me

Key stage 1 exercise 3

Pupil B – Piece E: a recount of a visit to a farm

Context: as part of their *Farmyard Adventures* topic, pupils visited a local farm. On their return, they wrote a recount of their experience. The pupils self-edited their work.

class2 trip to W_____ Farm

class2 went to W_____ Farm. It was fun. do you want to noo what I have done at W_____ Farm. I will tell you.

First

First I saw some cute tiny pink piglets baby pigs. the baby pig's wer smely. I peteard to be bee's and we checked pollen and necter and we did the wigoal dans. it was fun. funny as well.

I felt so tired after the visitin trip

Pupil C

This collection includes:

- A) a story
- B) a recount
- C) a letter
- D) a retelling of a traditional tale
- E) a set of instructions

Key stage 1 exercise 3

Pupil C – Piece A: a story

Context: as part of a project about dragons, the class shared the book *Tell me a Dragon* (Jackie Morris) and explored a similar story that had been devised by their teacher. After supported innovation sessions, they wrote their own stories independently and self-edited their work.

Ash, Justin and Julia were playing on Ashes laptop. Julia said "I'm bored, do you think it will ever stop raining so that we can go outside?" "If only we can go on an adventure somewhere exciting we wouldn't be bored." "Got the magic stone and I'll make a wish." said Justin. "What a good idea." said Julia. Julia took a little coin from her pocket it was pink, grey and blue with a hole in the middle. She carefully put her finger in the hole. Julia carefully put her finger in the hole and whispered "ohestoro, there wish". With out warning the three friends found themselves on top of a huge cave. They nervously peeped over the edge. There before them lay a family of blue eyed cool crocodiles who were nesting on top. Ash looked at their sharp teeth and their claws. "Do you think that this is a good idea?" Julia whispered in a quiet soft voice. "Do you think that this it might be easier if we were a bit smaller?" said Ash. "What a good idea!" Justin exclaimed. They touched the magic coin and they shrank.

Key stage 1 exercise 3

Pupil C – Piece B: a recount

Context: as part of their learning about Easter, the class visited a local church. They discussed the outing with their peers, recapping the events of the day. Pupils then wrote about their visit, drawing on their prior knowledge of the features of a recount, before editing their piece with support from their 'talk buddy'.

Year two's visit to the church.

On Thursday year two went to the church because we were learning ^{about} ~~about~~ Easter.

The walk to the church.

First Miss C----- put us into ^{pairs} ~~pears~~.
My partner was Y----- We put our coats on and lined up two by two. We walked down P----- Road. It was extremely busy on the road. We had to be careful when crossing the traffic light. Miss C----- told us to keep together. So we didn't have gaps in the lines.

The church

At half past nine we arrived. The church looked old and spooky. We went in and hung our coats on. I felt excited as I have never been to a church before. The lady put us into groups. As we were learning about different things we went in separate parts of the church but Miss ~~W~~ group got mixed up.

Helping our friends

In helping our friends we helped our partners. This is what we had to do. We had to pull our sleeves up, put your hands into the bowl wash each others hands and finally dry each others hands.

Hopes and dreams

In hopes and dreams we got to draw what we hope for. I really wanted a laptop. What do you hope for? Some people wished to be a football player but you will need some practice.

garden

In the garden we had playdough because we made things that ~~are~~^{were} alive and that are plants.

Key stage 1 exercise 3

Pupil C – Piece C: a letter

Context: following their visit to a church (see Piece B), pupils were asked to write a letter of thanks to those who organised the Easter experience for them. Each pupil wrote their letter independently before editing it with support from their peers.

Dear Neil, Leslies, Margaret and Bob,
I'm writing to tell you how much I enjoyed the visit. I hope you don't mind me writing to tell you but I'm telling you things I've enjoyed the most.

Firstly, I enjoyed it when we went into the garden. The man who told us was amazing. I didn't know soldiers took Jesus to the cross.

Secondly, sitting around the table made me feel like I was in those times because I imagined how it was like in those times & Roman times.

Finally, I like to thank ~~you~~ the kind
woman who told us ^{about} ~~about~~ the last supper.
All that ^{real} ~~real~~ good food made me hungry!

Finally, Thank you for the chocolate
lollies to take back home. How ^{brilliant} ~~brilliant~~
you were! Is another class visiting
you?

Have a great ^{Summer} ~~summer~~ holiday.

Thank you

From ---

Miss E --- class

Key stage 1 exercise 3

Pupil C – Piece D: a retelling of a traditional tale

Context: the class explored the traditional tale *Jack and the Beanstalk* prior to planning and writing their own independent version of the story. Pupils were given the opportunity to edit and improve their work before producing the 'final' version.

Jack James and the beanstalk

One upon a time there lived a boy called James who lived with his mum. One day James' mum and James ~~live~~ worked in a school called C----- Primary School. One day Nobody was going to C----- Primary School ~~beas~~ because there was a new & better school.

James' mum told James "Sell these coins" so he did. When he was on the way to the shops, James found an old man. The old man told James "I will trade you some magic beans. Jack traded the coins for the magic beans. When he went back home James' mum was so angry that she ~~threw~~ ^{threw} the magic beans out of the ~~house~~ house.

The next morning James saw a huge beanstalk, James rushed outside and climbed the beanstalk. Ontop of the beanstalk James saw a giant castle and ~~or~~ in the castle there ~~were~~ was gems, diamonds, a giant and gold. James decided to take the gems. This time the giant was sleeping so ~~James~~ James has a good chance of getting the gems and he did.

He climbed down down the beanstalk and showed it to his mum. His mum was so happy so James climbed it up again. This time the giant was counting his coins. James decided to take the diamonds. James was so small that the giant couldn't see him and he took the diamonds. James climbed down the ~~bean~~ beanstalk and took it to his mum and once again James climbed up the beanstalk. The giant was sleeping again. James decided to take the coins. When he went outside one of the coins fell and the giant woke up. The giant was chasing him. After they both were climbing down but when James climbed down he found an axe and cut the ~~beanstalk~~ beanstalk and they lived happily ever after.
the end

Key stage 1 exercise 3


Pupil C – Piece E: a set of instructions


Context: during their exploration of the story *Jack and the Beanstalk*, pupils created and drew their own version of the giant's castle. They were then asked to write a set of instructions to help others recreate their castle.


How to draw the giants castle

Wish you could ^{draw} ~~draw~~ like your friends? ^{fairytale} If are you ever wanted to draw ~~fairytale~~ castles? Well now you can with these easy to follow steps

What you will need

• pencil 

• colouring ~~colouring~~ pencils 

• A4 paper 

Method (how to do it)

1. Get some A4 paper pencils and colouring pencils

2. Turn your A4 paper landscape,

3. Draw a long rectangle but dont the edges reach the edges.

4. next draw two verticle rectangles next the ^{middle} ~~bottom~~ rectangle but stop before you reach the top

5. After that draw a verticle rectangle on top of ^{each} the tower

6. Draw a square on top of the middle tower and draw a triangle on top of the square.

7. When you have added flags to each tower add bricks to the tower.

8. Don't forget to add a door and some windows because the giant won't be able to get in or out.

9. Finally add decorations. It can be flowers, bricks or even gold coins! How amazing! Now you have a castle. If it for a giant should you add any more decorations of your own?