



Key stage 1 English writing standardisation exercise 3 commentaries

Pupil A – working at the expected standard

This collection includes:

- A) a diary entry
- B) a story
- C) a recount
- D) a non-chronological report
- E) a 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 diary entry (piece A) describes events from the Great Fire of London. A story (piece B) draws on the adventures of ‘Traction Man’. A recount (piece C) shares details of a class visit to a wildlife park. A description (piece E) provides a first-person view of a selected picture.

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 a range of appropriate sentence forms. Vocabulary choices enhance detail. Co-ordination supports the sequencing of ideas and events and provides additional information. Some subordination further develops the links between events and gives reasons for actions and outcomes. Tenses and person are maintained overall and correct demarcation supports coherence.

In the diary (piece A), events are simply organised under subheadings identifying the days of the week. Each section succinctly describes the writer’s observations of the fire. The use of ‘Today’ and ‘Finally’ adds some further order within the excerpts. Co-ordination aids coherence by linking 2 clauses (*Today is Sunday and I saw flames... the fire seems to have*

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slowed down and London was destroyed), whilst the subordinating conjunction 'when' identifies the character's response to the fire (*I couldn't believe my eyes when I saw fire and smoke*). Simple past tense is maintained throughout the piece with some attempt to use the present tense. Some specific vocabulary choices and phrases support description of the fire and its impact (*flames... people ran away... smoke... very hot... destroyed into pieces*).

A superhero story (piece B) is coherently presented through the opening sentence establishing Traction Man as prepared for action (*quickly got ready for his next adventure*) and a description of his superhero costume (*wearing a bright blue top, a black and yellow belt*). This is followed by a series of simple events with some use of sequential phrasing (*When Evil Scissors had his back turned... After a bit Evil Scissor shark was angry*) and a concluding sentence reflecting the superhero's response to the day (*It's all in a days work*). Co-ordination is used to link actions (*Traction Man jumped out and he said*) as well as to expand description (*blue pants and a bit of brown on his top*). Subordination is used to explain the emotions of the superhero's foe (*was angry because he wanted to defeat him*). The adventure is appropriately written in the past tense (*Traction Man jumped onto the green, long curtaing... What a horrible villain he was!*), including the past progressive (*because Scissor shark was coming*). The use of the present progressive form explains his method of capturing his enemy (*I am going to tie him up*) and a suitable use of the present simple to end the piece (*It's all in a days work*). Noun phrases describe (*blue pants and a bit of brown on his top... jumped onto the green, long curtaing... horrible villain*), whilst adverbs indicate the manner in which things are done (*quickly got... quickly swang... he said quietly*).

The first person description of life in a Kenyan village (piece E) begins with an opening sentence that establishes the location (*I stood in a bright, sandy desert surrounded by*) and then proceeds to describe the emotions and sights from the perspective of the viewer. Sentences predominantly begin with a subject plus verb structure using the past tense (*I felt... I saw*) or 'could' to express past possibilities (*I could hear... I could smell... I could feel*). There is variation in the use of noun phrases to specify locations and vary sentence forms (*in the distance... All around me... over the clouds... tuching my hand*) and simple noun phrases also aid further description (*brown mud huts... bare trees... hot sun... light, brown gates*).

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

In the recount of a visit to a wildlife park (piece C), the pupil demonstrates that they can write about real events, recording them concisely and clearly. The piece is organised chronologically with sequential phrases precisely used to direct the reader through the events of the day (*Yesterday... First we... Next we... After that... Finally*). The past tense and use of first person is maintained throughout the piece. Descriptive details of the animals observed during the trip are provided (*we saw the meacats, baboons, painted dog and mara's... Two of them were kissing... A black bear was inside because he had a Poly leg*) as well as personal reactions (*They were amazing!... It was amazing!... They were ginormas!*). The piece concludes with the pupil reflecting upon their favourite animal (*My favoute animal was the cheater!!!*).

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 with capital letters and full stops, but with a few omissions. Where questions have been included, these are correctly demarcated with question marks – for example, in the non-chronological report (piece D) (*What is the weather like in Kenya?... How do you travel in Kenya?*)

There are no instances where question marks have been omitted when they would be required.

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 diary (piece A) opens with an appropriate use of present tense (*Today is Sunday*) and is then followed by the simple past tense which is maintained throughout the piece (*I saw flames... people ran away... My mum said... I visited St. Paul's*). However, there is some confusion in the use of tense in the concluding sentence (*the fire seems to have slowed down and London was destroyed*).

Within the recount (Piece C), the simple past tense and first person are used appropriately to relate events (*we went... we saw... we got on*). The past progressive tense is used to describe the actions of the polar bears (*Two of them were kissing*).

The non-chronological report (Piece D) is appropriately written in the simple present tense throughout, providing factual information (*Kenya is... there are lots of animals... it is hard to drive on the roads because it is so slippery*) as well as a first person viewpoint (*I think Kenyas school looks very brown*).

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 correctly and some subordination.

In the story (piece B), co-ordination is used to link related activities (*Scrubbing Brush came to save Traction Man and Scrubbing Brush's friend also helped... Traction Man jumped out and he said*). The subordinating conjunction 'because' is used to explain Traction Man's reaction to the arrival of his enemy (*swang on the curtains because Scissor shark was coming*). The use of the subordinating conjunction 'when' is used to pinpoint the moment Traction Man approached his nemesis (*When Evil Scissors had his back turned Traction Man jumped out*).

Within the non-chronological report (piece D), the co-ordinating conjunction 'but' is used to link 2 related clauses (*Schools are free but they have to buy*). The subordinating

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conjunction 'when' is used to identify the impact of wet weather (*When it rains it is hard to drive*), whilst the use of 'because' attempts to provide a reason for the cold climate on the coast (*it's very cold because normally in Kenya the coast is cold*), as well as to explain why wet roads are hard to drive on (*because it is so slippery*).

In the description (piece E), co-ordination is simply used to link vocabulary choices and expand detail (*I felt so hot and so hungry... bare trees and a blue sky*). The use of subordination conveys reasons for the narrator's feelings (*I felt upset because I wanted it to rain... I felt bored because there was nothing to do*).

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

The pupil can segment spoken words into phonemes and can represent these by graphemes spelling some words correctly – for example:

- in the diary entry (piece A) (*visited... slowed*)
- in the story (piece B) (*bright... Scrubbing*)
- in the recount (piece C) (*lunch... crunchy*)
- in the non-chronological report (piece D) (*weather*)
- in the description (piece E) (*smooth... clouds*)

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

- in the diary entry (piece A) (*destroid*)
- in the recount (piece C) (*erly... allso... ait*)
- in the non-chronological report (piece D) (*volcainows... elifents... geraffs... shair*)
- in the description (piece E) (*surounded... disstence... breaz*)

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 diary entry (piece A) (*people... eye(s)... should... every*)
- in the story (piece B) (*because... Mr... Mrs... After*)
- in the recount (piece C) (*half... past... beautiful... water... even*)
- in the non-chronological report (piece D) (*cold*)
- in the description (piece E) (*could*)

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 sizes, orientation and relationship to one another and to lower-case letters. There is some inconsistency in the size of 'i' which is often the same height as many ascenders. Sometimes, the letters 'p', 'g' and 'y' are not positioned on the line or aligned to the positioning of lower-case vowels formed with the base of the letter, however, this does not preclude the collection from meeting this 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 of the statements for this standard are met.

The pupil can write simple and coherent narratives, including about a real event, and can adapt the form of their writing according to the required purpose – for example, by writing from a first person perspective in a personal recount (piece C) and by using questions as subheadings in the non-chronological report (piece D). However, across the collection, the pieces do not yet demonstrate the pupil's ability to write effectively for a range of purposes and there is limited evidence of the pupil drawing on their reading to inform the vocabulary and grammar of their writing.

The Traction Man story (piece B) attempts to engage with the reader through the use of descriptive noun phrases which help to visualise the superhero, but these are primarily focussed on colour (*a bright blue top, a black and yellow belt, blue pants*). The inclusion of an exclamation sentence emphasises the character of 'Scissor Shark' (*What a horrible villain he was!*). A concluding sentence which sounds like the voice of a superhero shrugging off the earlier battle (*It's all in a days work*) shows an emerging awareness of the reader and use of storytelling language. However, the limited development of characters detracts from the overall effectiveness. In the diary (piece A), there is some detail to describe the events (*I saw flames people ran away!*) and the feelings of the observer (*I couldn't believe my eyes*), but this is limited. Within the non-chronological report (piece D), content is not coherently linked to the question subheadings. For example, the pupil includes information about animals under the section about the weather (*In Kenya there are lots of animals like*). The description of the Kenyan village (piece E), provides some simple imagery and is mainly composed of a series of repeated sentences beginning with first person and verb (*I felt upset... I could feel the breaz... I felt bored*).

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Whilst appropriate to the purpose of writing, vocabulary choices lack the richness and diversity of those drawn from their reading. Single clause sentences and simple noun phrases provide only limited detail to draw the reader in effectively or build up imagery (piece A) (*The fire was very hot*), (piece C) (*our beautiful lunch... We saw big ginnyie pigs*) and (piece E) (*big, bright sun... brown cows... and a blue sky... I could smell the people cooking food*).

The use of suffixes to spell most words correctly is limited to mostly year 1 suffixes, primarily focussed upon 'ed', 'ing' and 'ly'. Those that are used are mostly correct (*visited... quickly... scrubbing... thanked... beautiful*).

Pupil B – working towards the expected standard

This collection includes:

- A) a report
- B) a fictional diary entry
- C) a recount
- D) a description
- E) a narrative

All of the statements for 'working towards the expected standard' are met.

The pupil can, after discussion with the teacher, write sentences that are sequenced to form a short narrative (real or fictional)

Within the collection, narrative is demonstrated through a diary entry (piece B), which is based upon a character's perspective from 'I'll Take You To Mrs Cole!' by Nigel Gray. A recount (piece C) describes events from a class trip to a local observatory. A narrative (piece E) tells a short story inspired by 'Bob and the Moontree Mystery' by Simon Bartram.

The pupil uses some sequencing to recount simple events within the diary (piece B) (*today I ran away... After twenty minutes I finally*). In keeping with a recount, the piece uses the simple past tense (*I ran... My mum said... I got lost*). The concluding sentence, in conveying a future action is appropriate (*I will talk to morow*). Vocabulary choices are simple but provide some related description (*clean the basement... cobwebs and spiders... lost in the middle of the woods*). The co-ordinating conjunction 'but' links 2 clauses, highlighting the delay in arrival (*I ran to Grandmar Ireens house but I got lost*), whilst the use of the subordinating conjunction 'because' provides the reason for not wanting to clean the basement (*because its ful of cobwebs and spiders*).

In the recount of the trip to the observatory (piece C), the pupil has used the sequential phrases provided by the teacher to create sentences and logically order the events of the day forming a short narrative. The subsequent sentences and vocabulary appropriately extend ideas (*When we got there we went to see the big telisoap. The taliscoap was white and mrs _____ toock a foter graf of it*). The simple past tense is used appropriately (*we went... I fell asleep... was white... we ate... I was verry tired*). The co-ordinating conjunction 'and' is used to connect clauses (*The taliscoap was white and mrs _____ toock a foter graf*) and link nouns within a sentence (*an apll and a cookey*).

The opening of the narrative (piece E) sets a context of time and location (*It was Friday morning in space*) and establishes the principal character (*Jimmy From Jupiter was cleening the planet*). The plot is ordered using some sequential phrases (*Taht night... The next mornig*). Vocabulary choices provide some detail to the reader in the form of verbs (*bounced... Thincing about... crashed... started to grow*) and noun phrases (*glowing, sparcly coin... Little peep... black hole... big bounsy mush room... black growing crystals*).

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The past tense is used with some evidence of simple and progressive forms to show ongoing actions and to aid sequencing (*was cleaning... couldnt stop Thincing about... He crashed into... The mushroom started to*). The use of the subordinating conjunction 'when' identifies the point at which Jimmy made his discovery (*Jimmy was cleaning the planet when he Found a glowing, sparcly coin*).

The pupil can, after discussion with the teacher, demarcate some sentences with capital letters and full stops

Across the collection, there is sufficient evidence that the pupil can recognise sentence boundaries by correctly demarcating most sentences with capital letters and full stops. This goes beyond the requirements for working towards the expected standard.

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

The pupil can segment spoken words into phonemes and can represent these by graphemes spelling some words correctly – for example:

- in the report (piece A) (*planet... rocky... hide... sticky... under*)
- in the fictional diary entry (piece B) (*basement... clean... woods*)
- in the recount (piece C) (*morning... about... coach... tired*)
- in the description piece (D) (*broken... slimy*)
- in the narrative (piece E) (*space... glowing... coin... mushroom... growing*)

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

- in the report (piece A) (*botem... darck... favoret... tacke*)
- in the fictional diary entry (piece B) (*beez... Grandmar*)
- in the recount (piece C) (*foter graf... cookey*)
- in the description (piece D) (*cract... caJe*)
- in the narrative (piece E) (*cleening.... sparcly... bounsed... Thincing*)

The pupil can, after discussion with the teacher, spell some common exception words

Across the collection, the pupil provides evidence that they can spell some common exception words, most of which are drawn from the year 1 examples in appendix 1 of the national curriculum – for example:

- in the report (piece A) (*They... Some... you*)
- in the fictional diary entry (piece B) (*today... My... the... house*)
- in the recount (piece C) (*we... there... go... school*)
- in the description (piece D) (*she*)
- in the narrative (piece E) (*he*)

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There is also some evidence of year 2 common exception words – for example:

- in the report (piece A) (*eye(s)*)
- in the fictional diary entry (piece B) (*because... After*)
- in the description (piece D) (*floor*)
- in the narrative (piece E) (*would... could(ent)*)

The pupil can, after discussion with the teacher, form lower-case letters in the correct direction, starting and finishing in the right place

Across the collection, lower case letters are mostly correctly formed and start and finish in the right place.

The pupil can, after discussion with the teacher, form lower-case letters of the correct size relative to one another in some of their writing

In some of the pupil's writing, lower-case letters are of the correct size relative to one another. At times, the height of some ascenders is inconsistent – for example, in the letters 't', 'l' and 'b', but across the collection, there is sufficient evidence to meet the statement.

The pupil can, after discussion with the teacher, use spacing between words

Across the collection the pupil demonstrates spacing between words.

Why is the collection not awarded the higher standard?

This collection has not been awarded 'working at the expected standard' because not all the statements for this standard are met.

The pupil demonstrates that they can produce ideas that are simply sequenced. However, some of the pieces lack the required coherence. The diary (piece B), although very short, contains some descriptive phrasing for the reader and identifies why the character ran away and where to, but this is not developed, and the piece ends abruptly. Within the recount (piece C), there is a reliance on using sequential phrases provided by the teacher to construct the overall form of the piece and activities are simply described with minimal detail or expansion. In the description (piece D), the initial opening section provides imagery of the house in a list-like form and coherence is weakened when the pupil begins to write about Mrs Cole.

Most of the pieces consist of a series of statements with limited expansion of ideas through the use of co-ordination or subordination. Where co-ordinating conjunctions are used, they are generally limited to 'and' with some missed opportunities. Although there is use of subordination in the report (piece A) to describe why the aliens live at the bottom of craters (*because its darck and they can hide*), the pupil could have further expanded other ideas to aid coherence. Within the description of the trip to the observatory (piece C), there are missed opportunities to link clauses (*I was very tired it was fun*). In the description (piece D), the use of co-ordinating conjunctions is limited, resulting in a list-like series of

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statements. There is no use of subordination to develop content and provide an explanation of the condition of the house or why the residents are treated in such a manner by Mrs Cole. Within the story (piece E), subordination is evidenced through the use of 'when' to connect events but there is no use of co-ordination to link clauses and so the tale becomes a series of single clause sentences.

The pupil is not yet secure in the use of question marks, with the one instance required. There is an omission in the use of a question mark (piece E) (*What would happen next*).

Pupil C – working at greater depth

This collection includes:

- A) a diary entry
- B) a story
- C) a letter
- D) a non-chronological report
- E) a recount

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 for different purposes, drawing on their reading to inform the vocabulary and grammar of their writing. Inspired by reading ‘Vlad and the Great Fire of London’ by Kate Cunningham and ‘The Baker’s Boy and the Great Fire of London’ by Tom Bradman, a diary entry (piece A) describes an escape from London. Following a reading of ‘The Kapok Tree’ by Lynne Cherry, a story (piece B) was created from the perspective of the tree. A letter to the author (piece C) identifies the pupil’s favourite parts of a book and asks questions. A class topic on rainforests results in a non-chronological report (piece D) being presented as a booklet focussing on different animals. A recount (piece E) expresses the enthusiasm about a day trip during the school holiday.

In each of the pieces, overall coherence is supported by a range of organisational features.

The diary entry (piece A) is structured with the date and ‘*Dear Diary*’ and ends with a description of personal feelings, appropriate to a diary. The letter (piece C) also has an appropriate greeting and sign off. Both the non-chronological report (piece D) and the recount (piece E) use subheadings to structure the writing into topics or events. In the non-chronological report, the same subheadings, phrased as questions (*What do they eat?... Where do they live?... What do they look like?*), are used for each of the 3 animals described which provide the reader with comparable information. Pictures with captions are also used to provide additional information. Coherence is supported by the effective use of synonyms and pronouns to avoid repetition (*These ferocious predators... they use their tail... The terrific animals... These awesome creatures*). In piece E, the pupil uses time-related words to signal the sequence of events (*On Thursday... On Sunday... First... Also I liked*).

In the story (piece B), the writing opens with a description of the setting and the 2 main characters before the storyline moves to a different setting which includes dialogue. This provides variety and clarity for the reader, for example, statements (*Both boys hit the ground in a very different wood.*), commands (*“Hey watch where you’re going.”*) and

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questions (“*Ow can you stop hurting me?*”). This extended piece maintains coherence, making effective use of co-ordination to link ideas (*He was sometimes nervous but very brave... “Don’t cut down my home and don’t make the other animals homeless or we’ll all become dinner instead and I don’t want to become dinner”*). Subordination is used to provide additional detail of events and reasons (*HELP!! They cried as they wizzed through a green portal... “If you cut me down most of the animals won’t have a home.”... When he was at the bottom he went over... don’t cut down the amazing Kapok tree because it’s my home*).

The pupil uses tenses. In the diary (piece A), the simple past tense is used principally to describe the events experienced by the boy and his family (*I tumbled out of bed... HELP! I thought*). At the end of the piece, the writing shifts appropriately into the present tense as the writer explains his current location and his thoughts (*I wonder what London looks like now?... I’m at my friend’s house now... I hope the fire isn’t coming this way*.) The story (piece B) also uses a range of tenses. It is told using the past tense, both simple and progressive forms (*it looked like a pebble but it was glowing*) and the pupil successfully shifts to the present tense for dialogue (*“If you cut me down most of the animals won’t have a home.”*). In the letter (piece C), the pupil moves effectively between the past and present tense to explain to the author of the book the reason for writing the letter (*I am writing to you because your book tells us some amazing facts about the rainforest... I never knew that if you cut down the trees*) and what they like about the book (*My favourite part of the story was... I love how you think animals depend on each other*). Modal forms – not a key stage 1 (KS1) requirement – are used to explain what the writer will do as a result of reading it (*I will try my best to tell people not to cut down trees but first I should learn how to keep rainforests safe*). In the non-chronological report (piece D), the writer uses the simple present tense to provide information about each of the 3 animals (*These ferocious predators eat toucans, monkeys and fish... Howler monkeys are herbivores... Toucans live high in the canopy*).

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

In the diary (piece A), the opening sentence sets the tone for the piece (*Today was dreadful!*). This is followed by additional detail about the anxiety and emotion felt by the writer which is presented through the use of well-chosen vocabulary (*I tumbled out of bed to see a thick, grey cloud of smoke and the terrified maid shouting FIRE!... We caught a boat just in time as the flames rose up... I hope the fire isn’t coming this way*). Noun phrases provide specific detail about the events (*thick, grey cloud of smoke... steep stairs... enormous fire... hot and boiling flames*), bringing the reader closer to the action. Co-ordinating conjunctions link events (*he quickly grabbed me onto the other roof and then the rest of my scared family... lots of other people helping but it didn’t work*).

In the story (piece B), the pupil successfully draws on the original tale of the Kapok tree, initially setting the scene and then writing from the tree’s perspective. The contrast between ‘the woods’ at home and the alternative reality of the Kapok tree is made clear (*WHAM!!! Both boys hit the ground in a very different wood*). Vocabulary is used effectively to paint a

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picture of the jungle (*silent silky boa constrictor that sneaks silently through my leaves... The sneaky jaguar hangs lazily in my long branches*) and reflect the language of the original text (*lulled to sleep... Chop, Chop "Ow, Ow, Ow..."... was now slithering*). Other story-telling language drawn from the pupil's wider reading is used (*In a tiny village... One bright summer's day... Spider monkeys climb up, up, UP right up to the top of me... and soon enough he was fast asleep... Suddenly the man opened one eye, then the other*).

In the letter to Lynne Cherry (piece C), the pupil uses the author's words (*the roots will wither and die... dry and dusty desert*) and refers to her ideas (*when the sloth was talking in a sssslllllloooooowwwww, deep and lazy voice... how you think animals depend on each other*). The pupil also provides reasons for their thinking using subordination (*because it is funny and clever because a sloth is a lazy animal... because I have learnt about food chains and habitats at school*). Questions are used to engage the reader and expand on the writer's reason for asking (*Have you written any more books? If you have I'd like to read them... I can't decide between a magnificent poster or a terrific powerpoint. Can you help me choose?*).

The introduction to the non-chronological report (piece D) is written using a conversational tone where the pupil addresses the reader directly (*you will learn about... If you want to find out more keep reading!*). The pupil uses synonyms and varies the form of the verb to reduce repetition and maintain the reader's interest (*You will learn... you'll find out... you'll be learning*). Use is also made of exclamations to express the writer's interest in the topic (*LOVELY!... WOW!... Cool!*). The writer also uses noun phrases to add detail to the description (*blunt teeth... lovely brown fur... awesome, amazing and terrific claws... tallest trees... fearsome predators... colourful beaks... shady surroundings*) and phrases taken from their wider reading to engage the reader (*ambush their prey... the very tops of the canopy... up, up, up up to the very top*). Subject specific vocabulary is also used (*understory... rosettes... camouflage... herbivores... canopy... omnivores*). Use is made of subordination to explain the reasons for the characteristics and behaviour of the rainforest's inhabitants (*because it helps them camouflage... because they need to escape predators... because they eat meat and fruit*). The pupil has also used multi-clause sentences which are controlled well (*They normally hunt in the canopy but they live in the understory of the rainforest because that is where most of the food is.*).

Sequencing phrases in the recount (piece E) direct the reader through events (*In my super half term... On Thursday... On a sunny day... First... Also*). The writer's enthusiasm is expressed through the use of adjectives (*amazing... fun... terrific... lovely*), exclamations (*They were just awesome!... Mmmmm!... YUM! YUM!*) and emphasis (*I didn't just have a normal lunch I had an AMAZING barbecue.*). Additional detail is provided through the use of subordination (*My favourite was the eagle because it looked like it was soaring through the air*) and relative clauses (not a KS1 requirement) further demonstrate the pupil drawing on their wider reading to inform the grammar of their writing (*some friends who have moved away to _____ and who I don't see much... my snack which was a delicious ice cream... quinoa salad which was tasty*).

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 diary entry (A):
 - the word *Brave* has been added to describe the father, *towering* has been added to describe the roof and *as the flames rose up* has been added to conclude a sentence
 - there are also revisions – *We ran down* had been revised to *We started shouting fire!* and *see the firemen running* has been revised to *see the fireman and lots of other people helping*
- in the story (B):
 - the word *long* has been added to *long branches* and *because* has been added to explain why the amazing Kapok tree shouldn't be cut down
 - there are also revisions – *One day* has been changed to *One bright summer's day* and the word *very* has been changed to *extremely*
- in the recount (E), the word *called* has been changed to *with one of our friends*

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

- in the diary entry (piece A) *made* has been corrected to *maid*
- in the story (piece B) the word *thought* has been corrected to *through*, *tree* has been added to *great Kapok tree*, and the word *when* has been inserted in *listening to the toucan's song when suddenly*
- in the letter (piece C) *frist* has been corrected to *first*
- in the recount (piece E) *thursday* has been corrected to *Thursday* and *normaly* has been corrected to *normal*

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 mostly correctly throughout the collection.

There is sufficient evidence to demonstrate that the full range of punctuation taught at KS1 is used mostly correctly.

The pupil uses question marks correctly – for example:

- in the story (piece B) (*Ow can you stop hurting me?*)
- in the letter (piece C) (*Did you enjoy writing it?... Have you written any more books? ... Can you help me choose?*)
- in the non-chronological report (piece D) (*Where do they live?... What do they look like?*)

The pupil uses exclamation marks – for example:

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- in the diary entry (piece A) (*Today was dreadful!... HELP!... We started shouting fire!*)
- in the story (piece B) (*There was only one thing that made the forest like this... MAN!... Chop! Chop!*)
- in the letter (piece C) (*I really enjoyed it!*)
- in the non-chronological report (piece D) (*If you want to find out more keep reading!... A mouth full of sharp fangs!... and they've got a fish!... AMAZING!*)
- in the recount (piece E) (*We also went on lots of terrific wooden climbing equipment!... It was lovely!... YUM! YUM!*)

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

- in the non-chronological report (piece D) (*mango, plants, frogs and sometimes insects*)
- in the recount (piece E) (*mayonaise, cheese and burger roll*)

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

- in the diary entry (piece A) (*friend's house*)
- in the story (piece B) (*bright summer's day... toucan's song*)

The pupil uses apostrophes for contractions – for example:

- in the diary entry (piece A) (*didn't... I'm... isn't*)
- in the story (piece B) (*you're... there's... won't... don't... we'll*)
- in the letter (piece C) (*I'd... can't*)
- in the non-chronological report (piece D) (*he's... you'll... it's... they've*)

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

All of the common exception words used from both year 1 and 2 lists are spelt correctly:

- in the diary entry (piece A) (*could... people*)
- in the story (piece B) (*eye(s)... Both... most... Even... climb... every... only... After... again*)
- in the letter (piece C) (*because... any... should*)
- in the non-chronological report (piece D) (*find... water... GREAT*)
- in the recount (piece E) (*half... who*)

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 diary entry (piece A) (*dreadful... quickly... grabbed... coming*)
- in the story (piece B) (*suddenly... carefully... silently... extremely... slithering... mischievous... homeless... hopping*)

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- in the non-chronological report (piece D) (*loudest... normally... shady... darkness... higher... tallest... fearsome... heroic*)
- in the recount (piece E) (*wonderful... wooden... tasty*)

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 letters are secure.