



Key stage 1 English writing standardisation exercise 3

For the purpose of this standardisation exercise, you should assume that discussion with the teacher during the moderation visit has satisfied you 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.

You should not assume that the exercise includes one collection from each of the standards within the [English writing framework at the end of key stage 1](#): working towards the expected standard, working at the expected standard or working at greater depth. Each collection should be judged individually.

Please ensure that you note your answers down clearly and correctly, and give them to the person overseeing the standardisation exercise once completed. There is no template for you to record your responses. You will need to record your responses using a format agreed within your local authority.

Pupil A

This collection includes:

- A) a story extract
- B) a recount
- C) an informative article
- D) a diary entry
- E) a character description
- F) an information text

Key stage 1 exercise 3

Pupil A - Piece A: a story extract

Context: after exploring *The Disgusting Sandwich* (Gareth Edwards) as a class, pupils wrote their own version of the story.

The disgusting Sandwich

In the wonderful town of Ektor there was a park and in the park by the way this is plot one of those Saxon farming stories. Anyway lets get on shall we? No no no! dont go away! Right! In the wonderful town of Ektor there was a park and in the park lived a ginger and white fox. It had the sharpest teeth I had ever seen in my life. This is what I saw. In the park there was a terrible cacophony that echoed around. Grrrrr. The foxes tummy was rumbling! The foxes tummy was rumbling so loudly that the whole of mill street could hear it. The fox wondered about what he could eat. Maybe he could go to a Mexican restaurant and wear a Sombrero but it would embarrass him, I mean who would of thought they would've of seen a fox in a restaurant. Anyway the fox was playing pirates with his ^{cutlass} ~~cutlass~~ and his telescope. When he was looking through his telescope he saw a glamorous pic the ^{fox} had one million tiny sparks in his big brown eyes.

Key stage 1 exercise 3

Pupil A - Piece B: a recount

Context: after reading *The Disgusting Sandwich* (Gareth Edwards), pupils attended their own year 2 'disgusting party'. They then wrote a recount, detailing their experience.

The Disgusting party

On Tuesday this week at _____ primary school there was a disgusting party. Do you want to know how exciting a disgusting party is? Read on if you do.

First I went to the hand painting. A _____ teamed up with me and we kept on making combinations. Then H _____ teamed up with us and we made 2018 with our hands. It was super messy, I had every single ^{colour} ~~colour~~ put on my hands! My favourite combination was black, red, green and blue. I loved that activity.

Next I did the gravy painting. Me, H _____ and A _____ did a humorous picture that said: IT'S PARTY TIME!!! with a clock that said 1:00:00 because we were not done yet...

After that Me, A _____ and H _____ were waiting for about one minute fifty four seconds just to do the party

bowls. So while we were waiting we planned
The next episode of Super Heroes go 2. Suddenly
it was our turn. I saw a bowl of feathers. I didn't know
why it wasn't on the challenge. I put my right hand into
the first prey bowl. I guessed peas because the thing
was cold but it was actually beans. I moved one step
side ways. Then I dipped my hand again and guessed
Jam but it was Jelly. On my final go I guessed rice
and I was right. I felt victorious!

Finally we had our cake. I have an allergy to nuts so
I had another cone I liked it. What great fun I had!

Key stage 1 exercise 3

Pupil A - Piece C: an informative article

Context: as part of their *Regal Royal* topic, pupils read *The Queen's Knickers* (Nicholas Allan). They discussed ideas for a pair of knickers that might be worn at a royal wedding, and how they might be protected, before writing an informative article to describe and explain their design.

The Queen's Knickers

Her Knickers are kept in a guarded locker with the toughest soldiers. The Knickers are red, blue and yellow. The only part that is yellow is the ^{jewels} ~~open~~ on the bottom line next to the two antidote bottles. They are not to drink they are to spray because you will waste the liquid that makes you better. They have now been updated. ~~It recently had confetti.~~ They are now so special ^{that} the Queen herself has to guard them as well. Now they as well as having the colours it now also has a cool new picture called ~~love~~ world. It's Meghan and prince Harry in a heart of love. There was also a word added on ^{which} said congratulations. These Knickers were made in 1982. The last ones were too small by the age 86. There used to be just confetti but now there are confetti shooters. Now that's one nice update! What amazing Knickers they are!

Key stage 1 exercise 3

Pupil A - Piece D: a diary entry

Context: as part of their *Regal Royal* topic, pupils explored the royal wedding of Prince Harry and Meghan Markle. They were then asked to write a diary entry from the perspective of the Queen, incorporating their previous work based on *The Queen's Knickers* (Nicholas Allan).

Dear Diary

I had the most epic day of my life today. As soon as I woke up this morning the sun was shining through the curtains. It was super early but I didn't want to be late! I saw my awesome updated Knickers hanging on the wash bucket ready for me to wear. I also ^{wore} a dress.

By the time that was done it was time for breakfast.

Then I took my corgis for a walk aka ~~walks~~ walkies.

Finally I got ~~chance~~ ^{chance} to brush my Calready clean 2 teeth.

Now it was the time that the corgis had all been waiting for - feeding time!

At the wedding there were lots of page boys and flower girls. I saw millions of flashing cameras. There were millions of celebrities. Also I saw Elton John the person who sung rocket man. I ate the nicest food at the wedding. The cake was elder flower and lemon. What a lovely cake it was.

After the wedding I went home and went to sleep. What a good wedding it was!

Key stage 1 exercise 3

Pupil A - Piece E: a character description

Context: after reading *The Gruffalo* (Julia Donaldson), pupils wrote a character description of the gruffalo, drawing on, and expanding, the language from the book.

The gruffalo
The gruffalo has purple spikey prickles all over his dirty back full of bugs and flies! Did you know that when the gruffalo gets mad its whole body goes red? Well it's true! The gruffalo has a big long tail to whip at its enemies. Here's another amazing fact for you. The gruffalo is twice the size of a whale shark! Big, right? The gruffalo lets his long nails grow so whenever he walks they start to wobble and hurt. They are very long nails. Did you know that gruffalos are related to hedgehogs because their purple prickles protect it a gruffalo from predators like hedgehogs do. The gruffalo's eyes are a very bright orange colour. In common gruffalos eyes are orange so that they are not blind like bats. All gruffalos have tusks to headbutt its prey.

Key stage 1 exercise 3

Pupil A - Piece F: an information text

Context: as part of their *Amazing Creatures* topic, pupils explored a range of non-fiction texts about different animals. They then discussed ideas for their own mythical creature and wrote an information text about their creation.

Acklay

An acklay looks like a dragon. It has seven massive nuclear horns for executions they're pretty sharp. They are sharper than a velociraptor's claws or a mosasaure's teeth! It has a pink body. An acklay's body ^{is} pink because it has 1 million hearts. It has a fat blue laser tail. It has red eyes and a red face.

What does an Acklay eat?

Acklays normally eat humans but their favourite meal is a flizzard but its really important food is its shedded skin because its ~~at~~ a half dragon

half reptile-a dreptide. Most Acklays eat lizzards but less of the population eat turantuls-Ring baboon turantula's they never go to sleep so that they can hunt for prey at night.

Where does an Acklay live?

An Acklay ^{normally} lives in an arena where their cages are. The planet is called geonosis. It's absolutely full of lava! It's one of the hottest planets in the lost galaxy!

What are Acklays powers?

An Acklays powers are really powerful here are all of them: Sharp stomper: basically sharp stomper is when they stomp really hard on the ground to make an explosion. Evil symbols: An evil symbol blaster is when the Acklay blasts triangular shapes off his tail of laser.

SPECIAL POWER! Electric breath: Electric breath is when the Acklay breaths out electric. Now that's one great power alright!

What horrifying creatures they are!

Pupil B

This collection includes:

- A) a retelling of a traditional tale
- B) a story opening
- C) a recount
- D) a collection of letters

Key stage 1 exercise 3

Pupil B - Piece A: a retelling of a traditional tale

Context: as part of their *Tall Tales* topic, pupils explored a range of traditional tales. They then wrote a story based on *Jack and the Beanstalk*, incorporating some elements drawn from other stories they had read.

max and The bean stalk

One sunny morning Max & on a long time ago max and his family was packing to go camping. He was going with his beautiful mother his rich dad and his sassy sister. His beautiful mother told him in a beautiful voice "please sell one rabbit to get some money for some good" she said. So max went to sell the rabbit. He found a bridge and it looked like a little old one. He was curious what would happen if he put one foot on it the bridge. So he put one foot on and ... Shake shake shake it wobbled! Max was frightened but he was brave enough to put walk on the ~~shaky~~ old bridge. He took one step at a time shake! shake! shake! it kept wobbling. But finally he got to the shop. He found this old man with no pets and nobody to keep him company. The old man asked for his rabbit and max said "yes" but with your give me? max said "I will give you five ~~beans~~ ^{young} beans". The old man said. So the old man went with his rabbit. And max went with his five beans. But then he came back to the old ~~shaky~~ bridge. But he ~~wasn't~~ ^{wasn't} scared like last time. So he kept walking. But suddenly ... A Arctic Ankylosaurus appeared and said "whose that tip tap walking over my bridge?" the ankylosaurus said "not me" said max "I am innocent" max said "please don't hurt me" max said. The Ankylosaurus ~~then~~ ^{then} turned around and hit max's ankle with his club. Max was bouncing home.

Max said "I did what you asked a soled
the rabbit got beans" beatised mother said "I you
crazy? We don't have any good ~~on~~ when we
yet there you will go straight in you tent"
even that his mother was didn't even see his
ankle he was still hold on. When he got there is
mum through though the beans in the ground.
In the morning, Max saw a long vine
out this out window. He climb up the
vine and see what was up there. Max was
lited from climb all that way way. But he didn't
give up. And then he girally got there. He saw
the deizet same Ankylosaurus. But suddunly he saw
a big ba boll of lot's of cash. He could have some
good. So he sreaked in and he the boll of cash.
But suddunly the Ankylosaurus saw him so he
quicke from saped and landed in with the boll
of cash and quicke chopped down the bean stalks.
His mother was amored!

The end.

Key stage 1 exercise 3

Pupil B - Piece B: a story opening

Context: as part of their *Dragons* topic, pupils explored stories that involved a dragon. They then wrote their own opening to a dragon story, incorporating the first line which was given.

Today Ellison found a dragon in his pocket...

It ~~was~~^{is} a ~~glor~~^{green} dragon because it had smoke coming out of its mouth. It is special because it is very small. When Ellison saw it ~~he~~^{she} was shocked and dropped it on the floor. ~~the green dragon~~ Ellison stuck him self in the toilet! So it couldn't get him ~~out~~. It had tiny black wings. ~~Which~~^{With} its sting ~~tin~~^{tiny} wings it flew up and broke the vase and then went down and ate all the broken bits of the vase!

Key stage 1 exercise 3

Pupil B - Piece C: a recount

Context: having visited a royal county show, pupils wrote a recount about their favourite aspects of the day.

Yesterday When I went to royal
Show... I saw Sheep wick was dancing
Sheep and a man Shearing a
Sheep. And I saw a wood man wick
Wick carved carved wood and he carved
a owl with a wood pecker. We all
bring a packed lunch and we took
a rain coat a hat some sun cream and
a water bottle and shoes. My group and
mallybey the other groups did some
but we painted stones. And all
of us had a lolly pop. Then we did

This some Head thing were it wood tell you a
Story and you wood act like it.

Yesterday we saw this pattern thing were
Smoke wood come out and make a pattern.

Yesterday I saw this dog show when they
chastled gesel.

Key stage 1 exercise 3

Pupil B - Piece D: a collection of letters

Context: as a class, pupils explored *The Day the Crayons Quit* (Drew Daywalt), comprising a series of letters written from the point of view of crayons. They then wrote their own letters from the perspective of some other items of stationery.

Monday



Sharpener

Dear Queen

I'm not feeling very happy today. People have been using me and getting the top of the pencil stuck in me and poking me. I would really like to be a pencil lovely and sharp and then I can go in my own side.

Thank you.
Sharpener.

Tuesday



highlighter

Dear Queen,

I am not happy that I have to write up words and I keep running out. I can't be bothered to do anything else. But I want to be a pen lovely and blue not pink.

Thank you.
highlighter

wednesday



Pencil

Dear Dencen,

I don't like being used all the time and
I was sharp, but now I am low and I don't like
being low and I like being sharp. I want to be
a ~~sharp~~ lovely and ~~sharp~~ ^{long} with with com.

Thank you.
Pencil.

Pupil C

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 C - 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 pupil 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
^{shoes} shoes.

After that we played a
game ^{of} ~~ov~~ bat and ball

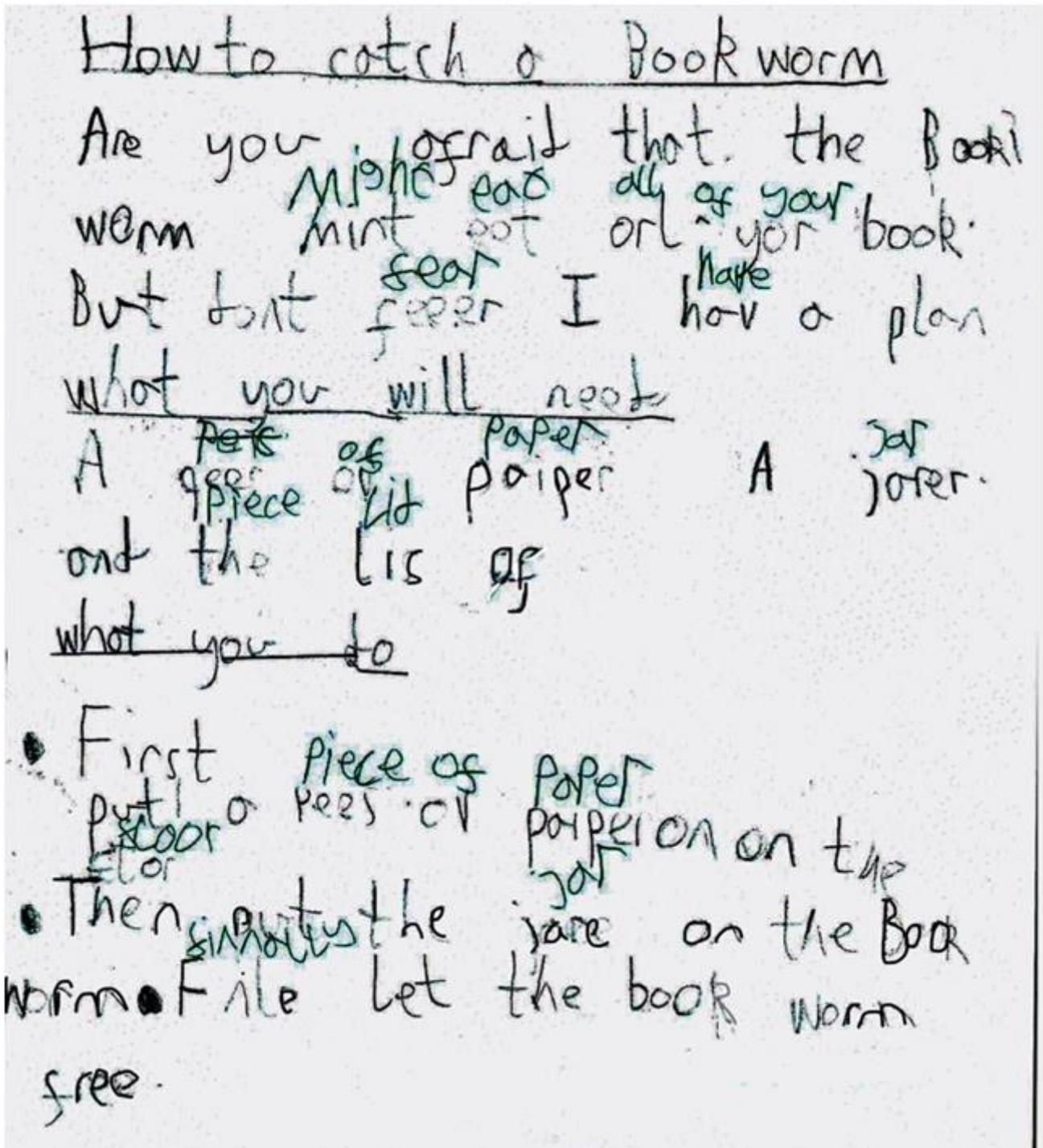
We ^p was trying to hit the ball
up in the air. Next we did

the obicilcons. ^W We ran around.

Key stage 1 exercise 3

Pupil C - 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 pupil self-edited their work.



Key stage 1 exercise 3

Pupil C - 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 fang^A for
Maicin my beca^B ~~for making~~ ^{thank} you
for^{for} making^{making} my tooth better.

Key stage 1 exercise 3

Pupil C - 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 pupil self-edited their work.

Smilee's big adventure
Under a ground lived snaillee. 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 snaillee 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?
Snaillee was too tired to get home
and a friend snail came to save him
and snaillee hoped
they went and went on to the snail's house
snaillee saw his house he ran to
the snail. Thank you
home. The end. for getting me

Key stage 1 exercise 3

Pupil C - 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 pupil self-edited their work.

class2 trip to W_____ Farm

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

First

First I saw some ^{some} cute ^{cut} tiny ^{pink} ~~pink~~ ^{pink} baby pigs. the baby pig's wer smely. I peteard to be bee's and we clected pollen and necter and we did the wical dans. it was fun. funny as well.

I felt so tired after the ecstia trip