



## Key stage 1 English writing standardisation exercise 3 commentaries

### Pupil A: working at greater depth

The collection includes:

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

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.**

**Piece A:** Following a class reading of 'Grace & Family', the pupils wrote about Grace's visit to the market. Short sections, written in the present tense, lead the reader through the various aspects of the marketplace: fruit; spices; materials. Varied sentence forms (*Have you ever heard about an African market? (question); What an amazing place it is! (exclamation); You must come and experience it!, (command)*) add interest for the reader and help to depict the atmosphere of the setting. Expanded noun phrases (*the most juciyest mango's ever...there are intreicate cloths for sale...with the most beautiful patterns*) and the use of subordination (*because it will make your mouth water*) add to the vivid picture painted by the writer.

**Piece B:** The writer holds closely to the structure of the traditional tale and includes several examples of the language associated with this type of story (*Once there lived...One fine summer's morning...took the basket of apples, kissed her mother goodbye and set off*). The writing is clear and well organised with some attempts at paragraphing. This helps ideas develop and supports the storyline as it moves forward. Each section introduces a new event or character within the story (*Once there lived...it was a wolf!..."Oh goody!" said Grandma... Suddenly*). The writer manages the respective voices of the narrator and the characters effectively throughout the piece (*The wolf has thought up a horrid, cunning plan..."Why don't you pick some lovely flowers?"...Suddenly Granny raced to the door with the wood cutter..."Stop right there"*). There is appropriate use of simple past tense for the narration of

the story (*It was a wolf...So Little Red flung on her best, red cloak*) with some progressive forms (*Little Red's mother was packing*). Simple present tense is used for speech within the story ("What are you doing all alone?...*"Yes!" Little Red said "that is a great idea!"*) with some progressive forms (*"she is feeling poorly"..."I am taking this fresh fruit to Granny"*.) Confident use is made of speech-like phrases (*Oh goody...Ooo www*) and this contributes to the story telling and establishes the characters within the story. Precise vocabulary choices add to the overall effectiveness of the writing (*fresh apples...the wolf squealed...Granny screamed and slammed the door*). There is experimentation with inverted commas and an ellipsis, drawn from the writer's reading.

**Piece C:** The numbered sections give details of the steps within the task of planting a seed. This creates a coherent structure for the piece. The use of adverbs (*Firstly...Secondly...Next*) adds precision to the time sequence of the process. Clauses are joined by co-ordinating conjunctions by identifying alternatives or linking ideas together (*china or plastic...good quality seeds and a bag of fantastic soil*).

**Piece D:** The writer takes the role of Grace, following a reading of 'Grace and Family'. Writing in the first person, the 'voice' of Grace draws upon the vocabulary of the original story (*It was from Papa*). The sections within the writing are short and the ideas are not developed. However, there is an attempt to write within the role, showing empathy with the thoughts and feelings of Grace in response to being presented with the opportunity of visiting her father (*I couldn't believe my eyes...I couldn't wait...I felt joyful*). Varied sentence forms communicate Grace's feelings of excitement about her day and the trepidation she feels about the possibility of the trip '*What a amazing day I have had!*' (exclamation) '*will I like it there?*' (question). The simple past tense is used appropriately throughout, with some instances of present tense (*because I have the opportunity to go...I also feel sad because when I am away Ma might feel lonely*). The use of subordination (*When I got home from School...I felt joyful because I have the opportunity*), and co-ordination (*It was from Papa but what could be inside?*), contribute to the overall effectiveness of the writing.

**Piece E:** Careful selection of vocabulary (*twinkling stars...beautiful SKy...chuffing and puffing*) all help to set the scene. The simple present tense is used appropriately throughout. The sentence '*As the snow falls the cars drive carefully because the roads are icy.*' acts as a clue to the reader, leading to the next setting—the train station. Varied sentence forms (*Do you know how he got there?* (question), *come and catch your train now!* (command)) and the direct, informal appeal to the reader (*Oh look*) all seek to interest the reader, contribute to the atmosphere and hint at the puzzle of the boy within the clock.

## The pupil can, after discussion with the teacher, make simple additions, revisions and proof-reading corrections to their own writing

Insertions:

- 'sell' [Piece A]
- 'you' [Piece B]
- 'can' [Piece E]

Revisions of spellings:

- 'juciyest' and 'colourful', 'pineapple' [Piece A]
- the addition of, and then the second attempt at spelling, the word 'firey' [Piece A]
- 'china' [Piece C]

## The pupil can, after discussion with the teacher, use the punctuation taught at key stage 1 mostly correctly

Almost all sentences are correctly demarcated with capital letters and full stops. Question marks and exclamation marks are correctly used to punctuate commands, exclamations and exclamatory sentences:

- 'You must come and experience it!' [Piece A]
- 'What a day of excitement' [Piece A]
- 'Stop right there!' 'Ooooo wwww!' [Piece B]
- 'Do you Know how to plant a seed?' [Piece C]
- 'will I like it there?' [Piece D]

Commas are used to separate items in a list:

- 'Chilly, ginger, turmeric and cumin' and 'silky, colourful' [Piece A]

Apostrophes are used correctly to indicate omission:

- 'I'm', 'we'll' [Piece B]
- 'it's', 'you'll', 'you've' [Piece C]
- 'couldn't', 'I've', 'don't' [Piece D]
- 'they're' [Piece E]

There is limited use of apostrophes to indicate singular possession:

- 'granny's door', 'the wolf's big, furry nose' 'granny's door' [Piece B]

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

Spelling is mostly accurate; the pupil has applied the rules and guidance for years 1 and 2.

Where they are used, common exception words are correctly spelled (*because, beautiful, eye, after, water, door*), as are contracted forms (*couldn't, isn't, you'll, they're*).

## The pupil can, after discussion with the teacher, add suffixes to spell most words correctly in their writing (e.g. -ment, -ness, -ful, -less, -ly)

Year 1 suffixes are secure across the collection (*kissed, hanging*).

There is use of year 2 suffixes, -ly and -ful being most often used (*friendly, sourest* [Piece A], *excitement, suddenly* [Piece B] *joyful* [Piece D] *carefully, wonderful* [Piece E]).

Suffixes are added to words where the –e at the end of the root word is dropped *'taking'* [Piece B] and *'amazed'*, *'puzzled'* [Piece D].

Suffixes are added to words of one syllable where the last consonant letter of the root word is doubled *'slammed'* and *'skipping'* [Piece B].

### **The pupil can, after discussion with the teacher, use the diagonal and horizontal strokes needed to join some letters**

The writing is mostly joined. There are examples of letters being placed slightly above or below the line. There is some insecurity around the sizing of the lower case letters 'f' and 's'; there are examples of the letter 's' being written as 'S' [Pieces A, C and D] and of the lower case letter 'f' being sized as a capital letter and wrongly placed on the line [Pieces B, C, D]. Overall, letters are of the correct size and orientation, with appropriate spacing between words.

## Pupil B – working towards the expected standard

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

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).

The collection contains 2 fictional narratives – a retelling of a story [C] and a story with a moral, involving an animal [D]. There are also 2 non-fiction narratives in which the pupil recounts their visit to an athletics stadium [A] and to a farm [E].

The pupil uses sequencing to recount their experiences at the athletics stadium [A] (*First we did the longjump...At the end...Afterthat...Next we did the obicilcors*). Vocabulary is simple but appropriate (*get fit...very sandi...bat and bawl...obicilcors*). In keeping with a recount, the simple past is used to convey the activities undertaken and the pupil's reactions (*'it felt very sandi...we playd a gaim*), whilst the past progressive, despite incorrect subject-verb agreement, indicates the continuous attempt to hit the ball (*we was triing*).

The retelling of a story [C] conveys a series of events which are sequenced to form a short narrative. The pupil draws on their knowledge of the original tale, choosing to include the same characters and to follow the familiar structure. There is some attempt to portray the character of the lion (*veriy selfish...dint let eniy won in his caiv*) and the attitude of the other animals (*leev him to Have a Toothaic*). Although simple, the moral of the story is clear as the lion becomes a reformed character and shows his gratitude (*fancyou for maicing my Beter and I Am Gooing to Give you some cheese inritum*). The series of related clauses, linked by the conjunction 'and', gives the writing a somewhat list-like quality (*And a mous croid in the mooth and he Got his tooth oot and the lion sed to the mous fancyou for maicing my Beter and I Am Gooing to Give you some cheese inritum*). Throughout the piece, the choice of tenses is appropriate.

As in piece C, *Smilee's big atvencher* [D] features 2 contrasting characters; one unsociable (*doznt lice to shere*) and the other helpful (*a frenlee snoic came to save him*). Again, the narrative follows a logical sequence, with occasional use of adverbials [not a KS1 requirement] to convey where and when events take place (*Unter ground...In the aftnoon...froo a dezat*), whilst some appropriate vocabulary choices add detail (*shere...dezat...strong...srouad...frenlee*). There is an attempt to build suspense as the snail faces an increasingly tricky situation (*He saw some tigas. Tigas lice to eet him. He was srouad*) and voices his dismay (*Oh no what will I do?*). However, all is resolved with the arrival of the snake (*o frenlee snoic came to save him*). Subordination is used to explain the snail's behaviour (*so that wy he donsnt lice to shere...becusse his wife did*), and to convey the impact of the wind (*that he bloo to a tree*).

In keeping with a recount, the pupil's description of their day at the farm [E] includes some of the experiences and the reaction to them (*the baby pig's wer smely...I peteand to be bee's...we did the wigal dans... it was fun*). There is some attempt to engage the reader through the use of direct address (*do you want to noa what I have done at W\_\_\_\_\_ Farm. I will tell you*), whilst noun phrases provide some additional detail (*some cute tiny pink baby pigs...the wigal dans...the ecsitin trip*).

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

Across the collection, there is sufficient evidence to suggest that the pupil is beginning to recognise sentence boundaries by correctly demarcating some sentences with capital letters and full stops.

In the recount of a visit to an athletics stadium [A], the pupil uses capital letters and full stops correctly to demarcate some statements (*At the end I emtid the sand out ou my shoes.... We ran around.*).

In the set of instructions [B], capital letters and full stops are used correctly to demarcate commands (*Then put the jar on the Book worm. Fnle let the book worm free.*). Capital letters are also used to indicate the beginning of sentences (*Are you afraid...But dont fear...First put a piece of paper on on the floor*).

In the retelling of a story [C], there is some demarcation of sentences, although clause boundaries are not always recognised and capital letters are occasionally incorrectly inserted mid-sentence (*The lion was veriy selfish he dint let eniy won in his caiv...And thank you for making my tooth better.*).

Throughout the story [D], capital letters and full stops, including those used to demarcate more ambitious sentences, are mostly correct (*He doznt lice to shere...He is mad becusse his wife did...In the aftnoon snaillee was worcing froo a dezat and the wind was so strong that he bloo to a tree...He saw some tigas.*). Although not a requirement for this statement, a question mark is also used correctly in this piece (*Oh no what will I do?*).

In the recount of the visit to the farm [E], a number of sentences are fully demarcated (*It was fun...I will tell you...Fiurst I saw some cute tiny pink baby pigs.*). Despite the omission of capital letters in other sentences, there is recognition of clause boundaries, which are marked by full stops.

### **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 recount of a visit to an athletics stadium [A] (*get...shoes...end...Next*)
- in the set of instructions [B] (*Book...worm...fear...piece...paper...free*)

- in the retelling of a story [C] (*Went...tooth...cheese*)
- in the story [D] (*time...that...wife...wind...tree...home...came...save*)
- in the recount of a visit to a farm [E] (*want...done...tiny...pink...baby...trip*)

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

- in the recount of a visit to an athletics stadium [A] (*sandi...gaim...bawl...triing*)
- in the retelling of a story [C] (*veriy...caiv...leev*)
- in the story [D] (*lice...worcing...froo...dezat...bloo...eet...frenlee...snaics*)
- in the recount of the school trip [E] (*clected...wigal...tiad...ecsitin*)

### **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 recount of a visit to an athletics stadium [A] (*we...to...the...my...I...was... After*)
- in the set of instructions [B] (*to...Are...you...the...your...I...a...of...put...floor*)
- in the retelling of a story [C] (*The...was...he...his...one...a...to...I...you... some...my*)
- in the story [D] (*He...to...is...the...one...his...was...a...some...no...I...do... me...any*)
- in the recount of a visit to a farm [E] (*to...was...do...you...I...some...the...be... we...after...class*)

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

Within the pupil's writing, lower case letters are mostly formed correctly, starting and finishing in the right place. At times, the formation of some letters is inconsistent – for example, 'b', 'd', 'g' and 'p', but across the collection, there is sufficient evidence to meet the statement.

### **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.**

Across the collection, most lower case letters are of the correct size relative to one another. At times, the height of some descenders is inconsistent – for example, in the letters 'g', 'p' and 'j' – but there is sufficient evidence to meet the statement.

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

In all pieces, the pupil demonstrates appropriate spacing between words.

## Why is the collection not awarded the higher standard?

The collection cannot be awarded 'working at the expected standard' as the statements for this standard are not met.

The pupil is able to write short narratives in which they logically sequence their ideas. Whilst pieces mostly demonstrate some simple coherence, development is limited, and vocabulary and grammatical structures are simple.

The 2 recounts convey some of the activities experienced during the respective visits, but with minimal expansion (*it felt very sandi in my shoes... the baby pig's wer smely*). The set of instructions has a brief introduction and there is some attempt to organise the writing through the use of subheadings – however, the lack of detail in the directives to the reader detracts from the overall coherence of the piece.

The 2 stories closely mirror the source material and follow a similar, simple chronology. Both include an element of detail (*he dint let eniy won in his caiv... the wind was so strong that he bloo to a tree*), and demonstrate the pupil's understanding of a moral. *Smilee's big atvencher* shows some awareness of how a story can be developed to engage the reader – for example, through the attempt to inject suspense (*He was srouat*) and the fretful words of the snail (*Oh no what will I do?*). However, the narrative is simple and descriptive detail is minimal.

Across the collection, errors in syntax detract from the coherence of the writing. For example, in the recount of the visit to the athletics stadium, there is a loss of coherence through incorrect subject-verb agreement (*we was triing to hit the bawl*). In *The selfish Lion*, the incorrect choice of conjunction results in a loss of meaning (*one mornin he had a touthoic that ol the animls Went in the lions caiv*), whilst in *Smilee's big atvencher*, there is an omission of the verb in a subordinate clause (*so that wy he donsnt lice to shere*).

Although the pupil demarcates some sentences with capital letters and full stops, they are not yet secure in recognising the boundaries between independent clauses – for example:

- in the recount of a visit to an athletics stadium [A] (*Afterthat we playd a gaim of bat and bawl we was triing to hit the bawl up in the ere Next we did the obicilcors*)
- in the story [D] (*...snailee hoped on to the snaics bac they waed and waed and waed an the snailee saw his hous he sed to the snailee. Fanc you*)

There are also errors in the use of question marks – for example, in the set of instructions [B] a question mark is misplaced and a full stop is used incorrectly to demarcate a question (*Are you afraid that the Book? worm might eat all of your book.*). Similarly, in the recount of the visit to a farm, a full stop is used instead of a question mark [E] (*do you want to noa wat I have done at W\_\_\_\_ Farm.*).



Whilst spelling meets the statements for 'working towards the expected standard', there is insufficient evidence for the expected standard. Grapheme-phoneme correspondence is insecure (*aroand...fanc...mooth...croid...doznt*) and there are few examples of year 2 common exception words.

There is limited use of co-ordination, which is primarily restricted to the use of the conjunction 'and'. At times, opportunities to use co-ordination have been missed – for example, in the recount of a visit to an athletics stadium [A] (*First we did the longjump it felt very sandi in my shoes*) and in the retelling of the story [C] (*The lion was veriy selfish he dint let eniy won in his caiv*). Across the collection, there is very little use of subordination.

## Pupil C – working at the expected standard

The collection includes:

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

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).**

The collection contains 2 fictional narratives—a story in which some friends go on an adventure and find themselves face-to-face with a family of blue-eyed crocodiles and a retelling of the traditional tale *Jack and the Beanstalk*. Two non-fiction pieces also contain strong elements of narrative—a recount of a school trip, detailing the pupil's visit to a local church, and the subsequent letter of thanks that recalls the highlights of the visit. All of these pieces are appropriately structured and the sequencing or recounting of events is coherent.

The opening of the story [A] sets the scene and introduces the 3 characters (*Ash, Justin and Julia were playing on Ashes laptop*). Events follow a simple chronology—the children's restlessness (*Im bord, do you think it will ever stop raining...?*) whets their appetite for an adventure (*If only we can go on an advenchure...Get the magic coin and ill make a wish*), which is described in detail as the story unfolds (*took a little coin from her pocket...found themselves on top of a heuge cave...Ash looked at their shap teeth*). The pupil effectively uses dialogue [not a KS1 requirement] to help develop the action (*One, two, three wish*), and capture the children's thoughts (*What a good idea*).

In keeping with the writing of a story, most sentences are statements (*Julia took a little coin from her pocket*). Questions are used in dialogue, expressing exasperation (*do you think it will ever stop raining so that we can go outside?*) and misgivings (*Do you think that this is a good idea?*), whilst Justin takes charge of the situation by issuing a command (*Get the magic coin*). Expanded noun phrases portray the scene (*a heuge cave...a fearles famly of blue eyed crocodiles...their shap teeth and their claws*), whilst vocabulary choices enhance the excitement and perils of the adventure (*exiting...magic coin...carefully...whisper...warning...nervesly*).

A retelling of a traditional tale [D] also adopts a simple chronology, replicating the plot of the original tale. The pupil has begun to organise their writing into paragraphs [not a KS1 requirement], which support the overall coherence of the story. The tale opens in the traditional manner (*Once upon a time*) and characters are briefly introduced (*a boy called James who lived with his mum*), however, the somewhat muddled reference to the setting (*worked in a school...there was a new better school*) appears slightly misplaced.

The piece consists predominantly of statements that convey information (*When he was on the way to the shops, James found an old man*), whilst a command is used to tell James what he must do (*Sell these coins*). Simple noun phrases describe and specify (*an old man...the magic beans...a giant castle...one of the coins*), adverbials [not a KS1 requirement] signal time and place (*One day...When he was on the way to the shops...When he went back home...The next morning...Ontop of the beanstalk...This time...When he went outside*), and choices of vocabulary are reflective of the original tale (*trade...angry...huge...castle...gem's...counting...axe*).

The recount of the school trip [B] opens with a brief introduction, whilst information is coherently organised into sections, each with an appropriate subheading (*The walk to the church...Helping our friends*). The sequence and timing of events is clear (*On Thursday...First...At half past nine*), as is the reason for the visit (*we were lurning about Easter*). Various aspects of the outing are portrayed in detail (*We put our coat's on and lined up two by two...The lady put us Into groups...We had to pull our sleeves up...We got to draw what we hope for*), whilst the injection of comments demonstrates the writer's enthusiastic response (*The church looked old and spookey...I felt excited...I realy wanted a laptop*), providing an engaging account of the day.

Appropriate to a recount, statements convey events, thoughts and actions (*We had to be carefull...In helping our friends we helped our parTERS...In the garden we had playdou*), whilst a question directly addresses the reader (*What do you hope for?*). Vocabulary choices are appropriate to the purpose of the writing and are occasionally precise (*parter...extremeley busy...spookey*).

The letter [C] opens with an appropriately polite salutation (*Dear Neil...*) and introduction (*Im writing to tell you how much I enjoyed the visit*) before providing feedback on different aspects of the school visit. Points are organised into sections, each of which is introduced by an -ly adverb, indicating the sequence of the writer's thoughts (*Firstly...Secondly...Thirdly...Finally*). The enthusiastic and lively recount of their special moments captures the pupil's enjoyment of the day (*The man who told us was amaying...I inmagined how it was in roman times*). As befits its purpose, most sentences are statements, whilst the inquisitive question (*Is another class visiting you?*) and exclamation (*How brilint you were!*) are wholly appropriate.

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

In the recount of the school trip [B], the pupil clearly demonstrates their ability to write about real events, recording them simply and clearly. Details of the day are accurately portrayed (*As we were lurning about diferent things we went in seprate parts of the church*), including those that did not go so smoothly (*but Miss W----- group got mixed up*), whilst the writer's personal comments and opinions lend authenticity to the piece (*We had to be carefull...I felt excited...you will need some practice*).

Further evidence of the pupil's ability to write about real events is shown in the letter [C] where the pupil reflects on the events of the school visit, detailing some aspects of their

learning from the day (*I didnt know soljer's took jeezus to the cross*) and voicing their views (*All that real food made me hungry!*).

The set of instructions [E] evidences an activity that the pupil has experienced. Drawing on the task undertaken in class, the pupil uses a bullet point list, supported by diagrams, to inform the reader of the required materials. The method is logically sequenced through a series of numbered steps that lead the reader through each stage of the process (*1. Get some A4 paper pencil and coulering pencils*). Although not a KS1 requirement, adverbials further support the ordering of the instructions (*Next...After that...When you have added flags to each tower...Finaly*), contributing to the overall coherence of the piece.

### **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, almost all sentences are accurately demarcated with capital letters and full stops.

There are very occasional examples of where capital letters at the start of sentences have been missed, for example, in the story [A] (*they touched the magic coin...*). However, these errors do not prevent the pupil from meeting the qualifier 'most' in this statement.

There are a number of examples of question marks being used correctly when required, for example, in the story [A] (*Do you think that this is a good idia?*), the recount [B] (*What do you hope for?*) and the set of instructions [E] (*Have you ever wanted to draw fairytale castle's?...Could you add any more decorations of your own?*).

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.

Throughout the story [A], the pupil selects the appropriate tense according to the purpose of the writing. The simple past conveys events, actions and reactions (*Julia said...the three friends found themselves...Ash looked...they shrank*), whilst the past progressive indicates ongoing actions (*Ash, Justin and Julia were playing...who were nesting*). There is an appropriate shift to the present tense in dialogue, capturing the immediacy of the children's thoughts (*Im bord...Do you think that this is a good idia?*).

In keeping with the features of a recount [B], past tense verb forms convey the events of the day (*year two went...we were lurning...we arived...Some people wished*), whilst there is appropriate use of the present tense to explain (*This is what we had to do*) and to express what the pupils dream of receiving (*what we hope for*).

In the letter [C], the present progressive is used to indicate current and ongoing actions, although the contracted form is incorrect (*Im writing...Im telling you*), whilst the simple present expresses a polite tentativeness (*I hope you don't mind*). In keeping with its purpose, the past tense is used to recall the events of, and reactions to, the visit (*The man who told us...made me hungry...How brilliant you were!*).

In the retelling of the traditional tale [D], the past tense is used consistently to narrate the events of the story (*there lived a boy...he was on the way...James rushed outside...The giant was sleeping...they both were climbing down*).

### **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 [A], related clauses are linked through use of the co-ordinating conjunction 'and' (*Get the magic coin and ill make a wish...Julia carefully put her finger in the hole and whisper...they touched the magic coin and they shrank*), whilst subordination is used to express desired outcomes (*so that we can go outside...If only we can go on an adventure*) and a relative clause [not a KS1 requirement] divulges the close proximity of the crocodiles (*who were nesting ontop*).

In the recount [B], co-ordination is used to link related activities (*We put our coat's on and lined up...We went in and hung our coat's on*) and vocabulary (*old and spookey...hopes and dreams*) and to indicate that dreams require commitment (*but you will need some practice*). There is some use of subordination to explain the reasons for actions (*because we were lurning about Easter...so we didn't have gaps...As we were lurning about diferent things...because we made things*) and for clarification (*when crossing the trafic light*).

There is limited use of co-ordination within the letter [C] however, it is well-deployed to emphasise a point (*but Im telling you*). Subordination is used to pinpoint an enjoyable activity (*when we went into the Garden*) and to explain why the pupil was impressed (*because I inmagined how it was in roman times*).

In the retelling of the traditional tale [D], related actions are linked by co-ordination (*rushed outside and climbed...and he did...the giant couldn't see him and he took the dimond's...one of the coins fell and the giant woke up*). There is some confident use of subordination to establish time frames (*When he was on the way to the shops...When he went back home, James' mum was so angry...When he went outside*), to provide reason (*because there was a new better school*) and to convey consequential actions and outcomes (*so angry that she threw the magic bean's out...His mum was so happy so James climbed it up again...so small that the giant couldn't see him*).

A range of co-ordinating conjunctions is used in the set of instructions [E] to advise caution (*but dont reach the edges...but stop before you reach the top*), to link sequential actions (*Draw a square ontop of the middle tower and draw a triangle ontop of the square*) and to convey the lack of options (*wont be able to get in or out*). There is some use of subordination

to clarify order (*When you have added flags*) and to explain the reason for the door and window (*because the giant wont be able to get in or out*).

## **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.**

Across the collection, there is evidence of the pupil selecting the correct graphemes to represent the phonemes in words:

- in the story [A] (*playing...think...raining...warning...smaller...touched*)
- in the recount [B] (*lined...crossing...light...together...groups...hands*)
- in the letter [C] (*enjoyed...Firstly...know...cross...times...woman...hungry...Summer*)
- in the retelling of a traditional tale [D] (*stalk...new...coins...magic...beans...counting*)
- in the set of instructions [E] (*draw...castle...paper...edges...bricks*)

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

- in the story [A] (*advenchure...exiting...nervesly...themselfes...heuge...peard...famly...whispd*)
- in the recount [B] (*lurning...arived...trafic...toled...diferent...seprate*)
- in the letter [C] (*amayzing...soljer's...jeezus...inmagine...chocolate...lolies*)
- in the retelling of a traditional tale [D] (*dimond's...diced*)
- in the set of instructions [E] (*folow...coulering...verticle*)

## **The pupil can, after discussion with the teacher, spell many common exception words.**

Across the collection, year 1 common exception words are spelt correctly:

in the story [A]

(*were...said...you...we...go...some...where...be...a...was...the...put...one...of...they...there...is*)

- in the recount of a school trip [B] (*to...our...my...so...I...friend(s)...do*)
- in the letter [C] (*me...to*)
- in the retelling of a traditional tale [D] (*once...there...his...school...he...house*)

Across the collection, most year 2 common exception words are spelt correctly:

- in the story [A] (*only...eye(d)...would(n't)*)
- in the recount [B] (*because...busy...half...past...people...plant(s)*)
- in the letter [C] (*mind...most...who...kind...last...told...class...great*)
- in the retelling of a traditional tale [D] (*climb(ed)...again...gold...after*)
- in the set of instructions [E] (*could...door...even*)

Despite occasional errors, there is sufficient evidence to meet the statement.

### **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 size and orientation in relationship to one another and to lower case letters. Where capital letters have no distinct form, it is sometimes difficult to distinguish between upper and lower case, for example, in the story [A] (*wish...without... cave*) 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 the statements for this standard are not met.

There is evidence to suggest that the pupil is emerging as a writer. Pieces are generally coherent and the pupil demonstrates a fairly secure understanding of writing for different purposes. There is some evidence of language drawn from reading stories and traditional tales, as in the well-chosen noun phrase (*a fearless family of blue eyed crocodiles*) [A]. However, across the collection, although choices are appropriate, there is limited evidence of the rich vocabulary drawn from wider reading and the writing is not consistently effective. Similarly, although the pupil is beginning to experiment with grammar, their writing is often repetitive (*I enjoyed the visit...what [I] enjoyed...I enjoyed it*), occasionally resulting in some loss of coherence (*He climed down down the benstalk...James climbed it up again...James climed down the beanstalk...James climbed up the beanstalk*).

There is also occasional loss of coherence through the omission of words (*We went in and hung our coat's on [the hooks]... I'm telling you things what [I] enjoyed the most*), incorrect choices (*We had to [...] put your hands into the bowl...Some people wished to be a football player but you will need some practice*) and the inclusion of non-related information (*Nobody was going to C----- Primary School because there was a new better school*), though this does not preclude the award of 'working at the expected standard'.

The demarcation of sentences is secure, including the use of question marks, however the pupil does not use the punctuation taught at KS1 mostly correctly.

Whilst there is some correct use of apostrophes for contracted forms, omissions are common, for example:

- the story [A] (*Im...wouldnt...ill*)
- the letter [C] (*didnt*)
- the instructions [E] (*wont...dont*)

In addition, apostrophes for possession are frequently used within plural nouns, indicating that the pupil is not yet secure in their understanding, for example:

- the recount [B] (*coat's*)
- the letter [C] (*soljer's*)
- the retelling of a traditional tale [D] (*gem's...dimond's*)
- the set of instructions [E] (*friend's...castle's*)

The pupil does not use suffixes to spell most words correctly. Whilst there is some evidence of the correct spelling of suffixes, across the collection there are a number of errors, for example:

- the story [A] (*bord...peard...fearles*)
- the recount [B] (*walkd...carefull...extremeley...spookey...finaly*)
- the letter [C] (*enjoyd*)