



Key stage 1 English writing standardisation exercise 1

For the purpose of this standardisation exercise, you should assume that following the discussion with the teacher during the moderation, you are satisfied that the writing is independent, including the use of any source material, and that any edits are the pupil's own.

Where handwriting seems inconsistent, you should base your judgement on the strongest piece, and assume that this is validated by further evidence in the pupil's books.

Where there is no evidence of correct spelling of words from the statutory word lists in the pupil's independent writing, you should assume that the teacher has provided evidence in the form of spelling tests or writing from across the curriculum.

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

Pupil A

This collection includes:

- A) a diary entry
- B) a report
- C) an adventure story
- D) a description
- E) a newspaper article
- F) a persuasive letter

Key stage 1 exercise 1

Pupil A – Piece A: a diary entry

Context: pupils studied the book 'Leaf' by Sandra Dieckmann, which is a story about a polar bear who arrives in the woods and is shunned by the woodland animals around him. They wrote a diary entry detailing the polar bear's experience at being separated from his family.

Dear Diary,
The most terrifying thing happend to me! I was playing with my friend ^{with} hwale and suddenly the white shining ice split. My family called me I lied loudly back but they just couldn't hear me. and then the bleasparling waves carried me to ^{shore} shore. I ended up in a island.

I want to go home? I am so sad who's going to help me now?
I miss my family I want them.
Who's going to look after me?

Key stage 1 exercise 1

Pupil A – Piece B: a report

Context: as part of their learning about pirates, pupils wrote a report detailing facts they had learnt about the life of a pirate.

LEF OF A PIRATE

What treasure do pirates steal?

Pirates allways would love beated
Booty no matter what they do

they will allway like treasure
but they Don't allway haft to
steal Booty they also steal
spices, peoples clothe and tobacco.

What are pirates punishments?

pirates punishments are keel hauling

its were they tie you to a rope
and put you unde the ship and

its were they tie you to a rope
and put you unde the ship and

insted of putin spices under the
ship ther's things called baricels
that scarp you. You also

get marooned that is were
they put you on a island
and leave you.

What jobs do pirates do?

pirates jobs are scrubbing the deck that were you get a brush and a bucket of water and put the brush in the water and scrub the floor. The next chore would probably be raising the jolly roger also climbing the rigging and going up the cross mast.

How do pirates have fun?

Pirates don't always do boring stuff when they finished there chores. a pirate plays a instrument and then they dance.

Key stage 1 exercise 1

Pupil A – Piece C: an adventure story

Context: as part of their learning about pirates, pupils wrote an adventure story detailing different characters and exciting events.

One sunny morning the black shadow
wanted to go on a adventure
so captain red beard said to the
lasy crew we are going on a
adventure Jan swift the cabin girl
was so excited. Captain red beard
walked over with his black boots
to the steering wheel and the black
shadow set sail over the seven sea[s]
It had been 8 days finally they
saw a small island and also -
a another ship! captain red beard
I see a nother ship hhh! I know
that ship it has a evil crew.
Captain red beard said to the
brave crew its time to get out
your shiny cutlasses and fight.

The crew foughted bravley and
difeeted the crew dead. heads
were on the floor- In a grey
dark spookey. cave they saw
sparkling shiny booty. Captain
red beard sink too the crew carry
the gold. 2 people made rafts
and they traveled back the end.

Key stage 1 exercise 1

Pupil A – Piece D: a description

Context: the class had shared the fiction story 'The Secret of Black Rock' by Joe Stanton. The book is about an entity that adults believe is a dangerous, spiky rock, but is in fact a creature that lives near the surface of the water. Pupils wrote a descriptive piece, describing what the creature might look like.

The black rock is dark, gloomy
pointy like spikes and the
dangerous. waves crashing on the
side.

Beneath the waves lives a big
Monster with a big black head
and orang red eyes bigger than
a meteor and bigger than a meteor.
It has big red spiky teeth sharper
than a knife. A big nose that
can smell anything. It's got
a stinky breath and a big green slimy
body and sharp yellow claws.

It's got yellow horns that has got
black lines. The Monster is safely
guarding shiny dazzling treasure.

Under the sea there is also ships.

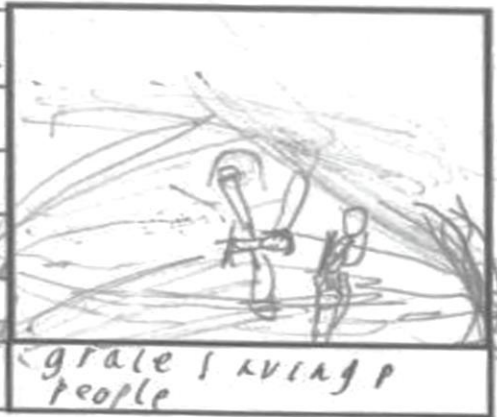
Key stage 1 exercise 1

Pupil A – Piece E: a newspaper article

Context: pupils studied the life and achievements of Grace Darling. As part of their learning, they wrote a report in the style of a newspaper article to describe the events of Grace's most well-known rescue mission.

The incredible rescue!

on 1th September
1838 a huge
heavy storm
hit a farne island
in northumberland



A ship called
SS Forfarshire was travelling
in the huge storm and the
engine had a leak. It
crashed into a big pointy
rock. William Darling the
lighthouse keeper's daughter

called Grace Darling
saved the ship and the people.
Drowning so Grace and her dad
went in their tiny boat and
went in the courage storm and
saved 9 people.

Key stage 1 exercise 1

Pupil A – Piece F: a persuasive letter

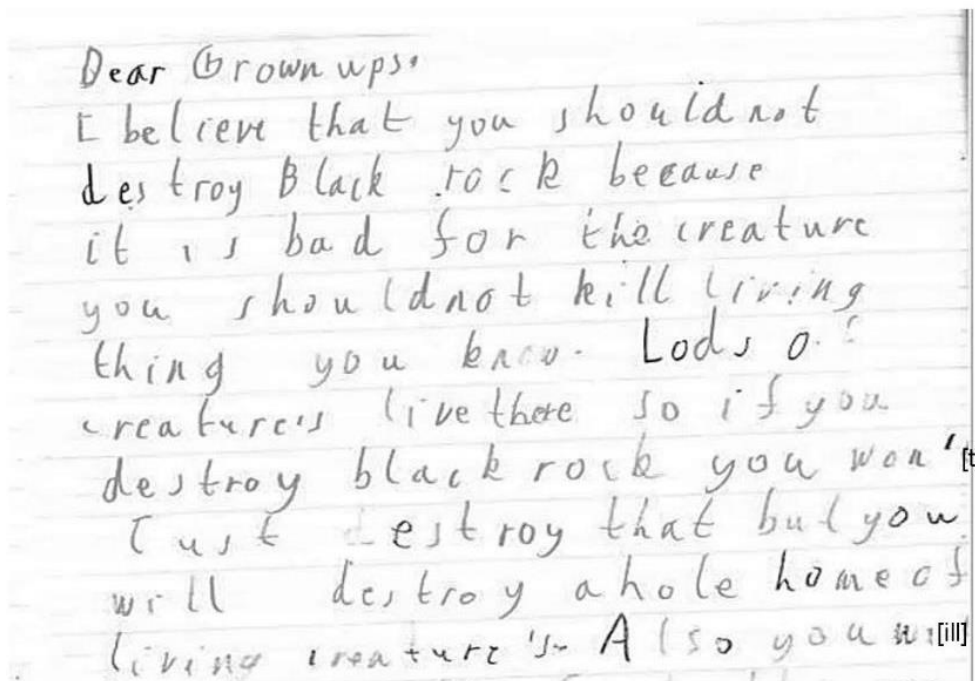
Context: this persuasive letter was written following some class learning about using persuasive language orally, via a debate. It is a continuation of the class work on 'The Secret of Black Rock' by Joe Swanton, in which pupils wrote a letter to persuade adults that the black rock is not dangerous, as they had believed.

Dear Grownups.

I believe that you should not destroy Black rock because it is bad for the creature you should not kill living thing you know lots of creature's live there so if you destroy black rock you won't just destroy that but you will destroy a hole home of living creature's. Also you will kill all the fish then you won't be able to catch fish. Another reason is black rock is king and friendly. I strongly believe that you will destroy the whole ecosystem.

How about if you kill black rock it might be its only kind left. I believe that you should not destroy Black rock it won't be able to save you if you drown.

From [name]



Dear Grownups
I believe that you should not
destroy Black rock because
it is bad for the creature
you should not kill living
thing you know. Lots of
creatures live there so if you
destroy black rock you won't
just destroy that but you
will destroy a hole home of
living creature's. Also you will

kill all the fish then you
won't be able to catch fish.
Another reason is black rock
is kind and friendly. I strongly
believe that you will destr[oy]
the whole ecosystem.

How about if you kill black
rock it might be its only
kind left. I believe that you should
not destroy Black rock it won't
be able to save you if you drown
from.

Pupil B

This collection includes:

- A) an information text
- B) a story
- C) a story ending
- D) a letter
- E) a description
- F) a poem

Key stage 1 exercise 1

Pupil B – Piece A: an information text

Context: as part of their topic 'Into the woods', pupils explored a range of non-fiction texts about hedgehogs. Using a modelled report, they discussed with their teacher some of the features of an information text, before writing their own fact files on hedgehogs.

| | |
|---|---|
| <p><u>Hedgehog</u></p> | |
| <p>Appearance</p> | |
| <p>old boy na t hat hedgehogs have -5000-5500 spines? when baby hedgehogs der baby</p> | <p>The image contains three hand-drawn sketches. On the left is a hedgehog with its spines pointing upwards. In the middle is a plant with a round, multi-lobed flower head on a stem. On the right is a plant with a feathery, dandelion-like seed head on a stem.</p> |
| <p>they have white spines old you no hedgehogs live on roads always because there's not many predators. there when it is winter hedgehogs hibernates in winter a hibernates a less wintery hedgehogs.</p> | |

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Pupil B – Piece B: a story

Context: as part of their topic 'Into the woods', the class read and explored the book 'Tidy' by Emily Gravett. They then wrote their own version of the story.

Deep in the
musty forest twisted
forests there as
are a number Golden
The birds sang
together
and imps
In the forest
the birds and
birds could
pete he was
tidy.

Pete scrubbed
the black crow.
pete was tidy
and exhausted
because the forest
was still a mess
pete dug up
the old trees
sundie and
was a flood

Key stage 1 exercise 1

Pupil B – Piece C: a story ending

Context: as part of their learning about famous pilots in history, the class read 'Amelia Earhart: Little People, Big Dreams' by Isabel Sanchez Vegara. Pupils learnt to talk through the story before writing their own ending to Amelia's adventure.

As quick as a flash.
Amelia leaped in to
her shiny metal plane
and set off in to
the navy light blue sky.

Suddenly Amelia ~~saw~~ ^{saw} a
huge volcano erupting
and she quickly moved out
the way.

When she was flying
through the air she
saw a humungous island
that was curved in rocks
that had sharp corners.

Amelia landed in a
tropical rainforest that
had beautiful waterfalls.

Amelia did a back
flip out her plane
when she got out
her plane she heard
growling behind her...

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Pupil B – Piece D: a letter

Context: at the beginning of their summer Caribbean topic (*Ahoy there!*), pupils wrote letters to Sir David Attenborough, requesting information about the types of animals that could be found on the island of Jamaica.

Dear David Attenborough
my name is
and I am six
we are learning about
Jamaica. What is
the most poisonous
frog in Jamaica?
What is the most
rarest tree frog?
What is the most
fastest animal in
Jamaica?

What is the biggest
animal in Jamaica?

Are there zebras
in Jamaica?

What is the most
smallest creck in
Jamaica?

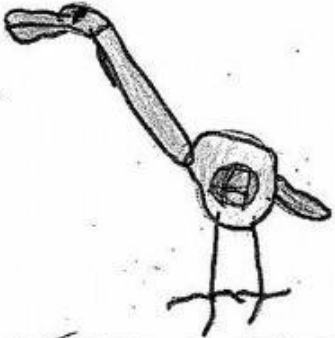
Thank you I hope you
reply soon.

Yours sincerely

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Pupil B – Piece E: a description

Context: as part of their summer Caribbean topic 'Ahoy there!', pupils designed their own mythical Caribbean creature and then wrote a description of it.

| | |
|--|--|
| <h1>TORTERFLIMDUCK</h1>  | <p>heads The torterflimduck has a short but thick head and it is soft and fluffy.</p> <p>Body and tail The tail of a torterflimduck is skull thick and small.</p> <p>Feet The torterflimducks feet are long and spread out because it helps it run faster.</p> |
| <p>Did you know that the torterflimduck is the most tailist animal in Jamaica?</p> | |

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Pupil B – Piece F: a poem

Context: pupils watched Péter Vác's animated version of the Hungarian poem 'Streamschool' (Patakiskola), which uses personification in its description of a young girl's journey to the sea. Pupils explored how personification could be achieved through the use of nouns, adjectives, verbs and adverbs, before being asked to write their own personification poem about a Caribbean island.

Jamaican poem

On the coming beach the
trees have tall stems and
they are swaying in the
wind softly under the
sea the sharks perk in
the rapid ocean

Pupil C

This collection includes:

- A) a 'rags to riches' story
- B) a fairy tale
- C) a folk tale
- D) an information text
- E) a recount

Key stage 1 exercise 1

Pupil C – Piece A: a ‘rags to riches’ story

Context: pupils wrote their own version of a traditional tale, inspired by ‘The Elves and the Shoemaker’.

Transcript: xxxx is used to show where a word or words are not available in the reproduction of the pupil work

A long long time ago in a faraway land lived a poor desprate shopowner and her husband. They had no money to buy food with and they were allmost homeless. This is all the plastic we I have left gasped the shopowner. That night the shopowner put the plastic on the brown smooth table. She went to bed because xxxxxxxx. The next xxxx down the dirty xxxx. To his suprise the plastic had been made into beautyful antiques. Who made these antiques? gasped the shopowner. Suddenly a rich respected princess xxxxxxxx the shop. She gave the shopowner xxxx gold coins. With the money xxxxxxxx That night the shopowner put more plastic on black creaky table.

The shopowner and her husband hid in the dirty shop. [pupil’s erased material] They waitied and waited until suddenly xxxx shut door opened. To their suprise two gnomes walked into the room dressed in smelly and dirty rags. They jumped on the brown smooth table and opened there miniture pink bags. They joind and hammered they joined and hammered all night long. The next morning they had made lots of beautifull antques antiques. Meanwhile the pink gnomes picked up their tiny pink bags. Just then a little girl walked into the poor shop. Theese are the most wonderfull antiques I’ve ever seen gasped the ~~shopowner~~ little girl. She gave the shopowner 6 gold coins. That night the shopowner put more plastic on the brown dirty table.

That night the gnomes found the pink outfits. They were suprisied but they happily put them on. The gnomes and the shopowner kept working together. They became very rich and xxxx. The shopowner gave some clothes to the gnome[s] and she went on a holliday with the magical gnomes.

A long long time ago in a faraway ^{land} lived a poor desperate shopowner and her husband. They had no money to buy food with and they were almost homeless. This is all ^{the} plastic ~~we~~ have left. ~~gasped~~ the shopowner. That night the shopowner put the plastic on the brown smooth table. She went to bed because

The next ~~day~~ ^{down} the dirty ~~table~~ ^{into}. To his surprise the plastic had been made beautiful antiques. Who made these antiques? gasped the shopowner. Suddenly a rich ~~secreted~~ princess ~~came~~ ^{to} the shop. She gave the shopowner ~~one~~ gold coins with the money.

That night the shopowner put more plastic on ~~black~~ ^{black} ~~creaky~~ ^{creaky} tables.

The shopowner and her husband hid in the dirty shop. They waited and waited until suddenly a shut door opened. To their surprise two gnomes walked into the room dressed in smelly and dirty rags. They jumped on the brown smooth table and opened their miniature pink bags. They joined and hammered they joined and hammered all night long. The next morning they had made lots of beautiful ^{antiques} ~~antiques~~. Meanwhile the pink gnomes picked up their tiny pink bags. Just then a little girl walked into the poor shop.

"These are the most wonderful antiques I've ever seen" gasped the ^{little girl} ~~shopowner~~. She gave the shopowner 6 gold coins. That night the shopowner put more plastic on the brown dirty table.

That night the gnomes found the ^{pink} ~~pink~~ outfits. They were surprised but they happily put them on. The gnomes and the shopowner kept working together. They became very rich and... The shopowner gave some clothes to the gnomes and she went on a holiday with ^{the magical} ~~the magical~~ gnomes.

One day she used the ^{magical} stagg to many times and it did the opposite. Lot's of people drowned in the blue, wavy sea. Then she was sinking on the chair. She was very very confused.

"What is wrong with is cowardly stagg."

Just then all the magic disappeared into thin air. And then a friendly women walked up to her!

"I can help you!"

"How?"

"I can make it work by putting a spell on it. She putt a spell on the stagg and everything came back to the beach. Just then she felt elated. Her beach was the most safest beach ever and she also bought her desired home and she lived happily ever after!"

Key stage 1 exercise 1

Pupil C – Piece C: a folk tale

Context: pupils read and explored 'The Magic Paintbrush' by Julia Donaldson. They went on to write their own version of the story.

Thousands of years ago, there lived a ~~kind~~ ^{kind} ~~little~~ ^{kind} ~~helpfull~~ little girl ~~no~~ named Sophia, ~~but some~~ ^{most} people just called her Sophie ~~for~~ ^{her nick name} ~~short~~. One gloomy night, she ~~had~~ had a dream of a mysterious, ~~suspicious~~ ^{suspicious} man in a red sparkly cape ^{who} gave her a magical carpet that ~~could~~ ^{could} ~~magically~~ and then ~~gated~~ ^{suspiciously} away. In shock, she woke up and beside her there was ~~an~~ ^{an} incredible, magical, ~~glying~~ ^{gliding} carpet. As quick as a ~~glack~~ ^{glack} she ran back all the way to the villagers without stopping. As ~~she~~ ^{she} ran, ~~she~~ she saw a little girl drowning in the ~~getting~~ ^{getting} ~~sparkly~~ ^{sparkly} ocean. "Here you go! ~~See~~ I will send you this magical carpet ~~and~~ ^{so} you can ~~fly~~ ^{fly} out of the ocean." "Thank you so much" ~~she~~ ^{she} barely breathed the little girl. The little girl ~~glow~~ ^{glow} out of the ocean and everybody started cheering her ~~name~~ ^{name} Sophie, it wasn't her ~~gull~~ ^{gull} name but it was okay. Sophia felt very, very proud of herself. One day, Sophia ~~was~~ ^{excitedly} ~~leapt~~ ^{leapt} up and down again ~~and~~ ^{and} ~~was~~ ^{was} ~~excitedly~~ ^{excitedly} ~~but~~ ^{but} ~~leaping~~ ^{leaping} around her ~~chair~~ ^{chair}. ~~but~~ ^{but} just then she

saw an evil witch named ~~Malignant~~ ^{Malignant} ~~She~~ ^{Malignant} tried really hard to hypnotize Sophia into giving her the magical carpet. But it didn't work. "Give me your magical carpet" shouted Malignant violently. "I really don't want to" said Sophia. "GIVE ME THE FLYING CARPET RIGHT NOW!!!" Shouted the evil witch very angrily. Reluctantly, Sophia handed over the flying carpet to Malignant. Just then, the magical carpet ~~started~~ ^{started}

to hyperspeed all the way to an island that nobody ~~knew~~ ^{knew} about. It ~~to~~ ^{suddenly} Malignant right off of the magical rainbow carpet ~~and~~ ^{onto} the island. As quick as thunder, the ~~she~~ magical carpet rushed back to Sophia. Sophia kept on finding new ways she could ^{help} the poor, thoughtful people nearly every hour. She was the nicest person ^{in the town.} ~~in the town.~~ ^{Luckily} Malignant kept on trying to get out of the island but she couldn't. ^{which} Sophia ^{was} enjoying her life. ~~happily~~ ^{happily} They all lived ~~happily~~ ^{happily} ever after except for Malignant.

Key stage 1 exercise 1

Pupil C – Piece D: an information text

Context: pupils studied 'The Sea Book' by Charlotte Milner, an information text covering information on sea creatures, habitats and related environmental issues. They then wrote a report about their chosen underwater creature.

All about Octopusses!

Octopusses are ~~not~~ really fish. ^{Insert they} ~~They~~ are a type of invertebrate. ^{Read on to} ~~Explore~~ ^{more} about these ^{sacsinating} interesting creatures.

What do they look like?

Octopusses ^{generally} have 6 arms, 2 legs ^{and a} large head. ~~at~~ ^{and} ~~it~~ ^{Although} ~~Octopusses~~ can be many colours ^{sometimes} although they can change their skin ^{into to camouflage} colour. They ^{are} ~~often~~ ^{often} ~~giant~~ ^{giant}!

Where do they live?

Octopusses ^{usually} live in all the world's oceans. They ^{sometimes} live in ^{big} ~~big~~ ^{tanks,} ~~tanks~~ ^{might} ~~might~~. They also live in coral reefs, underwater caves and dens.

What do they eat?

Octopusses are carnivores. They only eat meat. They ^{often} eat crabs, shrimps and clams.

~~Even~~ Enormous ~~&~~ octopusses sometimes eat birds or SHARKS!

Did you know that?

All octopusses are ^{usually} venomous but the blue ring octopuss is the only octopuss that is deadly to humans and that octopuss ~~weighs~~ weighs less than a paper clip.

Key stage 1 exercise 1

Pupil C – Piece E: a recount

Context: pupils wrote a recount of their visit to a Forest School in the summer term.

Year Two's Forest School Adventure

On ~~Tuesday~~ 8th ~~June~~, Year Two Year Two went on a wonderful, adventurous trip to Forest School in . The night before I was very excited because last time I went it was extremely sun! The journey took 45 minutes, so I chatted with my friends. When we arrived the sun ^{was} as sunny as ever! I could see tall, leafy trees, a hidden, rocky path, purple, sweet smelling flowers, and ~~experienced~~ risk taking rangers. * The rangers had a uniform with ~~ex~~ three legs on it. First, I did some ~~satisfying~~ leaf printing. I was SO AMAZED ^{that} ~~just~~ ~~wanted~~ wanted to ~~keep~~ keep on doing it! Next, I did some tough den building. We did a boy vs girl competition. Mrs ~~was~~ ~~working~~ with the boys and Mrs ~~was~~ ~~working~~ with the

with the girls. ^{The girls had the best den.} I enjoyed working together.
After that, we went on an ~~exhausting~~ ^{exciting} hike to catch frogs, but when we had to go back up the mountain and it was ~~so~~ ^{so} exhausting and Ranger didn't even help us ~~up~~ up! Finally, I ~~did~~ made houses for toy animals. I felt very imaginative because I was pretending the house we made was a real house and we were pretending the animals could talk. While we were playing Ranger and Ranger told us that we need to go back or else we'll be late. What a sun day it was! I can't wait until we go to the forest again!