



Key stage 1 English writing training exercise 1 commentary

Pupil A – working at the expected standard

The collection includes:

- A) a letter
- B) an information text
- C) a recount
- D) a story
- E) a non-chronological report

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: a recount of the Easter holidays; a fictional letter to Florence Nightingale’s parents, written in role; an information text about Florence Nightingale; a story based on Julia Donaldson’s book ‘The Monkey Puzzle’ and a non-chronological report about the rainforest.

The letter [A], written in role as Florence Nightingale, is correctly set out and opens with an appropriate greeting (*Dear Mother and Father*). Sentences consist predominantly of statements, maintaining the first-person perspective throughout (*My journey to the crimea...I stayed in the hospital...We let in fresh air*). Coherence is occasionally weakened by missing sentence demarcation (*I felt seasick it wasn’t very nice*), but the overall piece presents the reader with a clear picture of events. The closing exclamation emphasises the writer’s passion for their cause (*How lucky I am to help real solders!*) and is followed by an appropriate sign off (*Love from Florance XXX*).

In the information text [B], coherence is supported by the organisation of information under a series of given headings phrased as questions (*What was her childhood like? What was her training like?*). Statements provide relevant facts about Florence Nightingale’s life and work. (*Florence was named after the city called Florence in Italy*).

In the story, based on Julia Donaldson’s book ‘The Monkey Puzzle’ [D], the pupil draws extensively on the source stimulus. The writer switches confidently between the past tense for narration and the present tense for speech, maintaining correct subject-verb agreement throughout. The pattern of the original story is adhered to and features from the book are included in the writing (*“bigger than me”...“No no no”...“That’s an elephant”...“Coils around trees”*). However, the pupil adapts other aspects of the narrative to create their own retelling of the tale (*In the deep dark jungle...Out of nowhere a butterfly came...My dad is not a reptile...butterfly took him to a tochen bird*). In keeping with its form, most sentences are statements, with occasional use of questions which closely resemble those in the book (*How big?...Why didn’t you say so?*). Although not part of the

KS1 programme of study, the pupil attempts to demarcate speech, using appropriate punctuation which supports the coherence of the piece.

Throughout the non-chronological report [E], information is grouped appropriately within sections which use subheadings to signal different aspects of the rainforest to the reader. Statements convey information (*In the Rain forest there are 4 layers...Many creatures are difficult to find...Creatures are always on the look out for danger*), and occasionally incorporate correctly punctuated lists to exemplify key points (*Colourful small birds such as sunbirds, honeyeaters and motmots fly among branches*). A subtle warning effectively concludes the piece, hinting at what might lurk within the beauty of the rainforest (*There could be a killer on the next branch! Not all killers are big*).

Across the collection, coherence is supported by the use of expanded noun phrases to describe and specify.

Throughout the letter [A], the writer adds to the coherence of the piece by portraying the appalling conditions in the hospital through the use of descriptive vocabulary and expanded noun phrases (*solders laying on the floor covered in blood, maggots and loads of rats...cracked walls*), which also depict improvements made by the nurses (*fresh air...clean sheets...loads of beds*).

In the information text [B] there is also some attempt to expand information through the use of noun phrases (*a very rich doctor...Her smaller sister...fake bodies...a better nurse*).

In the non-chronological report [E], expanded noun phrases describe and specify (*a huge variety of animals...The great hornbill of South Asia...a dim and quiet place*), whilst adverbials [not a KS1 requirement] help to guide the reader through the text (*In the Rainforest...On the forest floor...In the Rainforest Canopy...among branches in the rainforest*).

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

The recount [C] focuses on some of the activities undertaken by the pupil during the Easter holiday, and their corresponding reactions to these (*I joined my brother on a game...it was really fun...Happily I had 3 giant eggs!!*). The use of the first person is appropriately sustained throughout (*I stayed home...We played...Me and my brother...our dinner*). There is some attempt to sequence the series of events (*On Monday...When it was Easter...After that...After our dinner*), and to elaborate on the activities enjoyed (*Fashoin Frensy is a Fashoin game...we had to dress up...Me and my brother found 23 eggs...I ate them all in 2 days!*).

Across the piece, there is occasional loss of coherence, e.g. through errors in clause structure within an ambitious multi-clause sentence (*what if the topics old school we had to dress up*) and some ambiguity in the order of events (*I ate them all in 2 days! Then my mom said "don't eat all of your Chocolate eggs"! Happily I had 3 giant eggs!!*).

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.

There is some inappropriate use of capital letters mid-sentence (*It was Really bumpy [A]...when Her Father...how to Nurse [B]...a Fashoin game...your Chocolate eggs [C]...Leopard Road [D]...In the Rain forest...Emergent Layer...the Canopy [E]*).

The pupil has, however, corrected some errors through the editing process (*didn't let them rest [A]...in a hospital [B]...a huge variety...a dim and quiet place...difficult to find [E]*), and those that remain do not preclude the pupil from being assessed as 'working at the expected standard'.

Question marks are used correctly when required:

- *What was her training like?* [B]
- *What were nurses like before Florence?* [B]
- *“How big?”* [D]
- *“Why didn’t you say so?”* [D]

The pupil can, after discussion with the teacher use present and past tense mostly correctly and consistently.

The pupil uses the past and present tense correctly and consistently throughout the collection.

Throughout the letter [A], the past tense is used correctly and consistently, recounting the writer’s experiences to her parents. The simple past conveys recent events and reactions (*I traveled by boat and it was extrimily long!...I took 38 nurses with me*), whilst the past progressive is used to portray the ongoing state of affairs (*the solders were laying on the floor*).

In the information text [B], use of the past tense, appropriate to the biographical nature of the piece, is consistent and correct throughout, including the use of some irregular verb forms, albeit with occasional misspelling (*Florence became a matron...When Florence whent to Germany...drank wine*).

In keeping with the features of a recount [C], the past tense is predominant throughout. The simple past conveys actions and reactions (*We played all day and it was really fun...I ate them all*), whilst the past progressive indicates ongoing situations, both imaginary and real (*we had to dress up like if we were going to school...I was being Mrs nice Lady*). There is some appropriate use of the simple present to inject writer comment (*What a lucky girl I am!...Fashoin Frensy is a Fashoin game and there are topics*).

Throughout the story [D], the pupil demonstrates a secure grasp of tense consistency, shifting appropriately between the past tense, which is deployed mostly within the narrative (*a butterfly came and said...butterfly took Leopard*), and the present tense, which is used mostly in dialogue (*“That’s an elephant”...my dads tail coils around trees...“I know where your dad is”*).

The simple present is used consistently and correctly throughout the non-chronological report about rainforests [E] (*there are 4 layers...seeds provide food...If you walk*).

The pupil can, after discussion with the teacher use co-ordination (e.g. or/and/but) and some subordination (e.g. when/if/that/because) to join clauses.

Co-ordination is used effectively across all pieces to support coherence.

Throughout the letter [A], co-ordination is used to link ideas and to indicate counter-actions (*The hospital had cracked walls and the solders were lying on the floor...The doctor didn’t let us but we got to do it*).

In the information text about Florence Nightingale [B], there is some use of co-ordination to link related clauses (*Her smaller sister is called Pathenope but for short they called her Pop...Most nurses before Florence were drunk and drank wine, beer and drank alcohole*), and to emphasise a difference in attitude (*But Florence wanted to change it*).

Co-ordination is used in the recount of the Easter holidays [C] to expand points (*Fashoin Frensy is a Fashoin game and there are topics...we went to the desert area and got every thing we wanted*).

Throughout the narrative [D], co-ordination is used to link events, related points and nouns, and to provide additional information (*a butterfly came and said joyfully...“...My dad is not a reptile and he’s not slimy and anyway my dad is a mamal and he’s up high”...wings or feathers*).

In the report about rainforests [E], co-ordination is used to provide additional detail (*The great hornbill of South Asia has a wingspan of 1.6 meaters and has a huge casque on its head*).

Some subordination is used across the collection.

In the letter [A], there is some use of subordination to establish the relationship between events (*When I arrived there were soldiers laying on the floor...I didn't let them rest until everything was cleaned*) and to indicate the circumstances under which additional care was provided (*I would hold their hand if they called out*).

In the information text [B], the pupil skillfully uses subordination to provide clarification (*When Florence went to Germany...Florence had to sort out fake bodies*), whilst the multi-clause sentence in the second section allows for the succinct presentation of information (*Florence read books and studied when Her Father didn't know*).

In the recount [C], subordination clarifies the timing of events (*When it was Easter we did an exiting Easter egg hunt*).

The subordinating conjunction 'if' to specify the condition for viewing a particular feature (*If you walk through the rainforest you notice the forest floor is a dim and quiet place*) is used in the non-chronological report [E].

Across the collection, the use of co-ordination and some subordination results in the award of this statement.

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:

- *boat, long, laying, corner, sheets* [A]
- *born, time, sister, became, better* [B]
- *home, playing, days, wait, called* [C]
- *lost, help, shouted, tail, wings* [D]
- *second, like, snakes, twigs, head* [E]

Where correct graphemes have not been selected, there is sufficient evidence of correct spelling or phonically-plausible attempts to meet this statement, including attempts to spell unfamiliar vocabulary:

- *journy, traveled, magerts* [A]
- *alcohole, actully* [B]
- *Hapilly, restauront, Sparck, erea* [C]
- *Roard, wobbily, mamal, fethars* [D]
- *creaturs, blosom, meaters, comiflauge* [E]

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

Across the collection, almost all of the year 1 common exception words that are used are spelt correctly (*was...My...were...there...do...they...to...He...his...are...go(ing)...school...said...your...come(s)...one...ask(ed)...So*).

All year 2 common exception words that are used are spelt correctly:

- *every, would, Father, floor* [A]
- *after, Father, Most* [B]
- *old, because, After, every* [C]
- *who, any(way)* [D]
- *most, floor, find* [E]

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
- use spacing between words that reflects the size of the letters

Across the collection, all letters and digits are correctly formed and oriented. However, attempts to join handwriting result in a number of lower-case letters which are of a similar size to capital letters, notably 's', 'c' and 'w' but such occasions are exceptions. The spacing between words is appropriate for the size of the handwriting.

Why was this collection not awarded 'working at greater depth'?

This collection cannot be awarded 'working at greater depth within the expected standard' because there is insufficient evidence to meet the statement '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, there is a clear awareness of the purpose of the writing; however, the development of ideas is limited and grammatical structures are often repetitive, at times taking on a list-like quality (*Florence Nightingale was born...Florence's dad was...Florence was named after...Florence read books*).

Whilst there is evidence in piece D of the pupil mirroring the style of the source stimulus, across the collection, there is limited evidence to suggest that the pupil has drawn on their wider reading to inform the vocabulary and grammar of their writing. Vocabulary is often simple (*a rich doctor...3 giant eggs*) and sentence structure is, at times, imprecise (*but we got to do it...became a better nurse all these years training*), resulting in some loss of meaning.

In addition, in the recount [C], the pupil confuses the order of events (*I ate them all in 2 days! Then my mom said 'don't eat all of your chocolate eggs'! Hapily I had 3 giant eggs!!*), which detracts from the overall effectiveness and coherence of the piece.

Although most sentences are correctly demarcated, there is occasional insecurity in the recognition of sentence boundaries (*I felt seasick it wasn't very nice...We didn't wait for the food to be cooked we just went over to get what we wanted*), and some inappropriate use of capital letters mid-sentence.