

Pupil C – 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 inriturn*). 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 inriturn*). 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. ... Furst 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... l... was... After*)
- in the set of instructions [B] (*to... Are... you... the... your... l... a... of... put... floor*)
- in the retelling of a story [C] (*The... was... he... his... one... a... to... l... you... some... my*)
- in the story [D] (*He... to... is... the... one... his... was... a... some... no... l... do... me... any*)
- in the recount of a visit to a farm [E] (*to... was... do... you... l... 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.