

Pupil B – working at the expected standard

This collection includes:

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

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).

Within the collection, the pupil writes simple, coherent narratives about personal experiences and those of others. A retelling of a traditional tale [A] combines elements of ‘Jack and the Beanstalk’ and ‘Three Billy Goats Gruff’ with the pupil’s own innovative ideas. A story opening [B] describes a young boy’s initial encounter with a dragon. A recount details the pupil’s day out at a royal county show [C]. A collection of letters [D] is written from the point of view of different items of stationery.

The retelling of the traditional tale [A] presents a contemporary amalgamation of 2 fairy tales, featuring the pupil’s own version of a troll. The setting and characters reflect modern-day family life (*packing to go camping... his sasy sister*) and the dilemma of having to fund a holiday (*sell are rabbit to get some money for some food*). Max’s character is well portrayed – his inquisitiveness (*He was curious what would hapen if he put one foot on the brige*), his boldness (*he was brave anoth to walk on the shacky old brige... “not me... I am innocent”*), and his incorrigible spirit (*bouncing home... But He didn’t give up*). Throughout the tale, humorous touches entertain and engage the reader (*The Anklylosauras ternd around and Hit Maxs ancle with His club... you will go straet in you tent... his mother didn’t even see his ankle he was still told of*). There is some use of noun phrases to describe and specify (*His rich dad... some money for some food... the shacky old brige... one step at a time... a long vine... the aczact same Anklylosaurus... the bole of cash*). The logical and traditional chronology of the story supports coherence, as does the use of sequencing vocabulary (*A long time ago... But finally... But then... Suddnely... In the morning*). Cohesion is also a strength of the piece – for example, the link between the camping trip (*packing to go camping*) and Max’s punishment (*go straet in you tent*), and the sudden reappearance of the anklylosaurus (*the aczact same Anklylosaurus*).

The story opening [B] offers a brief description of the dragon (*a firce dragon... Smoke Comeing out of its mouth... speshil... very Small... tiny black wings*), which forms the basis for a simple narrative. Ellison’s surprise at finding the dragon is captured by his reactions (*he was Shoced and dropped it onto the floor... shut Him self in the toilet*), whilst the dragon’s unpredictable behaviour implies the possible mayhem to come (*it flew up and broke a vase... then wen’t down and ate all the broken bits of the vase!*).

The first-person recount [C] details some of the pupil’s experiences whilst visiting a county show. The essence of the countryside is captured through the use of subject-specific vocabulary (*Sheep... Shearing... carved... owl... wood pecker... chasted gese*), as are the practicalities of the day (*packed lunch... rain coat... Hat... Sun cream... water botle... Shoes*).

The collection of letters [D], written in response to reading 'The Day the Crayons Quit', comprise short, individual first-person narratives which, as in the book, personify the different items of stationery and impart their woes. Each letter opens with an appropriate heading, recording the day of the week, followed by a conventional greeting (*Dear Ducen*) and polite sign-off (*Thank you. Shapener*). The feelings of each item are captured through the use of simple vocabulary (*not happy... cant be boverd... dont like being used all the time*) as are their wishes (*really like to be a pencil... want to be a pen lovely and blue not pink... I like being sharp*).

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

In the recount of the class visit to a county show [C], the pupil demonstrates that they can write simply and clearly about a real event. There is appropriate use of the first person and past tense to describe what they saw, the things they took with them and what they did (*I saw sheep... we took a rain coat... we painted stones*).

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 correctly with capital letters and full stops, albeit with occasional omissions. Demarcation is less accurate in the more ambitious retelling of the traditional tale [A], in particular where the pupil has included dialogue. These occasional errors do not preclude the pupil from meeting this statement.

Where the pupil has chosen to include questions, these are demarcated appropriately with a question mark – for example, in the retelling of a traditional tale [A] (*but will you give me?... whose that tip tap walking over my brige?... I you crazy?*).

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

Across the collection, present and past tense verb forms are used mostly correctly and consistently.

In the retelling of the traditional tale [A] the pupil appropriately shifts between the past tense, mostly used in the narrative (*was packing... Max went... He found... The old man asked... was bouncing*), and the present tense, which is sometimes used in dialogue (*I am innocent... We don't have any food*). There are occasional errors in irregular verbs (*keept... seed*) – however, these are also used correctly (*He kept walking... In the morning Max saw*).

The use of the present tense at the beginning of the story opening [B] is inconsistent with the given first line (*It is a firce dragon... It is speshil... it is very Small*). However, there is an appropriate shift to the past tense after the second sentence, which is then maintained throughout (*he was shoced and dropped it... it flew up... went down and ate*).

In keeping with the features of a recount [C], past tense verb forms convey the events of the day (*I saw Sheep... was danceing... he carved a owl... we painted stones*).

In the collection of letters [D], present tense verb forms are used to indicate the feelings of the items. The present progressive suggests the ongoing, disgruntled state of the sharpener (*Im not feeling very Happy*), whilst the simple present (*I am not happy... I dont like... I want*) expresses the

immediate thoughts of the other items. The shift in tense within a single sentence is appropriate, enabling the writer to compare the state of the pencil over time (*I was sharp, but now I am low*).

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 retelling of a traditional tale [A], co-ordination is used to link related points (*He found a brige and it look a little old*) and actions (*He put one foot on and...shake shake shake it wobled... the Ankylosauras ternd around and Hit Maxs ancle*). The co-ordinating conjunction ‘but’ expresses contrast (*Max was frightend but he was brave*) and links sentences, emphasising Max’s resilience (*But finally He got to the Shop... But He didn’t give up*) and the abrupt change of events (*But Suddenly...A Ankylosaurus apead... But suddenly the Anklyosaures saw Him*). There is occasional use of subordination – for example, in considering the consequence of a potential action (*if he put one foot on the brige*) and to clarify the timing of events (*wen we get there... wen He got there*).

Within the story opening [B], co-ordination is used to link a series of related actions (*it flew up and broke a vase And then wen’t down and ate all the broken bits*), whilst subordination is used to explain why the dragon is fierce and special (*because it had Smoke Comeing out of its mouth... because it is very Small*). A multi-clause sentence combines subordination and co-ordination to pinpoint the moment at which Ellison was surprised and to indicate his subsequent reaction (*When Ellison saw it he was Shoced and dropped it onto the floor*).

Co-ordination is used throughout the recount [C] to link related events (*it wood tell you a Story and you wood act like it*). There is some attempt to write multi-clause sentences, incorporating subordination in the form of relative clauses [not a KS1 requirement], but this is not wholly successful (*I saw Sheep wick was danceing Sheep and a man Shearing a sheep... I saw a wood man wich carved wood and he carved a owl*).

Across the collection of letters [D], co-ordination is used to link ideas. For example, the conjunction ‘and’ is used to link the woes of the sharpener (*People have been useing me and geting the top of the pencil stuck in me and pocking me*), whilst ‘but’ is used to express the highlighter’s ambition (*But I want to be a pen*) and the pencil’s changed condition (*I was sharp but know I am low*). Subordination and co-ordination combine in a multi-clause sentence to elaborate the reasons for the highlighter’s unhappiness (*I am not happy that I have to light up words and I keep running 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 that the pupil can select the correct graphemes to represent the phonemes in words – for example:

- in the retelling of a traditional tale [A] (*sister... found... brave... scared... innocent... please*)

- in the story opening [B] (*dragon... Smoke... mouth... black... down*)
- in the recount [C] (*Yesterday... royal... carved... Sun cream... Shoes... stones*)
- in the collection of letters [D] (*pencil... really... Tuesday... light... happy*)

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

- in the retelling of a traditional tale [A] (*rabit... hapen... comepuny... ternd... bole... stork*)
- in the story opening [B] (*firce... speshil*)
- in the recount [C] (*wich... botle... groop... gese*)
- in the collection of letters [D] (*pocking... boverd*)

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

Across the collection, where used, year 1 common exception words are almost always spelt correctly, for example:

- in the retelling of a traditional tale [A] (*a... was... to... go... His... some... he... one... the... no... to... said... you... I... my... me... ask(ed)... we... there... so... put... of*)
- in the information text [B] (*to... the... your... I... my... so... are... Go*)
- in the recount [C] (*I... to... was... he... a... we... some... the... of... you... come... they*)
- in the collection of letters [D] (*today... me... the... of... I... to... be... a... go... my... you... do... was*)

Across the collection, where used, year 2 common exception words are spelt mostly correctly, for example:

- in the retelling of a traditional tale [A] (*money... would... old... last... any... even... climb... could*)
- in the story opening [B] (*because... floor... could(nt)*)
- in the recount [C] (*water*)
- in the collection of letters [D] (*People... would*)

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 forms capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters. Although there is inconsistency in the size of the letter 's', particularly at the beginning of words where there is little distinction between upper and lower-case forms, this does not preclude the collection from meeting the 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 within the expected standard' because the statements for this standard are not met. Although the pupil can write simple, coherent narratives, they do not yet write effectively and coherently for different purposes. The retelling of the traditional tale [A] demonstrates an emerging use of the language of storytelling (*A long time ago... one step at a time Shake! Shake! Shake!... whose that tip tap walking over my brige*). However, across the collection, there is insufficient evidence of writing that draws on the vocabulary and grammar of wider reading.

Whilst appropriate to the purpose of writing, vocabulary choices lack the richness and diversity of those drawn from a broad range of fiction and non-fiction texts (*His beatiful mother... a firce dragon... tiny black wings... a wood man wich carved wood... a pencil lovely and sharp*). Despite some use of subordination, clauses are mostly linked through co-ordination (*We all brang a packed lunch and we took a rain coat... it wood tell you a story and you wood act like it*). Grammatical structures are often repetitive (*It is a firce dragon because it had Smoke... It is speshil because it is very Small... It had tiny black wings*) and, at times, insecure (*Max and His family was packing... I you crazy?... I saw Sheep wich was danceing*).

The pupil makes occasional additions and revisions to their writing – however, across the collection, errors are not consistently recognised and corrected (*even that his mother didn't even see his ankle he was still told of*).

Sentence demarcation is mostly secure – however, there is insufficient correct evidence of the punctuation taught at KS1. Commas are not used to separate items in a list (*a rain coat a Hat some Sun cream*). Whilst there is some correct use of apostrophes for contracted forms (*wasn't... don't... didn't*) there are often omissions (*its... couldnt... Im... cant... dont*). In addition, apostrophes for singular possession are not used when required (*Maxs ancle*).

There are occasional errors in the spelling of common exception words, inferring that the pupil is unable to spell 'most' of these correctly.

The pupil does not add suffixes to spell most words correctly. Whilst there is evidence of the correct spelling of some words with suffixes, there are a number of errors (*keeped... comeing... frightend... quicke... danceing... chasted... useing*).