



Key stage 1 English writing standardisation exercise 3 commentaries

Pupil A – working at greater depth within the expected standard

This collection includes:

- A) a story extract
- B) a recount
- C) an informative article
- D) a diary entry
- E) a character description
- F) an information text

All of the statements for ‘working towards the expected standard’, ‘working at the expected standard’, and ‘working at greater depth within the expected standard’ 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.

Across the collection, the pupil writes effectively for different purposes, drawing on their reading to inform the vocabulary and grammar of their writing. Two pieces draw on the pupil’s reading of ‘The Disgusting Sandwich’ – an extract from the pupil’s adaptation of the original tale [A] and a recount of their own experience of a disgusting party, organised for the class [B]. Two further pieces draw on a class topic, ‘Regal Royal,’ in which pupils explored the book ‘The Queen’s Knickers’ – an informative article about a pair of knickers that the Queen might own [C] and a diary entry about a royal wedding, written from the perspective of the Queen [D]. The collection also contains a character description of ‘The Gruffalo’ [E] and an information text about an imaginary mythical creature [F].

In all pieces, overall coherence is supported by appropriate organisational features. There is a strong chronology within each of the narrative pieces [A, B and D] which is supported by the logical sequencing of events. The pupil goes beyond the key stage 1 (KS1) programme of study, using adverbials to convey time and place (*In the wonderful town of Ektor... In the park... On Tuesday... First... Next... After that... Finally... As soon as... By the time... After the wedding*). Within the recount [B] and diary [D], paragraphs are used to group ideas, whilst following the introduction, subheadings within the information text [F] clearly identify the content of each section, helping the reader to navigate the text (*What does an Acklay eat?... Where does an Acklay live?... What are acklays powers?*).

The pupil selects the appropriate tense according to the purpose of the writing. Within the story [A], past tense verb forms, including the past progressive, are deployed to convey actions and reactions (*there was a park... It had the sharpest teeth... he was looking*), whilst the simple present is used to voice a comment (*this is not One of those Skeleton family Stories*).

Past tense verb forms are used appropriately throughout the recount [B] and the diary [D] to relay the events of the day (*I went... H___ teamed up... were waiting... I guessed... I woke up... was shining... I didn't*). In the informative article [C], there is predominant use of present tense verb forms to describe and present information about the Queen's knickers (*Her knickers are kept... the liquid that makes you better*), whilst past tense forms convey something of their history (*There was also a word added... These knickers were made*). Where required, the pupil is able to manage changes of tense within a single sentence – for example, in drawing a comparison (*There used to be just confetti but now there are confetti shooters*).

The present tense is used consistently throughout the character description [E] and the information text [F] (*The gruffalo has... The gruffalo lets his long nails grow... acklays eat fizzards... the Acklay blasts*).

Across the collection, there is evidence to suggest that choices of vocabulary and grammatical structures reflect the pupil's wider reading. Within the story [A], the pupil is beginning to draw on the language of storytelling – for example, through the use of a conventional opening (*In the wonderful town of Ektor there was*) and through repetitive patterning (*there was a park and in the park lived a ginger and white fox... The fox'es tummy was rumbling! The fox'es tummy was rumbling so loudly*). The pupil also draws on their wider reading in an attempt to engage the reader – for example, in the witty asides (*Anyway let's get on Shall we? No no no! dont go away!*) and amusing comments (*who would of thought they would've seen a fox in a resturant*). Noun phrases are effective, capturing the characteristics of the fox and the events in the park (*the sharpest teeth I had ever seen... a terrible cacaphony that echeod around... the whole of mill street... one million tiny sparks in his big brown eyes*), whilst adverbs emphasise the unfortunate condition of the fox's stomach (*rumbling so loudly*).

There is some effective use of grammatical constructions which are beyond the KS1 programme of study. Relative clauses expand nouns and noun phrases (*a terrible cacaphony that echeod around*), whilst modal verbs convey certainty (*could hear it*) and possibility (*what he could eat... he could go to a mexican resturant*).

In the recount [B], vocabulary indicates the pupil's excitement and enjoyment of the day (*super messy... loved... humongus picture... PARTY TIME... I felt victorios*), whilst some precise choices support the purpose of the piece (*challenge... actually... dipped...allergy*). Noun phrases detail specific aspects of the party (*My favouwite combonation... The next episode of Super hereos go 2... the first feely bowl*), whilst -ly adverbs emphasise the abrupt change of activity (*Suddenly*) and clarify the contents of the bowl (*actually beans*).

A range of sentence types is used – statements convey actions and reactions (*I loved that actvity*), a question addresses the reader directly (*Do you want to know how exciting a disgusting party is?*) and an exclamation captures the pupil's reaction to the day (*What great fun I had!*). There is some variation in clause structure through the use of co-ordination and subordination. An ambitious multi-clause sentence contains repetitive relative clauses (*a humongus picture that said [...] a clock that said*) to detail the features of the picture, whilst a further subordinate clause indicates there is more fun to come (*because we were not done yet*). A fronted subordinate clause foregrounds the pupils' wait for their next activity (*So while we were waiting*), and a combination of subordination and co-

ordination offers explanation and contrast (*I guessed peas because the thing was cold but it was actually beans*).

In keeping with the descriptive nature of the informative article [C], expanded noun phrases specify and detail features of the knickers (*the jewels on the bottom line next to the two antidote bottles... a cool new picture called Love world*).

There is some attempt to use multiple subordination, including relative clauses, to present information concisely. For example, in the explanation of how to use the antidote (*they are to spray because you will waste the liquid that makes you better*) and to indicate an addition to the design (*There was also a word added on which said congratulations*).

The diary entry [D] manages to capture the Queen's enthusiasm for, and the atmosphere of, a royal wedding through the use of expanded noun phrases (*the most epic day of my life... lots of page boys... millions of flashing cameras... the nicest food*).

There is some variation in grammatical structures. Although not a KS1 expectation, a fronted adverbial works in conjunction with a relative clause to emphasise the corgis' enthusiasm for mealtimes (*Now it was the time that the corgis had all been waiting for – feeding time!*). Similarly, a relative clause suggests that the Queen has some knowledge of one of the wedding guests (*the person who sung rocket man*). The parenthetical aside (*my (already clean) teeth*) also indicates that the pupil is drawing on structures from their wider reading.

In the description [E] the pupil uses expanded noun phrases to build a detailed picture of the gruffalo, occasionally drawing on the stimulus text (*purple spikey prikles all over his dirty back full of bugs and flies... a big long tail... the size of a whale shark... a very bright orange colour*), whilst choices of vocabulary further support the purpose of the piece (*lash... enemys... twist and turn... related... protects... predators... prey*).

A question, which discloses an interesting fact for the reader (*Did you know that when a gruffalo gets mad its whole body goes red?*), is immediately verified by an emphatic statement, punctuated with an exclamation mark (*Well it's true!*). The effect of the gruffalo's physical features, and its similarity to a hedgehog, are explained through the use of subordination (*so whenever he walks they start to twist and turn... because there purple prikles protects a gruffalo... so that they are not blind like bats*).

The vocabulary in the information text [F] combines the pupil's knowledge of non-fiction texts with that drawn from their wider reading of myths and legends (*exicutions... shedded skin... half dragon half reptile... population... prey... arena... lava... galaxy*), whilst occasional invented words demonstrate their creativity (*Fizzard... dreptile*). The pupil uses a comparative adjective to emphasise the possible threat from the creature's horns (*They are sharper than a velocerapter's claws*), whilst -ly adverbs indicate typicality (*normally eat... normaly lives*) and degree (*really important... apsoulutely full*).

The pupil's knowledge of non-fiction texts is also demonstrated through the use of questions as subheadings (*What does an Acklay eat?... Where does an Acklay live?*). There is some use of subordination – for example, to explain the colour of the creature's body (*because it has 1 million hearts*), whilst a relative clause [not a KS1 requirement] indicates their habitat (*An Acklay normaly lives in an arena where their cages are*).

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

Throughout the collection, there is evidence of the pupil making simple additions and revisions – for example:

- in the story extract [A] *fox* has been added to *the fox had one million tiny sparks in his big brown eyes*
- in the recount [B] *colurorfull* has been changed to *colour*
- in the informative article [C] *that* has been added to *They are now so special that the Queen herself has to guard them*
- in the information text [F] *normaly* has been added to *An Acklay normaly lives in an arena*

Throughout the collection there is evidence of the pupil making proof-reading corrections – for example:

- in the story [A] *would of* has been corrected to *would've*
- in the recount [B] *i* has been corrected to *I*
- in the informative article [C] *touhgest* has been corrected to *toughest*

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

Capital letters and full stops are used mostly correctly throughout the collection.

The full range of punctuation taught at KS1 is evidenced throughout the collection. Whilst there is limited opportunity for the pupil to use some punctuation, there is sufficient evidence to demonstrate that the punctuation taught at KS1 is used mostly correctly.

The pupil uses question marks correctly – for example:

- in the recount [B] (*Do you want to know how exciting a disgusting party is?*)
- in the character description [E] (*Did you know that when a gruffalo gets mad its whole body goes red?*)
- in the information text [F] (*What does an Acklay eat? Where does an Acklay live?*)

The pupil uses exclamation marks to demarcate exclamations, statements and commands – for example:

- in the story [A] (*dont go away!*)
- in the recount [B] (*What great fun I had!*)
- in the informative article [C] (*what amazing knickers they are!*)
- in the diary entry [D] (*I didn't want to be late!... What a lovely cake it was!*)
- in the character description [E] (*The gruffalo is twice the size of a whale shark!*)
- in the information text [F] (*It's one of the hottest planets in the lost galaxy!... What horrifying creatures they are!*)

The pupil uses commas to separate items in a list – for example:

- in the recount [B] (*Me, H_____ and A_____... Me, A_____ and H_____*)

The pupil uses apostrophes to mark singular possession in nouns – for example:

- in the informative article [C] (*The Queen's Knickers*)
- in the description [E] (*The gruffalo's eyes*)
- in the information text [F] (*a velocerapter's claws... a mososaures's teeth*)

The pupil uses apostrophes to mark where letters are missing – for example:

- in the story [A] (*let's... would've*)
- in the recount [B] (*IT'S... didn't... wasn't*)
- in the informative article [C] (*It's... that's*)
- in the diary entry [D] (*didn't*)
- in the character description [E] (*it's*)
- in the information text [F] (*they're... it's*)

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

All of the common exception words used are spelt correctly.

Year 2 common exception words are almost all spelt correctly. For example:

- in the story [A] (*whole... who... could... would... eye(s)*)
- in the recount [B] (*every... because... After... again... great*)
- in the informative article [C] (*because... last*)
- in the diary entry [D] (*most... who... after*)
- in the character description [E] (*whole... because... eye(s)*)
- in the information text [F] (*pretty... because... great*)

The pupil can, after discussion with the teacher, add suffixes to spell most words correctly in their writing (for example, –ment, –ness, –ful, –less, –ly).

When required, the suffixes referenced in the national curriculum are used to spell most words correctly – for example:

- in the story [A] (*wonderful... rumbling... loudly... wondered*)
- in the recount [B] (*waiting... planned... Suddenly... actually... guessed*)
- in the informative article [C] (*toughest... updated... having... added.... amazing*)
- in the diary entry [D] (*shining... Finally... celebrities... nicest... lovely*)
- in the character description [E] (*amazing... related*)
- in the fictional information text [F] (*normally... hottest... really... powerful*)

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

Across the collection, the pupil uses diagonal and horizontal strokes to join some letters.