



Key stage 1 English writing standardisation exercise

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.

This exercise does not contain any collections from pupils deemed to have a particular weakness.

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 non-chronological report
- B) a story
- C) a recount
- D) a short story
- E) a wanted poster

Key stage 1

Pupil A – Piece A: a non-chronological report

Context: pupils had researched different endangered species as part of their topic. They then chose an animal to write about. They chose to present their work in a question and answer format non-chronological report.

Endangered Elephants



~~Did you know?~~ Introduction
Did you know that Elephants are endangered animals? This means that animals are in danger and are becoming extinct. The leaflet will tell you about how they live their lives, and who is killing them.

What do they look like?
The Elephant is Earth's largest

land animal. They have ~~two~~ grey, rough, wrinkly skin, and huge ears so they can ~~hear~~ hear very well.

Elephants have long trunks which they use to enjoy ~~showering~~ showering and ~~drinking~~ drinking water.

They have little eyelashes ~~teeth~~ which catches the dirt that tries to get inside its eyes.



Where do they live?

Elephants live in Africa and Asia where it is nice and hot. They live there because it has lots of their food.

What do they eat?

Elephants eat lots of vegetation like roots, grass, fruit and bark.



An Elephant eating leaves.

Elephants ivory has gotten them into a
lot of trouble ^{why are they endangered?} ~~why are they endangered?~~

These harmless sweet Elephants are
endangered because their ivory has
gotten them into a lot of trouble.

Ivory is so valuable to some humans.

Many elephants have been killed
for their tusks to ~~have~~ sell as
jewelry or medicine. This trade
is illegal today but it has not
been completely eliminated.

Key stage 1

Pupil A – Piece B: a story

Context: as part of a whole class guided read, the pupils were looking at 'Lila and The Secret of Rain' (David Conway). Before retelling the story, pupils discussed the plot and selected a planning frame of their choice to organise and talk through their ideas before writing. The pupil's writing has been transcribed from their handwritten text.

One evening night Lila overheard her mama talking to her friends. She was sad. "It's too hot to gather firewood too hot to weed the village garden and too hot to milk the cow. ~~w~~ Without water there ~~æ~~ will be no life!" She said. Lila got worried when she heard her mama say that. She wanted ~~sø~~ so much for the rain to come. One evening her grandfather told her the secret of rain. Suprisingly her grandfather had known the secret of rain sine he was a little boy. A man had told ~~høme~~ him. The man said "You have to climb the tallest mountain very bravely and tell the sky the saddest things you know. Lila listened to her grandfather very carefully and was going to do a secret of rain adventure. ~~She Walked and walked until she found herself at the foot of As~~ Lila set off for the adventure ~~wen~~ ~~When the sun was~~ The following morning when the sun was still asleep, Lila set off to do her secret of rain adventure. ~~As-s~~ she walked and walked Lila found herself at the foot of a very tall mountain. Lila knew that the mountain was the right one to climb because it was the only one reaching up to the clouds so she climbed right up. † As soon as she reached the top of the mountain, she started telling the sky the saddest things, ~~as-such~~ such as when her brother cut his leg while chasing a chicken and when she burned herself while helping her mama to cook. ~~W~~ As Lila went on and on saying the saddest things she knew she looked up at the sky for any sighn of rain. The sun still shon with its scorching rase. Lila started to cry. "It is too hot to milk the cow too hot to collect firewood too hot to weed the village garden and without water there will be no life" Lila weped. Suddenly there was a breeze that were like a ~~føe~~ flock of white birds.

Key stage 1

Pupil A – Piece C: a recount

Context: the class had previously studied recounts after a class trip. After a visit to the RAF museum, the pupil talked about the events of the day and then produced a recount.

Our Trip to the R A F museum

~~On Friday~~ Last Friday was our trip to the R A F museum. We + After assembly we came back to class and got ready. We walked ~~to the~~ ^{sensibly to the} museum and arrived very quickly got snacks. When I finished my Snacks, my friends and I played on the model planes in ~~in the~~ ^{the} Aero Aeronauts gallery. Once playtime was over, Miss _____ took us to go and watch a science Show. The most interesting thing I learnt was, if you go too high up into the sky you get can get frost bite, when your blood turns blue because it gets colder and colder when you go high which is really scary. After we ~~watched the~~ watched the science show we ate lunch which was good, because I felt like my tummy was crying for food and ~~too~~ ^{it} ~~was~~ was so yummy. A little while later after lunch we + explored the different aeroplane hangars and I walked right under the wing of a huge grey aeroplane. We went inside an old small plane from a long time ago. My class and I dressed up in the pilot uniforms, but they were so big that it looked like I ~~shook~~ Shrank. I sat on different planes while my other friends had a go on a gun game flight simulator. I found out that there were some phones that ~~had~~ ^{had} news ~~and~~ video players and you could listen to the phone to hear what's happening. I heard that a footballer died in a plane crash. Soon after we played in the playground, I enjoyed going on the poles because I went down very fast. ~~I~~ I also enjoyed going ⁱⁿ the house because I was so high up. Then we had to go back to school. So we lined up and sang songs until we got there.

Key stage 1

Pupil A – Piece D: a short story

Context: the class looked at a series of pictures showing different settings. Pupils compiled effective words and phrases to describe the location. Pupils then chose a setting and were asked to write a short story, which would include helping the reader to imagine what it was like in the selected setting.

Once upon a time there lived a boy ~~call~~ called Tom, he ~~tried~~ lived ~~to~~ ~~near~~ ~~the~~ in a small ~~but~~ beautiful cottage down near the sea. He had never been to the beach before so he decided to go because he ~~hadn't~~ thought there was a first time for everything. When he got down to the beach he went closer to the sea. He took off his shoes to feel the ~~crumbly~~ golden sand. He heard the sound of fat squeaking seagulls swooping ~~to~~ down to find some delicious food. Tom stepped closer to the sea and the sand got ~~so~~ soggy and soggy! The ~~the~~ boy ~~go~~ went one more step onwards and now he was in the sea, he shivered because it was ^{really} cold! He felt the fresh cool crisp breeze hitting his chubby cheeks. When he was ~~to~~ in the sea he felt something tickling his feet. Tom bent down to see what that was and it was a long piece of green ~~was~~ ~~its~~ ~~blistering~~ blistering bumpy seaweed. He picked it up and slowly started to ~~let~~ lick the seaweed. It was way too salty for him so he spat it out. Tom could see the ~~best~~ beautiful horizon shining on the sand. He could see the ~~joy~~ joyful children happily making sandcastles. Tom ~~soon~~ saw a sign that said give good ice cream and slushies so he went to go and get one. Tom was ordering his good and ~~sudden~~ suddenly he saw a little sausage dog who ~~had~~ had no owner and the dog was lost. Tom picked the dog up and the dog started to ~~let~~ lick him. He saw that the dog was a ~~girl~~ girl so he wanted to name her Vanessa. Tom got his good and felt her tummy was rumbling so he wanted to be a good person so he shared his good with Vanessa and he gave her a color. Tom and Vanessa spent the rest of their day playing and ~~two~~ better kissing each ~~the~~ other. They lived happily ever after. Tom is a generous man.

Key stage 1

Pupil A – Piece E: a wanted poster

Context: pupils had explored the purpose of a wanted poster in the Autumn term. Using their knowledge of animals from work focussing on endangered species and rainforests, pupils had to produce a wanted poster that described a chosen animal and expressed the potential danger to the reader.



Have you seen this ~~extreme~~
extremely ~~fit~~ wild, strong
~~that~~ tiger lurking around in
the deep, dark, scary forest?
Beware of him! He is wanted
for the attempt to eat ^{poor} grandmother on
her way to her ^{sweet} granddaughter's house
to have some ^{young} dinner. This tiger
is one of the most ~~hungriest~~ hungriest tigers in the ^{big} forest. So
if you come across him he will pounce on you and
gobble you up ^{in one go.} He has black and orange stripes ^{with}
eyes, and very long black whiskers. He has very pointy ^{to hear good} ears and
always has a mischievous smile on his face. His claws are
so sharp that they can swipe you ~~down~~ down to death and
they never get blunt. When the tiger walks his footsteps
are really hard to hear because he slowly walks so
his prey does not hear him and then he pounces on them
and tears their flesh open. If you see this ~~scary~~ ^{very} beautiful, beautiful
animal ~~do not~~ do not approach ^{him} but ~~instead~~ instead call the sheriff on
~~the~~ the ~~number~~ number below.

2468019

Pupil B

This collection includes:

- A) a description
- B) a story set in space
- C) a story based on a rescue
- D) a recount
- E) a retelling of a traditional tale

Key stage 1

Pupil B – Piece A: a description

Context: as part of their topic on amazing animals, pupils visited a local zoo. They then wrote a description of their favourite animal, asking the reader to guess its identity.

This animal has an bushy
tail. Amazingly this animal has a
long neck. Did you know this animal
has brown spots. What animal it is

Key stage 1

Pupil B - Piece B: a story set in space

Context: As part of their 'Out of this world' topic, pupils explored stories set in space. After planning an outline of a story as a small group, they then completed it independently.

Once a fortnight
& Elvie and me went to space
in a rocket and on the moon I
saw a unicorn and Rebecca
praising we & saying it was sun but
I not to go but Rebecca and the unicorn
I not to go down I see to have
my te now that's end

Key stage 1

Pupil B - Piece C: a story based on a rescue

Context: as part of their topic work, pupils explored a range of 'lost and found' stories. Having planned the structure of a new 'lost and found' story as a class, they then wrote their own independent version.

One sunny day Bob
went to the shiny moon. On the
moon was a enormous crater in the
enormous crater was Louise.
Bob rescues Louise. Bob said are
you OK Louise? yes said Louise
Bob and Louise. And a pace
on the moon as for they
had a race they went home when we
got home they look at the moon
I love space said Bob. Bob took
Louise the cat to home when
they got home it was
nighttime. Louise the cat sleeps in a
basket.

Key stage 1

Pupil B - Piece D: a recount

Context: as part of their topic on amazing animals, pupils visited a local zoo. They then wrote a recount about their day.

On Tuesday year 2 travel'd to — zoo

First we travel'd on the red train.

Then we saw the meerkats and the
Penguins. Next we went to the

Work Shop and we touch'd a giraffes

table and we saw a snake clodd

Princess and we saw a elephants

tooth. After that the man

fed the meerkats we

saw snakes and the lions

2 types of Lemur^{and} giraffes.

Finally we went to see the rainbow

birds. What I liked best was the rain

Key stage 1

Pupil B - Piece E: a retelling of a traditional tale

Context: pupils explored a range of traditional tales before working together to create a story map for 'Goldilocks and the Three Bears'. They then retold the first part of the story in their own words.

once upon a time there
were three bears and a little
girl called Goldilocks who lived in a little
cottage there. There was three bears mummy
bear had some porridge they
went for a walk Goldilocks
went into the cottage. Goldilocks
got some porridge. She tried
daddy bear's porridge next she tried
mummy bear's porridge. Next she tried
baby bear's porridge. She liked Goldilocks
Goldilocks broke the chair. Goldilocks
went upstairs. Goldilocks sitting on the bed
she heard said Goldilocks.

Pupil C

This collection includes:

A) a description of a marine event

B) an alternative ending

C) a recount

D) a letter

E) a story

Key stage 1

Pupil C – Piece A: a description of a marine event

Context: inspired by a class reading of 'The Lighthouse Keeper's Lunch' (Ronda and David Armitage), the pupils were provided with a series of sea-based images, which they had to organise into a short narrative and then recount to a peer. They then produced a short descriptive piece relaying the events. An image from the book has been removed from the top of the page.

The sun was setting as the wind blew. A man called Gary was on a boat sailing to his lighthouse. After that he started to eat a sandwich but seagulls were coming on his face trying to eat it. They pecked Gary and flapped their wings on his face. They went after that and he rowed. When he got to the lighthouse he saw someones boat about to hit the cliff. So he flashed a light but he saw no one was in it. It was just a boat!

Key stage 1

Pupil C – Piece B: an alternative ending

Context: using the premise of 'The Lighthouse Keeper's Lunch' (Ronda and David Armitage), the pupils worked in 'talk-groups' to think of new endings to the story. These were acted out in a drama lesson. The children then used a story journey map to plot their ideas before writing.

I've got it! We could get two baskets and the top one is for the seagulls and you could have the bottom which is the real good. Really good idea honey said Mr Grinling. So the next morning she was prepared to make 2x good. The bottom one had scrumptious desert with with an apple pie and the top one was some chips with a burger. She was ready to send it. When it went across Mrs Grinling felt really proud of herself.

The seagulls came rushing to the basket they ate all the good but not the bottom one. It got sent to Mr Grinling. He took the first basket off and he ate the bottom basket. Mr Grinling said to himself this good is delicious. The seagulls looked at him and said they tricked us. So after that they flew off and when Mr Grinling came home they were both happy and at home. He had a much nicer dinner. The seagulls never came back because they thought they would do that everyday but what actually happened was they didn't put ~~two~~ two baskets they left it with only one.

Key stage 1

Pupil C – Piece C: a recount

Context: after a school visit, the class was asked to write a brief recount of the journey. Pupils were encouraged to independently select and use sequential words or phrases.

Our trip to F— hall

On Monday 3rd June we went on a school trip. When the whole of year two approached to F— hall we took a walk around the shiny lake. After that me and the year group had a little walk and a man told us all about the indian ^{bean} tree. Then we relaxed and had some biscuits and fruit. This is where we had the best bit we played a game of duck - duck goose and we lied down. Finally I had another nature walk around different types of flowers. When ~~we arrived back at school for lunch I felt very lucky.~~ We saw lavender, roses, small and big sized trees. When we arrived back at school for lunch I felt very lucky.

Key stage 1

Pupil C – Piece D: a letter

Context: the class enjoyed 'The Blue Penguin' (Petr Horacek) as part of whole-class guided reading. It was used as part of a PSHE focus looking at how children can be cruel to anyone they see as different. The pupils were asked to write a letter to another sea creature, in role as the Blue Penguin, explaining how they felt and the possible support they needed.

Dear white whale,

I am writing to let you know that I am feeling ^{very} ~~my~~ miserable.

I am filled with a lot of emptiness and I really want you

to get me out of this island because my friends are rude

to me by saying you're not a real penguin are you?

They think I'm not a penguin because I don't do stuff

properly but I can catch big fishes. I've ^{been} ~~been~~ dreaming

of you please can you visit me once or twice?

I need you and I want you. I hope you make

my old friends be my friends again. White whale

you have to make my friends think... Only

because I'm a blue penguin that ~~does~~ ^{does} not

mean I'm not a real penguin but am I a real

penguin?

from blue penguin

Key stage 1

Pupil C – Piece E: a story

Context: following a class discussion on how animals, like people, have to live in habitats and try to get on with each other, the pupil asked if they could write their own story during a 'free-writing' session about a mischievous bat. The pupil animatedly read the story to a group of children in an early years' class.

In a gloomy forest lived a mischievous bat swooping in the sky trying to find food. He had eyes that looked like fire and wings that protected him like umbrellas. Then bat found a tree to sleep on but a selfish woodpecker was there! The woodpecker looked at the bat. She didn't care! She squawked and the baby woodpeckers were screaming even louder it nearly made bat fall off the tree.

He got so very annoyed that he couldn't go back to sleep. After a few minutes mother woodpecker was pecking on the tree trying to get a sound to eat. She woke bat up again and the baby woodpeckers were screaming because they wanted food. She came back out again and screamed so loud that he made him hiss. cssssss! So in the night he went on a nightshift. He went and got some food and gathered it. He made sure mother woodpecker wasn't looking and then he gave them food.