



Key stage 1 English writing standardisation exercise 2

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:

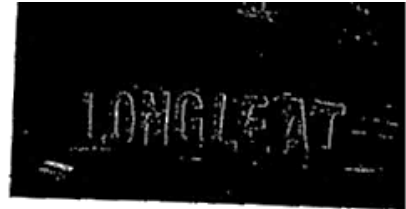
- A) a leaflet
- B) a retelling of a story
- C) an information text
- D) an adventure story
- E) an information text
- F) a letter

Key stage 1 exercise 2

Pupil A – Piece A: a leaflet

Context: after watching promotional video clips about Longleat Safari Park, pupils looked at features of a leaflet and worked as a class to generate persuasive quotes. They then planned and wrote their own leaflets.

LONGLEAT Safari park
come and see all the
best tiger animals. are you
bored at home? If you also come to
safari park and see the amazing
animals. giraffes are one of the cutest
animals. Giraffes are unshodded
animals. you will be amazed who long
their necks are. Come and see the
twilight monkeys having fun you will
be amazed by who they jump. you will
have the amazing time there. There is
games there and lots of others



get things there to do. you can
have a brilliant drive
through. you will be able to
spot the stripy tigers.



don't forget to spot
the brilliant Lions and
elephants have a
brilliant time there.

if you do have a great time,
then send me a letter. it's
amazing

Key stage 1 exercise 2

Pupil A – Piece B: a retelling of a story

Context: pupils watched a wordless film and wrote an accompanying story to describe the action. They drew on prior work focusing on characters and what they could be saying and feeling. They also worked on adverbs. They planned and wrote their own versions of the story.

The meerkat woke up and
popped out of their home. Then
they went to a tree and
they smelled the yummy
fruit. The Vulture stood at the
delicious fruit and then he grabbed
it. The meerkats chased the Vulture
and eventually they ~~took~~ ^{took} it but they
tried to sic it back on to the tree
another it splat. The Vulture
was purple and it was a
cold.

Key stage 1 exercise 2

Pupil A – Piece C: an information text

Context: pupils recorded information following their topic-based learning about the Great Fire of London. For this activity, they watched a film clip to find out more information about Samuel Pepys. They then recorded the information independently.

Samuel Pepys



Samuel Pepys is famous
because he wrote a secret
diary. He wrote a diary
because he could tell us what
happened. He said so
the King to blow up the
houses so the fire would
stop spreading. Samuel
Pepys has a wig.

Key stage 1 exercise 2

Pupil A – Piece D: an adventure story

Context: the class watched extracts from 'The Snowman' and 'Peter Pan' and discussed the similarities between them. They generated ideas for their own 'flying adventure' story. Pupils discussed different ways in which they could travel. They then planned and wrote their journey stories independently.

Daddy and [] were
outside in the sparsely
snow. A magic car pot
appeared. They went on
it and flew in ^{the} sky
see. They went over
the kitchen then and Bambi

cross. And the maulers.

They went to the Hams

and finished at the North

pole. The North pole is snowy

and there is lots of exciting

presence.

There was a sleigh and

reindeers. There was

Miss Das and Santa they

were having fun making

presence with the elves.

Key stage 1 exercise 2

Pupil A – Piece E: an information text

Context: this was the final piece of writing for a unit of work about London. Pupils looked at examples of non-fiction texts, then planned and wrote non-fiction texts independently.

London

London is the capital
city of England and it is
amazing ~~and~~ ^{so} beautiful.

There are attractions to visit.

It is popular because
there is lots to do. The

city is full of fun
things to do and

amazing things to do

as well. It is very

big.

Big Ben / big Ben is many

tall and it looks
scared people to climb it.

Key stage 1 exercise 2

Pupil A – Piece F: a letter

Context: the class had been using the story 'Dear Teacher' by Amy Hollands – a collection of letters from 'Michael' to his new teacher, explaining why he can't go to class. Pupils looked at the features of the different letters in the story and then generated ideas for places that their character could visit. Finally, they planned and wrote their letters independently.

Dear Teacher

I am going to be very late.

I am at Japan. They chased us
and we went on a bike to get a
way. Luckily the police told them
off and we were safe.

He is going to the shop in China
to get the gold and the diamonds.

I am sorry but I will not be
there for the maths test.

ps I miss the home work and pe.

Pupil B

Key stage 1 exercise 2

This collection includes:

- A) a persuasive letter
- B) a fable
- C) a newspaper report
- D) a story
- E) a diary entry

Key stage 1 exercise 2

Pupil B – Piece A: a persuasive letter

Context: the class shared the fictional story 'The Promise' by Nicola Davies and 'Wangari's Trees of Peace,' a true story by Jeanette Winter, both about the importance of planting trees and looking after the environment. As a class, pupils found out about other ways that they could save the planet. They then planned and independently wrote letters to the headteacher, to persuade her to help save the planet.



Dear Miss

I am writing to tell you how we can save the environment.

I want to persuade you to make a difference to our world so you can help too.

Obviously, you need to help the environment because then every thing will get better.

I know you care about our trees. Are you sad that rubbish is all over our environment?

Recycling is better for the world because animals don't get trapped in it.

You need to recycle now!

Do you want to plant more trees?

Planting trees is really good because



they make us feel calmer and
more relaxed.



You need to plant more trees now!

Do you want more water?

Sandy water is better because
we can not waste it.



You need to save water by turning
off the taps when you leave.

Do you still want to save the environment

Yours faithfully

Key stage 1 exercise 2

Pupil B – Piece B: a fable

Context: the class read the fables 'The Hare and the Tortoise' and 'The Mouse and the Lion'. They generated ideas for other lessons and morals that could be taught through a story. Pupils then planned and wrote their own fables.

One sunny morning in the rainforest crocodile was relaxing in the lake peacefully. Mouse was happily making some food for his friends. Crocodile suddenly heard a little squeak and woke up. He followed the noise and peered through the bush. He saw some mice having the best time ever. Crocodile saw a cake and wanted it but a mouse was by the cake. Crocodile jumped forward and scared mouse.

"Why did you do that?" asked mouse.

"I just want to have some of that cake!"

"You can have some if you want to."

Said mouse. "Achaly I don't want to have some because a mouse made it!"

Said crocodile. A couple of hours later crocodile got hunted. He got caught and put in animal jail. He was sitting silently in jail. Tears ran down his cheeks. Mouse wondered where crocodile had gone so mouse started to go and see where crocodile had gone.

Soon later mouse found crocodile sitting in animal jail. Mouse thought hard on how to set crocodile free. Soon he had an idea. He crawled through the bars and scampered up the wall where the keys were. He got the keys and set crocodile free. "Thank

you mouse got setting me free?" said
crocodile. "Do you want to come to
my relaxing lake to have sun with
me?" said crocodile. "oh yes please."
said mouse. They had the best
time ever. The end.

Key stage 1 exercise 2

Pupil B – Piece C: a newspaper report

Context: pupils shared 'George's Marvellous Medicine' by Roald Dahl. They completed work on the characters and then planned a newspaper report, which they wrote independently.

Good morning world

magic medicine makes Grandma go wild!

Yesterday a young boy called George, age 7 made a magic medicine for his Grandma to make her more playful. made in a local city farm house.

George wanted to make his Grandma explode and be more playful. George went all around the house to search for things to make a marvellous medicine and gave his Grandma a Spoonful. His Grandma shot her head threw the roof.

George said "I just wanted Grandma to be less

mean and more playful!

Grandma said "I was suspicious aboutt Geoge being on his own!"

Geoges father (Mr killy kranky,) wanted now to make more of the marvellous medicine because^[e] he wanted to make more giant animals.

Key stage 1 exercise 2

Pupil B – Piece D: a story

Context: Pupils watched a wordless film; they considered the characters' actions, feelings and possible speech. They then received teaching input focusing on using adverbs to provide detail. They planned and wrote their own versions of the story.

One sunny morning some meerkats woke up and peered out of their cosy burrow.

They could smell something and it smelled delicious and wonderful.

All of the meerkats raced quickly out of their burrow towards the tall, brown tree.

They scampered up the tree slowly because they didn't want the fruit to fall off.

When they got to the top they each took turns to smell the fruit and touch the fruit.
delicious

Then they all went back down the tall tree and then stared up at the fruit.

All of a sudden a mighty, purple, horrible vulture swooped in and the terrified meerkats ran quickly back to their burrow.

Then the vulture stole the delicious, pink fruit! and then the meerkats were angry.

Then the meerkats chased after the vulture.

The meerkats were still chasing after the mean vulture but lucky, one of the meerkats jumped on to the fruit which was in the vulture's claws.

T
But the vulture shook off the meerkat! but another meerkat grabbed on to the fruit.

Then all of the meerkats grabbed on to each others' feet!

Then the vulture soared higher then dropped the meerkats!

Then the meerkats started to play with the fruit in the sky by throwing it to another so the vulture won't get it.

At the vulture made the fruit fall!

Although the vulture got the fruit but he didn't see the giant wall and he crashed into it and the fruit galled.

The meerkats caught the beautiful fruit and the meerkats runned quickly, and then threw it over the tree but it splatted on the ground.

Then the meerkats were sad about the fruit splatting on the ground.

Key stage 1 exercise 2

Pupil B – Piece E: a diary entry

Context: as part of their topic-based learning on the Great Fire of London, during which they watched a film about Pepys and researched him through class books, pupils wrote a diary entry in the role of Samuel Pepys.

Sunday 2nd September 1666

I was woken at 3 o'clock by

Jane my maid^{and} she was rushing to

my door ~~it~~ she barged on my

door really hardly. She told me

that there was a great fire

going on out side ^{so} I looked out

of my window carefully and

saw a big ^{huge} fire going on.
I was not

worried ^{so} I just went

strait back to bed.

Monday 3rd September 1666

On Monday I saw lots and

lots ^{terrified} of people running in

every direction, I was so
worried! I buried my mine
and my expensive cheese ~~and~~
and ran out of my
house in my pyjamas!

Tuesday 4th September 1666

I had an idea to blow
up the houses so I
went to see the king to
tell my idea to blow
up the houses. The king
liked my idea so
he said we should blow
up the houses and then
we got control of the gun.
people were going on boats.

Pupil C

Key stage 1 exercise 2

This collection includes:

- A) a description
- B) a letter
- C) a story
- D) a set of instructions
- E) a retelling of a traditional tale
- F) a newspaper report

Key stage 1 exercise 2

Pupil C – Piece A: a description

Context: as part of a class topic on pirates, pupils explored the story 'The Pirate Cruncher' by Jonny Duddle. They then wrote their own description of a sea monster.

The sea monster has
evil yellow eyes ~~the~~ that look
~~that~~^{like} there are on fire and
the sea monster is dark
as the water. because I think
it camouflaged in the water.

The sea monster is has bumpy
and porous gills also the
sea monster is has
a stretch out ~~tail~~ ~~tail~~
~~tail~~ Blue tail ~~the~~ that
looks like ~~the~~ ~~a~~ night.

Key stage 1 exercise 2

Pupil C – Piece B: a letter



Context: as part of a class topic on pirates, pupils explored the story 'The Pirate Cruncher' by Jonny Duddle. They wrote a letter to the captain, giving their excuses as to why they had not collected the treasure.

Pirates
Revenge,
Caribbean Sea,
North America.

Dear captain purple beard, Today
I don't want to steal fiddlers
treasure because we already
have another ~~but~~ ~~and~~ then
my pirate friend finded codes
of treasure berryd under the
sand but the sand is to
very very ~~to~~ deep. So she go
founded a shuvel to dig
up the * deep deep sand.
~~and~~ also it her hert's my
eye's because it's so
so shiny because it's so
so clean because it is
in a treasure box that's
why it her hert's ~~as~~ my

eye's and it feel's like
it is blinding my ~~ea~~
eye's that's why I ~~a~~
can't see walk so very ~~a~~
much and I AM wrighting
to you because I want
you to ~~a~~ know I'm ~~ok~~
okay so ~~a~~ know you ~~know~~
know ~~why~~ why I'm ~~writg~~
wrighting to you and we
had a ~~a~~ pirate party and
it was so so ~~a~~ very fun.

We also had a pirate
cake for my pirate party
and we had a pirate
milty. ~~out~~ covered pirate
diskoa and is was so so
very fun dancing with my
pirate friend's and we
did ~~ower~~ pirate party
~~dance~~ ~~and~~ and ~~ower~~
pirate dance was so so
fantastic and we all
drinked ~~odes~~ of owchole.

~~you~~ your sincerely
bloud scaly way.  

Key stage 1 exercise 2

Pupil C – Piece C: a story

Context: as part of their topic on pirates, pupils shared the story 'The Pirate Next Door' by Jonny Duddle. They then wrote a story about a neighbour who moves in next door.

The Princess ~~was~~ next door
Lewis at number 90 lives at
Dull-on-sea the house the
next door has bin empty
four years. Lewis started to
get ~~very~~ bored but then
Lewis saw a princess ~~have~~
move in but the ~~princess~~ avoid
the princess every one because she
waves her wand every day so it
stannois every one all the time.
They all also avoid every ^{time} because
she might turn you into a
unicorn. ~~and~~ The ~~princess~~ ~~ceff~~ [s]
every one always all night
and it's very annoying a lot

and she might turn every one into a frog
and the princesses leave a magic unicorn but
that she may maid Lewis & sad because he
became best friend's with the wonderful &
and magical princesses. But when the princesses
her wand around it made Lewis very very happy
but the princesses didn't have friend but then she
princesses maid a best friend. So it maid maid
both of them friend's. So it maid to them very
happy. The princesses leave's lode's of magic unicorn's
The princesses went to get Jeremy where & the
princesses goost to live.

Key stage 1 exercise 2

Pupil C – Piece D: a set of instructions

Context: after reading 'The Disgusting Sandwich' by Gareth Edwards, pupils wrote their own instructions for making a disgusting pizza.

How to make
a disgusting pizza.

What you will need * list

- Doncy poo.
- Doncy sno.
- slugs slime.
- * spides legs.
- * spides Bloud.
- Doncy to nails
- slugy mud.

- 1: First put disgusting & doncy poo on the pizza.
- 2: secondly spread doncy snot on the pizza.
- 3 next reply slugs slime
- 4 After that add ' spides legs.
- 5 lastly repere spides Bloud on the pizza

Key stage 1 exercise 2

Pupil C – Piece E: a retelling of a traditional tale

Context: after reading 'Jack and the Baked Beanstalk' by Colin Stimpson and thinking about the key facts of the story, pupils rewrote the story in their own words.

Jack and the magic
Baked bean stalk.

First Jack and his Mum loved
there cafe because they get lots
loodes of money. After the
builders got food the builder[s]
started to build a fly over
and they fyled happy.
* Now Jack fyled sad becaus[e]
the there custer mers didnt come
agen. Jack and HIS Mum
felt sad because s they
didn't have s noa more
money. Then Jack met a
man with magic baked bean
beans. Then the man gave
the beans to

And then Jack t. went Home
and shoed his mum. Then his
mum got v. very angry and
then his mum t. froad
then out the window &
mum told Jack to go in
his room with ~~no~~
super. Then Jacke woak
up! He lookd out the windo
then he sor a masiv
bean stalk.

Key stage 1 exercise 2

Pupil C – Piece F: a newspaper report

Context: after reading 'Goldilocks and the Three Bears' and thinking about the story from different viewpoints, pupils wrote a newspaper report about Goldilocks breaking into the three bears' cottage.

On Monday at
10 o'clock Goldilocks
was sciping throo the
woods and then she
seen a small coti
but then she smeled
3 bols of porij.
then she climbed ~~throo~~

the window but goldly
goldilocks was aged to
*The next morning -
the ~~three~~ bears ^{came} ~~to~~ Buck
from there morning stroll
then the Bears was
~~shocked~~ shocked to see
that Baby Bears
porij ~~bol~~ had ^{bit}
eats 2 and then
Mummy Bear called
the Polic but when
Polic got here the
Polic spotted the girl
and ~~but~~ then the Polic
chased the girl
but then the Polic
got the little ^{girl} ~~girl~~