

# Key stage 2 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 <u>Teacher assessment frameworks</u> at the end of key stage 2: 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 poem
- B) two diary entries
- C) a biography
- D) a narrative
- E) a formal letter
- F) a ship's log

#### Pupil A – Piece A: a poem

Context: pupils read the opening chapters of 'Skellig' (David Almond) as well as various poems featuring a range of figurative language, including personification. They chose an emotion that the main character, Michael, had experienced in the book and wrote a free-verse poem to personify this emotion.

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### Pupil A – Piece B: two diary entries

Context: while reading 'Skellig' (David Almond), pupils focused on the viewpoint of one of the characters, Mina. They re-wrote two events from the book, from Mina's point of view, as recorded in her diary.

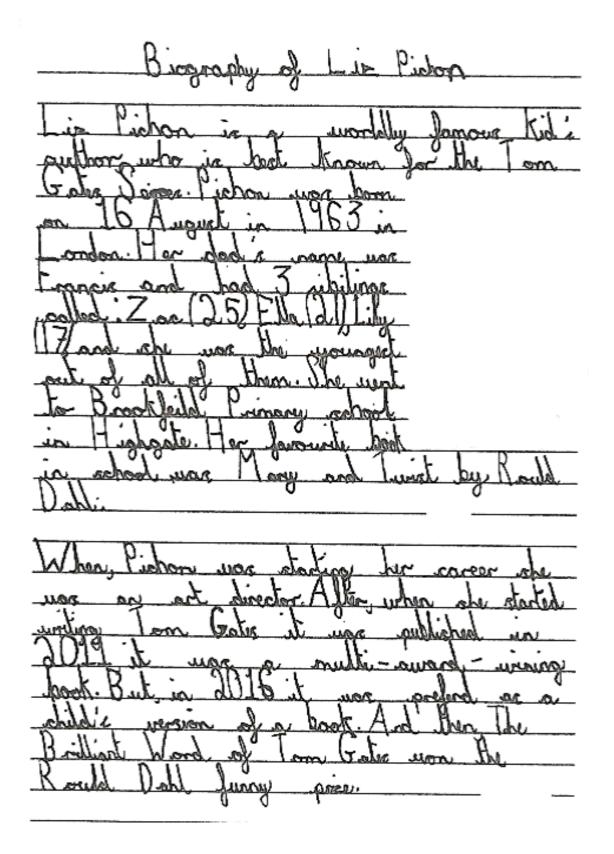
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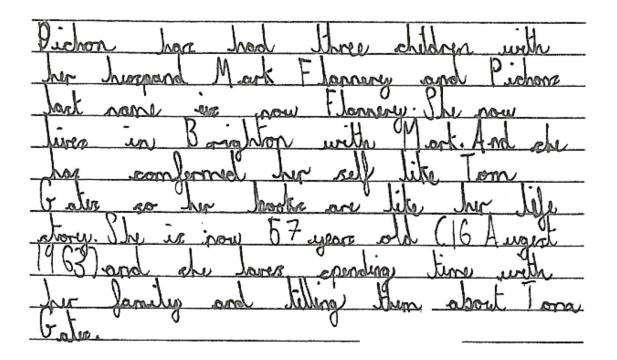
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### Pupil A – Piece C: a biography

Context: pupils each picked an author and researched key information about their life and career, before writing a biography.



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#### Pupil A – Piece D: a narrative

Context: having read 'Street Child' (Berlie Doherty), pupils imagined what might have happened to Lizzie and Emily, the sisters of the main character, who appear only in the early part of the story. They planned ideas for new settings and characters in their story, before drafting their writing over several days.

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tooks in scorp balf endopour for yells no year I have used a summer shark a same whith a snal of smoke and caring a hasy smilling mist though the ally that mode Emily didn't want to go any more in front of hussie were several scowling men with dark caps and gring foces, why equalting on pooking carts down muchy ground. Filling the walks ed, posters, and yet with 5 due with 5 ducty farting herd cloths ion Jamphry to the plarown and yellow the brocker walks. The annound cat came out of the rusty sir pricture died eat came out, even trou with the worst noise made Livrie stromte rollapse. In the disstance Liverie spen p heavily mucded and sold war, non siged from ma reprosent than on UX. And was wereing a black and whicht mucky suit. The girls tryed to bland in which the several tattered wagobons across the mosky floor. But he hobbled right towards them. As he get door they saw loughter lines burnt into five

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while sai generate sit bona git borrass a brua nister by that a shift resumes a sa gial as one new auge by that a shift resumes a sa gial as much in regna and in them. He had test that in the period baggate sh, rebuilts a for U.A. even your lloma a brua baggate sh, rebuilts a for U.A. even your lloma a brua better with was with brua ebje sit at benuit broa feeling this a board et. stand allows bra fugmul And bent down and said with this stronge, odn woice Are you guys all right do you need help?" Ves please sir were trying to find Jim and our Ma Jarvis, hizzie replide whith a scared trenkling voice. Ut do you want to some to my carries and till me were to go? It hillions acted with his swolen finger pointing to his worden carrolge. No that you sir we don't know if we can trust you," Emily memord with your rising in her voice as she gulged a build of terror.

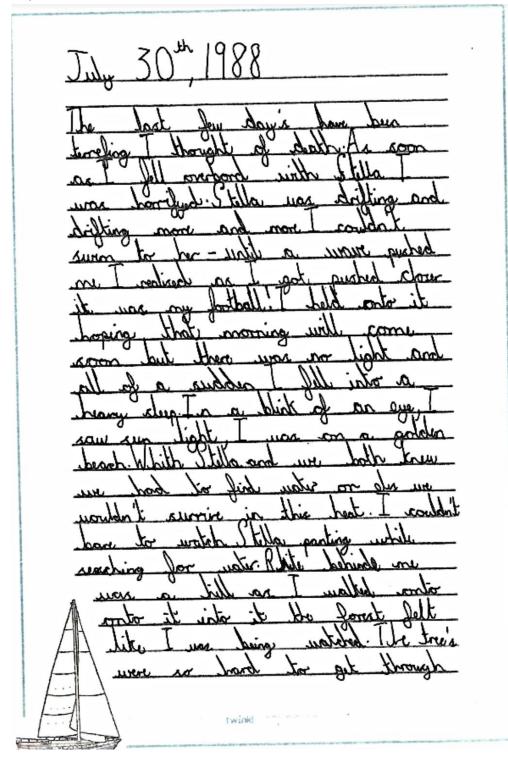
#### Pupil A – Piece E: a formal letter

Context: after reading 'Kensuke's Kingdom' (Michael Morpurgo) and learning about some of the features of formal language, the children considered reasons for and against the family attempting to sail around the world. They then wrote formal letters in role as Michael's headteacher, in an attempt to persuade him either to go or decline the trip.

Door Michal, Jetter .H.ic ree ىد κ<del>α</del>ωί Sources لأهنع A anon sor nor shall You Linuar somer 1 naa wou OS alman wer ma M time Ĵ.C work From your snowly Dr Ambr

### Pupil A – Piece F: a ship's log

Context: in Chapter 3 of 'Kensuke's Kingdom' (Michael Morpurgo), the main character, Michael, records his experiences at sea in the ship's log book. After reading the next chapters, pupils imagined that Michael had kept his log book with him when he was washed ashore. They wrote the next two entries he might have made to record his first experiences on the island.



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# Pupil B

This collection includes:

- A) a poem
- B) a newspaper report
- C) a narrative based on a novel
- D) a balanced argument
- E) a diary entry

# Pupil B – Piece A: a poem

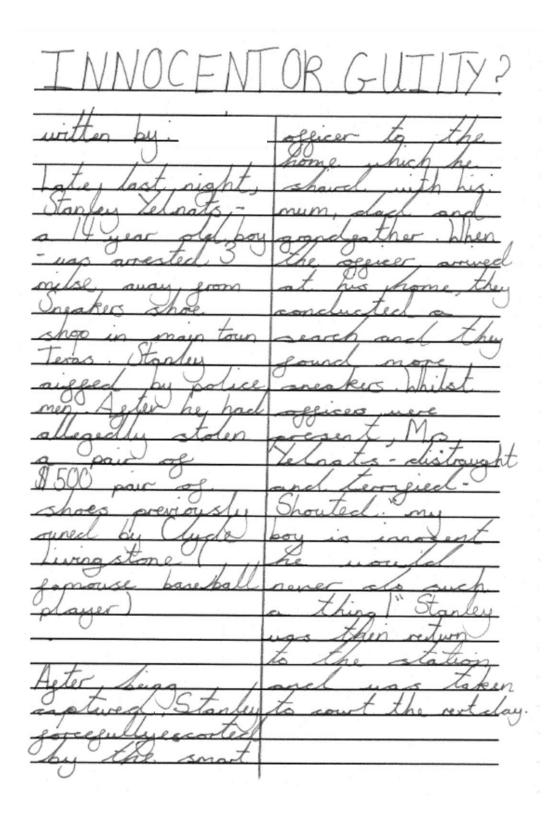
Context: having explored description and language choice, pupils wrote their own poem about the seasons, using figurative language.

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# Pupil B – Piece B: a newspaper report

Context: drawing on the book 'Holes' (Louis Sachar), pupils wrote a newspaper report about the main character, Stanley Yelnats.



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# Pupil B – Piece C: a narrative based on a novel

Context: pupils wrote a narrative drawing on 'Holes' (Louis Sachar), focusing on creating mystery and suspense.

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### Pupil B – Piece D: a balanced argument

Context: the class explored features of a balanced argument and drew on their history topic to write their own piece about Henry VIII.

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# Pupil B – Piece E: a diary entry

Context: drawing on 'Skellig' (David Almond), pupils wrote a diary entry in the role of the main character, Michael.

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lling me and asked <u>\_\_\_\_\_</u> \_\_\_\_\_ o u and sup of

# Pupil C

This collection includes:

- A) a continuation of a narrative
- B) a setting description
- C) an information podcast
- D) a setting description
- E) a character monologue
- F) a narrative

#### Pupil C – Piece A: a continuation of a narrative

Context: after watching a video clip from the film, 'Jurassic Park', pupils were asked to recreate and continue the action scene from where the clip ended.

petrimed pen, the the trom out of Sai SILCO sprinted across the encl the to tried Joe LJOTREC-The ent. he plew opp op ) ac Shock warried landed sh DAT shueled back 0 cr3 button HK amme uckl Shoot me C.O that Owen knew but CLOW they them shot had him again hold your jire!" Ower Hey, hey hey shouted Agter the worker had gallen, he looked ossa sharp teeth the OF the Saw asts. Whilst no out ROL LOOK opened Reeper the aur, the third d the marker helped ullas and · Owen held hand them raptor calming dave ed cl oser to ed rist him AS Owen apped Sna at close the gat to them structed back keeping his cool. He dived to crept the metal bars , rolled undementh amind himself face and found three hissing face with the the other side on tadots number three pulled eaper the gallen beeper still 54 Juen nel You " Yea 20 ko the your had 1.x shu ever not d strou 10 Owen xclaimed openina aus

#### Pupil C – Piece B: a setting description

Context: pupils were asked to write a setting description based on a scene from the film, 'Jurassic Park'. They had researched the landscape and were given various pictures as a guide.

ne .TU 8 oration was otoly ha m the mages no the beach. kk thy th Snir 11 100 20 rened Kb. pord ally, abo 25 shiny 1h nrh to have some determind an

Cathy was just yords away from the beach but the sight she had saw was spectacular. Most of the grass was barely noticeable with all the vibrant colours around her. She hummed with joy as she was heading more into the jorest cathy could hear a squeak coming from one of the bushes ingront of her. The bushes rustled. The adventurous girl edged backwards continue of what was coming out. A little creature hopped out, it had a slight resemblance to a dinosaur. But it was so tiny-not even knee height - she thought it would be barmless!

Kneeling down to take a closer look, Cathy was putzeled. She had thought it might be hungay, so Cathy gave her sandwich to the unknown creature and after a bit of gentle persuasion it snatched the good. That was a big mistake. The same squack she heard eadier was now coming grom every direction. In the blink of an eye, Cathy was cornered with all the vicious beasts jumping up and biting herelegs. Meanwhile, the wreather had taken a turn gor the worst The clouds darkened the sky and covered the sun completely as waves viciently struck the rocks Cathy thad let out a scream that had echoed the island. Everyone had groze in congusion and sprinted tracing the little girls gootsteps. In shork, her must had let out a scream give times the sound of Cathys.

#### Pupil C – Piece C: an information podcast

Context: after choosing a specific dinosaur, children researched various features and had to create a podcast for the school website.

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spectacular in sights with its fierdy hooked

Habitat

Not many people know that during the Cretaceous period (the period before the mass extinction) there were only two continents meaning the violent herbivore could roam around anywhere. Scientists believe that the Tricerotops lived in North America Later on, the remains were gound near Colorada, Wyoming, USA. Most massive creatures spent their time in gorests because they would have been surrounded in trees and teaves (their diet).

Characteristics (behaviour) Even though the Triceratops was a herburry, able to cause they would have been bet you didn't damage to an attacker. was one cy know that this gierce mammal the last surviving dinoscur of their kind? Fossil evidence shows that it did battle with T-rex on occasion, and could survive that encounter.

Condusion

So there you have it - I hope you have enjoyed the journey back to the Crelaceous period finding out about this mighty herbirore 'A plant eater but a give addition to the many different species of dirosaurs. Thanks for listening and don't forget to check out more podcasts

#### Pupil C – Piece D: a setting description

Context: pupils watched a clip of the short film, 'Ruin' (Wes Ball) and described the scene in detail, focusing on the five senses to aid their writing.

with over was an abandoned war zone The location grown trees all around. Although there like the sky, below didn't measure marshmallows were wonky and the pliage, most buildings all Amongst with a lot of mould peeking through tilt m huge metal box tumbled from one Cf nowhere, a investigate the Protagonist towering buildings and come Falling out of the box, was an unidentified perce techology that had flickered on roaring from the machine, the Hearing the sensed danger. Without wasting a protagonist cond the unknown man dashed de. On the motorway, the mys leather vel dodged many of the rusty cars protagenest some lamposts. The explorer had noticed signs and gled right into a dark, gloomy tunnel

#### Pupil C – Piece E: a character monologue

Context: following on from watching an action scene in the short film, 'Ruin' (Wes Ball), the pupils wrote an internal monologue of the protagonist, demonstrating the thoughts and feelings of the character, using the first person.

Why is it me that this happens to? I can't get thought out of my head. Every minute of every day do to deserve this ? All I ever wanted what did T to have a happy life. All I ever wanted is to have ever wanted is for the tragic better place. The geeling op not wanting monotonous. I don't see get out of bed the in getting up anymore. I'm the survivor of this disgusting wasteland and I don't want to be successful guture. that I had wished perfect family of my own is gone. Everything have ever wished for is gone. I do, I reall I do. I really do try to think about some positives. but there aren't any at all. From the place I used to call my secure nome (123 shapes Avenue), I sil memories of happier and reminisie, remembering fondly turned my once admirino times. The thing that 1 don't world upside down into complete devastation. want to do this. Hours turned into days, days into months, months twined into years. Rising my feet I summon the determination "I will do this" cruel thing that has ruined and depeat whatever this my life-But I carit ... What is it ends me? What do do then? What happens to markind

#### Pupil C – Piece F: a narrative

Context: after watching the short film, 'Alma' (Rodrigo Blaas), pupils wrote the story from the perspective of Alma. They had acted out sections to discuss the reasons for the character's choices.

# <u>ALMA</u>

Snow sell to the ground as a little girl came around the corner. The girly her woolly coat, skipped hat gloves and down the empty street, not knowing who her. Not another soul sight Joyz She was n wrote her name on a mysterious chal Alma.

A creaking noise made Alma turn in confusion when emerged the. gront of a shop in window behind her. The dall looked ust like the girl , not a detail was missed ·Staring Alma Slouly approached the. Shop window gull currosity. She stord studied and the. dou a sloor but ishen she Looked the dell was gone She shocked. LITAS Where had the doll 5 at disappeared stumbled to the door, tattl ing the door the door forcing to open Tt was lock She unsuccesseul Annoyed and aggravated launched a Sn auball at the on walking As continued te walk daim street a noise from behind her caught her attention .... CRREAAAKKKK!

The door was open. Alma didn't care about how the door opened she was so excited to find the doll . The girl took a gew steps 0 gazed around the toom, looking attall the other She saw the doll that ooked id entical and walked over to reach the doll. In the process,

she accidentally kicked a little boy on a bike and picked him back up. When he got back on his geet, he headed straight for the closing door, desperate for his freedom. After the door shut closed the doll bashed against the door repeatedly. Alma went to look back at her doll but it had disappeared again. The girl looked everywhere, on the gloor, under the table. Where had it gone ? Agter a minute of looking, she spotted the doll on top of shelf, high up with some others. She was a determine Alma started to climb, two dolls spoke with their eyes trying to warn her not to touch the doll. The little girl climbed and climbed, took one of her mittens off and touched the nose of the doll Her eyes were Locked on Almas ginger-Black Everything went black She was a prisoner in her own Loody It was almost like a glash of something horrigic - Breathing heavily, Alma couldn't more, all she could do was spectate. A few minutes passed and another doll appeared in the pid window and it happened all over again ...