

2018 national curriculum assessment

Key stage 1

Teacher assessment exemplification: end of key stage 1

English writing

Working at
the expected standard: Kim



Standards
& Testing
Agency

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Guidance

Using exemplification materials

- Exemplification materials provide examples of pupils' work to support teachers in making judgements against the statutory teacher assessment frameworks at the end of the key stage. If teachers are confident in their judgements, they do not need to refer to this document.
- Teachers should assess their pupils according to their school's own assessment policy, and use the statutory teacher assessment framework only to make a judgement at the end of the key stage. This judgement should be based on day-to-day evidence from the classroom which shows that a pupil has met the 'pupil can' statements within the framework.
- Exemplification materials illustrate only how 'pupil can' statements in the frameworks might be met. They do not dictate a particular method of teaching, or the evidence expected from the classroom, which will vary from school to school.
- Teachers should not produce evidence specifically for the purpose of local authority moderation. However, a sample of evidence from the pupil's classroom work must support how they have reached their judgements.
- Local authorities may find it useful to refer to exemplification materials to support external moderation visits. The materials show what meeting the 'pupil can' statements might look like. Moderators should not expect or require teachers to provide specific evidence similar to the examples in this document.
- This document is part of a suite of materials that exemplifies the national standards for key stage 1 English writing teacher assessment. The full suite is available on GOV.UK.

Using this writing exemplification

- This document contains a collection of work from a real year 2 pupil, Kim (whose name has been changed), that meets the requirements for ‘pupil can’ statements within the statutory teacher assessment framework for ‘working at the expected standard’. It shows teachers how they might judge whether a pupil has met the relevant standard.
- The collection consists of a sample of evidence (7 pieces) drawn from a wider range of the pupil’s writing. Pieces have been selected specifically to exemplify the statements relevant to the ‘expected’ standard at which Kim is working, but the pupil’s wider range of writing will contain elements relevant to the other standards in the English writing framework.
- Teachers should base their teacher assessment judgement on a broader range of evidence than that shown in this document. Evidence will come from day-to-day work in the classroom and should include work from different curriculum subjects, although a pupil’s work in English alone may produce the range and depth of evidence required. Teachers can also use pupils’ answers to test questions as evidence to support their judgements.
- The evidence that teachers consider in English writing should be based on the pupil’s independent work. The examples used in this document were produced independently, though the context for each piece explains where specific support was given (for example, certain vocabulary). Teachers should refer to the STA’s published teacher assessment guidance for further information on independent writing.
- Teachers can use their discretion to ensure that a particular weakness does not prevent an accurate judgement being made of the pupil’s overall attainment in English writing. A teacher should still assess a pupil against all of the ‘pupil can’ statements within the standard at which they are judged, and a pupil’s writing *should* meet all of the statements, as these represent the key elements of the national curriculum. However, a teacher’s professional judgement takes precedence and this will vary according to each pupil.
- The frequency of evidence for ‘pupil can’ statements may vary across individual pieces within a collection of a pupil’s writing, depending on the nature of the statement and the writing. For example, some evidence for the statement ‘demarcate some sentences with capital letters and full stops’ would be expected in almost all writing, whereas this would not always be the case for ‘write about real events, describing these simply and clearly’.
- This document illustrates how the statements in the framework containing qualifiers (‘some’, ‘many’, ‘most’) may be applied to a particular collection of work. Where qualifiers are used, they have consistent meaning: ‘most’ indicates that the statement is generally met with only occasional errors; ‘many’ indicates that the statement is met frequently but not yet consistently; and ‘some’ indicates that the knowledge or skill is starting to be acquired and is demonstrated correctly on occasion, but is not yet consistent or frequent.

Key stage 1 English writing teacher assessment framework

Please also refer to the [Teacher assessment frameworks at the end of key stage 1](#) on GOV.UK, as the guidance for using the frameworks has not been duplicated here.

Working towards the expected standard

The pupil can, after discussion with the teacher:

- write sentences that are sequenced to form a short narrative (real or fictional)
- demarcate some sentences with capital letters and full stops
- segment spoken words into phonemes and represent these by graphemes, spelling some words correctly and making phonically-plausible attempts at others
- spell some common exception words*
- form lower-case letters in the correct direction, starting and finishing in the right place
- form lower-case letters of the correct size relative to one another in some of their writing
- use spacing between words.

Working at the expected standard

The pupil can, after discussion with the teacher:

- write simple, coherent narratives about personal experiences and those of others (real or fictional)
- write about real events, recording these simply and clearly
- demarcate most sentences in their writing with capital letters and full stops, and use question marks correctly when required
- use present and past tense mostly correctly and consistently
- use co-ordination (e.g. or / and / but) and some subordination (e.g. when / if / that / because) to join clauses
- segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonically-plausible attempts at others
- spell many common exception words*
- form capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters
- use spacing between words that reflects the size of the letters.

Working at greater depth

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
- make simple additions, revisions and proof-reading corrections to their own writing
- use the punctuation taught at key stage 1 mostly correctly[^]
- spell most common exception words*
- add suffixes to spell most words correctly in their writing (e.g. –ment, –ness, –ful, –less, –ly)*
- use the diagonal and horizontal strokes needed to join some letters.

* These are detailed in the word lists within the spelling appendix to the national curriculum (English Appendix 1). Teachers should refer to these to exemplify the words that pupils should be able to spell.

[^] This relates to punctuation taught in the national curriculum, which is detailed within the grammar and punctuation appendix to the national curriculum (English Appendix 2).

Kim: working at the expected standard

Kim is working at the expected standard. This collection demonstrates evidence that Kim is able to produce writing that meets all the statements for 'working at the expected standard' across a range of writing tasks.

The collection consists of writing for a variety of purposes, deriving from a range of different curriculum contexts: an explanation, 2 descriptions (one of a setting and one of a character), a short narrative, a letter that includes instructions, an information text and a recount. Stories that are discussed as a class provide the starting points for many of these pieces, while a visit to a local outdoor centre is the source for Kim's enthusiastic recount. The information piece, asking for information about the missing dragon, is particularly accomplished; you can almost sense Kim's enjoyment in writing this. The echoes of 'missing' posters, including the opening line and the precise details about the dragon, bring the piece to life.

One of the very positive aspects of these pieces is Kim's assured command of written language. This strongly suggests that strengths in spoken language, together with the important preceding class discussions, help to support the writing. This is particularly evident in the sentences about the multi-task machine (Piece A) where the pupil writes: *Before you do anything make sure you have plugged everything in properly.* The instructions within the letter (Piece D) provide another similar example: *Turn the dial to feed the paper into the typewriter.*

Although this collection contains only one example of writing 'about real events', it is sufficient to show that Kim's work meets this statement; there is no need for further evidence. The same piece also functions as a 'simple, coherent narrative about personal experiences and those of others'.

In addition to meeting the requirements for 'working at the expected standard', this pupil's work also meets some of the statements for 'working at greater depth'. For instance, after the first draft, Kim returns to the writing to make, independently, simple additions and revisions, and to proof-read. (These additions and changes are shown on the unannotated versions of the pupil's scripts.) It is clear in the letter (Piece D), for example, that the second '*ding!*' was added later, while in describing the noise made by the multi-task machine (Piece A), Kim has inserted the necessary commas when listing the verbs: '*bleep, buzz, bleep*'.

Grammar and punctuation are good. Sentences are almost always demarcated correctly with full stops or exclamation marks and, in the narrative (Piece C), with a well-judged question mark. Across all 7 pieces, the pupil always uses the present and past tenses correctly and consistently, and the forms of past tense verbs are always correct.

Clauses are frequently joined with 'and' (rather than 'or' or 'but'). There is relatively little subordination, but it is very effective when it occurs. For example, in the recount

(Piece G), Kim uses subordination twice, although the clauses do not start with common subordinating conjunctions such as *when*, *if*, *that* and *because*. In the information piece (F), the final sentence shows Kim trying to construct a challenging, multi-clause sentence. Although this is not completely successful, it clearly shows this pupil making good progress in this direction, and there is no doubt that the writing meets the requirements of the statement.

The writing shows the pupil's good phonic knowledge and skill. Kim is able to segment spoken words into their individual phonemes accurately and to represent these by graphemes, mostly doing this correctly. On the rare occasions when the segmentation is not accurate, this seems to result from mishearing or mispronunciation, as in 'identifying' in the recount (Piece G). When words are spelled incorrectly, the graphemes chosen are mostly phonically-plausible. The common exception words for year 1 are correct, as are the year 2 words when they are used (*people*, *every*). Although other classwork and spelling tests could provide additional evidence, this collection is sufficient to show Kim's spelling meets the requirements of the statement.

The pupil's handwriting is inconsistent in quality in these pieces, although overall it meets the requirements of the statements for the expected standard. The joined handwriting in the recount shows Kim's marked progress since the description of the setting was written (Piece B) and, alongside other evidence, would provide good evidence for the 'greater depth' statement on handwriting.

Kim: annotations

Piece A: Explanation	Key
<p>This work was part of a topic based on <i>The Story Machine</i> by Tom McLaughlin. The class had heard the story and created their own machine which could carry out more than one task. The teacher had modelled how to write an explanation earlier in the week. The class discussed their ideas and then worked independently to describe their own multi-task machine. Kim has edited and proof-read the work.</p>	<p>[C] composition [GP] grammar and punctuation [T] transcription</p>

The explanation of how the machine works is clear and well-sequenced. A lively drawing in the original supports the text.

Adverbials (*Then, Before*), as well as a subordinate clause acting as an adverbial, help to sequence the explanation.

The key sentence for the pupil is *The Machine will do anything you want*. The modal verb ('will') assures the reader of the power of this invented machine, but the sentence is followed by a warning about doing everything properly, in the right order.

[C]

A moltey tast machine

You plug in the machine. Than yue you switch it on. The to moltey task computer will go bleep, buzz, bleep and then you press a bot buton on the key bord. The Machine will bdo the Any A aney anything you want. Before you do anything make sure you have plugged everything in properly. Then Switch on the tv box So you can wach every thing that is haperning inside the machine!

The pupil maintains the present tense correctly throughout the explanation.

[GP]

On re-reading the work, the pupil has added the commas for items in a list.

[GP]

The pupil joins the two main clauses with the coordinating conjunction 'and'.

[GP]

The subordinate clause (Before you do anything) acts as an adverbial; the main clause (make sure you have plugged everything in properly) tells the reader what they must do before switching on the 'TV box'.

[GP]

All sentences are correctly demarcated with capital letters and full stops or an exclamation mark. In the final sentence, although a full stop would have been correct, the exclamation mark is also correct in the context.

[GP]

The subordinating conjunction (so) introduces the long subordinate clause that closes the explanation.

[GP]

The pupil uses the imperative verbs (*Make sure, switch*) so that the reader knows what to do.

[GP] [C]

Many words are spelled correctly: *machine, switch, task, computer, bleep, buzz, make, sure, properly, inside*. Many attempts at others are phonically-plausible, including *moltey, buton, bord, plugged, wach* and *haperning*, evidence that the pupil can segment spoken words into phonemes and represent these by graphemes. Where this is not the case, this might be the result of the pupil mishearing the word or mispronouncing it. The pupil's own corrections show good attention being paid to spelling: *yuo* becomes *you*; *aney* becomes *any*.

Many common exception words are correct (*you, go, the, every, so, any*).

[T]

The pupil has used classroom resources independently to spell 'machine'. The class had looked earlier at how to spell it as part of the teaching of spelling. Word banks specific to the book were also available and the word was available on 'washing lines' around the room.

[T]

Capital letters are clear. They are mostly of the correct size, orientation and relationship to one another and to lower-case letters. The letter 's' is less well-formed than other letters in terms of size and relationship. The relationship across the lower-case letters is good in *you, go* and *can*.

The spacing between words reflects the size of the letters.

[T]

Piece B: Description (setting)

Key

This was part of a topic based on *The Story Machine* by Tom McLaughlin. The book comprises pictures, in the main, and Kim describes here what Elliott, the main character, saw when he went into the attic. The word 'pigeon' was given by the teacher to the class. Kim has edited the work.

[C] composition
[GP] grammar and punctuation
[T] transcription

Although this works more as a narrative, effective details help to set the scene: 'lots of spiders', 'some thing' unknown 'flaping its wings' behind the 'enormous box'. The choice of vocabulary is good: spiders, flapping, crept closer, quietly.

Elliott's musing – 'I wonder what is in that box' – and his reactions to the pigeon and its disappearance – 'Go away!' and 'Few' (Phew) – contribute to the picture being painted about how Elliott is feeling in the attic, that is, both threatened and relieved.

[C]

There were lots of spiders in the attic.
Some thing was Flaping its Wings behind a
‡ enormas box.‡ I wonder what is in that
box thought Eleiott. He crept closer to open
the box but suddenly a pijeaen pigeon came
out from behind the box. Go away! said
Elleit Qietly. The pijaen pigeon ‡ went out
the window. ‡Few siaaid Eloit that was
close.

Virtually all sentences are correctly demarcated with capital letters and full stops. The exclamation mark is correct. Another exclamation mark could have been used after 'Few' (Phew).

[GP]

The past tense (including the past progressive) is used correctly and consistently throughout the description.

When Elliott thinks, 'I wonder what is in that box', the pupil uses the present tense correctly, returning to the past tense when Elliott reflects: 'That was close.'

[GP]

The coordinating conjunction 'but' draws attention to the pigeon's sudden appearance just as Elliot was creeping towards it.

[GP]

Many words are spelled correctly: *attic, spiders, box, wonder, what, thought, crept, closer, suddenly, behind, away, window*. Attempts at others are phonically-plausible, including *flaping* and *enormas*, evidence that the pupil can segment spoken words into phonemes and represent these by graphemes. The pupil's own corrections show good attention being paid to spelling: *boxs* becomes *box*; *siad* becomes *said*.

Many common exception words from year 1 are correct (*there, were, the, some, was, said, is*). The piece does not use the common exception words as examples for year 2.

[T]

Capital letters are clear. They are mostly of the correct size, orientation and relationship to one another and to lower-case letters. The letters in 'away' are very well formed in terms of their relationship to one another, but the handwriting in other words is not always done quite so well. The letter 'b' in 'box', 'but' and 'behind' does not appear to be formed correctly. Two diagonal joins are evident in 'spiders' and 'flapping' but the writing is otherwise unjoined.

The spacing between words reflects the size of the letters.

[T]

Piece C: Narrative

Key

This was part of a topic based on *The Story Machine* by Tom McLaughlin. The pupils had heard and discussed the story before rewriting it, adding in their own machine (the multi-task machine piece). The piece was initiated by Kim and self-reviewed.

[C] composition
[GP] grammar and punctuation
[T] transcription

This narrative begins with the imperative 'Meet Fred', reflecting 'Meet Elliott' that opens the original story.

The pupil has used the idea of the unusual machine and made it their own, including finding the machine in the attic and putting all the parts together. As in the original story, something goes wrong. The problem is neatly resolved in the final sentences.

The adverbials show Kim sequencing events clearly; they contribute effectively to the coherence of the narrative: *One day;* *Just then...;* *First...;* *Soon...;* *Suddenly... From that day on...*

Speech is also used effectively, as in Mum's words to Fred at the start and Fred's musings when the computer 'said Dell': *'Whatever does that mean? Thought Fred'*. In both cases, the end punctuation is correct.

[C]

Meet Fred. Fred loves to find things.

One day Fred said to his mum I'm boad.

GO Into ThE Attic! said his mum. And

so he did. Fred whent into the attic. # It

was really darck in the attic and there

were verry deep holes in the foor. Just

then some thing caught his eye. # It was

some boxes ontop of each other. One

was long ane one was fat and the the

other was a silver case. Fred toat tooe

toek took them all down stais. f-First he

opened the silver one which had wires

in it. soon Soon he had opened all of

them.

Fred put all the parts together. it made a

computer. Sudenly he hetteet spotted a

white box with wit 3 pins. # It was a

plug Fred plugged in the plug. JThe

computer said DEll. Whatever does that

mean? Thought Fred. He made

Unlike the original story, the pupil neatly uses the present tense to introduce the main character before moving into the past tense consistently for the rest of the narrative. The present tense opening is effective and is consistent with the imperative: 'Meet Fred'.
[GP] [C]

The coordinating conjunction 'and' joins the two main clauses.
[GP]

The coordinating conjunction 'and' joins the third main clause to the other two.
[GP]

The past perfect tense 'had opened' helps to establish the relationship between the events described.
[GP]

The digit 3 is the correct size in relation to the lower-case letters.
[T]

Despite the re-reading and editing, this sentence possibly does not reflect what the pupil was trying to say: 'He made jumpers, bread and [noun omitted?] but, before he had finished writing everything down that he could do, the machine went boom.' Nevertheless, this shows a very promising attempt at a complex multi-clause sentence that includes a subordinate clause (...*bufor he had finish writeing every thing down...*).

[GP]

jumpers, bread and bufor he had finish
writeing every thing de down that the
machine went boom. Fred was sad. se

The pupil uses the past perfect tense here to signal the interruption when the machine goes 'Boom'.

[GP] [C]

So he went to the gararge got some
tools and put it back together. From that
day on Fred used his machine everyday
~~knitting to kint his school~~ to knit his
school jumper.

Virtually all sentences are correctly demarcated with capital letters and full stops. The question mark and the exclamation mark are both correct.

[GP]

Many words are spelled correctly: *meet, things, really, attic, holes, caught, computer, spotted, white, silver, case, opened, used, machine, thought, tools, together*; attempts at others are phonically-plausible, including *verry, darck, sudenly* and *gararge*, evidence that the pupil can segment spoken words into phonemes and represent these by graphemes.

Many common exception words from year 1 and year 2 are correct (*said, his, was, some, one, there, school, eye, love/s*). The year 2 common exception word 'floor' is not correct. The writing and the pupil's own corrections to it show them learning to distinguish between words that start with 'wh' and 'w' (e.g. *whent, whith*).

[T]

Capital letters are mostly of the correct size, orientation and relationship to one another and to lower-case letters. Importantly, this handwriting is well-formed. The relationship across the lower-case letters is excellent in *loves, mum, was, some, put, all*.

The diagonal and horizontal strokes needed to join some letters are very clear. To add emphasis, the pupil seems to have deliberately chosen not to join the letters where Fred's mum shouts, '*Go Into ThE Attic!*'

The spacing between words reflects the size of the letters.

[T]

Piece D: Letter and instructions

Key

This was part of a topic based on *The Story Machine* by Tom McLaughlin. The pupils were asked to write a letter to Elliott explaining the purpose of the machine he had found (a typewriter). Kim chose to use instructions in the letter, illustrated them (in the original), and edited and proof-read it.

[C] composition
[GP] grammar and punctuation
[T] transcription

This successful piece combines a letter with a numbered list of instructions.

The letter begins appropriately with a greeting and closes with a sign-off. The realistic postscript brings the letter alive and shows the pupil's engagement in this task.

The numbered instructions for using the typewriter are clearly sequenced and provide an accurate account of using a manual typewriter. Adverbials contribute effectively to coherence: *First; Next; Now*.

The sentences are a judicious mixture of commands, with verbs in the imperative form for the instructions (*put, turn, push*), and statements for guidance and advice, including a modal verb (*You cant...*). This variety contributes to the effective and convincing tone of the letter, friendly and yet instructive.

[C] [GP]

Dear Eelliott We know what you machine is it's a typ writer.

How to use it:

1. First put the paper in the typ writer.
2. ‡Turn the diel to feed the paper into the typwriter
3. Next push the keys down firrimlyX to print a letter
4. Now push the suver lever down on the side of the typwriter
5. If you hear a ding that means your you are at the ei end atof the line. ding! ding!
6. You cant take any thing of away if you made a mistake! ~~basospace~~

I hope you lean how to use your typwriter love from Kim xxx Now you can typ letters to me.

The verb 'made' should be 'make' (or 'have made') for consistency with the rest of the instructions.

[GP]

The subordinate clause, beginning with 'if', follows the main clause (*You cant take any thing away*) and adds variety to the sentence structures overall.

[C] [GP]

The contracted form is correct here but is not correctly punctuated in *cant* in instruction 6.

[GP] [T]

The subordinating conjunction 'If' starts the subordinate clause that precedes the main clause (*that means you are at the end of the line*).

[GP]

In editing, the pupil has substituted *you are* for the contracted form (*your/you're*), possibly either because they recognise the full version is more in keeping with the instructional tone or because they are unsure of where to put the apostrophe.

[C] [GP]

Capital letters are mostly of the correct size, orientation and relationship to one another and to lower-case letters. The difference in size between capitals and lower-case letters is clear.

The lower-case letters in the first instruction are an even size. As the pupil becomes interested in the content of the letter, the quality of the handwriting is less consistent. However, the letters overall are well-formed and the orientation is good.

The spacing between words reflects the size of the letters.

[T]

Many words are spelled correctly: *know, machine, feed, paper, lever, hear, ding, mistake, letters, use, hope, how*. The pupil's attempt to spell 'dial' is phonically-plausible, indicating that they can segment spoken words into phonemes and represent these by graphemes. While there are some errors in hearing sounds and segmentation, such as *lean* for 'learn' and *you* for 'your', these are few.

Contracted forms are sometimes correct: *it's*, but not *cant*.

The common exception words from year 1 and year 2 are correct (*push, put, any, love*).

[T]

Most sentences are correctly demarcated with capital letters and full stops. The exclamation marks are correct.

[GP]

The digits in the numbered list are a suitable size in relation to the lower-case letters.

[T]

Piece E: Description

Key

This was part of a topic on the Great Fire of London and based around the book *Tell me a Dragon* by Jackie Morris. Earlier in the week, the pupils had looked at fronted adverbials in an oral grammar lesson and pupils were applying this knowledge in this writing. Kim has edited and proof-read the work.

[C] composition
[GP] grammar and punctuation
[T] transcription

The pupil has engaged well with describing the dragon and enjoyed using similes such as 'sizzle like dynamite'. As the piece develops, the dragon is increasingly described as the sun rather than being described as simply 'like the sun'. The reader is told that 'When he goes to sleep, the fire in the sun goes out.'

The different sentence structures in this writing contribute to its variety and interest. The dragon's powers are listed in sentence 7: turning things to stone, making people catch fire and making things explode. The pupil punctuates this multi-clause sentence correctly throughout.

The present tense is correct and consistent throughout the description. Modal verbs are used to suggest possibility in terms of the dragon's likely behaviour: *If you make him angry, he will breath rings of fire at you and when he gets angry, he will thow you in the sun.*

[C] [GP]

My dragon is a fire dragon. his breth can make cars sisel like dinamite. **If** you make him angry, he will breath rings of fire at you. ~~Wen~~ ~~w~~When v he flies; he lights up the sky ~~h~~ like the sun. ~~h~~He ~~l~~ lives in the center of the sun. ~~w~~When, he **gese goes** to sleep the fire in ~~sthe~~ the sun goesout. He can turn things to stone, make people catch fire and make things explode. He can **allso** turn any ting into food ~~or~~ when he gets angry he will thow ~~yowu~~ in the sun!

The subordinating conjunction, *If*, opens this subordinate clause. In the next sentence, a similar subordinating conjunction, *When*, adds variety.
[GP]

This correction, done in the process of the writing, shows the pupil actively monitoring spelling and recognising the error straightaway. Other errors are also picked up in proof-reading.
[T]

The spelling of 'also' shows the pupil applying spelling knowledge, albeit it with an incorrect result.
[T]

Many words are spelled correctly: *dragon; dynamite, angry, lights, when, things, turn, catch, stone, explode*. The pupil's attempt to spell 'sizzle', 'centre' and 'also' are phonically-plausible, indicating that they can segment spoken words into phonemes and represent these by graphemes.

Errors in some other words are minor, including *breth* for 'breath' and *breath* for 'breathe'. These two errors show the pupil actively thinking about the differences between these two closely related words; the spellings distinguish between the sounds heard.

The common exception words listed as examples for year 1 and year 2 are correct here, including *people* from year 2.

[T]

Capital letters are clearly distinguished from lower-case letters, although they vary in size, especially where the pupil has proof-read and changed them.

The lower-case letters vary in size across this piece, although they are always orientated correctly. As in Piece D, the quality of the handwriting is less consistent as the pupil appears to become interested in the content.

The spacing between words reflects the size of the letters.

[T]

All but one of the sentences are correctly demarcated with capital letters and either full stops or an exclamation mark. The pupil has also used some commas correctly to separate subordinate clauses from main clauses (part of the KS2 programme of study).

[GP]

Piece F: Information

Key

This was part of a topic on the Great Fire of London and based around the book *Tell me a Dragon* by Jackie Morris. This was based on an oral report and followed on from the dragon description (Piece E). The pupils had been asked to focus on the opening and closing paragraphs. Kim edited this piece independently before producing this final version.

[C] composition
[GP] grammar and punctuation
[T] transcription

This piece reflects very successfully the tone and content of a 'Missing' poster asking for information.

The first line is not a complete sentence – there is no main verb – but it is exactly what is needed to open the piece. Other features are consistent with the tone and content, such as 'If seen, then...' and 'Please report on...', with the implied pronoun 'it'.

The verbs chosen are correct and consistent throughout the piece, including the present tense for description ('*He has a silver tummy*', '*Its claws are silver*') and the use of a modal verb '*It will breathe fire at you*'.

The telephone number and the reward offered add convincing details, as do the description of the dragon and the extra information about the distinctive features – the silver claws – at the end.

[C]

Missing one dragon

Last seen flying out of forest school on

Monday night. He has a silver tummy, blue

body and black feet. It will breathe fire at you

and eat you up! If seen then please report

on: 069 30666 1300 999 013. If seen and

not reported you will be locked in jail for

three years! You will be Rewarded £900 or

309306 bucks if yo report. Whatever you do

do not shoot it! its claws are silver so it is

easy to be seen.

The three expanded noun phrases work very effectively to highlight specific features of the dragon.

[C]

Use of comma to separate items in the list.

[GP]

The passive verb is well chosen, adding an official tone.

[C]

The passive form of the verb here is also well-chosen and entirely consistent with the semi-formal tone of the 'Missing' poster.

[C]

This subordinate clause, beginning with 'so', shows the pupil trying to construct a challenging multi-clause sentence: either '... so it is easy to see it' or '... so it is easily seen'.

[GP]

The subordinate clause starting with the conjunction 'Whatever' alerts the reader to important information in the main clause that follows: '... do not shoot it!'

[C]

Many words are spelled correctly: *flying*, *forest*, *Monday* (but without a capital), *night*, *silver*, *tummy*, *blue*, *body*, *reported*, *rewarded*, *whatever*, *easy*, *claws*. The mis-spelling of *yo* for 'you' in the penultimate line seem to be a slip rather than an error, which the pupil should be able to identify in proof-reading.

Spelling 'breathe' as *breath*, as in Piece D, shows the pupil actively thinking about this word. The spelling is phonically-plausible, indicating that they can segment spoken words into phonemes and represent these by graphemes.

The common exception words are correct here, including *school* from year 1.

[T]

Capital letters are clearly distinguished from lower-case letters. Two capitals are incorrect: missing in 'Monday' and incorrectly inserted in 'Rewarded'.

The lower-case letters are mostly of the correct size and are related to one another. Their orientation is correct. The digits in the reward relate to the lower-case letters; this is less the case in the telephone number.

The spacing between words reflects the size of the letters very well.

[T]

All the sentences are correctly demarcated with either full-stops or exclamation marks. Except for the final one, all of them start with a capital letter.

[GP]

Piece G: Recount	Key
<p>This piece was in response to a school visit to a local outdoor centre. The class had discussed the events of the day before writing about them.</p>	<p>[C] composition [GP] grammar and punctuation [T] transcription</p>

This recount of a real event, a school visit, is clear and simple and fulfils its recording purpose effectively. It combines an account of the day's activities with the pupil's responses and a summary comment on the day. This also functions as a 'simple, coherent narrative about personal experiences'.

The pupil chooses the past tense (both the simple past and the past progressive), maintaining this consistently throughout. All the past tense verbs are correct.

Many of the sentences open with adverbials (*Yesterday, First, Next, Then, After that, Finally, After lunch, Last of all*). These contribute to the coherence of this report and guide the reader through it.

[C]

Yesterday we went to bishops Wood to look for mini-beastes. Firist we had a ~~snack~~ snack. Next we went into the woods. Vicki gave us a mira. It was verry scarry because it was like you were walking in the sky! Then we had to gide our friends to a tree. After that we had a sincky pocniton parrry mine was discusting. Finaly it was lunch time! After lunch we went pond dipping our group found a newt. Last of all we sorted out animals. Finally it was home time.

The trip was great! my favrite part of the day was idenafing the trees.

The pupil uses the subordinating conjunction 'because' to explain why using the mirror in the woods was *verry scarry*. Almost all the other sentences consist of single clauses, i.e. with no co-ordination or subordination; they simply relate the events of the day, using adverbials to provide cohesion.

[GP] [C]

Most of the sentences are correctly demarcated with capital letters and full stops or, in 3 sentences, with an exclamation mark.

[GP]

Capitals are clearly distinguished from lower-case letters. The lower-case letters are mostly of the correct size, orientation and relationship to one another and to the capital letters. The word 'was' is particularly well formed.

The spacing between words reflects the size of the letters very well.

Diagonal and horizontal joins needed to join letters are clear in this piece, although joining 'e' to a preceding 'w' or a 'v' (as in *went* and *very*) creates an unusual form which should be corrected. The pupil rightly chooses not to join lower-case letters to capitals.

[T]

Many words are spelled correctly: *yesterday, bishops, first, snack, walking, sky, lunch, found, group, newt, animals, sorted* and *great*.

The pupil can segment spoken words into phonemes and represent these by graphemes, as shown in the phonically-plausible spellings of *mini-beastes, mira, verry, scarry, parrry, gide* and *descusting*. The spelling of *favrite* probably reflects the pupil's pronunciation. The attempts at spelling 'identifying', 'disgusting' and 'stinky potion' suggest that the pupil tends to falter when identifying individual phonemes in longer or less familiar words and simply has a stab at them instead.

Some suffixes are used correctly: -s, -ed and -ing. The -ly suffix has not yet been mastered fully, as shown in *finaly*.

The few common exception words used in this piece are correct (*the, we, was, because, friend/s*).

[T]

Kim: evidence check

The following tables show how Kim's work has met the 'pupil can' statements across the collection for 'working at the expected standard', as well as how they have not yet shown sufficient evidence for 'working at greater depth within the expected standard'.

There is no expectation for teachers to produce such tables, or anything similar. These simply help to illustrate where Kim's work has demonstrated the 'pupil can' statements in these 7 examples.

As stated in the framework guidance, individual pieces of work should not be assessed against the framework.

End-of-key stage 1 statutory assessment – working at the expected standard								
Name: Kim	A	B	C	D	E	F	G	Collection
The pupil can, after discussion with the teacher:	Explanation	Description	Narrative	Letter & Instructions	Description	Information	Recount	
• write simple, coherent narratives about personal experiences and those of others (real or fictional)	n/a	✓	✓	✓	✓	✓	✓	✓
• write about real events, recording these simply and clearly	n/a	n/a	n/a	n/a	n/a	n/a	✓	✓
• demarcate most sentences in their writing with capital letters and full stops, and use question marks correctly when required	✓	✓	✓	✓	✓	✓	✓	✓
• use present and past tense mostly correctly and consistently	✓	✓	✓	✓	✓	✓	✓	✓
• use co-ordination (e.g. or / and / but) and some subordination (e.g. when / if / that / because) to join clauses	✓		✓	✓	✓	✓	✓	✓
• segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonically-plausible attempts at others	✓	✓	✓	✓	✓	✓		✓
• spell many common exception words	✓	✓	✓	✓	✓	✓	✓	✓

End-of-key stage 1 statutory assessment – working at the expected standard

Name: Kim	A	B	C	D	E	F	G	Collection
The pupil can, after discussion with the teacher:	Explanation	Description	Narrative	Letter & Instructions	Description	Information	Recount	
<ul style="list-style-type: none"> form capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters 	✓	✓	✓	✓		✓	✓	✓
<ul style="list-style-type: none"> use spacing between words that reflects the size of the letters 	✓	✓	✓	✓	✓	✓	✓	✓

End-of-key stage 1 statutory assessment – working at greater depth within the expected standard

Name: Kim	A	B	C	D	E	F	G	Collection
The pupil can, after discussion with the teacher:	Explanation	Description	Narrative	Letter & Instructions	Description	Information	Recount	
<ul style="list-style-type: none"> write effectively and coherently for different purposes, drawing on their reading to inform the vocabulary and grammar of their writing 								
<ul style="list-style-type: none"> make simple additions, revisions and proof-reading corrections to their own writing 	✓	✓	✓	✓	✓			
<ul style="list-style-type: none"> use the punctuation taught at key stage 1 mostly correctly 			✓			✓		
<ul style="list-style-type: none"> spell most common exception words 								
<ul style="list-style-type: none"> add suffixes to spell most words correctly in their writing (e.g. –ment, –ness, –ful, –less, –ly) 								
<ul style="list-style-type: none"> use the diagonal and horizontal strokes needed to join some letters 			✓				✓	

Kim: pupil scripts

Piece A: Explanation

A Molkey test machine

You plug in the machine. Then ~~you~~ ^{you} switch it on. The ~~to~~ Molkey test computer will go bleep, buzz, bleep and then you press a ~~bot~~ button on the key board. The Machine will do ~~the thing~~ ~~anything~~ ^{anything} you want. Before you do anything make sure you have plugged everything in properly. Then Switch on the TV box so you can watch every thing that is hapening inside the machine!

Piece B: Description (setting)

There were lots of spiders in the
attic. Some thing was flapping its
wings behind a *enormous box.* I
wonder what is in that box thought
Eloise. He crept closer to open
the ^{box} but suddenly a ^{pigeon} ~~pigeon~~ came out
from behind the box. ^{pigeon} Go away! said
Eloise quietly. The ~~pigeon~~ ^{pigeon} ~~se~~ went out
the window. ^w ^f ^{al} ~~said~~ Eloise that was
close.

Piece C: Narrative

Meet Fred. Fred loves to find things. One day Fred said to his mum I'm bored. GO INTO THE ATTIC! said his mum. And so he did. Fred went into the attic. ^{It} It was really dark in the attic and there were pretty deep holes in the floor. Just then something caught his eye. ^{It} It was some boxes on top of each other. One was long and one was fat and the other was a silver case. Fred ~~took~~ ^{took} ~~took~~ ^{took} them all down stairs. First he opened the silver ^{one} which had wires in it. ~~Soon~~ ^{Soon} he had opened all of them.

Fred put all the parts together.

it made a computer. Suddenly he ^{Spotted} ~~noticed~~ a white box ^{with} ~~with~~ 3 pins. ^{It} ~~it~~ was a plug Fred plugged in the plug. The computer said DELL.

Whatever does that mean? Thought Fred. He made jumpers, bread and before he had finish writing ^{every thing} down that the machine went boom. Fred was sad. ~~So~~ ^{So} he went

to the garage got some tools and put it back together. From that day on Fred used his machine every day ^{to knit} ~~to knit~~ his school jumper.

Piece D: Letter and instructions

Dear Elliott We know what your machine is it's
a typewriter

How to use it:

1. First put the paper in the typewriter.
 2. Turn the dial to feed the paper into the typewriter
 3. Next push the keys down ^{to print a letter} firmly
 4. Now push the server lever down on the side of the typewriter
 5. If you hear a ding that means ^{you are} ~~you are~~ at the end of the line ding! ding!
 6. You can't take any thing ^{away} off If you make a mistake! ~~back space~~
- I hope you learn how to use your typewriter
love from [redacted] xxx Now you can typ letters
to me.

Piece E: Description

My dragon is a fire dragon. his
breath can make cars sise like dinamite.
Ifx you make him angry, he will
breath rings of fire at you.
~~When~~ ~~when~~ ~~he~~ flies; he lights up
the sky it like the sun. He ^H lives
in the center of the sun. ~~When~~, he
~~goss~~ goes to sleep the fire un^{the} ~~the~~
sun goes out. He can turn things to
stone, make people catch fire and make things
explode. He can also turn any thing into
food. When he gets angry he will throw you
in the sun!

Missing one dragon

Last seen flying out of forest school on Monday night. He has a silver tummy, black body and black feet. It will breath fire at you and eat you up! If seen then please report on 069 30661300999013. If seen and not reported you will be locked in jail for three years! You will be rewarded £900 or 309306 bucks if you report. Whatever you do do not shoot it! Its claws are silver so it is easy to be seen. [REDACTED] class 3 year 2.

Piece G: Recount

Yesterday we went to bishops Wood to look for mini-beasts. First we had a ~~snack~~^{snack}. Next we went into the woods. Vicki gave us a mira
It was very scary because it was like you were walking in the sky!
Then we had to guide our friends to a tree
After that we had a sticky position party
mine was disgusting. Finally it was lunch time!
After lunch we were pond dipping our group
found a newt. Last of all we sorted out
animals. Finally it was home time.
The trip was great! my favorite part of the
day was identifying the trees.



Standards
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Agency

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