

Key Stage 2

English writing standardisation

Working towards expected
standard

Pupil C

This collection includes:

- A) a character description
- B) a promotional leaflet
- C) a first-person narrative
- D) a non-chronological report
- E) a legend
- F) a letter

Key stage 2 exercise 3

Pupil C - Piece A: a character description

Context: having read the first few chapters of *Charlie and the Chocolate Factory* (Roald Dahl), pupils undertook hot-seating activities to explore some of the characters in the book. They considered the features of an effective character description before writing a profile of a character of their choice.

The first finder was a man called Willy Wonka, and Mr Bucket's evening newspaper carried a large picture of him on the front page.

The picture showed a crazy, dazling man with a hilarious smile. His voice was as clear as a whistle. On his head he had a fabulous top hat. On his chest there was an enormous bowtie. He had a crazy smile and a pointy nose. Mr Willy Wonka had two big eyes as big as a chocolate bar. His wonderful cane made him as happy as an elephant in water. His arms were dangling tree branches. He was a bouncing frog full of energy and power. His eyes that shone were like delicate diamonds.

Mr Willy Wonka told the reporter "Whoever has a golden ticket is aloud in my factory any time?!"

Key stage 2 exercise 3

Pupil C - Piece B: a promotional leaflet

Context: as part of their exploration of *Charlie and the Chocolate Factory* (Roald Dahl), pupils were informed that a new chocolate factory was to be opened. They read reviews of local attractions before designing and writing a leaflet promoting the new factory.



The Rooms

1. The Chocolate room.

The heart of the factory is where it all happens. Feast your eyes on the great brown river and uncover how chocolate is made.

2. The Inventing Room.

Where Wonka's newest creations come to life!

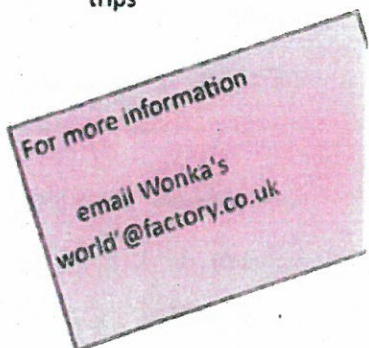
3. Meet the fabulous, inventive Willy Wonka and the mysterious singing Oompa Loompas.

4 The Great Glass Lift-

Experience how the children felt in the lift that can go anywhere.

Key information

- Great free samples of chocolate
- Free parking
- Special events
- School visits welcome
- Mouth-watering restaurants
- Discounts for school trips



Key stage 2 exercise 3

Pupil C - Piece C: a first-person narrative

Context: having read *The Land of Neverbelieve* (Norman Messenger), pupils were asked to imagine they had visited the part of the island that most appealed to them. Using pictures from the book as a guide, they wrote a first-person narrative, describing the scenery and wildlife encountered.

In front of me I saw a beastly mountain with creepy horns but it ~~was~~ ^{had} 3 snail eyes. Puzzled I saw rocks that looked like deadly teeth that could shread you to pieces. I could smell something rotting I carried it to sea to give it a ~~wash~~ ^{bath} then I took it back. But when I came out ~~everything~~ ^{everything} started to shake. I saw something swoop at me I ran but it wouldn't stop trying to attack me but I tried climbing in the trees ^{jumping} from tree to tree.

The red mountain bleeding down like syrup on ~~pancakes~~ ^{pancakes} his beedy eyes looks like it was going to threaten me. The rocks that looked like teeth were sharper than a knife. The mountain had a huge arch. The rest of the mountains had weird heads. One had a wolf shaped face but the ^{other} ~~others~~ had a ghostly snort. My face paled as I saw a rotten mountain head.

Carefully I walked around Neverbelieve Island. I found a tree, it had lost its leaves and it looked ^{like} it was dying. I tried spraying it with water but nothing happened ^{it} started to decay it smelled of rotting fish but then I found a snail. It had a creepy ^{shiny} eye on ^{its} shell. I could hear something that ~~sounded~~ ^{sounded} like a ~~rat~~ ^{rat}. I saw one ^{little} beedy eye but ~~when~~ ^{when} I looked back at the tree it had shrunk. On the branches I saw ^{little} hands trying to hit me. Slowly I walked away ~~but~~ ^{but} I couldn't see anyone. I walked back into the mountains. I saw a skeleton. I tried ~~swimming~~ ^{swimming} off Neverbelieve island but I kept getting ~~what~~ ^{what} washed back to the island. I decided to get off the island.

Key stage 2 exercise 3

Pupil C - Piece D: a non-chronological report

Context: during a visit to Warner Bros. studio, pupils observed how hybrid creatures were created for films. They later designed their own imaginary creature before writing a non-chronological report about their creation, drawing on the stimulus text *Fantastic Beasts and Where to Find Them* (JK Rowling), clips from the corresponding film and a modelled text about a manticore.

The Butter Buck, which is a combination of a butterfly, a bear and a duck, is a mythical creature that can breathe under water. It inhabits water, air and caves. It also likes hiding in trees.

It has beautiful butterfly wings which makes him fly so fast. He has a duck mouth that creates a sonic scream. He has a long snake tail like a grappling hook to hook onto anything. Interestingly, he has duck feet that allow him to swim fast underwater. Curiously his duck nose can smell blood from 500 miles away. He has a rhino's ear that can hear at great distances. When observed close up, you can see that his hands are really sticky which enables him to climb walls. The Butter Buck makes a quacking sound that shoot you backwards 100 miles. The eyes can see through anything and nothing can stop him. This makes him a formidable predator.

The Butter Buck has a very peculiar diet. He eats a fish whole. Also it eats pizzas (he eats a slice in a second). He also eats hamburgers, waffles, hot dogs, sausages and chips. He drinks water, coke, 7up, pepsi. This creature robs all the food from fast food restaurants. Plus he eats strawberry laces. He grabs it with his feet. Because of his strange diet he has so many stomach aches.

A Butter Buck who is a very brave beast is surprisingly very smart. The Butter Buck has the magical ability to fly especially fast. The Butter Buck is very vicious so it protects itself from danger. When being attacked, a Butter Buck is threatening because it will get a knife. When the Butter Buck is grumpy don't go near me it because it will kill you! It has an aggressive personality which is very deadly. It is clear that the Butter Buck is a formidable creature.

Key stage 2 exercise 3

Pupil C - Piece E: a legend

Context: pupils explored the legend *King Krakus and the Dragon* (Janina Domanska). They then used the structure of the source stimulus to write a story based on their imaginary creature, a town of their choice and an original hero.

NOT so long ago, there was a town called Hamsbury, that was a peaceful town. People enjoyed fishing, seeding ducks and shopping. As you walked through the town, you could hear the birds singing and people chatting. There were never any fights or arguments and everyone was happy all day everyday.

But one day Hamsbury was attacked again by a mysterious beast who had put his head above the ~~sewage~~ ^{Sewers}. He had two long, beautiful but deadly wings and his duck mouth was so loud your ears break broke. His long snake tail was a grappling hook when the people saw it they trembled in fear and ran into their homes, locked their doors and hid under the bed.

"We are the army. We will destroy the beast he is no threat to us." "The beast shall not live. We have the best guns to destroy it before it destroys us." "Why won't you die?" said ~~commander~~ commander Fred. It's so strong the people thought. Everyone shivered and said "we're even more scared than before." "What can we do commander Fred?" said George. "I don't know how we are going to kill them, we have nothing to fight with he's too powerful." "We need to tell the mayor but he got in his car and ran away ^{on} we put a tracker on his car."

"Everyone please come to town hall I have a plan." said Harry "If everyone goes and hides in their houses I can trick the beast and use his weakness against him." Everyone hid in their homes. The beast came out in the dead of night. Harry got his Katana and tried to kill him by the throwing it at him but he jumped out of the way. He got Kryptonite from his pocket (Kryptonite is the beast's weakness.) and threw it in his mouth. He jumped around and ~~exploded~~ exploded everywhere. He had finally killed the beast.

Harry went to the town hall and got a microphone. He announced the butler buck was no more. Because the mayor left, the people made Harry mayor and give him beer.

Key stage 2 exercise 3

Pupil C - Piece F: a letter

Context: as part of their work in geography, pupils learnt about a cocoa-growing co-operative in Ghana. They explored a case study of life in Mim (a village in rural Ghana), drew inferences about the lives of local people from a series of pictures and made notes from online interviews. Pupils then wrote a letter to a friend, informing them about their daily life in Ghana.

Dear Roman

My name is Harry, I am writing to you about the life in Mim. I live in a small cottage I am ten years old. I have two older brothers, my mum and dad, is what we call.

I have a big family my mum stays at home so sometimes they for when we come home and my dad works as a cocoa farmer. My brother who is the oldest also works as a cocoa farmer but my mum also buys to supply of food. When we and my brother ^{come} home we ^{help} around ^{of} the house with the farming my mum and dad find it boring, we find it fun.

Some people think it is ~~always~~ ^{always} sunny but sometimes we can be horrible and wet. There is also thunder and lightning which is always the worst part of the weather and thanks as it sometimes my parents get time off. This is really bad weather but sometimes it can be good.

I go to Axxxxxxx primary school where I learn how to do sports but my brother goes to high school where he learns to write. My teacher is called Mr. Axxxxxxx and my brother's teacher is called Mrs Bxxxxxxxx who is a lovely adores my big brother.

In our free time we love to play netball after school I am always in goal and he kicks the ball.

Bye, Harry

Pupil C – working towards the expected standard

This collection includes:

- A) a character description
- B) a promotional leaflet
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- E) a legend
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All of the statements for 'working towards the expected standard' are met.

The pupil can write for a range of purposes.

Across the collection, the pupil writes for different purposes. A promotional leaflet is based on the exploration of 'Charlie and the Chocolate Factory', as is a description of the renowned fictional chocolatier. A highly descriptive first-person narrative details the unusual fauna and flora of an imaginary island setting. A non-chronological report describes the appearance and behaviour of an invented hybrid creature, which also features within a legend set in a small English town. A letter, written in role, describes the daily life of a boy who lives with his family in the village of Mim, Ghana.

The brief introduction to the character description provides a context for the portrayal of Willy Wonka (*a large picture of him on the front page*). Expanded noun phrases build a detailed image of the subject (*a crazy, dazzling man with a hilarious smile... a fabulous top hat... a pointy nose*) and there is some attempt to use literary language (*His face was as clean as a Whistle... His arms were dangling tree branches*), although this is not wholly successful (*as happy as an elephant in water*). Most sentences consist of a single clause, whilst grammatical structures are repetitive (*He had... Mr Willy Wonka had... His wonderful cane... His arms... His eyes*).

The promotional leaflet uses persuasive techniques to entice potential visitors to the new chocolate factory. The direct address to the reader is immediately engaging (*immerse yourself... Lose yourself... Feast your eyes*), whilst expanded noun phrases extol the delights on offer (*the magnificently wonderful, magical world of chocolate... the deliciously wonderful sights and smells... the greatest, latest and top secret inventions... Mouth-watering restaurants*). Special features (*The Great Glass Lift*), an opportunity to meet the celebrated chocolatier (*Meet the fabulous, inventive Willy Wonka*) and the offer of free, or money-saving, opportunities (*free samples of chocolate... Free parking... Discounts for school trips*) suggest that this is a visit not to be missed.

The narrative maintains its first-person perspective, describing the writer's observations, actions and reactions (*I carried it to sea... I saw something swoop at me... My face paled... I could hear something*), whilst the third person is used appropriately to describe the landscape and its inhabitants (*The mountain had a huge arch... It had a creepy shiny eye on its shell*). Grammatical structures are repetitive (*I saw... I carried... I walked... I tried*) and there is some loss of control within more ambitious multi-clause sentences (*I tried spraying it with water but nothing happened it started to decay it smelled of rotting fish but then I found a snail*).

In keeping with its form, the non-chronological report sustains the third person throughout, albeit with occasional shifts to the second person to address and engage the reader (*you can see that his hands are really sticky... it will kill you*). The brief explanatory introduction (*The Butter Buck, which is a combination of a butterfly, a bear and a duck, is a mythical creature*) paves the way for an account

of the features and behaviour of the mythical Butter Buck. Noun phrases, often expanded through the use of relative clauses, portray the physical attributes of the creature (*a duck mouth that creates a sonic scream... duck feet that allow him to swim fast underwater... an aggressive personality which is very deadly*), whilst adverbs emphasise its abilities (*surprisingly very smart... fly especially fast*). Despite the density of detail, there is some lack of variation in sentence structure (*It has beautiful butterfly wings... He has a long snake tail... He eats a fish whole... He also eats... He grabs it*) and the paragraph on diet comprises mainly single-clause sentences or lists (*He also eats hamburgers, waffles, hot dogs... He drinks water, coke, 7up... Plus he eats strawberry laces*). Some well-chosen vocabulary supports the purpose of the piece (*inhabits... observed... formidable predator... peculiar... ability... aggressive*) – however, the creature's incongruous diet (*hamburgers, waffles, hot dogs*) and implausible habits (*robs all the food from fast food restaurants*) detract from the overall effect.

The legend reflects the pattern of events found in similar, traditional tales – the peace and tranquillity of a town (*you could hear the birds singing and people chatting... never any fights or arguments*) is threatened by the arrival of the “mysterious beast” (*trembled in fear and ran into their homes, locked their doors and hid under the bed*) which is eventually defeated by the hero who receives his just reward (*the people made Harry Mayor and give him beer*). There is some loss of coherence as the writer attempts to advance the action through dialogue (*we are the army... Why won't you die?... hang on we put a tracker on his car*), whilst the slaying of the beast is more in keeping with the superhero genre (*He got Kryptonite from his pocket... jumped around and exploded everywhere*). Some choices of vocabulary support the purpose of the writing (*mysterious... sewers... deadly... trembled... shivered*) – however, less appropriate choices suggest that the writer is not yet able to maintain the appropriate form (*tracker... Katana... Kryptonite... exploded... microphone*).

The informative purpose of the letter is clear. Following a brief introduction, specifying members of the family and their accommodation, the pupil paints a simple picture of day-to-day life (*My mum stays at home... my dad works as a cocoa farmer... we help around the house or with the farming*). The weather, the brothers' education and their leisure time provide a focal point for discussion (*thunder and lightning which is always the worst part... I learn how to do sports... he learns to write... we love to play netball*), whilst simple viewpoints lend authenticity to the piece (*my mum and dad find it boring, we find it fun... horrible and wet... we love to play*). Vocabulary is appropriate, but unadventurous (*a small cottage... always sunny... really bad weather*).

The pupil can use paragraphs to organise ideas.

In all pieces, ideas are organised into paragraphs or sections of text.

The leaflet organises key points into short, mostly single-sentence, paragraphs which promote the wonders within the chocolate factory.

In the non-chronological report, the opening paragraph provides an introduction to the piece, whilst the subsequent paragraphs deal with the imaginary creature's appearance and physical features (*He has a rhino's ear that can hear at great distances... The eyes can see through anything*), its diet (*He eats a fish whole*) and, lastly, its characteristics (*brave... smart... magical ability... vicious... grumpy... formidable*). The character description is organised into a brief introduction, an extended description and a brief conclusion, whilst in the letter, paragraphs are used to introduce the writer and his family and to organise the focal points of interest for the reader.

The legend is organised into a series of paragraphs that supports the chronology of events. The opening paragraph sets the scene (*Not so long ago, there was a town called Hamsbury, that was a*

peaceful town), whilst subsequent paragraphs develop the plot, introducing the dilemma (*But one day Hamsbury was attacked*), raising and dashing hopes (*we are the army. we will deystroy the beast... we have nothing left to fight with*) and resolving the predicament (*I have a plan... He had finally killed the beast*). In keeping with the spirit of traditional tales, the final paragraph concludes the story, allowing the hero his moment of glory (*He annouced the butterbuck was no more... the people made Harry Mayor*). In contrast, the first-person narrative has a less identifiable chronology – ideas are organised into three paragraphs, tracing the writer's journey from the mountains to the sea and back, and then around the island. There is some lack of coherence in the final paragraph as the reference to walking back to the mountains is followed almost immediately by an attempt to swim away from the island.

The pupil can, in narratives, describe settings and characters.

The first-person narrative is immersed in descriptive vocabulary, portraying the features of an imaginary landscape and its wildlife. Noun phrases, often modified by relative clauses or preposition phrases, support the purpose of the writing, detailing the flora and fauna of the island (*rocks that looked like deadly teeth that could shread you to pieces... a ghostly front... a creepy shiny eye on its shell*). There is some attempted use of literary language to engage the reader, although this is not wholly successful (*a beastly mountin with creepy horns... The red mountin bleeding down like syrup on pancakes... sharper than a knife*).

Settings and characters are described in the legend. The town, initially painted as a haven of tranquillity and geniality (*peaceful... birds singing... people chatting... never any fights or arguements*), is swiftly cloaked in a mantle of fear as people flee for their lives (*trembled... ran into their homes, locked their doors and hid*). Despite the confidence of the army (*we will deystroy the beast he is no threat to us*), the increasing angst of the townsfolk (*Everyone shivered... more scared than before*) gives way to despair (*we have nothing teft to fight with he's too powerful*).

The hero's cunning, bravery and resourcefulness are inferred from his actions (*I have a plan... I can trick the beast and use his weakness against him... got his Katana and tried to kill him... got Kryptonite from his pocket... threw it in his mouth*) as is the gratitude of the citizens (*the people made Harry Mayor*).

The pupil can, in non-narrative writing, use simple devices to structure the writing and support the reader (e.g. headings, sub-headings, bullet points).

In the promotional leaflet, headings guide the reader to points of interest about the factory (*The Rooms... Key information*). A numbered list references significant rooms and focal points, clarifying what potential visitors can expect to experience in each (*uncover how chocolate is made... Where Wonka's newest creations come to life*), whilst a bullet point list draws the reader's attention to important points of information (*Free parking... Special events*).

The pupil can use capital letters, full stops, question marks, commas for lists and apostrophes for contraction mostly correctly.

Across the collection, sentences are demarcated with capital letters and full stops mostly correctly. Whilst there are occasional errors, such as undemarcated sentence boundaries (*but nothing happened it started to decay it smelled of rotting fish... we love to play netball after school I am always in goal*) and comma splicing (*I found a tree, it had lost its leaves... My name is Harry, I am*

writing to you), these mostly tend to occur towards the end of the first-person narrative and in the letter. Question marks are used correctly to demarcate the 2 questions in the dialogue within the legend.

Capital letters are also used, mostly correctly, to indicate proper nouns (*Willy Wonka... Mr Buckets... Neverbelieve Island... Butter Buck... Hamsbury... Harry... Mim*), although there are occasional errors (*pepsi... fred... george*) and inconsistencies (*Neverbelieve island*).

Commas are used to separate items in lists (*It inhabits water, air and caves... He also eats hamburgers, waffles, hot dogs, sausages and chips... enjoyed fishing, feeding ducks and shopping*) as well as to separate lists of adjectives (*the greatest, latest and top secret inventions... two long, beautiful but deadly wings*).

With the exception of 'someones', apostrophes for contraction are used consistently and correctly throughout (*wouldn't... couldn't... won't... It's... We're... don't... he's*). Furthermore, there is some correct use of apostrophes for possession (*Wonka's newest creations... a rhino's ear*).

There is some limited evidence of the wider range of punctuation taught at key stage 2, such as brackets to indicate parenthesis (*he eats a slice in a second*), commas to mark fronted adverbials and clauses (*Not so long ago, there was... Because the mayor left, the people made Harry Mayor*) and punctuation of direct speech, although this is neither consistent nor secure.

The pupil can spell correctly most words from the year 3 / year 4 spelling list, and some words from the year 5 / year 6 spelling list.

Words from the statutory year 3/4 spelling list are correctly spelt (*heart... Experience... Special... island... decide[d]... breathe... Interest[ingly]... through... peculiar... strange... thought*).

Some words from the statutory year 5/6 spelling list are correctly spelt (*restaurant[s]... stomach... especially... aggressive... lightning*).

The pupil can write legibly.

Handwriting is legible.

Why is the collection not awarded the higher standard?

The collection cannot be awarded 'working at the expected standard' because the 'pupil can' statements are not met.

Whilst the pupil writes imaginatively, and with clear enthusiasm, they do not yet write effectively for a range of purposes and audiences. There is recognition of the purpose of writing – however, this is not always sustained. For example, whilst the legend initially draws on the structure and language of a traditional tale, it lapses into a more contemporary style (*hang on we put a tracker on his car*), portraying the protagonist, who is not introduced until the penultimate paragraph, as an identifiable superhero (*He got Kryptonite from his pocket*).

Despite an emerging range of vocabulary, there is some lack of awareness of the reader and choices do not always support the subject matter (*a rotten mountin head... He also eats hamburgers, waffles, hot dogs... and got a microphone*). Noun phrases, although often expanded through the use of relative clauses or preposition phrases, tend to be repetitive in structure, focusing

on basic actions rather than enhancing description (*beautiful butterfly wings which makes him fly so fast... a quacking sound that shoot you backwards for miles*).

Despite the profusion of relative clauses in some pieces, other forms of subordination are limited. For example, in the letter, clauses tend to be joined by co-ordinating conjunctions and simple subordinators (*My mum stays at home so someones their... When me and my brother come home we help*).

Grammatical structures are predominantly subject led and often repetitive, resulting in a lack of cohesion (*He has a long snake tail... he has duck feet... He has a rhino's ear*), whilst occasional errors of tense and subject verb agreement suggest that these aspects of writing are not yet fully secure (*his beedy eyes looks like it was going to threaten me... butterfly wings which makes him fly... a quacking sound that shoot you backwards... the people made Harry Mayor and give him beer*).

Furthermore, in the letter, incorrect syntax (*my mum and dad is what live with... and thanks as it sometimes my parents get time off... who is a lovely adores my big brother*) renders the writing ungrammatical, impacting on overall coherence.

In most pieces, sentences are mostly correctly demarcated and there is some use of commas for clarity. However, there is only limited evidence of the wider range of punctuation taught at key stage 2. Speech punctuation is insecure and the lack of reporting clauses results in some loss of coherence (*"we are the army. we will deystroy the beast he is no threat to us." "The beast shall not live. we have the best guns to deystroy it before it deystroys us." "Why won't you die?" said commander Fred*).

