



Key stage 1 English writing standardisation exercise 2 commentaries

Pupil A – working towards the expected standard

This collection includes:

- A) a recount
- B) a character description
- C) a recount
- D) a short story

All of the statements for ‘working towards the expected standard’ are met.

The pupil can, after discussion with the teacher, write sentences that are sequenced to form a short narrative (real or fictional)

The collection consists of 2 fictional pieces – a description of the Mad Hatter (piece B) and a short story (piece D) retelling the events of Alice in Wonderland leading up to her discovery of the ‘Drink Me’ potion. There are also 2 non-fiction narratives in which the pupil recounts a school trip to a wildlife reserve (piece A) and a family party (piece C).

The pupil uses sequencing to recount their experiences of the class visit (piece A) (*First we went... Next we arivd... then we have to turn the net... finally our last activity*). The fifth sentence takes on a list-like quality as ‘then we’ is repeatedly used to connect a series of actions (*then we have to turn the net then we have to get our hands*). Vocabulary is simple but appropriate to describing the activities (*saftte and safe water... glafs... cut... stings... insects... net*). In keeping with a recount, the simple past is used (*we went to... we arivd... told us about*), but this is not always maintained as the simple present is used to describe some activities (*we have to cach insects... we are not to toch*).

In the character description (piece B), the 2 subheadings support the organisation of ideas to describe the Mad Hatter (*Appearance... Personality*) and the vocabulary choices provide some detail in each section for the reader (*big scary orange eyebrous... big colorful dots... so mean to Alice... scary*). However, the final sentence is under the wrong subheading. There is some inconsistent use of tense between the sections with the pupil unsure whether to use present or past tense (*The hat is Big and Blak... The mad hatter was so mean*).

Similarly, the recount (piece C) uses simple subheadings to organise ideas (*Party... Park*) and the pupil describes events using some sequencing language (*Then we... after that we... Than i... After that*). The vocabulary is simple and relevant to the subheadings (*food... cake... restrant... swings... sliads... ice cream*). Throughout the piece, tenses are not

always consistently or correctly used (*my dad take us to the Party... Then we eat food... It was fun and I like it.*).

The short story (piece D) opens appropriately (*one sunny day*) and the use of vocabulary to describe nouns (*a boring book... yello buterfly... white Rabit... blue dress*) adds some detail for the reader. The use of sensory verbs (*feel... heard... smell*) along with some description of feelings (*bored and tird... makes Alice feel sad*) further enhance the piece. However, the repetition of subject verb structures beginning with Alice (*Alice can see... Alice heard... Alice is wearing*) weakens the overall impact, producing an outcome that seems more similar to a series of descriptive statements. The use of the subordinating conjunction 'when' moves the sequence of events forward as Alice falls underground (*When Alice folls down the holl Alice ends up on the floor*). As with previous pieces, tenses are used inconsistently. The past tense is not maintained (*Alice can see... Alice feel... Alice heard... Alice is with the white Rabit... She descid to drink it*).

The pupil can, after discussion with the teacher, demarcate some sentences with capital letters and full stops

Across the collection, there is sufficient evidence that the pupil can recognise sentence boundaries by correctly demarcating many sentences with capital letters and full stops.

In the recount (piece A), the pupil uses capital letters and full stops correctly to demarcate some statements (*First we went to the coach... Next we arivd to _____ water.*). However, there are omissions of full stops and capital letters, leading to a chain of clauses linked by 'then we' (*we have to cach insects then we have to turn the net then we have to get our hands*).

The character description (piece B) consists of a series of statements, correctly demarcated with full stops and capital letters (*The mad hatter has orange short curly hair... The mad Hatter was scary.*).

Demarcation with capital letters and full stops is generally correct in the recount (piece C) with evidence of the pupil making revisions to show correct use of capital letters (*It was fun and I like it... The Party was in a restrant*).

The pupil can, after discussion with the teacher, segment spoken words into phonemes and represent these by graphemes, spelling some words correctly and making phonically-plausible attempts at others

The pupil can segment spoken words into phonemes and can represent these by graphemes spelling some words correctly – for example:

- in the recount (piece A) (*coach... safe... stings... lunch*)
- in the character description (piece B) (*green... curly*)
- in the recount (piece C) (*Party... cake... sister... swings*)
- in the short story (piece D) (*sunny... reading... white... book*)

Where correct graphemes have not been selected, the pupil makes mostly phonically-plausible attempts at spelling – for example:

- in the recount (piece A) (*arivd... safte... cach*)
- in the character description (piece B) (*eyebrous... Blak... bowe*)
- in the recount (piece C) (*restrant*)
- in the short story (piece D) (*yello... buterfly... tird*)

The pupil can, after discussion with the teacher, spell some common exception words

Across the collection, the pupil provides evidence that they can spell some common exception words, most of which are drawn from the year 1 examples in appendix 1 of the national curriculum – for example:

- in the recount (piece A) (*Some... our... Put... are... they*)
- in the character description (piece B) (*He... has... is*)
- in the recount (piece C) (*my... to... the... of... we... I... me*)
- in the short story (piece D) (*was... you...says... said*)

There is also some evidence of year 2 common exception words – for example:

- in the recount (piece A) (*water... told... because... would... any(more)... last*)
- in the character description (piece B) (*eye(brous)*)
- in the recount (piece C) (*after*)
- in the short story (piece D) (*floor... door*)

The pupil can, after discussion with the teacher, form lower-case letters in the correct direction, starting and finishing in the right place

Across the collection, lower-case letters are mostly correctly formed, starting and finishing in the right place. At times, the formation of some letters is inconsistent – for example, ‘r’, ‘t’ and ‘s’ but across the collection, there is sufficient evidence to meet the statement.

The pupil can, after discussion with the teacher, form lower-case letters of the correct size relative to one another in some of their writing

In some of the pupil’s writing, lower-case letters are of the correct size relative to one another. At times, the height of some ascenders is inconsistent – for example, in the letters ‘t’ and ‘l’ as well as the descenders ‘g’ – but across the collection, there is sufficient evidence to meet the statement.

The pupil can, after discussion with the teacher, use spacing between words

Across the collection, the pupil often demonstrates spacing between words.

Why is the collection not awarded the higher standard?

This collection has not been awarded 'working at the expected standard' because not all statements for this standard are met.

Whilst the pupil's writing is simply sequenced, ideas often lack development. The 2 recounts convey some of the activities experienced during the respective visits, but with minimal expansion (*Then we have lesin to big dogs stiores... Then we eat food after that we eat the cake*), whilst the story consists of a list-like series of statements without clear connections between them. Sentence types are largely limited to simple statements.

Across the collection, errors in syntax detract from the coherence of the writing. For example, in the recount (piece A), the incorrect spelling of 'us' and 'cuts' (*Some of has have to were glafs because some of has have cut becaus the water stings*) requires the reader to decipher what is meant. There is some insecurity in the use of past and present tense in piece A (*After we at our lunch in I sit with*), piece B (*The mad Hatter was scary. The mad hatter has white cheks*) and piece C (*my dad take us to the Party*). There are some instances of omitted words which detract from coherence, for example, in piece D (*It's says to Alice you [are] to big... Alice finds a potion [that] said drink me*).

There is limited use of co-ordination, for example, in piece C (*all of my famyil came – and my coiusn came to*) and piece D (*Alice is wearing a blue dress and it has white on the dress*). Within the description (piece B) there are several instances where co-ordination could have been used to join clauses rather than produce a list of simple sentences. Across the collection, there is very little use of subordination beyond the recount (piece A) (*were glafs because some of has have cut becaus the water stings*) and the short story (piece D) (*When Alice folls down the holl*). A further opportunity to use subordination within piece A has been missed (*we are not to toch fling animal [because] then they would not fly anymore*).

Whilst spelling meets the statements for 'working towards the expected standard', there is insufficient evidence for the expected standard. Grapheme-phoneme correspondence is insecure with only some words being spelt correctly.

Whilst the pupil forms letters of the correct orientation, relationships between capital and lower-case letters are inconsistent and the spacing between words is variable.

Pupil B – working at greater depth

This collection includes:

- A) a journal
- B) a narrative story
- C) a story
- D) a non-chronological report
- E) a set of instructions
- F) a recount

All of the statements for ‘working towards the expected standard’, ‘working at the expected standard’, and ‘working at greater depth’ are met.

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

Across the collection, the pupil writes effectively for different purposes, drawing on their reading to inform the vocabulary and grammar of their writing. A daily journal (piece A) describes the writer’s excitement and observations about the hatching of a group of chicks. Inspired by ‘The Dragon Machine’ by Helen Ward, a narrative tale (piece B) describes how a young boy deals with a problematic dragon. Using the imagery from ‘The Fox and The Star’ by Coralie Bickford-Smith, the pupil created their own story (piece C). A short non-chronological report (piece D) provides information about St George. A set of instructions (piece E) describes how to care for chicks. The collection concludes with a detailed recount about a class trip to the beach (piece F).

In each of the pieces, overall coherence is supported by a range of appropriate organisational features. The daily journal (piece A) identifies activities over 4 successive days and, throughout the piece, there are a variety of references to introduce when events happened (*Today we had... In the morning... When year 2 came to school,... It's day 4 and already*). The 2 stories (pieces B and C) use chapters to guide the reader through the tales. Each chapter heading has been selected to identify the theme/focus for the upcoming events. In piece B (*Chapter 1: Harold Hutchins... Chapter 4: Stuck!*) and in piece C (*Chapter 2: Where has Star gone?... Chapter 3: Star, Star, and Star*), sequential phrases direct the reader through events (*Once there was a little boy... The next day, Harold started... Next, the fox... 3 hours later, Fox was woken up by*). The non-chronological report (piece D), whilst succinct, opens with a question to introduce the piece (*Have you ever heard of St. George?*) and is followed by a brief introduction and a series of facts presented in various sentence forms. In the set of instructions (piece E), the pupil chose to follow the format of procedural writing including subheadings and numerical bullet points. The recount (piece F) guides the reader through the events of a trip by using a series of engaging subheadings that reflect the order and the excitement of the day. Across the sections, sequential phrases further support the purpose and build up chronology (*First of all,... On the way,... We finally got off the bus... The next exiting part that*) before concluding with a

summarising sentence and an effective direct address to the reader (*I had a lovely time at W_____ Beach. How I wished you were there!*).

The pupil maintains coherence within the collection, selecting the appropriate tense according to the purpose of the writing. In the journal (piece A), there is a mixture of present and past tense forms. Events are recounted in the simple past tense (*we had a special delivery... They arrived... the temperature was... I overheard... I looked in the incubator*), whilst the use of the past perfect to emphasise actions that have already happened goes beyond the key stage 1 (KS1) programme of study (*One of the eggs had hatched!... Mrs. D_____ (C_____ Class Teacher) had poured in... 5 chicks had actually hatched!*). The present tense is used to introduce and reflect the writer's thoughts about events (*That's good... It's day 4 and already... The last chick has no cracks*). Within both stories (pieces B and C), simple past tense and past progressive forms are well controlled (*He was just starting... Harold started working... the machine took off and started flying... Fox strode of into the night sky, calling for... the rabbit inside just curled up in a ball and shook with fear*). There are also present and past tense forms used within dialogue in the stories (*"How, oh how am I going to get..."... "And I'm so happy that this story..."... "Have you seen my star?"... "LOOK UP BEYOND YOUR EARS"*). The non-chronological report (piece D) deliberately addresses the reader directly through present and past tense forms (*this book is going to tell you... people living in England... was a brave soldier*). In the set of instructions (piece E), present tense forms are used as direct address within commands (*Put the ten eggs... Check if the temperature*) whilst some complex multi-clause sentences provide more detailed guidance to the reader (*Once two eggs have hatched, put them in the brooder so the first one isn't lonely... Don't be dissapointed if they don't all hatched because it is common that they can die*). The recount (piece F) combines simple past tense forms to identify and describe events from the day (*but it started raining!... we all heard what groups we were in... We were so exited when we got there... it started spitting*), whilst a variety of sentences aimed directly at the reader use present tense forms with some use of modal verbs – not a KS1 requirement (*I can't wait to tell you more... can you guess?... you know, that would just be gross.*).

Across the collection, the pupil draws on their reading to inform the vocabulary and grammar of their writing.

In the journal (piece A), the pupil has a good understanding of the form, describing the events leading up to the hatching of the chicks and providing specific details whilst interspersing personal thoughts. The opening section immediately sets the context and establishes the role of the monitors. Sentence structures are varied and support the engaging nature of the piece. Exclamation marks demonstrate surprise (*One of the eggs had hatched!... already 9 chicks have hatched!!!*). The use of the subordinating conjunction 'when' highlights to the reader the moment of realisation for the writer hearing about the hatching of 5 chicks (*When year 2 came to school, I overheard*), whilst the use of 'because' explains the fortunate situation for some monitors and also the need for the children to be quiet (*because they were the Chicks monitors for today... because they are sleeping after jumping around so much!*). Vocabulary choices, such as noun phrases, provide specific details, whilst adverbs further emphasise the excitement (*warm water that Mrs D _____*

(C_____ Class Teacher) had poured... The temperature is supposed to be... rushed into the class... actually hatched! ...already 9 chicks). There are some effective grammatical structures, which are beyond the KS1 requirements but which indicate the child is drawing on their reading. A prepositional phrase emphasises the writer's urgent desire to see the chicks (*without putting my bookbag or swimming bag on my peg*) whilst modal verbs express possibility (*might see the 6th chick!... it should take about 2 or 3 days*).

Within the story (piece B) the pupil creates an engaging tale, starting with the arrival of Harold into year 2 and his recognition of the problematic dragons (*The more Harold saw dragons the more problems happened... And they just got worse*), and concludes with the reunion of 2 friends and an appropriate closing sentence (*They would never, ever forget the story of the Dragon Machine*). The pupil draws on their knowledge of reading and authorial techniques through the building of coherence by ending chapters in a manner which leads the reader into the next chapter (*But Harold had an idea... Harold ignored it and climbed up the ladder*). In one instance, the final piece of dialogue is effectively used as the title of the next chapter. Co-ordinating conjunctions help to develop content and explain ideas (*clutch the dragon(s) and bring them back... the machine took off and started flying... He had bought a cup so he could squirt... and pour it into*), whilst subordination is used to support the relationship between events and provide time-related connections (*asked his dad if he could see him... So, when Harold climbed back into the cockpit... A tear rolled down Harold's face as he thought about*). Noun phrases provide imaginative details for the reader (*a green and gold-scaled dragon... peculiar invention... flying behemoth... free wilderness... rhombus face*). Additional grammatical structures and verb forms beyond KS1 requirements, including the use of modals, relative clauses and asides to the reader, further demonstrate a knowledge of different sentence forms which draw upon wider reading.

The story (piece C) follows a more conventional form of a fable where upon discovering his friend, the shiny star, is missing, a fox sets out to find him. The writing echoes the structure of repetitive patterning found in many traditional tales. A range of verbs and phrases (*strode... turned around... shouted down the hole... curled up in a ball... shook with fear... lifted up his head... woken up by the sound*) help build up imagery and emotional responses. The final sentence brings recognition to the fox that the star was one of the thousands above him and is an appropriate conclusion for the reader.

The non-chronological report (piece D) demonstrates the writer's growing understanding as to how some non-fiction texts directly engage with the reader through the use of a rhetorical question opening (*Have you ever heard of St. George?*) and is immediately followed by a reply (*Well, you've come to the right book*). The piece attempts to use a 'chatty' approach by using the second person (*you've come to the right book... The first thing you should know about*). Subordinating conjunctions support the explanatory nature of the piece for the reader (*because this book is going to [tell] you all about him!... even though he was born in Turkey!*).

The set of instructions (piece E) draws upon the writer's understanding of the form by providing knowledge to the reader in a manner that engages about how to care for chicks. Commands clearly instruct (*Put the ten eggs... Check if the temperature... Turn the light*

on, as well... fill up a water tray) and the use of subordination within multi-clause sentences provides very specific details and advice (*Don't be dissapointed if they don't all hatched because it is common... when they are 5 days old, but hold their wings so they*). Sequential language is similarly used to provide specific guidance (*Once two eggs have hatched, put them... Twice a day, fill up*). The use of the adverbial phrase 'as well' emphasises additional information, whilst the adverb 'maybe' guides the reader to consider the possibility of selecting additional assistance.

The recount of the trip to the beach (piece F) is positively told, describing a range of events and also incorporating the pupil's observations with some humorous asides (*Don't tell the bus driver!... can you guess?... Because, you know, that would just be gross*). Varied sequential language guides the reader chronologically through the day's activities (*First of all, we... On the way, me and... By the time we... The next exiting part that*). 'Ly' adverbs are used in various forms, for example, to identify the exact moment of departure from the coach (*We finally got off the bus*) and emphasise the consequence of the weather changing (*Unfortunatly, it started spitting*). An understanding of how vocabulary choices enhance content by building up imagery adds further depth to text (*a hideous amber bus... the distraction of wind-turbines turning constantly in the distance... the bumpy slippery rockpools!... natral materials to inspire others*). The use of the subordinating conjunction 'because' indicates the writer's reactions to various events adding detail (*because there was a extraordinary view... Because, you know, that would just be gross... because I wanted to sketch, but we had*) and draws the reader closer to them.

The pupil can, after discussion with the teacher, make simple additions, revisions and proof-reading corrections to their own writing

Throughout the collection, there is evidence of the pupil making simple additions and revisions – for example:

- in the narrative story (piece B), *Harold* has been changed to *he*, avoiding repetition of the name, the number *two* has been changed to *three* to reflect the number of identified teachers and the word 'and' as a conjunction has been removed and strengthens the coherence by separating the 2 events (*Finally the machine took off and started flying towards a free wilderness. and Harold stopped at*)
- in the story (piece C), *Fox woke up* has been changed to *Fox was woken up by*
- in the set of instructions (piece E), the pupil has added *Maybe chose moniters to help*
- in the recount (piece F), *Key stage 2* has been changed to *Key stage 1*, a vocabulary change of *things of a crab* to *parts of a crab* is more technically specific and contributes to effectiveness and an addition is made at the very end with the words *Now for the and or two*

Throughout the collection, there is evidence of the pupil making proof-reading corrections – for example:

- in the journal (piece A), *tody* has been corrected to *today*
- in the narrative story (piece B), *Sighnpost* has been changed to *signpost*, the word *get* is changed to *got* and the word *will* has been changed to *would* to maintain past tense consistency
- in the story (piece C), *useal* has been corrected to *usual* and the word *darring* has been corrected to *daring*
- in the non-chronological report (piece D), *whoo* has been corrected to *who*
- in the recount (piece F), *curret* has been changed to *current* and *bumby* changed to *bumpy*

The pupil can, after discussion with the teacher, use the punctuation taught at key stage 1 mostly correctly

Capital letters and full stops are used mostly correctly throughout the collection.

There is sufficient evidence to demonstrate that the punctuation taught at KS1 is used mostly correctly.

The pupil uses question marks correctly – for example:

- in the narrative story (piece B) (*“How, oh how am I going to get the dragon machine working again?”*)
- in the story (piece C) (*Where has Star gone?... “Have you seen my star?”*)
- in the non-chronological report (piece D) (*Have you ever heard of St. George?*)
- in the recount (piece F) (*can you guess?*)

The pupil uses exclamation marks to demarcate exclamations, statements and commands – for example:

- in the narrative story (piece B) (*“Double confused!” shouted Harold*)
- in the story (piece C) (*hundreds and thousands of stars!*)
- in the non-chronological report (piece D) (*going to [tell] you all about him!... even though he was born in Turkey!*)
- in the instructions (piece E) (*hold their wings so they don’t fly away!*)
- in the recount (piece F) (*but it started raining!... Don’t tell the bus driver!*)

The pupil uses commas to separate items in a list – for example:

- in the journal (piece A) (*Lucky for L____, C____, L____ and A____*)
- in the recount (piece F) (*the shell, the arm and... the skin*)

The pupil uses apostrophes to mark singular possession in nouns – for example:

- in the narrative story (piece B) (*On Harold’s fifth day... George is Harold’s best friend... George’s house... George’s dad*)
- in the story (piece C) (*the fox’s small voice*)
- in the non-chronological report (piece D) (*St. George’s Day*)

The pupil uses apostrophes to mark where letters are missing – for example:

- in the journal (piece A) (*That's good... It's day 4*)
- in the narrative story (piece B) (*Harold couldn't... The dragon machine didn't... I'm so happy*)
- in the story (piece C) (*wasn't... couldn't*)
- in the non-chronological report (piece D) (*you've... there's*)
- in the recount (piece F) (*Don't tell... I can't wait to tell you*)

The pupil can, after discussion with the teacher, spell most common exception words

Across the collection, where used, all year 1 and 2 common exception words are spelt correctly – for example:

- in the journal (piece A) (*Class... after(noon)... water... because... should*)
- in the narrative story (piece B) (*beautiful... Every... any... climbed... could(n't)... again... behind*)
- in the non-chronological report (piece D) (*people... even... who*)
- in the instructions (piece E) (*hold... old*)
- in the recount (piece F) (*Mrs... after... would... children('s)... last*)

The pupil can, after discussion with the teacher, add suffixes to spell most words correctly in their writing (for example, –ment, –ness, –ful, –less, –ly)

When required, the suffixes referenced within the spelling appendix to the national curriculum are used to spell most words correctly across the collection – for example:

- in the narrative story (piece B) (*starting... rusty... Finally... stopped... angrily... writing... Luckily*)
- in the story (piece C) (*darkness... closest... sadly... Suddenly*)
- in the instructions (piece E) (*lonely... bedding*)
- in the recount (piece F) (*constantly... extraordinarily... lovely*)

The pupil can, after discussion with the teacher, use the diagonal and horizontal strokes needed to join some letters

Throughout the collection, the diagonal and horizontal strokes needed to join some letters are well-formed and secure.

Pupil C – working at the expected standard

This collection includes:

- A) a description of a marine event
- B) an alternative ending
- C) a recount
- D) a letter
- E) a story

All of the statements for ‘working towards the expected standard’ and ‘working at the expected standard’ are met.

The pupil can, after discussion with the teacher, write simple, coherent narratives about personal experiences and those of others (real or fictional)

Across the collection, the pupil writes simple coherent narratives about personal experiences and those of others. A description of a marine event (piece A) and an alternative ending (piece B) draw on ‘The Lighthouse Keeper’s Lunch’. A recount (piece C) provides details of a class visit to the estate of a local historic house. A letter (piece D) expresses a character’s feelings and a request for help. A story (piece E) explores how a mischievous bat ensures he gets some sleep.

Throughout the collection, the pupil uses a range of devices to add interest and provide coherence for the reader. The pupil clearly understands the purpose of the writing as the form of each piece is relevant to the task and shows a range of appropriate and varied sentence forms. Co-ordination supports the sequencing of ideas and events and provides additional details, whilst some subordination further develops the links between events and also gives reasons for actions/outcomes. Tenses and person are maintained overall and mostly correct demarcation of sentences supports the reader’s understanding.

In the alternative story ending (piece B), the order of events is made clear to the reader by the use of sequential phrases (*the next morning... So after that*). Some subordination is used to further support this sequencing (*When it went across... when Mr Grinling came home*), whilst co-ordination links events and provides detail (*they ate all the food but not the bottom one... The seagulls looked at him and said they tricked us*). The past tense is maintained throughout the narration (*She was ready to send it... The seagulls came rushing to the basket... He took the first basket off and he ate the bottom basket*), whilst present tense forms are used correctly where needed (*the top one is for the seagulls... this food is delicoios*).

In the letter (piece D), the structure of the piece reflects the purpose with an appropriate greeting and sign off. The writer expresses clearly their feelings (*very miserable... filled with alot of emptiness*) and their requests to the recipient (*I really want you to get me out of this island... please can you visit me once or twice?... you have to make my friends think*). The

present simple and progressive tense forms are correctly maintained throughout the piece (*I am writing... my friends are rude... I need you*). Co-ordination links ideas within the letter (*I don't do stuff properly but I can catch big fishes... I need you and I want you*), whilst subordination gives reasons for the writer's requests (*get me out of this island because my friends are rude*).

In the story (piece E), sequencing language is used to signal the progress of events through the piece (*Then bat found a tree... After five minutes... in the night*). Co-ordination links events (*bat found a tree to sleep on but a selfish woodpecker was there!... He went and got some food*). Some subordination is used to explain the reasons for events (*the baby woodpeckers were screaming because they wanted food*) and to provide additional detail (*screamed so loud that he made him hiss*). Both simple and progressive past tense forms are used correctly throughout (*The woodpecker looked... mother woodpecker was pecking... She woke bat up... mother woodpecker wasn't looking*). Noun phrases add detail to the writing (*gloomy forest... mischievous bat... selfish woodpecker*), as does the use of specific vocabulary to describe the action (*swooping... protected... squawked... screaming even louder... gathered*).

The pupil can, after discussion with the teacher, write about real events, recording these simply and clearly

In the simple recount of a school visit to a historic house estate (piece C), the chronology of individual activities is provided by the use of sequential phrases (*After that... Then... Finally... When we arrived back*). The piece is written consistently in the past tense as befits a recount and the first person voice is maintained throughout (*This is where we had the best bit ... I had another nature walk... When we arrived back at school*). The piece is drawn succinctly to a close and expresses the writer's feelings about the visit (*I felt very lucky*).

The pupil can, after discussion with the teacher, demarcate most sentences in their writing with capital letters and full stops, and use question marks correctly when required

Across the collection, most sentences are demarcated with capital letters and full stops, but with a few omissions. Where questions have been included, these are correctly demarcated with question marks – for example:

- in the letter (piece D) (*your not a real penguin are you?... please can you visit me once or twice?... am I a real penguin?*)

There are no instances where question marks have been omitted when they would be required.

The pupil can, after discussion with the teacher, use present and past tense mostly correctly and consistently

Across the collection, the pupil uses the past and present tense mostly correctly and consistently.

In the description of a marine event (piece A), the past tense is maintained, using the progressive form to set the scene (*The sun was setting... Gary was on a boat sailing*) and the simple form to relate events (*he started to eat... They pecked Gary and flapped their wings... he flashed a light*).

The letter (piece D) is written in the present tense with the use of both progressive and simple forms (*I am writing... I am feeling... They think I'm not a penguin... I hope*). Correct tense forms are maintained throughout the piece, including within questions (*your not a real penguin are you?... am I a real penguin?*).

In the recount (piece C), the simple past tense and first person are used appropriately to relate events (*we went on a school trip... Then we relaxed... we arrived back at school... I felt*) and are maintained throughout the piece, but with one incorrect verb form (*we lied down*).

The pupil can, after discussion with the teacher, use co-ordination (for example 'or', 'and', 'but') and some subordination (for example, 'when', 'if', 'that', 'because') to join clauses

In the description of a marine event (piece A), both 'and' and 'but' are used to link related clauses (*he started to eat a sandwich but seagulls were coming on his face... They went after that and he rowed*). Subordination provides clarification of when events took place (*When he got to the lighthouse*).

The alternative ending (piece B) links related clauses through co-ordination (*He took the first basket off and he ate the bottom basket... they thought they would do that everyday but what actually happened*). Some subordination is used to give reasons and to clarify the sequence of events (*When it went across... when Mr Grinling came home*).

In the story (piece E), clauses are linked by 'and' and 'but' (*bat found a tree to sleep on but a selfish woodpecker was there!... She squawked and the baby woodpeckers were screaming*). The subordinating conjunction 'because' is used to explain the reasons for events (*the baby woodpeckers were screaming because they wanted food*).

The pupil can, after discussion with the teacher, segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonically-plausible attempts at others

Across the collection, there is evidence of the pupil selecting the correct graphemes to represent the phonemes in words – for example:

- in the description of a marine event (piece A) (*blew... seagulls... about*)

- in the recount (piece C) (*school... relaxed... nature... lavender*)
- in the letter (piece D) (*emptiness... think... catch*)
- in the story (piece E) (*protected... squawked... nightshift*)

Where correct graphemes have not been selected, the pupil makes mostly phonically-plausible attempts at spelling – for example:

- in the alternative ending (piece B) (*desert*)
- in the recount (piece C) (*aproched... diffrent*)
- in the letter (piece D) (*properaly*)
- in the story (piece E) (*didden't... nealy... anoyed... baeby*)

The pupil can, after discussion with the teacher, spell many common exception words

Across the collection, where used, year 1 common exception words are spelt correctly.

Across the collection, where used, almost all year 2 common exception words are spelt correctly – for example:

- in the description of a marine event (piece A) (*After*)
- in the alternative ending (piece B) (*could... Mr... Mrs... both... would... every(day)... only*)
- in the recount (piece C) (*whole*)
- in the letter (piece D) (*because... again*)
- in the story (piece E) (*eyes... even... sure*)

The pupil can, after discussion with the teacher, form capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters

The pupil is able to form capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters. There is some inconsistency in the size of 's' in pieces where the pupil's writing is smaller, however this does not preclude the collection from meeting this statement.

The pupil can, after discussion with the teacher, use spacing between words that reflects the size of the letters

Across the collection, spaces between words are appropriate to the size of the letters.

Why is the collection not awarded the higher standard?

The collection cannot be awarded 'working at greater depth' because not all of the statements for this standard are met.

The pupil can write simple and coherent narratives, including a real event, but the pieces do not yet demonstrate the pupil's ability to write effectively for a range of purposes and there

is almost no evidence of the pupil drawing on their reading to inform the vocabulary and grammar of their writing beyond the stimulus texts.

Coherence is lost where references to subjects through pronouns are not precise enough, such as in piece B (*The seagulls came rushing to the basket they ate all the food but not the bottom one... The seagulls looked at him and said they tricked us. So after that they flew off and when Mr Grinling came home they were both happy and at home*). Lengthy sentences also make it difficult for the reader to follow ideas, such as in the concluding sentence of piece B and in the letter (piece D). In this example, the writer tries to convey the character's worries but the result is confusing and does not develop the final idea (*Only because I'm a blue penguin that does not mean I'm not a real penguin but am I a real penguin?*).

The pupil's vocabulary choices are starting to consider the reader by adding detail to build a picture of the action. For example, in the alternative ending (piece B) (*she was prepared... scrupulous desert... this food is delicoios*), the recount (piece C) (*aproched... took a walk around the shiny lake*) and the story (piece E) (*a micheviese bat swooping in the sky... eyes that looked like fire and wings that protected him like umbrellas*). Whilst appropriate to the purpose of the writing, vocabulary choices in pieces A, B and D are at times simplistic and lack the variety and richness that indicates wider reading (*seagulls were coming on his face... boat about to hit the cliff... but what actully happened was... they left it with only one... I don't do stuff properaly*).

In addition, repetition within piece B (*the bottom... bottom one... the bottom basket... when Mr Grinling came home they were both happy and at home*), piece C (*took a walk... had a little walk... another nature walk*) and piece D (*my friends are rude... make my old friends be my friends... you have to make my friends think... your not a real penguin... I'm not a penguin... I'm not a real penguin*) do not help to maintain the reader's interest.

There is evidence of using most of the punctuation taught at KS1, although this is inconsistent and limited. For example, there is only one opportunity to use an apostrophe for possession (*someones*) and this is incorrect. In addition, capital letters for the names of people and places are also not yet secure in piece C (*F_____ hall... indian bean tree*) and piece D (*Dear white whale... from blue penguin*).