



Key stage 1 English writing standardisation exercise 3

For the purpose of this standardisation exercise, you should assume that following the discussion with the teacher during the moderation, you are satisfied that the writing is independent, including the use of any source material, and that any edits are the pupil's own.

Where handwriting seems inconsistent, you should base your judgement on the strongest piece, and assume that this is validated by further evidence in the pupil's books.

Where there is no evidence of correct spelling of words from the statutory word lists in the pupil's independent writing, you should assume that the teacher has provided evidence in the form of spelling tests or writing from across the curriculum.

This exercise does not contain any collections from pupils deemed to have a particular weakness.

All assessments should be made using the [Teacher assessment frameworks](#) at the end of key stage 1: English writing – working towards the expected standard, working at the expected standard or working at greater depth. You should not assume that the exercise includes one collection from each of the standards. Each collection should be judged individually.

Pupil A

This collection includes:

- A) a diary entry
- B) a story
- C) a recount
- D) a non-chronological report
- E) a description

Pupil A – Piece A: a diary entry

Context: as part of the class topic on fire and ice, pupils listened to different stories set during the Great Fire of London, including 'Toby and the Great Fire of London' (Margaret Nash). The class created freeze frame drama images from different stages of the fire, and from their discussions created diary excerpts. Purple pen shows where the pupil edited their work.

Dear ¹ D Kary,

Sunday

Today is Sunday and I saw ^{flames} ~~flames~~ ~~the~~ people ran ~~off~~ away! ~~The fire very~~

~~Monday~~

I couldn't ~~the~~ believe my eyes when I saw fire and smoke. My mum said I should stay away from the ~~fire~~ big fire. The ~~f~~ fire was very hot.

~~Tuesday~~ Tuesday

Today I ~~wish~~ visited St. Paul's Cathedral to take every thing out.

~~Wednesday~~ ^W Wednesday

Finally the fire seems to ^{have} ~~as~~ ^{sed} slow down, and London was destroyed into ~~pieces~~ pieces.

Pupil A – Piece B: a story

Context: using 'Traction Man' (Mini Grey) as a whole class reading focus and part of a superheroes topic, pupils wrote their own Traction Man stories. Pupils used different planning frames and orally rehearsed stories with a partner before the first draft. Finished tales were shared with the class. Purple pen shows where the pupil edited their work.

Traction Man quickly ~~got~~ got ready for his next adventure. He was wearing a bright blue ~~tr~~ top, a black and ~~yo~~ yellow belt, blue pants and a bit of brown on his top. Traction Man jumped onto the green, long ~~curtains~~ curtains. He quickly swung on the curtains because ~~S~~ Scissor Shark was coming. What a horrible villain he was! ~~S~~ Scrubbing Brushes ^{save} came to ^{save} Traction Man and ~~Scrubbing brushes~~ Scrubbing Brushes friend ~~came to~~ ^{also} helped. His ~~or~~ mission was to save Mr and Mrs curtains from Evil Scissor Shark.

When Evil Scissors had his
back turned Traction Man jumped
out and he ~~st~~ said stay there
then he said quietly I am ~~got~~
going to tie him up with a
rope. ~~E~~ ~~x~~ ~~v~~ ~~e~~ ~~r~~ ~~y~~ Every one
said hurray for Traction Man.
After a bit Evil Scissor
shark was angry because
he wanted to defeat him.
Mr and Mrs curtains thanked
Traction Man and Scrubbing
Brush. It's all in a days
work.


Pupil A – Piece C: a recount

Context: pupils were asked to write a short recount of a class trip. The writing formed part of a class display for parents. Some of the writing was sent to the visit venue. The children discussed sequential words and phrases before starting their writing. The pupil edited their work with purple pen.

Yesterday we went to the Y _____
Wild life Park. We set off at half past
eight ~~because~~ just because we ~~could~~ could
get there early. First we ~~saw~~ saw
the ~~the~~ Meerkats, baboons, ~~Painted~~ painted ~~at~~ log
and Maras. They were amazing!
We also ^{saw} Graffes.

~~Next~~ Next we ate our ^{beautiful} lunch.
It was amazing! It was crunchy
~~as well~~ as well. mmmmm!

~~After~~ After that we saw the polar bears. Two
of them were kissing. Nobby dived
~~to~~ into the water. A black bear was ~~inside~~
inside because he had a Polt leg. We saw
big ginyie pigs. They were ginormas.
We even saw a camel from the bus.

Finally we got on the bus and
went back to ~~school~~ ^{school}. My favoute
animal was the chreate!!! 

Pupil A – Piece D: a non-chronological report

Context: pupils were provided with a selection of topic books to read and were asked to make notes about Kenya before compiling a class list of questions upon which to base research. These were used as subheadings to organise ideas. The pupil edited their work using a purple pen.

Kenya
Kenya's capital city is Nairobi. Kenya is in Africa.

What is the weather like in Kenya?
~~I think~~ Kenya's weather is hot by the volcanoes. On the coast it's ~~not~~ ~~not~~ ~~not~~ ~~not~~ very cold because normally in Kenya the ~~cost~~ ^{coast} is cold. In Kenya there ~~are~~ ^{are} lots of animals, like elephants, giraffes, lions and Rhinos.

What are schools like in Kenya?

I think Kenya's schools look ~~like~~ ^{like} brown things. Schools are free but they have to ~~buy~~ ^{buy} ~~their~~ ^{their} own books and ~~papers~~ ^{papers} pencils. Some schools work ~~for~~ ^{for} charities. The people that have to go to school have to pay for the uniform.

How do you travel in Kenya?

I think you ~~to~~ ^{have to} have to share mini buses to drive ~~on~~ ^{on} the muddy road. When it rains it is hard to drive on the ~~road~~ ^{road} roads because it is so slippery.

Pupil A – Piece E: a description

Context: as part of a class topic on Africa, pupils heard different stories and talked about the difference in geography between their town and images of Kenya. The pupils selected a picture and this pupil chose to write their description from a first-person perspective. The pictures and descriptions were shared with parents in a school assembly. The pupil edited their work using a purple pen.

I stood in a bright, sandy desert surrounded by small, brown mud huts. The sand felt smooth and dry. I felt so hot and so hungry. I felt upset because I wanted it to rain. I could hear the cows mooing. In the distance I saw around me a big, bright sun, mud huts, ^{brown} cows, bare trees and a blue sky. All around me I could hear some people ~~talk~~ talking. I could smell ^{the} people cooking food. In the ~~dist~~ ~~dis~~ distance I could see the hot sun taking over the clouds. I saw around me brown mud huts. I could feel the breeze ~~something~~ coming to me as I saw some light, brown gazelles. I could feel the air touching my hand. I felt bored because there ~~was~~ nothing to do. I also saw people running ~~around~~ ~~around~~ around.

Pupil B

This collection includes:

- A) a report
- B) a fictional diary entry
- C) a recount
- D) a description
- E) a narrative

Pupil B – Piece A: a report

Context: as part of the unit based on the story 'Man on the Moon (a day in the life of Bob)' (Simon Bartram), the pupils were asked to plan and write their own report based on an imaginary alien. Before writing, the pupils looked at different examples of reports and what writing features they included. The pupils were given the headings 'Habitats' and 'Food' as well as the line 'Read on to find out more!' and 'Beware if you meet this alien'.

Bing long aliens

They are long and thin with long goobinears.

They have nees that are colourful and shine.

Some of them have googley eyes.

Read on to find out more!

Habitats

Bing Longs live on

planet Jupiter it is

rocky and dusty.

They live at the bottom

of a crater because its

dark and they can hide.

Food

Bing Longs love to eat
crdy bugs and sometimes they
eat sticky worms. Thier

favoret food is hairy

Spiders. Beware if you meet this
alien it will grab you and tacked
you under a crater.

Pupil B – Piece B: a fictional diary entry

Context: after reading part of the story 'I'll Take You To Mrs Cole!' (Nigel Gray), the pupils were asked to write a diary entry from the character's viewpoint about how he was feeling at that point in the story. Before starting, the class carried out hot seating as the character to help develop writing in role. The pupil was given the sentence 'What a nightmare!'.

Dear diary,

What a nightmare! today I ran away. My mum said clean the basement. I didn't want to clean it because it's full of cobwebs and spiders and bees.

I ran to Grandmum Irene's house

but I got lost in the middle of the woods...

After twenty minutes I finally get there. I will talk to morrow.

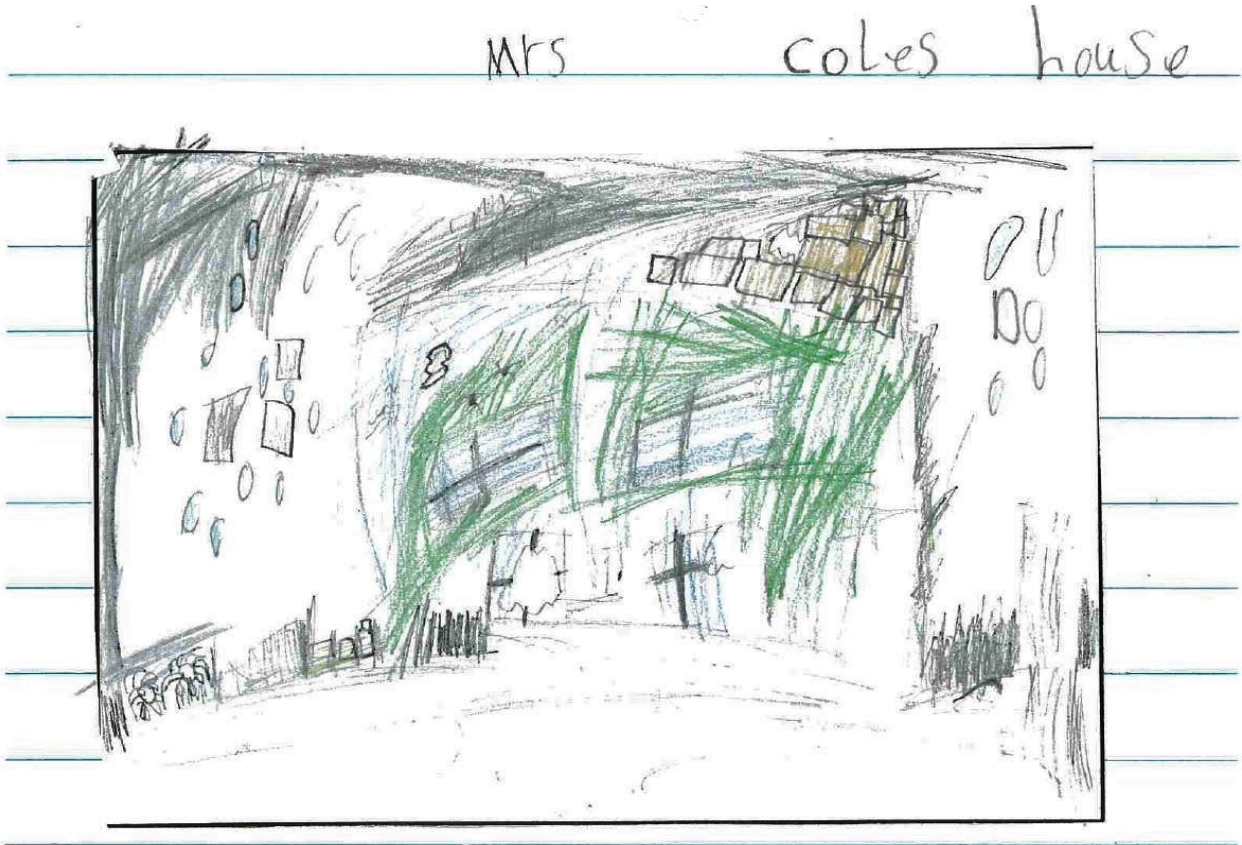
Pupil B – Piece C: a recount

Context: after a trip to a local observatory, the pupils looked back through the photographs and discussed ideas for a recount as part of whole-class work. This pupil's group was provided with the sequential phrases 'On Thursday', 'When we' and 'After that' to help organise their ideas.

J
On Thursday morning we
went to J.
It took us about 45 minutes
to get there.
On the coach I fell asleep.
When we got there we went
to see the big telescope.
The telescope was white and
Mrs took a photo of it.
After that we ate our lunch on the
benches. We had sandwiches, an
apple and a cookie. It was yummy.
Then it was time to go back
to school on the coach.
I was very tired it was
fun.

Pupil B – Piece D: a description

Context: following on from the diary entry task, based on the book 'I'll Take You To Mrs Cole!' (Nigel Gray), more of the story was shared with the pupils. The pupils then used pictures from the book to write a setting description of Mrs Cole's house. The pupils' writing formed part of a class display.



The windows are cracked and there is a trash can tipped all over. On the roof there are broken tiles. The house is damp and slimy. In the garden shed dead flowers and bricks falling down.

Mrs cobes

Perhaps they scoop dirt of the
floor, they make them bed!

perhaps she locks them in a cage.

and feed them dog food.

Pupil B – Piece E: a narrative

Context: after reading the story 'Bob and the Moontree Mystery' (Simon Bartram), pupils were asked to create their own version of the story based on a planet of their choice.

It was Friday morning in space
Jimmy from Jupiter ^{was} cleaning
the planet when he found
a glowing, sparkly coin.
and a little peep came out
of the coin. Suddenly it
bounced into a black hole
and what would happen next
that night Jimmy couldn't stop
thinking about the coin.
The next morning
Bang Bang Bang!

He crashed into a big bumpy
Mushroom.

The mushroom started to grow
black growing crystals.

Next morning Jimmy
started to like
The mushroom.

Pupil C

This collection includes:

- A) a diary entry
- B) a story
- C) a letter
- D) a non-chronological report
- E) a recount

Pupil C – Piece A: a diary entry

Context: inspired by reading 'Vlad and the Great Fire of London' (Kate Cunningham) and 'The Baker's Boy and the Great Fire of London' (Tom and Tony Bradman) along with class drama, the pupils wrote diaries in the role of a child escaping the fire with their family. The pupil was familiar with diaries as they were currently reading 'Tom Gates' (Liz Pichon).

Sunday 2nd September 1666

Dear Diary,

Today was dreadful! It was four o'clock and I tumbled out of bed to see a thick ^{grey} cloud of smoke and the terrified ^{maid} ~~maide~~ shouting FIRE! & My ^{Brave} ^{dad} ~~dad~~ ^{enormous} led us down ^{the step} stairs to see the ^{fire} rushing up the stairs. HELP! I thought. ~~So~~ So we went ~~back~~ up the wooden stairs and over to the top window. We climbed on to the ^{towering} ~~roof~~. My dad jumped first then he quickly grabbed me ~~to~~ onto the other ~~roof~~ and then the rest of my scared family. I could feel the hot, ^{and boiling} ~~flames~~ ^{flames} under me. We ~~ran~~ ~~down~~ ~~we~~ started so

Shouting fire! We ran out of the house to see the fire men ~~running~~ and lots of other people helping but it didn't work.

We caught a ~~bad~~ boat just in time^{as the flames rose up}.

I wonder what ~~the~~ London looks like now? I

hope it ends soon. I'm at my friend's ~~house~~ house now. I hope the fire isn't coming this way.

From T_____

Pupil C – Piece B: a story

Context: within the rainforest topic, the pupils explored 'The Kapok Tree' (Lynne Cherry). Pupils developed their planning skills by mapping the tale in various ways and were then given the challenge to create an alternative version. The pupil chose to write from the perspective of the tree. This piece continues over 4 pages.

In a tiny village called Cucklevine there were two boys called Tim and Steve was seven with his brown hair and eyes which were a brightly coloured brown. He was sometimes nervous but very brave and Tim was eight and he had blond hair he too was nervous and brave. One day bright summer's day Tim and Steve were cycling through the woods when suddenly something caught their eye. WOW! It looked like a pebble but it was glowing. WOW! They carefully, slowly and gently picked it up. Instantly they disappeared in a PUFF of green smoke. HELP!! They cried as they whizzed through a green portal. WHAM!!! Both boys hit the ground in a very different wood. It was so dark that Steve walked into a tree with a angry ^{shouted} "Hey watch where you're going!"

Hello I'm a tree well a great Kapok ^{tree} And I live
in the most spektakular rain forest where there's
happy noises everywhere as a lazy sloth gets
lulled to sleep by the lovely song. Even I sometimes
fall asleep by that music! The animals who live
on me are TERRIFIC like the silent silky
boa constrictor that sneaks silently ~~thru~~ through
my leaves. Spider monkeys climb up, up, UP right
up to the top of me. They must be ~~th~~
exhausted ~~wha~~ when they get to the very top.
I'M THAT TALL!!!! The sneaky
jaguar hangs lazily in my ^{long} branches. One day

I was listening to the toucan's song ^{when} suddenly every where was silent. There was only one thing that made the forest like this... MAN! There was one coming straight towards me with something very extremely sharp in his hand. Chop! Chop! "OW can you stop hurting me?" Chop, Chop "OW, OW, OW I said ^{can} you stop hurting me? Hear me this time??"

~~"If you don't stop most of the"~~ "If you cut me down most of the animals won't have a home."

I squeaked but the man just sat down and soon enough he was fast asleep. Suddenly I heard leaves rustle as the boa constrictor had heard ~~me~~ our conversation and was now slithering down my trunk. When he was at the ~~most~~ bottom he went over to the mischievous man and said in his ear: "Senyo please don't cut down the amazing Kapok tree ^{because} it's my home and home to lots of other animals who don't

want to be homeless so don't cut it down." Then he slithered away "Phew" I said I'm glad he didn't eat him. A few mins later a tiny tree frog came hopping down my trunk, went over to the main and said "Don't cut down my home and don't make the other animals homeless or we'll all become dinner instead and I don't want to become dinner." Then he ~~hopped~~ ^{hopped} away. Suddenly the man opened one eye, then the other. Oh No I thought ~~prep~~, ^{animals} ~~prep~~ prepare to be hurt but instead he dropped his axe and walked ^{out} ~~awa~~ of the rain forest "woop ty y!!!!!!" I shouted. After that he never came back again and I continued to grow and to make friends friends.

Pupil C – Piece C: a letter

Context: the class were asked to write a letter to Lynne Cherry, author of 'The Kapok Tree', to inform her of their favourite part of the story, and what they had discovered. Some of the pupils chose to ask questions. The letters were sent to the author.

Dear Lynne cherry,

I am ~~with~~ writing to you because ~~you~~ your book tells us some amazing facts about the rainforest. I really enjoyed it! Did you enjoy writing it?

I never knew that if you cut down the trees the roots will wither and die and the forest will become a dry and dusty desert.

My ~~favorite~~ favourite part of the story was ~~over~~ when the sloth was talking in a SSSSSLLLLLOOOO WWWWW, deep and lazy voice because it is funny and clever because a sloth is a lazy animal. I also like how you use some very interesting

adjectives like slithered instead of went because it sounds much more exciting than he went down the trunk of the tree and

that is how a snake moves. Have you ~~with~~ written any more books? If you have I'd like to read them. I will try my best to tell people not to cut down trees but ~~at~~ ~~just~~ ~~just~~

I should learn how to keep rainforests safe.

I can't decide ~~between~~ between a ~~poor~~ magnificent poster or a terrific powerpoint.

Can you help me choose? Also I love how you think animals depend on each other. I believe you because I have learnt about food chains and habitats at school.

Yours sincerely

Pupil C – Piece D: a non-chronological report

Context: the class topic of rainforests inspired the children to research different animals. As well as visiting the school library, some of the children took notes about animals from watching clips from Steve Backshall's 'Deadly TV' series. The final booklets formed part of a library display which parents and carers were invited to view. This piece continues over 7 pages. Two images of howler monkeys have been removed.

INTRODUCTION

In this book you will learn about some AMAZING animals of the Magnificent Mexican rainforest. If you want to find out more keep reading!

You will learn about the prowling jaguar who rampages through the rainforest roaring and looking for his prey but he's not the loudest, the howler monkey is and you'll find out what he uses his howl for. Also you'll be learning about toucans which have more facts to reveal.

Prowling Jaguar

What do they eat?

Jaguars eat meat so they are carnivores and they hunt at night so they can ambush their prey whilst it's asleep.



A mouth full of sharp fangs!

These ferocious predators eat toucans, monkeys and fish. To catch the fish they use their tail as a fishing line because they put their tail in the water, wait for a tug on their tail then they pull their tail out the water and they've got a fish!

Where do they live?

Jaguars live in Mexico and north and south Americas. They normally hunt in the canopy but they live in the understory of the rainforest because that is where most of the food is.

What do they look like?

Jaguar's fur is orange with black spots. LOVELY! The black spots on their body are called rosettes because they look like roses. The rosettes help it catch their prey because it helps them camouflage in with their surroundings. WOW! Their eyes can be blue or brown to help them camouflage in with the shady, brown and darkness of the rainforests.

Howling Howler monkey

What do they eat?

Howler monkeys are herbivores. This means they eat leaves and fruit.

An mouth full of plant teeth.

Sometimes they are eaten by jaguars and sometimes by harpy eagles.

Where do they live?

These A M A Z I N G creatures live in the very tops of the canopy. To get up there you must go up, up, UP the tall,

long and thick tree trunk. The terrific animals live up that high because they need to escape predators and most of their food's up there. They live in the H U G E rainforests of north and south America.



His long arms to help it climb up trees.

Most of the time they will be up, up, UP up to the very top of the canopy but sometimes they go higher. WOW!

What do they look like?

It's lovely brown fur is as dark as the rain forest so it helps them camouflage

in with the shady, wet, damp and darkness of the forest. COOL! It's awesome, amazing and terrific claws help it climb up, up, up to the top of the tallest trees. AMAZING! It's magnificent eyes are brown or blue to help it camouflage in with it's surroundings. GREAT!

More Howler monkey facts

Howler monkeys are famous for their AWESOME howl they use it to scare off scary predators! These awesome creatures live in groups called troops!

Colourful Toucan

What does it eat?

Sometimes these amazing creatures eat mango, plants, frogs and sometimes insects. These fascinating animals are omnivores because they eat meat and fruit.

What do they look like?

Toucans have colourful beaks to camouflage in with its surroundings. Its amazing black and white feathers help it blend in with the shady surroundings of the rainforest.

Where do they live?

Toucans live high in the canopy because most of the food is there. These heroic creatures live from Mexico to Argentina.

Pupil C – Piece E: a recount

Context: pupils were asked to produce a short recount based upon a school holiday activity with an emphasis on describing an event for the reader and adding details to express feelings.

My AMAZING half term with my family and friends!

In my super half term I did some super, terrific and awesome things but I'm only going to tell you three of my favourite days. They were just awesome!

The wonderful and awesome day out
On Thursday I went to this amazing place called _____ ~~south~~ country park with some friends who have moved away to _____ and who I don't see ^{them} much. We had a fun time rushing round the woods. We didn't just do that! We also went on loads of terrific wooden climbing equipment! My favourite was the eagle because it looked like it was soaring through the air and we had lots of fun playing tag.

An awesome day at national trust

On a sunny day we drove to a national trust called _____ with one of our friends. We had a lovely time walking through gardens and looking at plants. I really enjoyed my snack which was a delicious ice cream. Mmmmm m!

A lovely lunch

On Sunday I didn't just have a normal lunch I had an AMAZING barbeque. First I had a Mayonaise, cheese and burger roll. It was lovely! Also I liked the quinoa salad which was tasty. YUM! YUM!