



Key stage 1 English writing standardisation exercise 1

For the purpose of this standardisation exercise, you should assume that discussion with the teacher during the moderation visit has satisfied you 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 and/or writing from across the curriculum.

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

You should not assume that the exercise includes one collection from each of the standards within the [English writing framework at key stage 1](#): working towards the expected standard, working at the expected standard or working at greater depth. Each collection should be judged individually.

Please ensure you input your answers correctly into the response survey and submit before 10am Monday 12 November 2018.

Pupil A

This collection includes:

- A) a story
- B) a recount
- C) a letter
- D) a retelling of a traditional tale
- E) a set of instructions

Key stage 1 exercise 1

Pupil A - Piece A: a story

Context: as part of a project about dragons, the class shared the book *Tell me a Dragon* (Jackie Morris) and explored a similar story that had been devised by their teacher. After supported innovation sessions, they wrote their own stories independently and self-edited their work.

Ash, Justin and Julia were playing on Ashes laptop. Julia said "I'm bored, do you think it will ever stop raining so that we can go outside?" "If only we can go on an adventure somewhere exciting we wouldn't be bored." "Got the magic stone coin and I'll make a wish." said Justin. "What a good idea." said Julia. Julia took a little coin from her pocket. It was pink, grey and blue with a hole in the middle. She carefully put her finger in the hole. Julia carefully put her finger in the hole and whispered "ohestoro, there wish". With out warning the three friends found themselves on top of a huge cave. They nervously peeped over the edge. There before them lay a family of blue eyed cool crocodiles who were nesting on top. Ash looked at their sharp teeth and their claws. "Do you think that this is a good idea?" Julia whispered in a quiet soft voice. "Do you think that this it might be easier if we were a bit smaller?" said Ash. "What a good idea!" Justin exclaimed. They touched the magic coin and they shrank.

Key stage 1 exercise 1

Pupil A - Piece B: a recount

Context: as part of their learning about Easter, the class visited a local church. They discussed the outing with their peers, recapping the events of the day. Pupils then wrote about their visit, drawing on their prior knowledge of the features of a recount, before editing their piece with support from their 'talk buddy'.

year two's visit to the church.

On Thursday year two went to the church because we were learning ^{about} ~~about~~ Easter.

The walk to the church.

First Miss C----- put us into ^{Pairs} ~~pairs~~.
My partner was Y----- We put our coats on and lined up two by two.
We walked down P----- Road.
It was extremely busy on the road. We had to be careful when crossing the traffic light. Miss C----- told us to keep together.
So we didn't have gaps in the lines.

The church

At half past nine we arrived. The church looked old and spooky. We went in and hung our coats on. I felt excited as I have never been to a church before. The lady put us into groups. As we were learning about different things we went in separate parts of the church but Miss ~~W~~ group got mixed up.

Helping our friends

In helping our friends we helped our partners. This is what we had to do. We had to pull our sleeves up, put your hands into the bowl wash each others hands and finally dry each others hands.

Hopes and dreams

In hopes and dreams we got to draw what we hope for. I really wanted a laptop. What do you hope for? Some people wished to be a football player but you will need some practice.

garden

In the garden we had playdough because we made things that ~~are~~^{were} alive and that are plants.

Key stage 1 exercise 1

Pupil A - Piece C: a letter

Context: following their visit to a church (see Piece B), pupils were asked to write a letter of thanks to those who organised the Easter experience for them. Each pupil wrote their letter independently before editing it with support from their peers.

Dear Neil, Leslies, Margaret and Bob,
I'm writing to tell you how much I enjoyed the visit. I hope you don't mind me writing to tell you but I'm telling you things I've enjoyed the most.

Firstly, I enjoyed it when we went into the garden. The man who told us was amazing. I didn't know soldiers took Jesus to the cross.

Secondly, sitting around the table made me feel like I was in those times because I imagined how it was like in those times & Roman times.

Finally, I like to thank ~~you~~ the kind
woman who told us ^{about} ~~about~~ the last supper.
All that ^{real} ~~real~~ good food made me hungry!

Finally, Thank you for the chocolate
lollies to take back home. How ^{brilliant} ~~brilliant~~
you were! Is another class visiting
you?

Have a great ^{Summer} ~~summer~~ holiday.

Thank you

From ---

Miss E --- class

Key stage 1 exercise 1

Pupil A - Piece D: a retelling of a traditional tale

Context: the class explored the traditional tale *Jack and the Beanstalk* prior to planning and writing their own independent version of the story. Pupils were given the opportunity to edit and improve their work before producing the 'final' version.

Jack James and the beanstalk

One upon a time there lived a boy called James who lived with his mum. One day James' mum and James ~~live~~ worked in a school called C----- Primary School. One day Nobody was going to C----- Primary School ~~because~~ because there was a new & better school.

James' mum told James "Sell these coins" so he did. When he was on the way to the shops, James found an old man. The old man told James "I will trade you some magic beans. Jack traded the coins for the magic beans. When he went back home James' mum was so angry that she ^{threw} ~~through~~ the magic beans out of the ~~house~~ house.

The next morning James saw a huge beanstalk, James rushed outside and climbed the beanstalk. Ontop of the beanstalk James saw a giant castle and ~~or~~ in the castle there ~~where~~ was gems, diamonds, a giant and gold. James decided to take the gems. This time the giant was sleeping so ~~James~~ James has a good chance of getting the gems and he did.

He climbed down down the beanstalk and showed it to his mum. His mum was so happy so James climbed it up again. This time the giant was counting his coins. James decided to take the diamonds. James was so small that the giant couldn't see him and he took the diamonds. James climbed down the ~~bean~~ beanstalk and took it to his mum and once again James climbed up the beanstalk. The giant was sleeping again + James decided to take the coins. When he went outside one of the coins fell and the giant woke up. The giant was chasing him. After they both were climbing down but when James climbed down he found an axe and cut the ~~beanstalk~~ beanstalk and they lived happily ever after.
the end

Key stage 1 exercise 1


Pupil A - Piece E: a set of instructions


Context: during their exploration of the story *Jack and the Beanstalk*, pupils created and drew their own version of the giant's castle. They were then asked to write a set of instructions to help others recreate their castle.

How to draw the giants castle

Wish you could ^{draw} draw like your friends? If are you
^{fairytale} ever wanted to draw ~~fairytale~~ castles? Well now you can with
these easy to follow steps

What you will need

• pencil 

• colouring ~~colouring~~ pencils 

• A4 paper A4

Method (how to do it)

1. Get some A4 paper, pencils and colouring pencils

2. Turn your A4 paper landscape,

3. Draw a long rectangle but don't let the edges reach the
edges.

4. Next draw two verticle rectangles next to the ^{middle} ~~bottom~~
rectangle but stop before you reach the top

5. After that draw a verticle rectangle on top of
^{each} the tower.

6. Draw a square on top of the middle tower and draw a triangle on top of the squares.

7. When you have added flags to each tower add bricks to the tower.

8. Don't forget to add a door and some windows because the giant won't be able to get in or out.

9. Finally add decorations. It can be flowers, bricks or even gold coins! How amazing! Now you have a castle. If it for a giant should you add any more decorations of your own?

Pupil B

This collection includes:

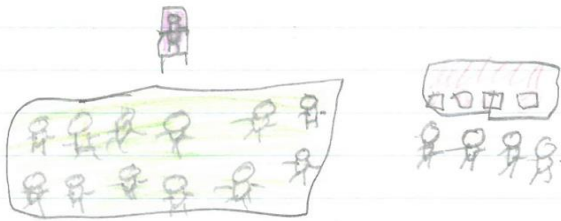
- A) a recount
- B) an email
- C) a retelling of a traditional tale
- D) a warning poster
- E) a story

Key stage 1 exercise 1

Pupil B - Piece A: a recount

Context: as part of their dinosaur topic, pupils invited their parents into school for a parents' café. Having talked to their parents, pupils undertook some dinosaur-related activities, following these up the next day with a surprise 'find' in the sandpit. Pupils were asked to write about their experiences in any form they wished. The gaps show where the names of friends have been deleted.

Monday
~~Monday~~ It was a parents' ^{dinosaur} case
we talked about ~~dinosaurs~~ and
after the talk we made some
dinosaur ~~dinosaurs~~ pictures out of cotton buds, ^{fish} paper, sticks and glue. I worked with
Fl. —, M. —, ~~—~~ ~~—~~ & — and Ms.
E



After that we made ^{dinosaur} poo
out of sugar, water, powder, dog food and
sewage then we missed it and hurred
it so each of us. I made
a plop of poo and o. — made
the same.




The ~~the~~ next day we went up onto
the field and in the sand pit we
dugged and found a big foot print
and we brought it in.



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Pupil B - Piece B: an email

Context: as part of their topic on giants, pupils shared the story of *The BFG* (Roald Dahl). They then adopted the role of the lead character 'Sophie' to write an email to a friend, expressing her perceived distress at seeing a giant.

To:	E. _____ @ google.com.uk
Subject:	Parse in the village
From:	Sophie Sophie
Send	Attach 

Hi E. _____ i'm in deep trouble I saw a giant.
I tried to hide but the giant pushed his hand
in the window and got me and my blanket! When
I was ^{out side} completely ↓ I was scared. Because I thought
people would wake up. Soon it came to a river ^{The giant just} he ~~gave~~ jumped
over it. Soon we were in a land it was dragon
land. There was a white dragon that was called
Snowy. The giant made some food from letac and
vegabories. I only got an orange and Apple. Snowy
got Ice and snow. He kept the snow and
Ice in a bucket. Please help I don't like this
Place. Sophie

Key stage 1 exercise 1

Pupil B - Piece C: a retelling of a traditional tale

Context: as a class, pupils explored the traditional tale *Little Red Riding Hood*. After mapping the story together, they were asked to write their own version. (Where the pupil has chosen to make revisions, they have marked the original words or phrases with a cross.)

Little Red Riding Hood!

Upon a
Once ^a ^{poner} time there lived a little
girl called little Red Riding Hood
She lived with her mother. She always
wore a bright red ^{hood} cloak with a
bright red hood. She lived in a
cottage on the ^{eg} ^{gr} edge of some
deep dark woods. One day little
Red Riding Hood's mother gave her
a pot of brussle sprouts soup. She
said "Give this to your grandmother
on the other side of the woods."
But remember the rules of the wood!"

"I promise" said little Red Riding Hood
and as she skipped skipsey - skip. As
the sun disappeared little Red Riding Hood
walked surther and skurther ^{ith} into the
deep dark wood. It grew darker and
darker and colder and colder! unsortionably
Little Red Riding Hood didn't see the
^x cunning ^x cunning wolf waiting for
her on the middle of the path
clusmly. Little Red ^{king} Riding Hood
stumbled strab into the wolf.

^x "What"

"What are you doing in the middle
of the path?" said little Red Riding
Hood. "I nearly spilt my grandmother's
brussle sprout soup!" With out working
the wolf he dashed to grandmother's
house and gobbled her up then he
beteneded to be grandmother

Key stage 1 exercise 1

Pupil B - Piece D: a warning poster

Context: as part of their topic on giants, pupils were asked to write their own warning to local residents about the sighting of a mythical giant. During the week that the writing was completed, the local area experienced heavy snow, which is reflected in the pupil's choice of giant.



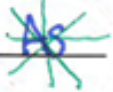
Have you ever seen a giant? Because a big snow & giant is coming to town. It eats snow and boys it dosent like girls. You have to make sure you're a sleep because is not hill snatch you out of your bed. It is ^{dangerous} dangler. I'm warning you Dow! But a bog called Theo was snatched from his bed. Because he wasn't a sleep he got to a town ^{which} ~~witch~~ was giant town. suddenly Theo started asking questions. The snow giant didn't anser them. Because he was eating his seed.

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Pupil B - Piece E: a story

Context: as part of their woodland topic, pupils explored different stories that featured the woodland as their setting. They were then provided with the start of a story, which they were asked to continue.

"Come with me and I will show you a world of wonder and delight," said the King of the Forest.

"It looks lovely," the king of the forest said. ~~As~~ 
I slowly walked away. He noticed I was gone.
So he ran after me as fast as he could
and when he caught me he grabbed my
arm and said "If you run away ~~again~~ ^{again} you'll
get killed." After that they stopped at a very
small door. The king said "you ^{can't} get through
this with your hole body." "You'll have to
duck." when they were there they saw
rabbits, horses, mini pigs, puppies, kittens and unicorns
they all had been stolen from their
owners. I was amazed because except
from the animals every thing could of
been eaten.

Pupil C

This collection includes:

- A) an information text
- B) a fictional diary entry
- C) a recount
- D) a set of instructions
- E) a story

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Pupil C - Piece A: an information text

Context: following a visit to a local orchestra, pupils explored the different types of instruments they had seen. As a class they discussed the common features of an information text, before creating individual spider diagrams, recording their knowledge about each section of the orchestra. Pupils then used their diagram as the basis for an information text. They were supported to write a section on brass instruments through guided writing, and then wrote 2 sections of their text independently. The pupil's edits are shown in green.

String instruments

Did you know that ~~gradly~~^{people} have to cut of horse's tails to make the strings. Some examples of ~~strong string~~ soothing, calm string instruments: piano, cello, violin and guitars. Some are ~~to~~ ~~you~~ huge but some are ~~very~~ extremely small. You play string instruments with a long ~~rod~~^{bow} or with your hands but can also ~~play this~~^{pluck} with a ~~pluck~~ guitars with a ~~pluck~~.

Woodwind instruments

Did you know that you have to blow into ~~mouth~~ ~~mouthpiece~~ metal ~~mouthpiece~~ on a woodwind instrument? Here ~~x~~ are some examples of ~~x~~ woodwind instruments: ~~oboes~~, ~~clarinets~~, ~~flutes~~ and ~~basoons~~. They Woodwind instruments ~~look like~~ ~~fur~~ ~~as~~ like a ~~basoon~~ are as huge ~~x~~ as a elephant's ~~grumpy~~ horrible, ~~grumpy~~ ~~grumpy~~ bumpy feet. They are played by ~~quickly~~ ~~sharply~~ ~~irregularly~~ pressing your fingers on ~~the~~ ~~same~~ ~~the~~ buttons. The Woodwind instruments ~~could~~ ~~be~~ ~~found~~ ^{can} in a conductor's orchestra ~~to go~~ ~~as~~

Key stage 1 exercise 1

Pupil C - Piece B: a fictional diary entry

Context: as part of their topic on the Great Fire of London, the class learnt about Samuel Pepys. Having explored different examples of both fictional and real diaries, pupils were supported to identify what Samuel Pepys might have recorded in his diary during the 'Great Fire'. Pupils wrote a fictional diary entry for Monday within their guided writing group before independently continuing the diary entries for the following days.

Tuesday 4th September 1666

What a frightful fire it was! The fire will never end if the fire doesn't stop raging. St. Paul's ^{church} ~~athedral~~ ^{was destroyed because} destroyed because of the terrifying fire. ^{Strong soldiers} ~~readers~~ were blowing houses up so that the fire ^{didn't} spread and it made a ^{very} big explosion. I buried my delicious, precious cheese ~~so it didn't get burnt~~ in my ^{decided} small back garden so it wouldn't get burnt. I will dig my cheese, wine and papers up when the fire has ended and when ~~that~~ it does end I will be very happy and grateful ~~because~~ because I am very fond of my cheese and I would ~~love the fire to~~ love the fire to end.

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Pupil C - Piece C: a recount

Context: as part of their 'Victorian Adventure' topic, pupils visited a local Victorian 'living' museum, where they were able to experience different aspects of day-to-day life in a Victorian town. Following the trip, pupils were supported to record some of their highlights in note form prior to writing a recount of their favourite part of the day. Pupils discussed their writing with their peers and were given time to make any edits.

After we'd eaten our tasty, delicious and lovely
~~After we'd eaten our~~ lunch we could finally
go and look at the different shops and things
on the Victorian Street. We quickly walked to
the interesting Street. I'd never been to ~~the~~^{on the}
~~street~~ before on the street before but I ~~had~~
I had been to the park! I discovered that
there was a printer's shop, the black smiths,
the draper's shop and most interesting of all it
was the sweet shop! A lady dressed in old
Victorian clothing was showing us how to
weigh in old scales so they balanced. When
I ~~saw~~ first saw the sweet shop it made
my mouth water because it ^{I thought} looked tasty
but it might not be. I discovered a funeral
carriage that they might of used in the olden days
to take people to ~~be~~ a burial ground. My ~~favou~~
favourite parts was when we went to the printer
shop, the chemist and the sweet shop of ~~course~~
course. There was a police station that I
disliked the most because there were scary
photographs of horrible, mean criminals. There

It was also a draper's shop. I didn't really like it because we had to try the old Victorian dresses over our school clothes and they were extremely itchy! Do you think you would like to try them on or not?

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Pupil C - Piece D: a set of instructions

Context: as a class, pupils explored George's *Marvellous Medicine* (Roald Dahl). Different examples of instructions were discussed in order to draw out their key features and the type of language used. Pupils were supported to create a recipe for their own marvellous 'medicine'. This was then used independently to create their own set of instructions in the style of Roald Dahl. The gap in the title of this piece signifies the pupil's name.

_____ 's magnificent ^{medicine} ~~recipe~~

Do you need to create a medicine strong enough for a nasty witch like mine? Follow this terrific recipe to make a disgusting, horrible and tasteless medicine that'll make your annoying grandma shrink as tiny as a ~~mouse~~ family of mice.

What you'll need...

- Three tubs full of pitch black ink.
- ~~Ten~~ handfuls of witches' rotten ear ^{wax} ~~travels~~
- Two bottles of bubbly bleach.
- eighty packs of brownpoint.
- five litres of bright red rat's blood
- four packs of smelly, burnt sausages.
- grey birds' feather
- eighty gummy ^{1 glass} ~~juice~~.

What to do:

1. First of simply pour three tubeguls of pitch black ink in the cauldron. Splosh!
2. Then place ~~ten~~ ^{was} ten handguls of witches rotten ear ~~wax~~ in the mixture.
3. Next carefully pour ^{full} ~~two~~ two bottles of cleaning & bubbly bleach.
4. After that squash fifty packs of brown paint. Splosh!

Key stage 1 exercise 1

Pupil C - Piece E: a story

Context: the class explored the story of *Dogger* (Shirley Hughes) as part of their English lessons. They were then supported to plan a story based on a child's adventures with their own soft toy. Pupils independently wrote the beginning of their story before completing it within a guided writing group: the extract below is the pupil's independent work. The pupil's edits are sometimes accompanied by underlining.

Georgia

Once there was a soft, cream teddy called Georgia. She was soft, cuddly and cute. She loved doing lots of different things but her favourite thing to do was play with Kiara. Kiara and Georgia cuddled all the time, read each other books and gave each other piggy backs.

One sunny afternoon Kiara's family went on a trip to the beach. Georgia went too. They had a lovely time swimming in the sea together, ^{of sun bathing} ~~playing~~ in the sand and having a delicious picnic. They ate chocolate biscuits, sweets, sandwiches and cartons. After they had had ^{their} ~~there~~ picnic Kiara heard some calm music. It was an ice cream van. Kiara and Georgia quickly sped to it. Kiara didn't know which ice cream to choose but suddenly she had an idea "Please could I have a Vanilla,

Cookie Dough and Mint chocolate ice cream?"
said Kiara. She quickly ran back to her
family and ate her delicious ice cream. After
that ~~mum~~ said mum said,
"It's time to go home!" Kiara was so
tired on the way home that she fell asleep.