



## Key stage 1 English writing standardisation exercise 2

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, exercises, 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 the end of 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 that you note your answers down clearly and correctly, and give them to the person overseeing the standardisation exercise once completed. There is no template for you to record your responses you will need to record your responses using a format agreed within your local authority.

### Pupil A

This collection includes:

- A) a set of instructions
- B) a retelling of the opening to a story
- C) a description
- D) a promotional leaflet
- E) a recount
- F) an extract from a story

## Key stage 1 exercise 2

### Pupil A - Piece A: a set of instructions

Context: as part of their 'castles' topic, pupils explored fictional castles and settings from popular video games. They then created their own virtual castle and wrote a set of instructions, explaining how to negotiate the castle and its grounds.

Knock on the ~~stone~~<sup>dusty</sup> door three times. Walk down the windy path.  
When you walk past the well ~~you~~<sup>you</sup> walk past it don't fall in it!  
Follow the dusty path until you get to a woman sitting  
by a tree. If she asks for something give it to her  
then she will show you the way to the castle.  
~~Go~~ Don't go in the ~~castle~~<sup>shiny</sup> and don't trust the younger one.  
Follow the windy path until you hit the 12 months if you  
gonna talk to them..... BE POLITE!! Find a wolf ride  
on it to get to a river. At the river you will see a man. If he  
gives you his rod he will be free from the ~~boat~~  
boat so don't take it. If you get a eagle feather  
keep it safe. Trust your sister give her diamonds and  
roses. <sup>Remember</sup> Remember your name. Trust the ghost. When you  
are finished go the way you came. Don't forget your  
manners. Don't look back ride back on a silver fish.  
you will be okay.

## Key stage 1 exercise 2

### Pupil A - Piece B: a retelling of the opening to a story

Context: after exploring *The Egg* (M. P. Robertson), pupils wrote their own opening to the story, drawing on the text and illustrations from the book.

The Egg

One day George went to get some eggs for his breakfast but... When he went to get the eggs George found a gigantic! egg it was a golden egg! George got it out and sat on it in his room and he read some books about eggs. Then a rumble came out the shimmering egg. It cracked! George saw an eye. But then the egg shell was a over Georges bed. George was scared and exited. First he taught his dragon how to fly.

## Key stage 1 exercise 2

### Pupil A - Piece C: a description

Context: as part of their 'mythical creatures' topic, pupils explored *The Dragon Machine* (Helen Ward). They then created their own dragon machine before writing a description of it.

My Dragon machine is 14cm long!!! At the ~~beginning~~<sup>beginning</sup> you will see the glossy eye. Then on the body you will see clinking cogs. After that there are some unusual nails but ~~they are very~~<sup>some of them</sup> weird are a weird shape! The wings are very powerful and article. The spikes are very rusty and sharp \* and finally<sup>on</sup> the back of the dragon it's got a rusty lantern and a sticky tail and hot hot hot fire!!!!!!~~that~~ That stays on for the rest of the ~~journey~~ journey and back \* and ~~all~~ also it's got a switch \* so that ~~is~~<sup>is</sup> good! Have you ever made a dragon machine?



## Key stage 1 exercise 2


### Pupil A - Piece D: a promotional leaflet

Context: following on from writing a description of their own dragon machine (see Piece C), pupils explored the use of language within advertisements. They then created a promotional leaflet for their dragon machine.

**THE BEST DRAGON MACHINE EVER**

Have you ever seen a dragon machine before? Well now you will know about it.

**THE MY DRAGON**



**The wing**  
First, the wings they are solid metal and it never breaks down! When you fly. If you fly around the whole earth it will only take a minute!

**The body**  
~~Next~~ Next the cogs <sup>can</sup> move so do be careful because they spin fast. Then the nails they are very still.

## Key stage 1 exercise 2

### Pupil A - Piece E: a recount

Context: as part of their topic on animals, pupils visited a local zoo. On their return, they wrote a recount capturing the events of the day and their views about different aspects of the visit.

#### Our trip to D

Introduction  
Last Wednesday we went to D \_\_\_\_ . It was so sunny. It already looked like spring.

#### Getting on the coach

First I got on the coach with B \_\_\_\_ . On the way I saw some sheep, they looked <sup>very</sup> boring and I didn't like them. Me and B \_\_\_\_ played hide and seek so boring and <sup>we played it so boring too</sup>. It took one hour to get to D \_\_\_\_ . We went through a long long tunnel everyone screamed I didn't but it looked so cool with the lights in the tunnel.

#### Getting off the coach

Next I got off the coach with B \_\_\_\_ and lined up. We got into are groups. In my group I had L \_\_\_\_, B \_\_\_\_, E \_\_\_\_, A \_\_\_\_, and Miss \_\_\_\_ as are leader and Mr \_\_\_\_ as are helper.

#### Snacktime

When X After that we had snacktime. I didn't want any because I wasn't hungry but I really quickly wrote something in are X my ideas book.

## Explored the zoo

Then we ~~we~~ saw a meerkat. Guess what. . . . . You get to go in a tunnel and there's a whole and it feels like you're a meerkat!!!!

## Feeding time

A few minutes later we went to see the penguin get fed but. . . . . One of the penguin didn't have a friend and it was a rockhopper that was called slashka. She was the only rockhopper there but there were loads of humbolts.

## Lunch

Then we had lunch <sup>and</sup> for lunch I had a ham wrap, smoothie yogurt, and cheese and onion crisps. It was ~~so~~ so scrumptious.

## penguin talk

We met ~~the~~ <sup>the manager</sup> and she talked to us about penguins because we are

Adopta penguin.

## Key stage 1 exercise 2

### Pupil A - Piece F: an extract from a story

Context: as part of their topic on gardens, pupils wrote a story about a flower. The excerpt below is the pupil's opening to the piece.

The Flower!

Penny lived in a big city. Every day Penny walked to school work. She worked at a library and saw unhappy, grey faces. When she got to the library the manager said work in the do not read section but don't read them! Penny was so sad that she couldn't read them, **BUT** she saw a dusty book and she couldn't hold it to read it. So she smuggled the book. The book had a picture on the front it had a flower. It was beautiful. When Penny got home she read the book straight away. Penny looked everywhere for a flower he was heading to a rainy place. Pennys heart was broken, empty, she was so sad. Penny sees a junk shop. Penny saw a flower it was a picture of a flower. Penny bought the picture. The shop man said water it dont let anyone see them! Penny said ok I will.



## Pupil B

This collection includes:

- A) a description
- B) a story set in space
- C) a story based on a rescue
- D) a recount
- E) a retelling of a traditional tale

## Key stage 1 exercise 2

### Pupil B - Piece A: a description

Context: as part of their topic on amazing animals, pupils visited a local zoo. They then wrote a description of their favourite animal, asking the reader to guess its identity.

This animal has an bushy  
tail. Amazingly this animal has a  
long neck. Did you know this animal  
has brown spots. What animal it is

## Key stage 1 exercise 2

### Pupil B - Piece B: a story set in space

Context: as part of their 'Out of this world' topic, pupils explored stories set in space. After planning an outline of a story as a small group, they then completed it independently.

Once a fortnight I am  
\* Evie and me went to space  
in a rocket ~~to~~ and on the moon I  
see a ~~sun~~ and Rebecca  
playing we \* saying it was sun but  
I need to go but Rebecca and the alien  
I need to go down I need to have  
my tea now that's end

## Key stage 1 exercise 2

### Pupil B - Piece C: a story based on a rescue

Context: as part of their topic work, pupils explored a range of 'lost and found' stories. Having planned the structure of a new 'lost and found' story as a class, they then wrote their own independent version.

One sunny day Bob  
went to the shiny moon. On the  
moon was a enormous crater in the  
enormous crater was Louise.  
Bob rescues Louise. Bob said are  
you OK Louise? yes said Louise  
Bob and Louise. And a pace  
on the moon as they they  
had a race they went home when we  
got home they look at the moon  
I love space said Bob. Bob took  
Louise the cat to home when  
they got home it was  
nighttime. Louise the cat sleeps in a  
basket.

## Key stage 1 exercise 2

### Pupil B - Piece D: a recount

Context: as part of their topic on amazing animals, pupils visited a local zoo. They then wrote a recount about their day.

On Tuesday year 2 travel to — zoo

First we travel on the red train.

Then we saw the meerkats and the  
Penguins. Next we went to the

Work Shop and we touch a giraffes

tail and we saw a snake called

Princess and we saw a elephants

tooth. After that the man

fed the meerkats we

saw snakes and the lions

2 types of Lemur<sup>and</sup> giraffes.

Finally we went to see the rainbow

birds. What I liked best was the rain



## Key stage 1 exercise 2

### Pupil B - Piece E: a retelling of a traditional tale

Context: pupils explored a range of traditional tales before working together to create a story map for *Goldilocks and the Three Bears*. They then retold the first part of the story in their own words.

once upon a time there  
were three bears and a little  
girl called Goldilocks who lived in a little  
cottage there. There was three bears mummy  
bear had some porridge they  
went for a walk Goldilocks  
went into the cottage. Goldilocks  
got some porridge she tried  
daddy bear's porridge next she tried  
mummy bear's porridge. Next she tried  
baby bear's porridge. She liked Goldilocks  
Goldilocks broke the chair. Goldilocks  
went upstairs. Goldilocks sitting on the bed  
she had said Goldilocks.

## Pupil C

This collection includes:

- A) an information text
- B) favourite memories from year 2
- C) a story
- D) a retelling of a traditional tale
- E) a fictional recount

## Key stage 1 exercise 2

### Pupil C - Piece A: an information text

Context: as part of their 'Life Down Under' topic, pupils learnt about different Australian animals. They explored common features of information texts before writing about their favourite Australian animal.

## All About Kangaroos

### Introduction:

Kangaroos are a marsupial and they can be found in Australia or Tasmania and New Guinea.

### What Kangaroos eat

Kangaroos eat tree bark, grass and plants. They eat at night because in the evening they lay in the shade because it is cool.

### All About Joeys

Joeys live in a pouch and they jump in and out of the pouch. They are a little bit small and joeys get fed by milk. They are a little bit fluffy and they bounce high.

### How do Kangaroos Communicate?

Kangaroos communicate by doing foot drumming to talk to each other.

## Key stage 1 exercise 2

### Pupil C - Piece B: favourite memories from year 2

Context: towards the end of year 2, pupils were asked to write about their favourite memories from the year.

#### Memories of year two

My favourite memory was when we went to B. Park because we got to taste marshmallows and build dens with animals inside.

We also went on a massive climbing frame!

✕ The best thing in year two was when the dentist came round to teach us about teeth and she brought a big ~~to~~ mouth. We did a Christmas play - I was a star. The African storyteller came and told a funny story. The ice cream man came and gave ice cream to us. It tasted creamy and yummy.



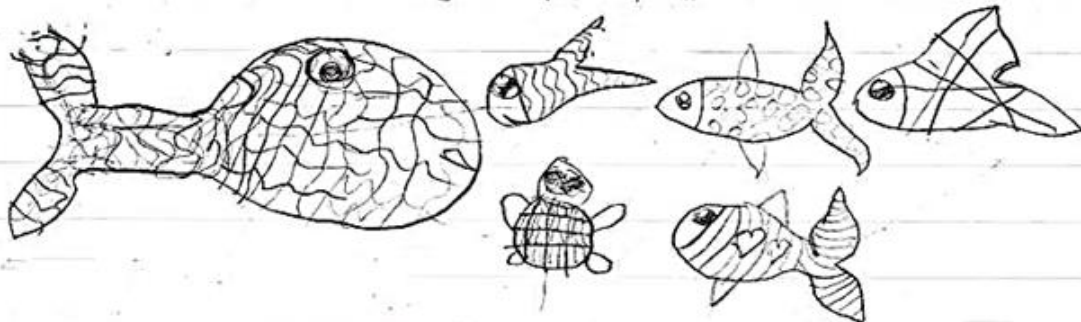
## Key stage 1 exercise 2

### Pupil C - Piece C: a story

Context: as a class, pupils explored a series of stories involving a magical key. They then wrote their own story incorporating a magical item.

### Something Fishy

One day a little girl was reading a book and then she fell asleep... She dreamed about going into a magic washing machine and she knew it was magic because it was glowing. She opened the washing machine's door and she took a breath in. She swam with the fish the fish were made out of socks. She swam a little bit further and she caught a yellow glowing fish. She dropped it she tried to swim ~~out of~~ after it but all ~~a~~ suddenly she saw a shadow! It was a great big white shark so she swam faster. She saw the light of the washing machine! she swam faster and faster and swam to the light and she escaped and the shark was made out of jeans! She saw the jeans and she was nervous to touch the jeans but someone said I think those are mine.





## Key stage 1 exercise 2

### Pupil C - Piece D: a retelling of a traditional tale

Context: as part of their topic on tall tales, pupils explored 'twisted' versions of a range of traditional tales. They then wrote their own 'twisted' tale based on *Little Red Riding Hood*, an excerpt of which is below.

Once upon a time  
there ~~was~~ <sup>was</sup> a girl called Red Riding Hood  
and she was wicked because she had a red long  
cape and dark blue eyes and a grin on  
her face. Her cape covered her ~~face~~ face and  
she ~~spied~~ <sup>spied</sup> on ~~people~~ people.  
She lived in a rusty old ~~cottage~~ cottage  
and with her mother.

One day her mother said that there  
~~was~~ <sup>was</sup> a wolf that was joyful and the  
wolf lived nearby. In the wood  
Red Riding Hood went out side because  
she looked for ~~trouble~~ trouble.

She looked and looked... she saw a wolf.  
Eventually she saw one. The wolf said  
"Hello who are you?" said the wolf.  
"hello" said Red Riding Hood.

Red Riding Hood had a ~~good~~ <sup>bad</sup> plan. She was  
going to burn the wolf's ~~house~~ <sup>house</sup> down!

## Key stage 1 exercise 2

### Pupil C - Piece E: a fictional recount

Context: as part of their work in computing, pupils explored different virtual worlds, using a 'virtual reality' headset. They then chose their favourite virtual world and wrote a recount of their journey through it.

I go to the Market Square by bicycle and I could see a butchers, a Cheesmünger and a fishmünger. There were cobbled roads and paths. Which shop should I go to? I thought I could go to the fishmünger to get some fish. I told the Shopkeeper<sup>s</sup> what I wanted and they wrote it down on a list. Then I also saw the old Obelisk in the middle of the market Square. I could hear the birds singing beautifully in the sky.

I also went to the Cheesmünger and the cheese was delicious, there were a big queue, but I waited quietly and patiently.

In the middle of the Market Square was a very old Obelisk. I also delivered a bit of fish to my house.

When I was looking at the beautiful trees at the end of the path I was amazed how tall the trees were! I suddenly walked to the street and I saw some juicy peap<sup>s</sup>.