



Key stage 1 English writing training exercise 2 commentary

Pupil B – working at greater depth

This collection includes:

- A) a letter
- B) a story
- C) an extract from a recount of a class newsletter

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

For the purposes of this training, this commentary is for one ‘pupil can’ statement.

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

Within the 3 pieces, the pupil writes effectively for different purposes, drawing on their reading to inform the vocabulary and grammar of their writing.

Piece A draws on the pupil’s reading of ‘The Day The Crayons Quit’ and is a letter from the perspective of a glue stick to Year 2 learners. Piece B is a pirate story inspired by the books written by Johnny Duddle. Piece C is an extract from a class newsletter recounting a trip to a nature reserve.

Piece A has the correct layout, greeting and sign off for a letter. The direct informal style to the children of year 2 is in keeping with the purpose to request that more care is taken with glue sticks. In this piece, the pupil draws upon their reading to employ varied grammatical structures that express despair and exasperation mirroring the varied voices from the original text. (*I’m mad about how you... I’m sure Year 3 won’t treat us like you do!*) and the rhetorical question (*Hasn’t Mrs **** already told you to find our lids?*)

The content is organised with a direct address opening to the audience (*Hey you kids listen*) followed by a sentence staging the purpose of the letter. This is followed by a series of ordered statements (*First... Secondly... Thirdly*) detailing the way the glue sticks are treated and possible implications. There is a concluding statement, again directly addressing the audience (*Anyway, my friends Gluey and Glue are so mad...*) and a sentence in capital letters, again utilising a structure from the original text (*YOU NEED TO SORT IT OUT!!!*). The final sign off emphasises the writer's frustration (*Your furious friend*).

The pupil maintains the role of the angered glue stick throughout and employs the use of pronouns such as 'you', 'your', 'we' and 'our' to support coherence. The writer correctly uses the first and second person and present tense, both simple and progressive forms, (*you are loosing our lids... I'm fed up!... I'm really upset!... you wasteful children are using...*). The pupil also utilises the verb 'will' to show the implications of not putting lids on glue sticks (*I will run out and will be put in the smelly, dirty bin*) as well as 'must' to emphasise the importance of changing habits (*You must stop this or...*).

Additional detail is provided through the use of noun phrases and precise vocabulary (*my fellow gluestick friends... smelly, dirty bin... not bothering... your fault... furious friend*)

Different sentence types are used, principally statements which direct the reader (*all you children leave glue around my edges... Some of my friends are in the bin*) and commands (*You must stop this*). The use of 'if' further emphasises the despair of the writer (*If this keeps up... If it goes to far*).

The pupil's enjoyment and command of the language from the original text produces a creative and entertaining letter.

The pirate story (piece B) follows a sequence of events beginning with an opening which establishes the main character embarking upon a journey with her crew to find treasure and concludes with the dramatic escape from a rival pirate.

Throughout the tale, there is evidence to suggest that choices of vocabulary and grammatical structures reflect the pupil's wider reading and knowledge of the pirate tale genre. Locations (*calm, peaceful sea... deserted, tropical island*), objects (*a chest full of gold, silver and jewels... an army of crabs*) and actions and emotions (*roared... out of the flaming fire lepped a huge spark... distracted... exhausted*) are described with expanded noun phrases and precise vocabulary which aids the reader to picture events and scenes.

Adverbial and prepositional words and phrases, which are part of the language of storytelling, support the order of events and provide further detail (*Quickly but quietly... Under some sandy dunes... Meanwhile... behind a tall dune... Immediately... When they saw Ava return*).

Present and past tenses are used consistently and correctly. Throughout the tale, sentences are predominantly in the past tense (*Ava sailed onto... it was in a deep pit... Ava's crew dashed*) with some shift to the past progressive (*he saw a little Garge sailing... the others were fighting*). There is also a range of past tense verbs used to describe the speaker's voice (*roared... shouted... screamed*). Commands are successfully incorporated into the story (*"GET UP!"... "Give us your treasure!"... "Never! We'll fight until..."*).

Co-ordination is used to link clauses (*but his lazy crew kept on playing chess*) and subordination is used to identify when events occurred (*Whilst the others were fighting and distracted...*), whilst relative clauses demonstrate some effective use of grammatical constructions which are beyond the KS1 programme of study (*a deserted, tropical island where small Captain Sparrow lived... an army of crabs who were scared of anything*).

The enthusiastically detailed extract from a class newsletter (piece C) is effectively organised into sections with a clear opening to the reader and time related words and phrases used to signal the sequence of the day's events (*On Tuesday... First... Next... After the amazing maths*).

Across the extract, varied aspects of coherence are controlled effectively by the pupil.

The past tense is correctly used throughout (*First we boarded... we had to step carefully... we drew a figure of eight*) and the introduction includes present tense forms (*we are writing stories, poems and nature guides. This is my description of the day*).

The writer's enthusiasm towards the day's events is expressed through the detailed description of activities and the use of noun phrases (*wonderful nature reserve... fantastic rule... beautiful meadow... lovely _____ Marsh... spongy teched kneeling pad... protected species*) and precise vocabulary (*habitats... destination... catalogue... diagram... magnifying glasses... identification chart*) to provide the reader with plenty of detail.

Variation in grammatical structures all aid clarity and are demonstrated through the use of different adverbials – not part of the KS1 programme of study – to emphasise the manner of actions and personal responses (*Importantly... Quickly... Quietly... Sensibly... Amazingly... Disappointingly*). Varied subjects are used for different sentence focuses

(*We visited... She told us... Next we followed... Each group*) and the use of subordinating conjunctions provide further reasons for decision-making (*because we are learning about animals... If any of the leaves didn't fit in we could write our own... We had to step carefully as there were large rabbit holes*) as well as linking simultaneous actions (*kneeling pad to kneel on whilst we were pond dipping*).