



Key stage 1 English writing training exercise 3 commentary

Pupil C - working at the expected standard

This collection includes one piece of writing:

A) persuasive writing

This piece of writing was part of a collection where all of the statements for 'working towards the expected standard' and working at the expected standard' had been met.

For training purposes, this commentary focuses on the aspects of coherence demonstrated by the pupil working at the expected standard and how the first pupil can statement at 'greater depth' is beginning to be evidenced.

In the persuasive text (piece A), the writing has simply been divided into two sections. The first section attempts to entice the reader and the second to provide more details about the circus.

The writer maintains the correct and consistent use of the present tense, using both simple and progressive forms. (*It is in G_____ park... You are going to be... There is going to be a... You are not going to be bored*) The second person is applied appropriately to the purpose of persuading and addressing readership throughout (*Your eyes will pop out... You are going to be atonished... You can take photos of*). Sentence forms are varied to address the reader. For example, in a hypothetical question (*Would you want to see the firless fire eters?*) or express possible outcomes (*so you can have something to eat... you can get your money back!*).

Co-ordination is used in the forms of 'and', 'but' and 'so' to join clauses and link vocabulary (*going to be atonished and frozen... so you can have som thing to eat... but you can't put it on facebook and all sorts of things*).

Subordination is used to determine possible reactions to events (*Your eyes will pop out when... going to be atonished and frozen because it is going to be super*), whilst the use of 'if' provides a possible course of action if viewers are not satisfied (*and if your children are bored you can get your money back!*).

Vocabulary choices add some detail to describe events (*atonished and frozen... snack shak in the entrners*) and are also in the form of simple noun phrases (*astonishing acts, firless fire eters, amazing acats*).

Why does the piece not sufficiently meet the 'greater depth' statement?

The pupil can write effectively and coherently for different purposes, drawing on their reading to inform the vocabulary and grammar of their writing

Throughout the piece, the pupil is attempting to engage and persuade the reader and, from their class learning, it is evident they are beginning to understand the required purpose of the task. The opening section entices the reader into the piece with rhetorical questions. The use of varied co-ordination and subordination provides sentence variety and some of the vocabulary provides evidence of relevant and effective detail.

However, the overall organisation of the writing and its effectiveness is muddled, mixing hypothetical questions with the location of the circus in the first section and a somewhat random selection of ideas in the second section leading to weakened coherence as a whole. For example, the inclusion of a snack shack before identifying what people might see at the circus. Having explored a range of promotional materials, the pupil did not draw on their reading to potentially use titles or subheadings to organise ideas or understand that the reader needs a wide range of clear details to persuade.

There is limited identification of specific details and events at the circus producing generalised statements (*lost of uther exiting things... can have som thing to eat... all sorts of things*). It is the arbitrary nature of responses and the assumption that the reader will know what is to be seen and available that weakens the overall piece and prevents it from demonstrating secure attainment of the first statement of the greater depth standard.