



Key stage 1 English writing training exercise 3 commentary

Pupil D – working at the expected standard

This collection includes:

- A) a set of instructions
- B) a recount
- C) an extract from a story

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 from ‘working at the expected standard’ and how the first pupil can statement at ‘greater depth’ is beginning to be evidenced. This commentary was originally published as part of a standardisation exercise and has been adapted for this training activity.

The pupil can, after discussion with the teacher, write simple, coherent narratives about personal experiences and those of others (real or fictional)

The pupil writes simple, coherent narratives about personal experiences and those of others – a recount detailing a class visit to a local zoo (piece B) and a story in which a library assistant embarks on a search for the flower she has discovered on the front cover of a book (piece C).

The recount of the school trip (piece B) opens with a brief introduction, followed by a series of chronologically organised sections, each with a subheading signalling the focus of the activity (*Getting on the coach... Getting off the coach... Snacktime... Explored the zoo... Feeding time... Lunch... penguin talk*). Selected words and phrases support the sequencing and timing of events, enhancing the coherence of the piece (*Last Wednesday... First... on the way... Next... After that... Then... A few minutes later*).

In keeping with the features of a recount, the experience is portrayed through predominant use of the first person and the past tense (*I got on the coach... I saw some sheep... we had snacktime*). Statements convey events and actions (*Me and B_____ played hide and seek... I got off the coach with B_____ and lined up... We met s__ the mananger*), and express opinions (*It already looked like spring*), whilst the pupil’s comments capture their enthusiastic response to the day (*Guess what..... You get to go in a tunnel and theres a hole and it feels like your a meerkat!!!!*).

The extract from the story (piece C) sets the scene by introducing, and providing information about, the main character (*Penny lived in a big city... She worked at a library*). The writer captures the colourless and restricted world of the library (*unhappy, grey faces... the do not read section*) and Penny's initial despondency at not being allowed to read the books (*Penny was so sad*). Her determination (*she smuggled the book*) gives way to further heartache as her search for the flower proves fruitless (*Penny's heart was broken, empty, she was so sad*), whilst the satisfactory conclusion whets the reader's curiosity as Penny is instructed to secretly water the flower in the picture (*water it don't let anyone see them*).

A series of chronologically sequenced statements conveys information about the characters and plot (*Every day Penny walked to work... When Penny got home she read the book straight away... Penny looked everywhere for a flower*), whilst the shopkeeper issues a command, moving the story forwards to create an intriguing end to the initial section (*water it*).

Noun phrases effectively portray the setting (*a big city... unhappy, grey faces... the do not read section... a rainy place*), and some apt choices of vocabulary support the overall coherence of the piece (*mainger... dusty... smuggled... broken... empty*).

The pupil can, after discussion with the teacher, write about real events, recording these simply and clearly

In the recount (piece B), the pupil writes about a real event, simply and clearly recording the class visit to a local zoo.

Subheadings navigate the reader through the events of the day (*Intrusion... Getting on the coach... Getting off the coach... Snacktime... Explored the zoo... Feeding time... Lunch... penguin talk*), with relevant details briefly recorded in each section – for example, listing who was present in the pupil's group. The pupil's views lend authenticity to the piece (*it looked so cool with the lights in the tunnel... I wasn't hungry... it was so scrumptious... they looked very warm*), whilst the reader is addressed directly, demonstrating the pupil's awareness of their audience (*Guess what..... You get to go in a tunnel and theres a hole and it feels like your a meerkat!!!!*). As is appropriate, statements adopt a first-person perspective to convey the different aspects of the visit (*last Wednesday we went to d____... I got on the coach... In my group I had... Then we had lunch... We met s__ the manager*).

The pupil can, after discussion with the teacher, demarcate most sentences in their writing with capital letters and full stops, and use question marks correctly when required

Across the pieces, most sentences are demarcated correctly with capital letters and full stops, albeit with occasional omissions.

The pupil can, after discussion with the teacher, use present and past tense mostly correctly and consistently

Across the pieces, present and past tense verb forms are used mostly correctly and consistently.

In keeping with the features of a recount (piece B), past tense verb forms convey the events of the day, along with related details (*we went to d____. It was so sunny. It already looked like spring... we had lunch... she talked to us*). There is an appropriate shift to the present

tense to express the pupil's sense of excitement in reliving the experience (*You get to go in a tunnel and theres a hole and it feels like your a meerkat!!!!*).

The extract from the story (piece C) demonstrates a secure grasp of tense consistency, adopting the past tense which is used to introduce the character and convey the action (*Penny lived... Penny walked... Penny was so sad... When Penny got home... Penny bought the picture*).

The pupil can, after discussion with the teacher, use co-ordination (for example, or/and/but) and some subordination (for example, when/if/that/because) to join clauses

Across the collection, the pupil uses co-ordination correctly, and some subordination.

There is limited use of co-ordination in the set of instructions (piece A) (*Dont go in the shiny castle and dont trust the younger one*) – however, extensive use of subordination expands clauses, providing clarification (*Follow the dusty path until you get to a women... when your are finished go the way you came*) and conditions which require actions (*If you get a egal feather keep it safe*) or suggest consequences (*If he gives your his rod he will be free*).

In the recount (piece B), related actions are linked by the use of 'and' (*Next I got off the coach with B_____ and lined up*), whilst the co-ordinating conjunction 'but' is used in an attempt to express contrasting viewpoints (*everyone screamed I didn't but it looked so cool with the lights in the tunnel*) and to suggest why the rockhopper penguin might be friendless (*she was the only rockhopper there but there were loads of humbolts*). The pupil also uses co-ordination and subordination within multi-clause sentences to link and explain related actions (*We met s__ the mananger and she talked to us about penguins because we are adopt a penguin*).

Co-ordination is used to good effect in the extract from the story (piece C) – the conjunction 'and' is used to expand related ideas (*She worked at a libary and saw unhappy, grey faces*), whilst 'but' introduces an advisory command (*but don't read them*) and signals the turning point in the story (*BUT she saw a dusty book*). There is some use of subordination, predominantly to clarify the timing of events (*When she got to the library... When Penny got home*).

Why do the pieces 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

The pupil can write coherent narratives and can adapt the form of their writing according to the required purpose – for example, by using imperative verbs in a set of instructions (piece A) and by writing from a first-person perspective in a personal recount (piece B). However, across the 3 pieces, writing is not consistently effective, and the pupil does not sufficiently draw on their reading to inform the vocabulary and grammar of their writing.

The pupil uses a range of grammatical structures within their writing which provides variety for the reader, (piece A) (*Knock on the dusty door... Follow the windy path until... At the river you will see a man... If you get a egal feather keep it safe... Dont forget your manners*), (piece C) (*When Penny got home she read the book straight away... Penny's*

heart was broken, empty, she was so sad) . However, these are not yet fully secure, as seen through the missed punctuation and short statements which provide little detail to give clarity to the reader (*Remember your name. Trust the ghost... Don't look back ride back on a sliver fish. you will be okay... The shop man said water it dont let anyone see them*). In the story (piece C), repetition of the main character's name interrupts the coherence of the writing. (*Penny sees a junk shop. Penny saw a flower it was a picture of a flower. Penny bought the picture*).

In the recount (piece B), although the pupil's comments are engaging, the writing provides only limited expansion of ideas and, in some sections, is overly reliant on the use of lists (*In my group I had L___, B___, E___, M___ and Miss___ ... I had a ham wrap, smoothie yogurt and cheese and onion crisps*).

Vocabulary is appropriate, but not ambitious (*dusty door... diamonds and roses... long long tunnel... so sad... a dusty book*).