



Key stage 1 English writing training exercise 3

For the purpose of this standardisation exercise, you should assume that following the discussion with the teacher during the moderation visit you are satisfied that the writing is independent, including the use of any source material, and that any edits are the pupil's own.

This collection will be reviewed without recourse to a professional discussion and as such, moderators won't have the opportunity to seek any necessary clarifications. On this basis, minor edits have been made to some pieces of writing to avoid any ambiguity where the pupil's intention was unclear.

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

Pupil C

This collection includes:

- A) a narrative
- B) a letter
- C) a diary entry
- D) a non-fiction leaflet
- E) a recount

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Pupil C - Piece A: a narrative

Context: as part of their work on *The Sea Monster* by Christopher Wormell, pupils sorted adjectives to describe characters from the book. They added adjectives for each character before writing their own character description. This was then used to support their writing of a story ending, based on the original book.

Down in a shiny light ocean...

...there was a tremendous splash ^{that} hit the shore and a big lumpy green thing smashed into a sharp pointy rock. People say it was a sea monster. People say it was a heap of seaweed. 1 hour later a boy went to the beach and brought a yot to sail. Strangely a big yellow ^{shone} sphere with a dot in the middle. What a fantastic prize this is! said the boy. But then he saw his boat far far away from the beach. The boat was being tossed and turned by 6 massive waves and a current. The boy jumped into the deepest ^{tid} he could find and swam in the direction of his yot. But wait a minute he was going in the opposite direction of his boat! "Help me Help me!" But it was far too late, he was too far away from the safe mainland. He could see a grey shark. It was saving him.

The shark stretched out his enormous tongue as if to have one last try to save the boy. But the boy got forced into a strong current and he landed on a tiny desert island. There was one ^{lonely} tree on the desert island and since it was autumn the tree had no leaves. Soon it was winter and the boy was getting cold but luckily there was an early spring came and the desert island started to move. What is this evil? the boy shouted. Just then a massive head came out of the water and the ^{island} had woken up from hibernation! Slowly it swam across to the shore where the other sea monster was waiting with the boy's boat. Suddenly the boy saw an archer hiding behind the sea monster! Watch out! screamed the boy. But the archer shot, blood splattered everywhere, the

archer shot again and the sea monster fell down dead. The boy was so angry that he built a shack on stilts in the water far far away from the shore and lived there never to be seen again.

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Pupil C - Piece B: a letter

Context: following a reading of *The Sea Monster* by Christopher Wormell, pupils explored the characters' actions within the story. They then read several examples of letters and made comments about the successful elements of these. Pupils generated ideas about what might be included in a 'thank you' letter to Mr Fisher Shark. Using the list of ideas made by the class, pupils wrote their own letter.

Dear Mr Fishershark

Thank you for saving my
~~life~~ life back then on Monday.
If you ever see the barnacle
Island again, can you pull a
limp out and give it to me
as a souvenir?

Have you ever seen a
large golden sphere in the
rocks? Do you actually know
what that barnacle island
really was?

Let me tell you the story.
So I was playing with my
boat when I felt like I
was being watched. I saw
a thick boney green rock.
I scrambled up a quarter of
the rock and then my dog
began to bark. I saw my
yacht far out of my tiny
reach floating far out to

Sea. I carelessly plunged into
the murky depths. I got pushed
into a current and in the
evening, I got washed up
on an island and clung onto
barracles, then you came and
saved my neck.

What a dangerous
life I had!

From xxx your
old friend. xxx

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Pupil C - Piece C: a diary entry

Context: following a reading of *The Owl and the Pussy Cat* by Edward Lear, pupils explored the language within the poem, learned and performed it. Pupils read several diary extracts and through hot-seating activities, generated ideas about where the characters from the poem might go on their journey. The class created a list of relevant vocabulary and planned and wrote their own diary extract as the owl over several days.

Day one

I had a very long day today. First I went to the beach and found a very red crab. It looked like it was blushing. The crab pointed to something that stood out massively. When I got about a quarter of a mile closer, to my horror, it was bright green that looked like half a giant's head just about to be sick. Then I spotted something that stood out much more. It was ~~some~~ something light orange. It was a ginger cat! But what was the bright green thing? I flew another quarter to the bright green thing. I saw a sentence on the green thing, it said "Pea green boat". Then I flew right to the boat without thinking. When I got to the boat the cat asked me, "Do you want to go on a voyage to where the Bong Tree grows?" I said "yes" and we packed honey and money wrapped up in a 5 pound note. We set sail. The adventure had begun.

Day 366

We've finally reached it! I said ~~nothing~~ excitedly. We've reached the Bong Tree! WOH! There's the pig! Hey Pig, I'll sell you one Shilling for your pig. You can have two, grunted the Pig. OKAY I'm not arguing, said the ginger cat. Right haul the ankot in. Oh no I dropped it just on one side! As Puss got in it flung her 13 miles away like a catapult.

Day 368

Nearly there, I was flying frantically to get Puss back. Wait what was that the Turkey.... on his hill.... in the middle of the ocean? It was! But there was something different. Puss was on the hill! She looked unconches. Quickly, I swooped down ^{and} grabbed Puss and Turkey. I flung them all the way to the land in the distance. But when I had flung them to the land I had fallen down into the ocean.

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Pupil C - Piece D: a non-fiction leaflet

Context: as part of a geography based project, pupils were asked to write a travel leaflet about India. The class listened to a reading of the traditional Bengali tale, *The Old Woman and the Red Pumpkin*. Pupils researched the country and surrounding areas using an atlas, before sharing their findings with the class. They also watched video clips about the culture of India and noted down what they had found out. The class examined travel guides and identified features of their layout. Pupils discussed and shared ideas regarding the content of a leaflet about India and wrote their own version independently.

Where is India?
India is in the continent of Asia next to China, Nepal, Pakistan, Thailand and the Himalayas. Also, next to the Indian Ocean and the equator.



What are the physical features of India?
There are hot, dry deserts, the holy Gange river, the wet, warm monsoon, the cold, shivering cold season, the burning sometimes comforting hot season, wild, fearsome jackals and giant snakes.

What are the human features?
There are giant ^{handfuls} of man made buildings in India. Including: railways, markets, cities, temples and ancient buildings.

What do they eat?

The Indians ^{people} eat stuff like spices and curry and rice and fish. They also drink water and tea. They ~~also~~ ^{sometimes} drink coconut water to survive.

What is their culture?

They love dancing and festivals, fireworks and food. They ~~actually~~ dream about the monsoon because they love it so much.

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Pupil C - Piece E: a recount

Context: as part of an Edwardian history topic, the class visited Clevedon. Pupils looked at photographs taken during the trip and discussed details of the day. Working around a circle, pupils shared a different part of the day in sequence, identifying useful vocabulary, providing details and generating ideas about their chosen part of the visit. Pupils then wrote their own recount about the day.

Setting off

Yesterday I got on a bus and sat on some very nice seats. Unfortunately xxxxx was a bit sick. We were going to Clevedon in Edwardian clothes and to learn about Edwardians. When we were in the bus we heard a voice shout: Put on your seatbelts please. When we had put our seatbelts on we set off. We were gone.

First Looks

As I took off my seatbelt I stamped off the coach and cautiously went down the steps. I saw a nice green plain with two or three trees sprouted around.

The Marine Lake

About two minutes later I went to see a lake called The Marine Lake. As we walked further on we saw more of the lake. I even saw a man with goggles on swimming in the bright blue lake. How cold was he? What a brave man he is!

The beach

We also went on a beach where we sorted out rubbish and natural items. In the end we got about 13 or fourteen bins of rubbish and also made some medium Andy Gullsworthy sculptures.

Scared of the heights

After alot of dilly dally we went to a pier that was a quodreer of a mile long. It was so high I was quite scared. There were also names of people who had died in the war and some people who had got married carved into a rectangle of metal and stuck onto the pier.

The old days

A while later me and my friends went to a muesium and looked at a small film of waves clashing into a small beach. We also looked at a few visions of the pier being built in Edwardian times.