

**English writing**

**Working towards the expected  
standard: Charlie**

**Piece A: Narrative**

Following prior learning about recounts, and class discussion of story structure, pupils were asked to write a story of their own. Ideas and vocabulary from their discussions were available on the classroom wall and pupils also read and commented on their partner's work. The idea of the bonsai tree derived from paired discussion about unusual plants from around the world and how to make them do dramatic things.

**Piece B: Information**

In their topic on plants, pupils carried out plant-labelling activities and researched what plants and animals need to be healthy. They spent time in the environmental area observing plants and animals (e.g. frogs in the pond) before writing an information text about plants.

**Piece C: Description**

As part of their science work on insects, the class looked at the features of descriptive writing before jointly writing a character description of an insect, detailing its appearance, behaviour, character and desires. Using a similar format, pupils then worked with a talk partner to write their own character description of an insect of their choice.

**Piece D: Description**

Following earlier science work on insects and supported work on descriptive writing, pupils were asked, as an independent extension task, to choose a character to describe, detailing appearance, behaviour, character and desires. The pupil chose a character, Black Widow, from a film watched at home.

**Piece F: Description**

Following a guided reading activity, pupils were asked to speak about a character they had made up and then to write some sentences describing their invented character.

**2016 teacher assessment  
exemplification:  
end of key stage 1**

**English writing**

**Working at the  
expected standard: Sam**

**Piece A: Letter**

During a class topic on endangered animals, pupils decided to adopt an animal from the World Wildlife Fund (WWF). After carrying out some research into their chosen animal, they wrote a persuasive letter to their headteacher requesting some money to fund the adoption, explaining why they wanted to save their particular animal and how the money would be used.

**Piece B: Narrative**

As part of a topic on endangered animals, pupils read some 'Just So' stories and watched video clips of 'Tinga Tinga Tales'. They then wrote their own version of a 'Just So' story, explaining how their chosen animal had come to be as it is.

**Piece C: Book review**

After reading several stories by Julia Donaldson, pupils were asked to choose their particular favourite. They then read and explored some examples of successful book reviews before writing their own review, to encourage other children to read their chosen story.

**Piece D: Information**

As part of a class topic on endangered animals, pupils researched an animal of their choice, using a range of sources including books and websites. Drawing on prior learning about information texts, pupils then planned and wrote about their chosen endangered animal.

**Piece E: Narrative**

Following prior learning about using descriptive language, pupils watched a clip from the start of the Disney animation film, 'Up', as a stimulus for writing. Then, using the opening provided, they were given complete freedom to plan and write their own narrative.

**Piece F: Description**

After watching a clip from one of 'The Chronicles of Narnia' films, pupils engaged in a class discussion about the White Witch, including her character, appearance, behaviour and personality. They then wrote a story opening that introduced the witch by describing her character.

**2016 teacher assessment  
exemplification:  
end of key stage 1**

**English writing**

**Working at greater depth within  
the expected standard: Ali**

**Piece A: Narrative**

After class reading and discussion of 'Jack and the Beanstalk', pupils were asked to use a story map to plan their own version of the tale and select one aspect to change in their re-telling.

**Piece B: Recount**

Following class discussion of a trip to Porchester Castle, pupils were asked to plan and write a recount of the visit. Pupils had previously learnt about the features of a recount, and devised their own format for this piece.

**Piece C: Procedural**

After class reading and discussion of some examples of instruction writing and its features, pupils were asked to write their own instructions on how to make a paper windmill, using the set of photographs provided.

**Piece D: Letter**

After reading and discussing 'The Diary of a Killer Cat' by Anne Fine, pupils were asked to write a letter of apology from Tuffy, the killer cat, to his owners.

**Piece E: Book review and character description**

After class reading and discussion of 'The Diary of a Killer Cat' by Anne Fine, pupils wrote these two companion pieces. Having written previous book reviews and character descriptions, pupils were given a few prompts to guide their planning of the book review, but then all writing of both pieces was independent.

**Piece F: Narrative**

After reading 'The Disgusting Sandwich' by Gareth Edwards, pupils were asked to write their own version of the story, imitating the style of the original. In preparation, pupils devised a story map and discussed the ingredients they would choose to put in their most disgusting sandwich.