

**This writing file contains a range of pieces of writing that demonstrate the child is working overall at a secure Level 2 of the National Curriculum:**

**Level 2b**

# Information report: Old and new toys

During a four-week unit of work on information texts, the class looked at a range of information books and talked about their features and layout. Before writing an information report, Nikita made notes on her own choice of subject matter: Old and new toys. Children were provided with preformatted paper as an aid to organisation and layout, although in Nikita's case this seemed to be more of a hindrance.

NON-FICTION ■ UNIT 4

Name Nikita Date 15.5.08

## Report template

■ Use this template to write your report. Write on the lines and draw pictures in the boxes.

Children and  
adults play  
with a  
Nintendo ds

Did you know ~~how~~ and it is  
a Nintendo ds fun to play  
are did print with  
chouls.

Well done, you can write a report. You have  
remembered to use capital letters. Now you  
can start to join up your writing.

142 ■ 100 LITERACY FRAMEWORK LESSONS YEAR 1

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## Assessment commentary


- On the first page of the report, Nikita tries to squeeze in straightforward information about what the toys are like with comments about what 'you' have to do to play with them, plus a mini-quiz. Different sentence types (statements, instructions, questions) are used for these purposes, but the time references are not consistent: 'Victorian children play with a dolls house. Open it up and move the dolls around'.
- Clause structure is grammatically correct, as is sentence demarcation apart from the lack of question marks in the 'did you know?' section.
- Nikita has some problems in using this writing frame to present her ideas clearly. She uses only one illustration, mixes up information about the different toys and overrides the format completely in the 'did you know' facts for the Nintendo DS.
- Content is repetitive and word choices do not help to contrast 'old' and 'new' toys.
- Nikita appears to have an idea of how to write a report, but struggles to accommodate the layout given.
- Vocabulary is straightforward and key words are repeated.
- Phonetically plausible spelling, but some inconsistencies in spelling in both content and grammatical function words, for example 'plastic', 'children', 'with' and problems with double letters, for example 'different', 'buttons'.
- Nikita's handwriting shows an initial attempt to use entry and exit strokes, but not sustained.

## Narrative writing: Rainbow Fish and His Sister

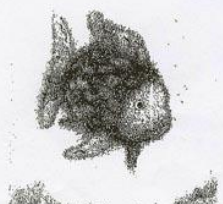
At the beginning of the summer term, children wrote a story based on reading traditional tales. As a prompt, they were given a picture of a fish. Before writing independently, whole-class discussion and pair work explored some ideas for characters, a problem and how to resolve it.

NIKLEA 21.5.08

Rainbo Fish and his sister.



Once upon the <sup>ocean</sup> Oshan there lived a fish and his famley. one day the fish went fo an exscited swim in the oshan. He looked around and he found <sup>circus</sup> at cerks on the ~~rock~~ shiny rock. So he swam faster and faster that he was so exscited he didn't notis the rock in frunt <sup>of</sup> him and krdsh, he band his haed: ~~so~~ he could not go to the <sup>circus</sup> cerks and he lived Sadley ever after.



able to read back

## Assessment commentary

- Some variety in sentence openings through the use of time-related words and 'so', although most sentences are structured in the same way. Simple sentences connected with 'and', consistent use of past tense.
- Clause structure grammatically accurate except in the penultimate sentence where Nikita loses track of dependent clauses introduced by 'so' and 'that'. Sentences correctly punctuated and one appropriate use of comma.
- Story is sequenced chronologically. The opening and closing sentences provide an engaging frame for the events.
- Written as a continuous piece without sections of any kind, but ideas and events are linked.
- Subject matter is relevant to the given picture, although there is no mention of the sister in the title.
- Word choices describe actions and simple feelings, conveying an individual viewpoint.
- The basic ingredients of a story are present and used appropriately, together with attempts at a storytelling style.
- Some vocabulary choices suggest deliberate striving for effect beyond the everyday.
- Correct spelling of simple high-frequency words, for example 'and', 'the', 'upon', 'went', 'there' (grammatical function words), and phonetically plausible attempts at digraphs in some common words with single morphemes ('found', 'front', 'head', 'crash'), as well as in some past-tense inflected endings ('excited', 'banged').
- Letters are correctly formed and orientated but there is an inconsistency in size and no use of entry and exit strokes.



# Recount: School trip to London Zoo

This work was done towards the end of a two-week unit of work on recount writing. Following the school trip to the zoo, the whole class sequenced photographs of the day as a starting point for improvised drama. In their improvisations, children aimed to highlight what had been most interesting for them. Afterwards, they used sketches to plan individual recounts. Nikita's plan already includes an exclamatory comment, 'erer', showing her reaction to the bug section.



Saturday 120<sup>th</sup> June.

On ~~the~~ wednesday year 1  
 went to London Zoo. ~~first~~  
 mis rakul & took slimingos  
 a ckross the <sup>road</sup> ~~next~~  
 we went throue the black  
 gaet. ~~at~~ <sup>gate</sup> after we went to  
 see the blue sights.  
 Then we went to bugs  
 and I put my brown hand

*You have remembered your time words and used some describing words. Well done. Now you need to think about linking words to extend your sentences.*

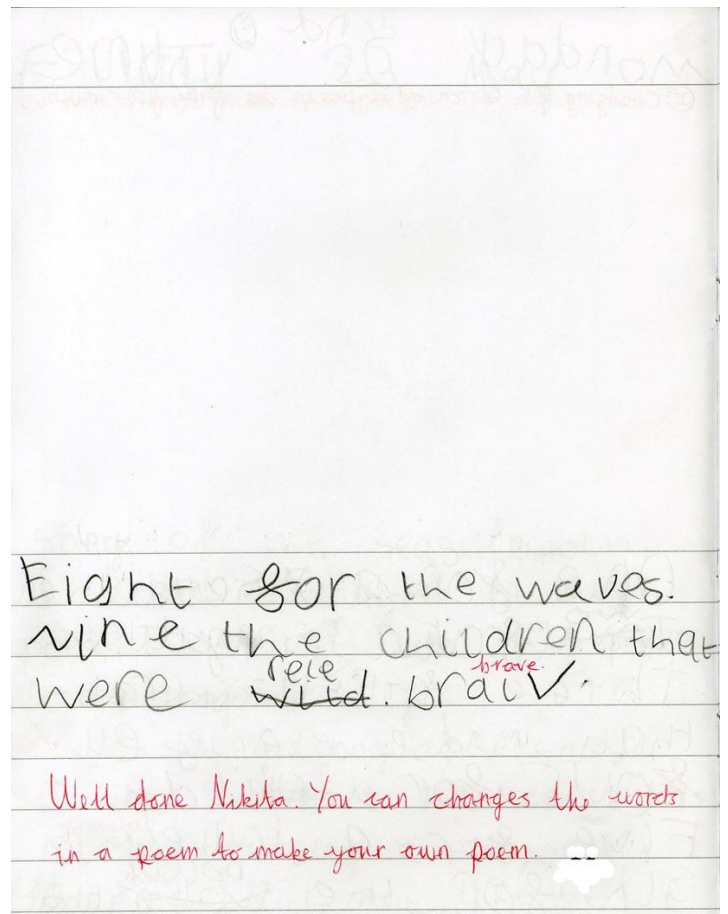
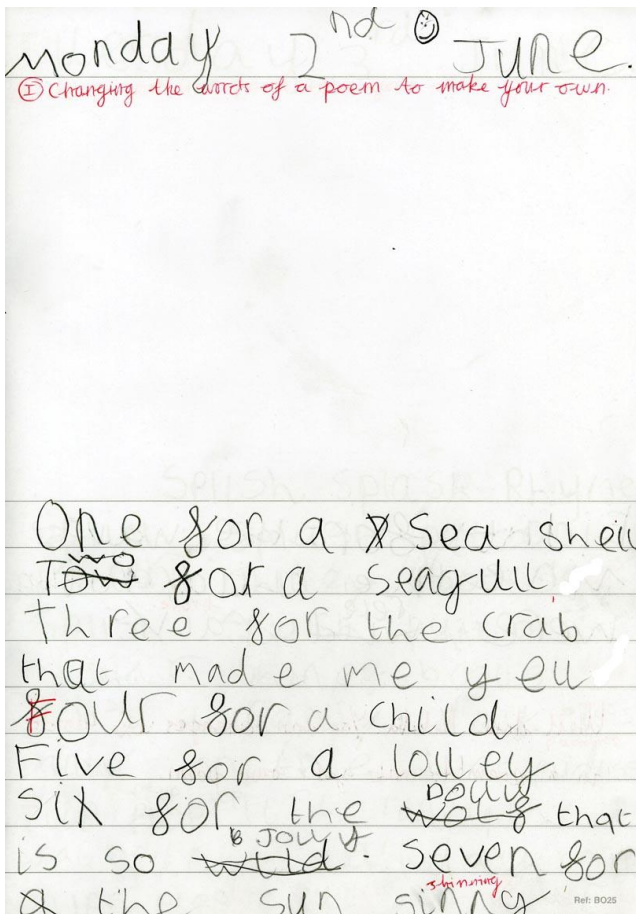
in the bag I said erer.  
 Whats in there? A ~~ster~~  
 We had lun~~ch~~  
 on the green grass and pickin <sup>pigeons</sup>  
 came. ~~next~~ we went to  
 the shop. I <sup>bought</sup> some  
 culi & stickers. ~~finally~~  
 we went back to school  
 on the <sup>white</sup> coach.

## Assessment commentary

- Each sentence starts with a time connective, achieving some variety in a predictable pattern of simply-structured sentences. A couple of sentences are extended by the use of 'and' to join clauses, and Nikita also introduces reported speech to convey her reaction to the bugs. Past tense is consistent throughout.
- Clauses are grammatically correct and sentences accurately demarcated, with an appropriately-used question mark.
- Sequencing of events is very clearly marked by time-related words and phrases, and there are both opening and closing sentences.
- Pronominal links (e.g. 'Year 1', 'Flamingos', 'we', 'I') throughout the piece are coherent but content is not grouped into sections - a possibility in following her plan.
- Nikita's writing develops the content selected in her plan with some elaboration of ideas through the use of descriptive adjectives, for example 'black', 'blue', 'brown', 'green', 'white'. Her reported exclamation about the bugs and detail concerning the stickers imply simple comment.
- The recount fulfils the basic purpose of telling what happened on the trip, and key features of the genre are demonstrated apart from offering an explicit comment on the events.
- Vocabulary is close to spoken language with the addition of colour adjectives.
- Spelling shows similar features; many high-frequency words correct plus phonetically plausible attempts at spelling more complex words, for example 'through', 'finally', 'colourful', 'pigeons'.
- Letters are correctly shaped but inconsistent in size and shape.

## Poem: Song of the Seaside

The class studied pattern and rhyme in a two-week unit of work on poetry. Nikita chose her favourite poem from a selection on the seaside and changed it to make her own version. The work was completed without teacher support.



### Assessment commentary

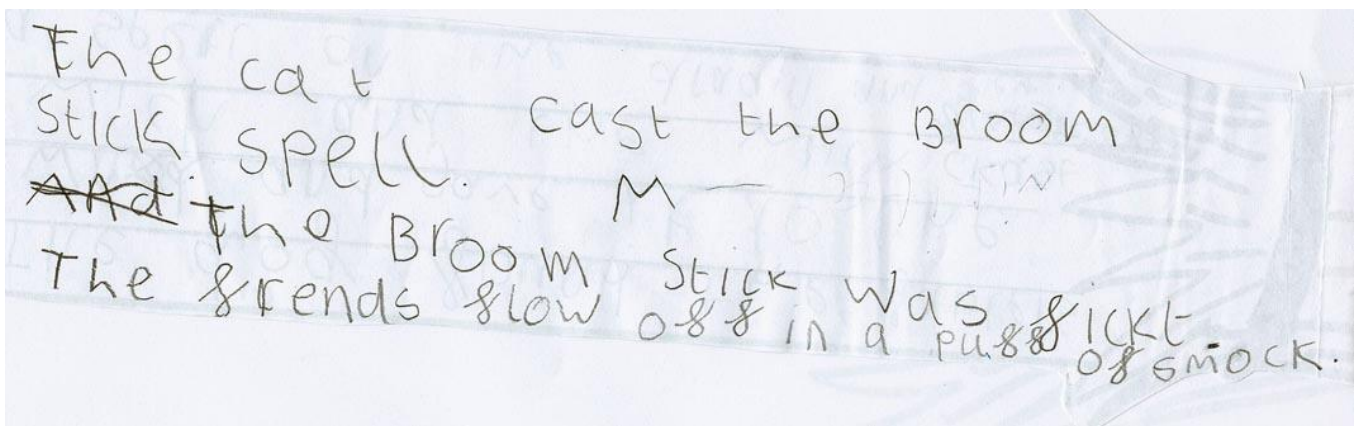
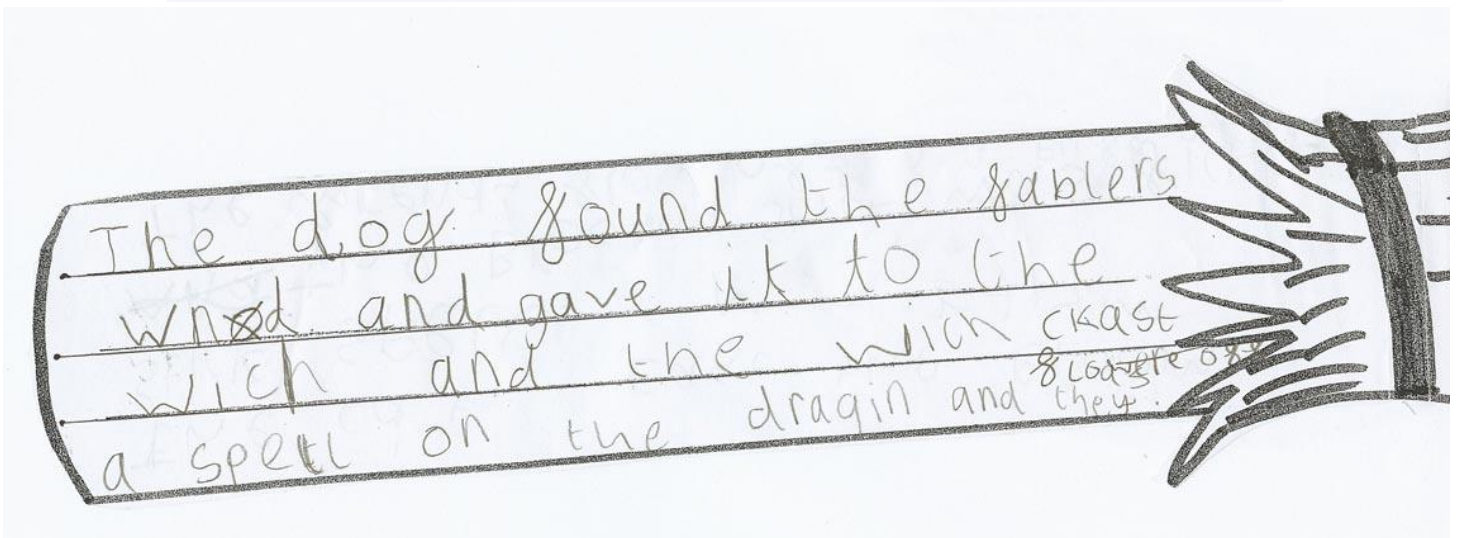
- Nikita attempts to order her words to match a rhyme scheme in which numbers introduce successive clauses, and every third clause is expanded with 'that'.
- Line breaks without punctuation are acceptable in this format, but where Nikita omits the line break between 'jolly' and 'seven', she uses a full stop.
- The generally consistent use of line breaks is just sufficient evidence for.
- Ideas are loosely connected overall, just about acceptable in a number poem, but point-to-point cohesion is weak.
- The impulse to find rhyming words is somewhat at the expense of the theme of the poem, however the content, although limited, is relevant .



- Nikita was not prompted to make her poem rhyme but has tried hard to do so, as can be seen from her edits, for example changing 'wolf' - 'wild' to 'lolly' - 'dolly'.
- Improvement in spelling of words with double letters, for example 'shell', 'seagull', 'dolly', 'jolly'.
- Selection of vocabulary appropriate for seaside poem.

## Story ending: Witch on a Broom

Near the start of a unit of work on fantasy stories, the class listened to the story *Room on the Broom* by Julia Donaldson and Axel Scheffler. The teacher stopped the reading at the point where the broom had broken and all had fallen off it. During the reading, there were opportunities for partner talk about the characters and their feelings, which was further developed through drama improvisation to act out a possible solution to the problem. Nikita used the ideas developed in her group to write her ending. Children wrote on paper 'writing brooms' to produce a classroom display.



## Transcript

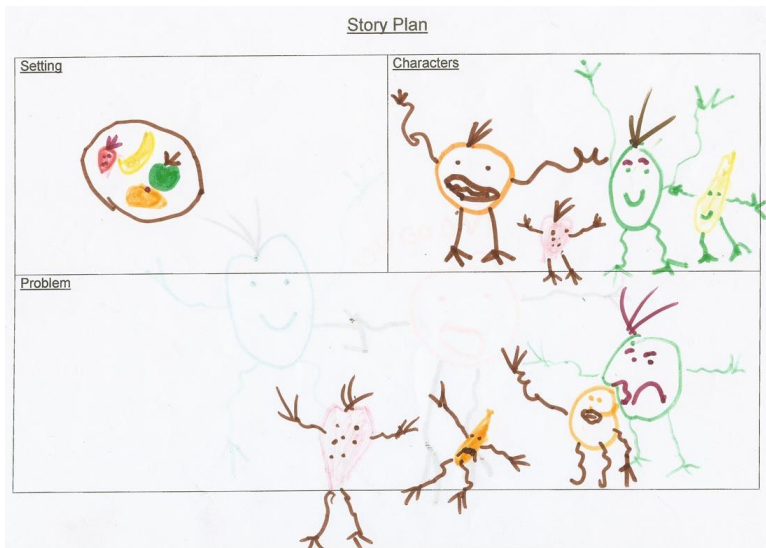
The dog found the fabulous wand and gave it to the witch and the witch cast a spell on the dragon and they flew off. The cat cast the broomstick spell. The broomstick was fixed. The friends flew off in a puff of smoke.

## Assessment commentary

- In this piece, Nikita reverts to clauses with 'and', expressing her first idea about the solution as one complete thought. Her second idea about the cat casting a spell is written as three simple sentences.
- Clause structure and sentence punctuation are accurate, with prompting from teacher about full stops and capital letters.
- One action follows another in implicit sequence, assuming knowledge about what links the events together.
- Ideas are connected through repeated words relating to the fantasy world.
- The teacher prompts Nikita to develop her ideas, reminding her of predictions about the spell made in the course of the drama work. Nikita hesitates over writing 'they/it froze' and eventually writes 'they flew off', a thought elaborated on the second side. Description suggests imaginative engagement, for example 'fabulous wand', 'flew off in a puff of smoke'.
- The story ending is drafted as a series of statements.
- Some vocabulary choices are lively and in keeping with the overall theme.
- Spelling is mostly correct, including some common single-morpheme content words, for example 'spell', 'puff', 'broom'. Phonetically plausible attempts show some problems with vowel digraphs, for example 'friends' and 'fabulous' and past-tense inflections, for example 'flew', 'fixed'.

# Fantasy story: The Fruit Bowl

Nikita wrote her story at the end of the summer term, following the related unit of work. It was written independently without support other than previous reading and teaching about this genre of writing. The choice of content was Nikita's own.



The  
Fruit bowl

Once upon a time  
Back in the 1970s there  
sitting was a old fruit  
bowl. It had rotan fruit  
in it. Once the fruit  
came to life. There  
was Mr Sorety, Mr Crunch  
Mr Sosh and last but not  
least Mrs Soft. They were

hungry so Mrs Soft  
decided to eat Mr Crunch  
But he was too crunchy  
years had past Mr Crunch  
got softer and softer.  
So again Mrs Soft  
was in a wheel chair  
and he tried to eat  
Mr Crunch and he died.  
It felt very a sting.

power Mr Crunch years  
past again and he got  
strong again and  
it died up so Mr Crunch  
eaten Mr Sosh. He died  
that to suffer him right  
and he died. And  
they lived happily  
ever after.

## Assessment commentary

- Sentence variation is effective and purposeful in some of the writing, for example 'once upon a time back in the 1970s there was sitting...', 'and last but not least ...', 'years had passed...', 'so again ...'. There are also a couple of very short sentences which help the pace of the story: 'It had rotten fruit in it', 'Years had passed'. Past-tense forms are generally consistent apart from 'so Mr Crunchy eaten'. However, towards the end, sentence structure reverts to clauses joined by 'and'.
- Clause structure is mostly grammatically correct, although punctuation does not always demarcate sentences in ways that are helpful for the reader, especially towards the end of the story.
- The overall structure is signposted through time-related words and phrases. There is a relevant title, an opening and a closing sentence, even though the latter is simply formulaic, and inappropriate given the actual events.
- Despite the length, Nikita writes the story as one continuous text, relying on associations between words and pronouns to link one idea to the next. This sometimes makes it hard to follow what is happening.
- Nikita's choice of content is imaginative and the names chosen for the characters potentially differentiate them. Repetition is used to emphasise change: 'softer and softer', and simple comments suggest viewpoint (not sustained): 'last but not least', 'poor Mr Crunch'.
- This is Nikita's longest piece of story writing, showing her developing knowledge of the main features of the genre. She introduces four characters, whose problems begin with them getting hungry and trying to eat one another. The plot falters towards the end, but is written in an appropriate third-person style, with some asides to the reader.
- The most adventurous aspects of vocabulary are the names of the characters and the description of eating the once crunchy Mr Crunch, 'it felt gooey and sticky'.
- Spelling shows problems with past-tense endings of verbs, for example 'tried', 'died', 'decided'; consonant digraph 'qu', 'ck'; double letters as in 'rotten', 'sitting'; vowel digraphs, for example 'poor', 'gooey', 'again'.
- Handwriting throughout this piece suggests it was done in something of a rush, with both letter formation and word spacing becoming more careless towards the end.

