

This writing file contains a range of pieces of writing that demonstrate the child is working overall at a secure Level 3 of the National Curriculum:

Level 3b

Recount following class visit to a local art gallery

Julia's class visited a local art gallery, planned as part of a school arts week. Following teacher input to the whole class, Julia completed her writing independently, recounting the sequence of the day.

A few days ago the whole school went to MIMA. First we went to the train station. - It took a very long time for the train to come. Everybody was very excited! When the train was there we all got on. It was really boring eventually we were in Middlesbrough we had to walk to MIMA. I saw the bottle of notes... Then we all went inside MIMA it was really big the ceiling was really funky. Suddenly a lady came and she showed us around. First she showed us to a room which had somebody else's things in. We had to draw a silly face. After that I made a picture on the floor with poppy it was very funny. Then I went up stairs with the others. There was an oval bench and then we looked around there was a big vases thing Marie carried me and I looked inside the big vases thing. It was really deep. Next we got our picnic and ate it. A few minutes later a man

Found a fish, then the fish ate me -
not really I was only jocking! next
we played in the bottle of notes.
Afterwards we played this game where
you had to find the thing. on the
sheet of paper it was hard but fun.
Soon it was time to go so
we got our things then went
home this time it was more boring.
Finally we were there.

Assessment commentary

- Most sentences are either simple or compound, extended by the use of 'and'. However there is limited variation including the use of an adverbial, for example 'when the train was there...' as a sentence opening.
- Capital letters, full stops, an exclamation mark and dashes have been used correctly. The teacher reported that Julia corrected her punctuation after checking her work. The recount is structured using a range of time connectives, for example 'then', 'after that', 'next', 'afterwards' and 'finally' and the sequence is clear and logical. Opening and closing, for example 'A few days ago...', 'Finally...', are signalled. There is some organising of material, for example she dwells on the train journey to the museum and gives a little detail about a vase she liked.
- There is evidence of internal cohesion through the use of pronouns and adverbials.
- The ideas included are relevant and interesting, with some elaboration of basic events to engage the reader, 'the ceiling was really funky', 'oval dench'.
- There is a strong sense of the writer's viewpoint in the comment on the boring train journey and the use of humour 'the fish ate me – not really I was only jocking!'.
- The piece includes some of the features of a recount, for example details about the visit and what was seen. Julia shows awareness of the reader in her asides and in her repetition of 'boring' to refer to the train journeys: 'this time it was more boring'.
- There are examples of words used for effect, for example 'really funky' but also some imprecision in language in the repetition of 'thing'.

- Spelling is largely accurate with evidence that Julia uses inflected endings confidently, for example 'showed', 'looked', 'played'. Errors are mostly phonetically plausible.

Evolving ideas and planning

As part of their arts week, Julia's class had looked closely at, and talked about, different pictures and art works, including the painting 'Tobias and the Angel' from the workshop of Verrocchio (details are available from the [National Gallery website \(link opens in new window\)](#)). The focus of the work was to write the story that an artist tells through the painting.

In preparation, Julia discussed the painting and completed a planning board, where she noted key vocabulary and important events. For this she used a 'story mountain', a graphic representation of how stories develop from a starting point, address a problem and come to a resolution, to structure the events in her story.

Planning notes

Nouns
stones halo dog
bridge clove wings
clouds boots fish
angel prince

Adjectives
blue mossy wavy clay
crumbly lame squiggly
rocky bumpy
see through

Who are the characters?
angel and Tobias

Things I noticed
bridge hill trees
lane hedgehog rope

What title would you give this painting?
the angel and the prince

What happened before?
they were in the castle
but there was a war
so they went away

What might happen next?
they might go to a
different village to live
were it would be safe

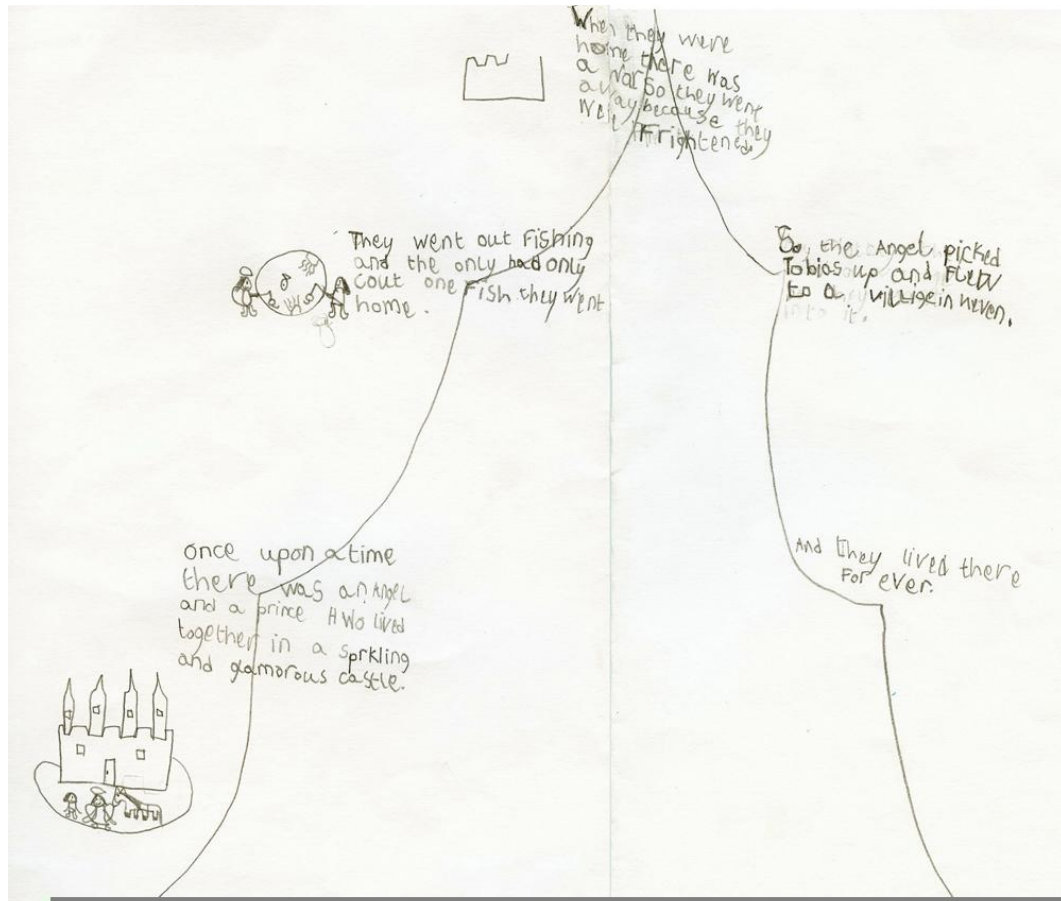
First line of the story Once upon a time there was an angel and a prince who lived together in a sparkling glamorous castle.

Workshop of Andrea del Verrocchio (about 1435 - 1488), Tobias and the Angel © The National Gallery, London

Assessment commentary

- The ideas developed by the class through observation and discussion have been further refined by Julia. She is beginning to shape her own ideas and select the most interesting and relevant ideas for the narrative she is developing.
- Although the format prompts for ideas to be sequenced, Julia understands how ideas need to follow on and develop from each other 'there was a war so they went away... they might go to a difrant villige to live were it would be safer'. The narrative is structured by actions in time order, simple cause and effect and by story structure that she is using.
- The given format encourages Julia to think about an appropriate opening for the narrative. She used her first idea in each of the subsequent drafts. The sentence extends a traditional, formulaic opening.
- The planning board demonstrates Julia's choice of words to create an impression of the scene, for example 'sparkling glamorous castle', 'crumbly', 'see through'.

Development of notes



- A few ideas have been developed from the planning stage, for example the fishing episode, the village in heaven, but the main development here is in the sequencing of ideas. There is a progression to the actions, with a linking of cause and effect.
- The planning format provides a structure for narrative which Julia understands well. Here the ideas are beginning to be organised overall, and there is a clear problem '...there was a war so they went away because they were frightened' and a resolution 'so the angel picked Tobias up'.

Completed story

Once upon a time there was an Angel who lived with a prince in a sparkling glamorous castle.

They were feeling quite hungry and they liked eating fish so they went fishing together. They only caught one fish so they went home very hungry.

When they reached home there was a war at their castle. Because their castle was so beautiful, everybody wanted it. They were really scared.

So the Angel picked Tobias up and they flew up to a village in heaven. Tobias was always wondering what it looked like in heaven.

They finally reached the village in heaven which was very beautiful and it was very safe too. So they stayed there happily together... Forever!

Some rings of flowers - the wisest told me to step in one. So I did. Some dirt came from the ring and blew me up in to the sky and I flew home. The End

Assessment commentary

- This piece generally includes simple structured sentences; sentences are structured in a similar way – subject/verb/object, for example 'they were really scared', but there are some examples of more complex sentences. Although mostly common connectives are used ('and', 'but', 'so') there is evidence of variation, with the use of adverbials, and a subordinate clause used to start a sentence: 'Because there castle was so butefull, everybody wanted it'.
- Full stops, capital letters and exclamation marks consistently used correctly and an ellipsis is used for effect in the final sentence: 'So they stayed there happily together...forever!'.
- The writing is organised and sequential overall. The opening and closing are signalled, with a variation on the traditional ending.
- Julia uses paragraphs to structure her ideas logically, for example the paragraph beginning 'So the angel picked Tobias up...' links with the previous one by resolving the difficulties the characters have had with the war. Paragraphs are made up of a number of sentences, linked through the repetition of nouns and particularly the pronoun 'they'.
- This narrative has moved on from the planning stage by elaborating on the key events identified in the planning, for example through the use of adjectives, adjectival phrases and adverbs. Julia gives sufficient detail to explain the motivations of the main characters and to identify cause and effect. The narrative focuses on the main characters and explains their point of view.
- The narrative form is signalled by the traditional opening and more unusual ending. The opening paragraph establishes a specific setting which becomes important to the story later. The paragraphs lead the reader along a satisfying narrative path with a problem introduced and resolved and a conclusion reached.
- There are examples of words chosen for effect, for example the description of the castle. A range of verbs are used to describe the characters' actions. Many of the vocabulary choices are simple but nonetheless effective in this context.
- Spelling is mostly accurate with phonetically plausible attempts at more complex words, for example adjectives with more than one morpheme, 'tropical', 'beautiful'. Many content and grammatical function words are spelt correctly, including inflectional endings, for example 'reached', 'stayed'. There are examples of incorrect spelling choices to represent medial phonemes.
- Handwriting is legible but there are some inconsistencies in size, particularly 'e'.

Narrative writing: The Magic Rock

This writing was loosely based upon one of the suggestions from the bank of QCA Key Stage 1 assessment tasks. A rock was used as a stimulus and, after an introduction by the teacher, no other support was given.

The Magic Rock

One fine day I went rowing out to sea. The sea was violent and when the sun shone on it it sparkled. I landed with a rather big bump! When I got off I tripped over a glimmering rock. It looked magical and I picked it up.

But then something odd happened - the rock turned red! Then it turned lots of different colours! After a while it stopped but then it turned into an eagle. The eagle picked me up and dropped me in a gloaming forest. It was filled with screeching noises. It was ever flying! It was so scary I cried. A few minutes later I saw this wizard. He said to me, "Come with me and I will bring you home". So I went with him. He brought me to where there were...

Assessment commentary

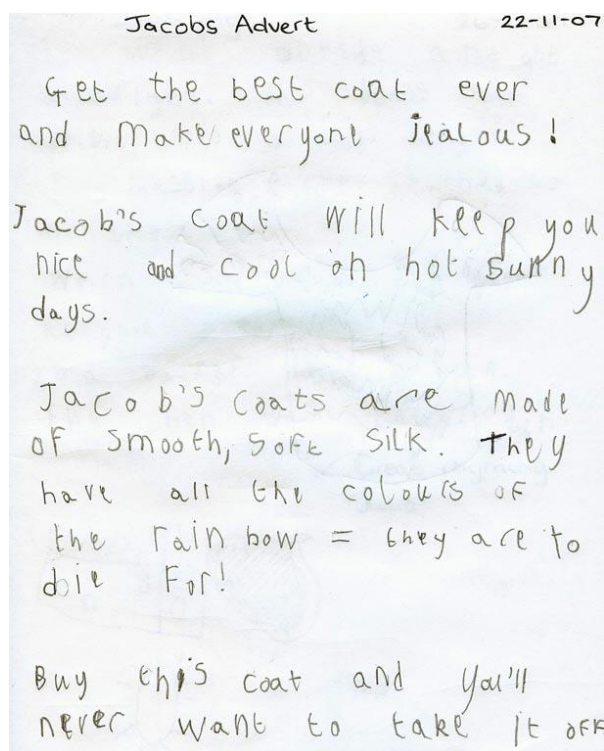
- Most sentences are extended with 'and', 'but' or 'so' and there are examples of the use of adverbials to add variety and detail, for example 'When I got off I tripped over a glimmering rock'. Some short sentences are used to focus attention on the speaker's feelings or actions and the present tense is used for the wizard's words.
- A range of sentence types are used, although in the main they are simple or compound. Sentences are demarcated accurately with capital letters, full stops and exclamation marks, with some limited use

of speech marks. Julia's use of a dash suggests that she is aiming to mark a short pause, different from a full stop, and is ready to be introduced to commas to mark clauses.

- The opening, in particular the first two paragraphs, is sequenced through the use of time connectives. The opening is signalled, and the ending completes the action in a simple way. Throughout there is a sequence to ideas and these follow each other logically.
- Paragraphs are used to move the story on, for example the third paragraph focuses upon the key event at some length. Within paragraphs events are linked, generally by the use of pronouns after the initial introduction of the noun. There are also examples of adverbials used to link ideas, for example 'A few minits later ...'.
- The story is interesting and engaging, although the significance of the eagle, the terrifying forest and the wizard are not explored in any detail. Some elaboration of nouns develops ideas in the story, for example 'a glimmering rock', 'screeching noises', 'tererfying'. The narrator is a key character in the story, and this is sustained throughout.
- The narrative follows the structure of introduction, problem, resolution and simple conclusion. The frequent use of exclamation marks is intended to signal to the reader the humour, amazement or fear involved in the situation described.
- Vocabulary choices, particularly adjectives, are lively, for example 'glimmering rock', 'screeching noises'. Julia has also invented her own adjective in striving for an effect, the word 'glooming' instead of 'gloomy'.
- Julia is establishing the accuracy of '-ed' endings to verbs, and her spelling is largely correct with phonetically plausible errors.

Persuasive writing: advertisement for Jacob's coat

This piece of persuasive writing was produced as part of work in RE and DT on Joseph and his coat of many colours. Julia worked independently to produce an advertisement for Jacob's coat following a brief input from the teacher.



Assessment commentary

- Sentences are simply structured but include imperatives and descriptive statements.
- Sentences are accurately demarcated with full stops, capital letters, exclamation marks and evidence of comma used within a phrase. The apostrophe was given.
- Content is deliberately selected to present an image of the desirable coat. Julia uses exaggeration to express a positive viewpoint about 'the product' and its desirability. Nouns are expanded with adjectives to give more information and to sell the coat.
- Through the use of imperatives, word selection, exaggeration and an appropriate register Julia establishes the purpose of the writing. The style of writing is lively and engages the reader.
- Words chosen for effect, including the use of a media catchphrase, 'to die for'.
- All spellings are accurate.