

## English writing

Working at  
the expected standard: Kim

This document contains a collection of work from a real year 2 pupil, Kim, (whose name has been changed), who meets the **Working at the Expected** criteria for writing as given by the government. These examples can help support parents and children in writing. Please read the annotations of the examples later which talk in detail what features have been included in the example to make it an Expected Standard piece.

### Kim: pupil scripts

#### Piece A: Explanation

A Molley task machine

You plug in the machine. Then <sup>you</sup> switch it on. The ~~to~~ Molley task computer will go bleep, buzz, bleep and then you press a ~~bot~~ button on the key board. The Machine will do ~~the thing~~ <sup>anything</sup> you want. Before you do anything make sure you have plugged everything in properly. Then Switch on the TV box so you can watch every thing that is hapening inside the machine!

### Piece B: Description (setting)

There were lots of spiders in the attic. Some thing was flapping its wings behind a \*enormous box.\* I wonder what is in that box thought Elliott. He crept closer to open the <sup>box</sup> but suddenly a <sup>pigeon</sup> ~~pigeon~~ came out from behind the box. Go away! said Elliott quietly. The ~~pigeon~~ <sup>pigeon</sup> ~~se~~ went out the window. <sup>W</sup> <sup>F</sup> <sup>al</sup> ~~few~~ <sup>al</sup> ~~Said~~ Elliott that was close.

### Piece C: Narrative

Meet Fred. Fred loves to find things. one day Fred said to his mum I'm bored. GO INTO THE ATTIC! said his mum. And so he did. Fred went into the attic. <sup>It</sup> ~~it~~ was really dark in the attic and there were many deep holes in the floor. Just then some thing caught his eye. <sup>It</sup> ~~it~~ was some boxes on top of each other. One was long and one was fat and ~~the~~ the other was a silver case. Fred ~~took~~ <sup>took</sup> ~~took~~ <sup>took</sup> them all down stairs. & First he opened the silver one which had wires in it. <sup>Soon</sup> ~~soon~~ he had opened all of them.

Fred put all the parts together.  
it made a computer. Suddenly he  
~~Spotted~~<sup>Spotted</sup> a white box ~~with~~<sup>with?</sup> 3 pins. It  
was a plug Fred plugged in the  
plug. The computer said DELL.  
Whatever does that mean? I thought  
Fred. He made jumpers, bread and butter  
he had finish writing <sup>every thing</sup> down that  
boom. Fred was sad. ~~So~~<sup>So</sup> he went  
to the garage got some tools and  
put it back together. From that day on  
Fred used his machine everyday <sup>to knit</sup>  
his school jumper.

#### Piece D: Letter and instructions

Dear Elliott We know what your machine is it's  
a typewriter  
How to use it:

1. First put the paper in the typewriter.
2. Turn the dial to feed the paper into the typewriter
3. Next push the keys down <sup>to print a letter</sup> firmly
4. Now push the silver lever down on the side of the typewriter
5. If you hear a ding that means <sup>you are</sup> ~~you~~ at the end of the line ding! ding!
6. You can't take any thing <sup>away</sup> off If you make a mistake! ~~back space~~

I hope you learn how to use your typewriter  
Love from [redacted] xxx Now you can typ letters  
to me.

#### Piece E: Description

My dragon is a fire dragon. his  
breath can make cars sise like dinamite.  
If you make him angry, he will  
breath rings of fire at you.  
~~When~~ ~~when~~ ~~the~~ he flys; he lights up  
the sky it like the sun. He <sup>H</sup>lives  
in the center of the sun. ~~When~~ <sup>the</sup> he  
goes goes to sleep the fire in ~~the~~  
sun goes out. He can turn things to  
stone, make people catch fire and make things  
explode. He can also turn any thing into  
food. When he gets angry he will throw you  
in the sun!

#### Piece F: Information

### Missing one dragon

Last seen flying out of forest  
school on monday night. He has a silver  
tummy, black body and black feet. It  
will breath fire at you and eat you up!  
If seen then please report on 06 30 66 1300 999 013.  
If seen and not reported you will be locked  
in jail for three years! You will be  
rewarded £900 or 309306 bucks if yo report.  
Whatever you do do not shoot it!  
its claws are silver so it is easy  
to be seen. [REDACTED] class 3 year 2.

### Piece G: Recount

Yesterday we went to bishops Wood to look for mini-beasts. First we had a ~~snack~~<sup>snack</sup>. Next we went into the woods. Vicki gave us a mira. It was very scary because it was like you were walking in the sky! Then we had to hide our friends to a tree. After that we had a silly position party. Mine was disgusting. Finally it was lunch time! After lunch we were pond dipping our group found a newt. Last of all we sorted out animals. Finally it was home time. The trip was great! my favorite part of the day was identifying the trees.

## Kim: annotations

Piece A: Explanation	Key
This work was part of a topic based on <i>The Story Machine</i> by Tom McLaughlin. The class had heard the story and created their own machine which could carry out more than one task. The teacher had modelled how to write an explanation earlier in the week. The class discussed their ideas and then worked independently to describe their own multi-task machine. Kim has edited and proof-read the work.	[C] composition [GP] grammar and punctuation [T] transcription

The explanation of how the machine works is clear and well-sequenced. A lively drawing in the original supports the text.

Adverbials (*Then, Before*), as well as a subordinate clause acting as an adverbial, help to sequence the explanation.

The key sentence for the pupil is *The Machine will do anything you want*. The modal verb ('will') assures the reader of the power of this invented machine, but the sentence is followed by a warning about doing everything properly, in the right order.

[C]

All sentences are correctly demarcated with capital letters and full stops or an exclamation mark. In the final sentence, although a full stop would have been correct, the exclamation mark is also correct in the context.

[GP]

Many words are spelled correctly: *machine, switch, task, computer, bleep, buzz, make, sure, properly, inside*. Many attempts at others are phonically-plausible, including *moltey, buton, bord, plugged, wach* and *hapeming*, evidence that the pupil can segment spoken words into phonemes and represent these by graphemes. Where this is not the case, this might be the result of the pupil mishearing the word or mispronouncing it. The pupil's own corrections show good attention being paid to spelling: *yuo* becomes *you*; *aney* becomes *any*.

Many common exception words are correct (*you, go, the, every, so, any*).

[T]

### A moltey fast machine

You **plug** in the machine. Than ~~yuo~~ you switch it on. The ~~to~~ moltey task computer will go **bleep, buzz, bleep** and then you press a ~~bot~~ buton on the key bord. The Machine will ~~bd~~ do the ~~Any~~ A ~~aney~~ anything you want. **Before you do anything make sure** you have plugged everything in properly. Then Switch on the tv box **So** you can wach every thing that is haperning inside the machine!

The subordinating conjunction (*so*) introduces the long subordinate clause that closes the explanation.

[GP]

The pupil uses the imperative verbs (*Make sure, switch*) so that the reader knows what to do.

[GP] [C]

The pupil has used classroom resources independently to spell 'machine'. The class had looked earlier at how to spell it as part of the teaching of spelling. Word banks specific to the book were also available and the word was available on 'washing lines' around the room.

[T]

The pupil maintains the present tense correctly throughout the explanation.

[GP]

On re-reading the work, the pupil has added the commas for items in a list.

[GP]

The pupil joins the two main clauses with the coordinating conjunction 'and'.

[GP]

The subordinate clause (*Before you do anything*) acts as an adverbial; the main clause (*make sure you have plugged everything in properly*) tells the reader what they must do before switching on the 'TV box'.

[GP]

Capital letters are clear. They are mostly of the correct size, orientation and relationship to one another and to lower-case letters. The letter 's' is less well-formed than other letters in terms of size and relationship. The relationship across the lower-case letters is good in *you, go* and *can*.

The spacing between words reflects the size of the letters.

[T]



## Piece B: Description (setting)

## Key

This was part of a topic based on *The Story Machine* by Tom McLaughlin. The book comprises pictures, in the main, and Kim describes here what Elliott, the main character, saw when he went into the attic. The word 'pigeon' was given by the teacher to the class. Kim has edited the work.

[C] composition  
[GP] grammar and punctuation  
[T] transcription

Although this works more as a narrative, effective details help to set the scene: 'lots of spiders', 'some thing' unknown 'flaping its wings' behind the 'enormous box'. The choice of vocabulary is good: spiders, flapping, crept closer, quietly.

Elliott's musing – 'I wonder what is in that box' – and his reactions to the pigeon and its disappearance – 'Go away!' and 'Few' (Phew) – contribute to the picture being painted about how Elliott is feeling in the attic, that is, both threatened and relieved.

[C]

There were lots of spiders in the attic.  
Some thing was Flaping its Wings behind a  
‡ enornas box. & I wonder what is in that  
box thought Eleiott. He crept closer to open  
the box but suddenly a ~~pigeon~~ pigeon came  
out from behind the box. Go away! said  
Elleit Qietly. The ~~pigeon~~ pigeon ‡ went out  
the window. ‡ Few siaaid Eloit that was  
close.

Virtually all sentences are correctly demarcated with capital letters and full stops. The exclamation mark is correct. Another exclamation mark could have been used after 'Few' (Phew).

[GP]

The past tense (including the past progressive) is used correctly and consistently throughout the description.

When Elliott thinks, 'I wonder what is in that box', the pupil uses the present tense correctly, returning to the past tense when Elliott reflects: 'That was close.'

[GP]

The coordinating conjunction 'but' draws attention to the pigeon's sudden appearance just as Elliot was creeping towards it.

[GP]

Many words are spelled correctly: *attic, spiders, box, wonder, what, thought, crept, closer, suddenly, behind, away, window*. Attempts at others are phonically-plausible, including *flaping* and *enornas*, evidence that the pupil can segment spoken words into phonemes and represent these by graphemes. The pupil's own corrections show good attention being paid to spelling: *boxs* becomes *box*; *siaad* becomes *said*.

Many common exception words from year 1 are correct (*there, were, the, some, was, said, is*). The piece does not use the common exception words as examples for year 2.

[T]

Capital letters are clear. They are mostly of the correct size, orientation and relationship to one another and to lower-case letters. The letters in 'away' are very well formed in terms of their relationship to one another, but the handwriting in other words is not always done quite so well. The letter 'b' in 'box', 'but' and 'behind' does not appear to be formed correctly. Two diagonal joins are evident in 'spiders' and 'flapping' but the writing is otherwise unjoined.

The spacing between words reflects the size of the letters.

[T]

Piece C: Narrative	Key
This was part of a topic based on <i>The Story Machine</i> by Tom McLaughlin. The pupils had heard and discussed the story before rewriting it, adding in their own machine (the multi-task machine piece). The piece was initiated by Kim and self-reviewed.	[C] composition [GP] grammar and punctuation [T] transcription

This narrative begins with the imperative 'Meet Fred', reflecting 'Meet Elliott' that opens the original story.

The pupil has used the idea of the unusual machine and made it their own, including finding the machine in the attic and putting all the parts together. As in the original story, something goes wrong. The problem is neatly resolved in the final sentences.

The adverbials show Kim sequencing events clearly; they contribute effectively to the coherence of the narrative: *One day*; *Just then...*; *First...*; *Soon...*; *Suddenly...*; *From that day on...*

Speech is also used effectively, as in Mum's words to Fred at the start and Fred's musings when the computer 'said Delf': *'Whatever does that mean? Thought Fred'*. In both cases, the end punctuation is correct.

[C]

Meet Fred. Fred loves to find things.

One day Fred said to his mum I'm boad.

GO Into ThE Attic! said his mum. And

so he did. Fred whent into the attic. # It

was really darck in the attic and there

were verry deep holes in the foor. Just

then some thing caught his eye. # It was

some boxes ontop of each other. One

was long ~~and~~ one was fat and the the

other was a silver case. Fred ~~toat tooc~~

~~toock~~ took them all down stais. f-First he

opened the silver one which had wires

in it. ~~seen~~ Soon he had opened all of

them.

Fred put all the parts together. it made a

computer. Sudenly he ~~hetet~~ spotted a

white box ~~whith wit~~ 3 pins. # It was a

plug Fred plugged in the plug. JThe

computer said DEll. Whatever does that

mean? Thought Fred. He made

Unlike the original story, the pupil neatly uses the present tense to introduce the main character before moving into the past tense consistently for the rest of the narrative. The present tense opening is effective and is consistent with the imperative: 'Meet Fred'.  
[GP] [C]

The coordinating conjunction 'and' joins the two main clauses.  
[GP]

The coordinating conjunction 'and' joins the third main clause to the other two.  
[GP]

The past perfect tense 'had opened' helps to establish the relationship between the events described.  
[GP]

The digit 3 is the correct size in relation to the lower-case letters.  
[T]



Despite the re-reading and editing, this sentence possibly does not reflect what the pupil was trying to say: 'He made jumpers, bread and [noun omitted?] but, before he had finished writing everything down that he could do, the machine went boom.' Nevertheless, this shows a very promising attempt at a complex multi-clause sentence that includes a subordinate clause (...*bufor he had finish writeing every thing down...*).

[GP]

jumpers, bread and bufor he had finish  
writeing every thing de down that the  
machine went boom. Fred was sad. so

The pupil uses the past perfect tense here to signal the interruption when the machine goes 'Boom'.

[GP] [C]

So he went to the gararge got some  
tools and put it back together. From that  
day on Fred used his machine everyday  
knitting to kint his school to knit his  
school jumper.

Virtually all sentences are correctly demarcated with capital letters and full stops. The question mark and the exclamation mark are both correct.

[GP]

Many words are spelled correctly: *meet, things, really, attic, holes, caught, computer, spotted, white, silver, case, opened, used, machine, thought, tools, together*, attempts at others are phonically-plausible, including *verry, darck, sudenly* and *gararge*, evidence that the pupil can segment spoken words into phonemes and represent these by graphemes.

Many common exception words from year 1 and year 2 are correct (*said, his, was, some, one, there, school, eye, love/s*). The year 2 common exception word 'floor' is not correct. The writing and the pupil's own corrections to it show them learning to distinguish between words that start with 'wh' and 'w' (e.g. *whent, whith*).

[T]

Capital letters are mostly of the correct size, orientation and relationship to one another and to lower-case letters. Importantly, this handwriting is well-formed. The relationship across the lower-case letters is excellent in *loves, mum, was, some, put, all*.

The diagonal and horizontal strokes needed to join some letters are very clear. To add emphasis, the pupil seems to have deliberately chosen not to join the letters where Fred's mum shouts, 'Go Into *ThE* Attic!'

The spacing between words reflects the size of the letters.

[T]

## Piece D: Letter and instructions

## Key

This was part of a topic based on *The Story Machine* by Tom McLaughlin. The pupils were asked to write a letter to Elliott explaining the purpose of the machine he had found (a typewriter). Kim chose to use instructions in the letter, illustrated them (in the original), and edited and proof-read it.

[C] composition  
[GP] grammar and punctuation  
[T] transcription

This successful piece combines a letter with a numbered list of instructions.

The letter begins appropriately with a greeting and closes with a sign-off. The realistic postscript brings the letter alive and shows the pupil's engagement in this task.

The numbered instructions for using the typewriter are clearly sequenced and provide an accurate account of using a manual typewriter. Adverbials contribute effectively to coherence: *First*; *Next*; *Now*.

The sentences are a judicious mixture of commands, with verbs in the imperative form for the instructions (*put*, *turn*, *push*), and statements for guidance and advice, including a modal verb (*You can't...*). This variety contributes to the effective and convincing tone of the letter, friendly and yet instructive.

[C] [GP]

Capital letters are mostly of the correct size, orientation and relationship to one another and to lower-case letters. The difference in size between capitals and lower-case letters is clear.

The lower-case letters in the first instruction are an even size. As the pupil becomes interested in the content of the letter, the quality of the handwriting is less consistent. However, the letters overall are well-formed and the orientation is good.

The spacing between words reflects the size of the letters.

[T]

Dear Eelliott We know what you machine is it's a typ writer.

How to use it:

1. First put the paper in the typ writer.
2. Turn the diel to feed the paper into the typwriter
3. Next push the keys down firmlyX to print a letter
4. Now push the suver lever down on the side of the typwriter
5. If you hear a ding that means your you are at the ei end at of the line. ding! ding!
6. You cant take any thing of away if you made a mistake! backspace

I hope you lean how to use your typwriter love from Kim xxx Now you can typ letters to me.

The verb 'made' should be 'make' (or 'have made') for consistency with the rest of the instructions.

[GP]

The subordinate clause, beginning with 'if', follows the main clause (*You cant take any thing away*) and adds variety to the sentence structures overall.

[C] [GP]

The contracted form is correct here but is not correctly punctuated in *cant* in instruction 6.

[GP] [T]

The subordinating conjunction 'If' starts the subordinate clause that precedes the main clause (*that means you are at the end of the line*).

[GP]

In editing, the pupil has substituted *you are* for the contracted form (*your/you're*), possibly either because they recognise the full version is more in keeping with the instructional tone or because they are unsure of where to put the apostrophe.

[C] [GP]

Many words are spelled correctly: *know*, *machine*, *feed*, *paper*, *lever*, *hear*, *ding*, *mistake*, *letters*, *use*, *hope*, *how*. The pupil's attempt to spell 'dial' is phonically-plausible, indicating that they can segment spoken words into phonemes and represent these by graphemes. While there are some errors in hearing sounds and segmentation, such as *lean* for 'learn' and *you* for 'your', these are few.

Contracted forms are sometimes correct: *it's*, but not *cant*.

The common exception words from year 1 and year 2 are correct (*push*, *put*, *any*, *love*).

[T]

Most sentences are correctly demarcated with capital letters and full stops. The exclamation marks are correct.

[GP]

The digits in the numbered list are a suitable size in relation to the lower-case letters.

[T]

Piece E: Description	Key
This was part of a topic on the Great Fire of London and based around the book <i>Tell me a Dragon</i> by Jackie Morris. Earlier in the week, the pupils had looked at fronted adverbials in an oral grammar lesson and pupils were applying this knowledge in this writing. Kim has edited and proof-read the work.	[C] composition [GP] grammar and punctuation [T] transcription

The pupil has engaged well with describing the dragon and enjoyed using similes such as 'sizzle like dynamite'. As the piece develops, the dragon is increasingly described as the sun rather than being described as simply 'like the sun'. The reader is told that 'When he goes to sleep, the fire in the sun goes out.'

The different sentence structures in this writing contribute to its variety and interest. The dragon's powers are listed in sentence 7: turning things to stone, making people catch fire and making things explode. The pupil punctuates this multi-clause sentence correctly throughout.

The present tense is correct and consistent throughout the description. Modal verbs are used to suggest possibility in terms of the dragon's likely behaviour: *If you make him angry, he will breath rings of fire at you and when he gets angry, he will thow you in the sun.*

[C] [GP]

My dragon is a fire dragon. his breth can make cars sisel like dinamite. If you make him angry, he will breath rings of fire at you. ~~Wen~~ ~~w~~When ~~t~~ he flys; he lights up the sky ~~li~~ like the sun. ~~h~~He ~~l~~ lives in the center of the sun. ~~w~~When, he gese goes to sleep the fire in ~~the~~ the sun goesout. He can turn things to stone, make people catch fire and make things explode. He can also turn any ting into food ~~or~~ when he gets angry he will thow youu in the sun!

Many words are spelled correctly: *dragon; dynamite, angry, lights, when, things, turn, catch, stone, explode*. The pupil's attempt to spell 'sizzle', 'centre' and 'also' are phonically-plausible, indicating that they can segment spoken words into phonemes and represent these by graphemes.

Errors in some other words are minor, including *breth* for 'breath' and *breath* for 'breathe'. These two errors show the pupil actively thinking about the differences between these two closely related words; the spellings distinguish between the sounds heard.

The common exception words listed as examples for year 1 and year 2 are correct here, including *people* from year 2.

[T]

The subordinating conjunction, *If*, opens this subordinate clause. In the next sentence, a similar subordinating conjunction, *When*, adds variety.

[GP]

This correction, done in the process of the writing, shows the pupil actively monitoring spelling and recognising the error straightaway. Other errors are also picked up in proof-reading.

[T]

The spelling of 'also' shows the pupil applying spelling knowledge, albeit it with an incorrect result.

[T]

Capital letters are clearly distinguished from lower-case letters, although they vary in size, especially where the pupil has proof-read and changed them.

The lower-case letters vary in size across this piece, although they are always orientated correctly. As in Piece D, the quality of the handwriting is less consistent as the pupil appears to become interested in the content.

The spacing between words reflects the size of the letters.

[T]

All but one of the sentences are correctly demarcated with capital letters and either full stops or an exclamation mark. The pupil has also used some commas correctly to separate subordinate clauses from main clauses (part of the KS2 programme of study).

[GP]



Piece F: Information	Key
This was part of a topic on the Great Fire of London and based around the book <i>Tell me a Dragon</i> by Jackie Morris. This was based on an oral report and followed on from the dragon description (Piece E). The pupils had been asked to focus on the opening and closing paragraphs. Kim edited this piece independently before producing this final version.	[C] composition [GP] grammar and punctuation [T] transcription

This piece reflects very successfully the tone and content of a 'Missing' poster asking for information.

The first line is not a complete sentence – there is no main verb – but it is exactly what is needed to open the piece. Other features are consistent with the tone and content, such as 'If seen, then...' and 'Please report on...', with the implied pronoun 'it'.

The verbs chosen are correct and consistent throughout the piece, including the present tense for description ('He has a silver tummy', 'its claws are silver') and the use of a modal verb 'It will breathe fire at you'.

The telephone number and the reward offered add convincing details, as do the description of the dragon and the extra information about the distinctive features – the silver claws – at the end.

[C]

### Missing one dragon

Last seen flying out of forest school on  
monday night. He has a silver tummy, blue  
body and black feet. It will breathe fire at you  
and eat you up! If seen then please report  
on: 069 30666 1300 999 013. If seen and  
not reported you will be locked in jail for  
three years! You will be Rewarded £900 or  
309306 bucks if yo report. Whatever you do  
do not shoot it! its claws are silver so it is  
easy to be seen.

The subordinate clause starting with the conjunction 'Whatever' alerts the reader to important information in the main clause that follows: '... do not shoot it!'

[C]

The three expanded noun phrases work very effectively to highlight specific features of the dragon.

[C]

Use of comma to separate items in the list.

[GP]

The passive verb is well chosen, adding an official tone.

[C]

The passive form of the verb here is also well-chosen and entirely consistent with the semi-formal tone of the 'Missing' poster.

[C]

This subordinate clause, beginning with 'so', shows the pupil trying to construct a challenging multi-clause sentence: either '... so it is easy to see it' or '... so it is easily seen'.

[GP]

Many words are spelled correctly: *flying, forest, Monday* (but without a capital), *night, silver, tummy, blue, body, reported, rewarded, whatever, easy, claws*. The mis-spelling of *yo* for 'you' in the penultimate line seem to be a slip rather than an error, which the pupil should be able to identify in proof-reading.

Spelling 'breathe' as *breath*, as in Piece D, shows the pupil actively thinking about this word. The spelling is phonically-plausible, indicating that they can segment spoken words into phonemes and represent these by graphemes.

The common exception words are correct here, including *school* from year 1.

[T]

Capital letters are clearly distinguished from lower-case letters. Two capitals are incorrect: missing in 'Monday' and incorrectly inserted in 'Rewarded'.

The lower-case letters are mostly of the correct size and are related to one another. Their orientation is correct. The digits in the reward relate to the lower-case letters; this is less the case in the telephone number.

The spacing between words reflects the size of the letters very well.

[T]

All the sentences are correctly demarcated with either full-stops or exclamation marks. Except for the final one, all of them start with a capital letter.

[GP]

## Piece G: Recount

## Key

This piece was in response to a school visit to a local outdoor centre. The class had discussed the events of the day before writing about them.

[C] composition  
[GP] grammar and punctuation  
[T] transcription

This recount of a real event, a school visit, is clear and simple and fulfils its recording purpose effectively. It combines an account of the day's activities with the pupil's responses and a summary comment on the day. This also functions as a 'simple, coherent narrative about personal experiences'.

The pupil chooses the past tense (both the simple past and the past progressive), maintaining this consistently throughout. All the past tense verbs are correct.

Many of the sentences open with adverbials (*Yesterday, First, Next, Then, After that, Finally, After lunch, Last of all*). These contribute to the coherence of this report and guide the reader through it.

[C]

Yesterday we went to bishops Wood to look for mini-beastes. Firist we had a ~~snack~~ snack. Next we went into the woods. Vicki gave us a mira. It was verry scarry because it was like you were walking in the sky! Then we had to gide our friends to a tree. After that we had a sincky pocniton parrty mine was discusting. Finaly it was lunch time! After lunch we went pond dipping our group found a newt. Last of all we sorted out animals. Finally it was home time.

The trip was great! my favrite part of the day was idenafing the trees.

The pupil uses the subordinating conjunction 'because' to explain why using the mirror in the woods was *very scarry*. Almost all the other sentences consist of single clauses, i.e. with no co-ordination or subordination; they simply relate the events of the day, using adverbials to provide cohesion.

[GP] [C]

Most of the sentences are correctly demarcated with capital letters and full stops or, in 3 sentences, with an exclamation mark.

[GP]

Capitals are clearly distinguished from lower-case letters. The lower-case letters are mostly of the correct size, orientation and relationship to one another and to the capital letters. The word 'was' is particularly well formed.

The spacing between words reflects the size of the letters very well.

Diagonal and horizontal joins needed to join letters are clear in this piece, although joining 'e' to a preceding 'w' or a 'v' (as in *went* and *very*) creates an unusual form which should be corrected. The pupil rightly chooses not to join lower-case letters to capitals.

[T]

Many words are spelled correctly: *yesterday, bishops, first, snack, walking, sky, lunch, found, group, newt, animals, sorted* and *great*.

The pupil can segment spoken words into phonemes and represent these by graphemes, as shown in the phonically-plausible spellings of *mini-beastes, mira, verry, scarry, parrty, gide* and *descusting*. The spelling of *favrite* probably reflects the pupil's pronunciation. The attempts at spelling 'identifying', 'disgusting' and 'stinky potion' suggest that the pupil tends to falter when identifying individual phonemes in longer or less familiar words and simply has a stab at them instead.

Some suffixes are used correctly: *-s, -ed* and *-ing*. The *-ly* suffix has not yet been mastered fully, as shown in *finaly*.

The few common exception words used in this piece are correct (*the, we, was, because, friend/s*).

[T]