



Key stage 1 (KS1) English writing teacher assessment moderation: national training 2019/20 – pupil scripts

Key stage 1 English writing training exercise 1

For the purpose of this training 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.

Read pieces A, B and C and identify how Pupil A begins to use aspects of coherence in the writing.

Pupil A

This collection includes:

- A) a short narrative
- B) a short story
- C) a letter

Key stage 1 training exercise 1

Pupil A – Piece A: a short narrative

Context: this was part of a topic based on 'How to Train Your Dragon' (Cressida Cowell). The pupil had discussed ideas as part of whole-class work and with the teacher before writing. The title of the writing was given to the class and is replicated in the narrative.

Standing on the tall cliff neyer
the see and the air was a seemoster.
I called the boys over and told
them my friendshly, clever plan.

Fuerst I will need sever bothboms.
To make a sever bothbom
you need severs from a
part. I slid and then I sor
the seedrigo and then the boys
said drop the bothboms.
His tung felt tingly and ticky.
He had swmd awye and we
said awer plan wuct.

Key stage 1 training exercise 1

Pupil A – Piece B: a short story

Context: this was part of a topic based on one of the 'Traction Man' stories (Mini Grey). The pupil had discussed ideas as part of whole-class work and with the teacher before writing.

There was once a brave soldier who helped anyone and everyone in need. His name was Traction Man!

Traction Man had a morning swim. It was only a quick one. Suddenly Traction Man heard someone screaming Help! Help! He flew upstairs to see what was going on.

He used all his strength to kick open the door. He finally got in side chair. He saw the Spung getting hurt a lot.

The Spung was riky sad and angry too. Traction Man saw that the evil tap was turning all over the Spung.

So Traction Man turned on the shower on to cold and sprayed it at the evil tap. I turned and saved the day. I wonder what we would do to morrow?

Key stage 1 training exercise 1

Pupil A – Piece C: a letter

Context: this letter was part of a topic on Florence Nightingale. The pupil had discussed ideas as part of whole-class work and with the teacher before writing. The class was given some vocabulary: 'arrived', 'bandages', 'soldiers', 'mother', 'father', 'nurses', as well as the address and date for the letter.

The Barracks Hospital
Safarj Turkey 1st Decembe
1854

Dear Mother and Father

I am writing to tell you I have arrived
safely.

When I arrived there was a bad smell. There
were no beds and no clean bandages. There
were lots of rats scuttling around the wooden
floors. I worked hard to help the wooden soldiers
the nurses helped me too.

As I write the sun is setting and I am
going to say good night to the soldiers.

Lots of love

Florence

Key stage 1 English writing training exercise 2

For the purpose of this training 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.

How has Pupil B demonstrated they are able to use, specifically, co-ordination and some subordination in relation to building coherence within the pieces?

Pupil B

This collection includes:

- A) an email
- B) a story

Key stage 1 training exercise 2

Pupil B – Piece A: an email

Context: as part of their topic on giants, pupils shared the story of 'The BFG' (Roald Dahl). They then adopted the role of the lead character 'Sophie' to write an email to a friend, expressing her perceived distress at seeing a giant.

To:	E. _____ @ google.com.uk
Subject:	Parse - the village
From:	Sophie Sophie
Send	Attach 

Hi E. _____ i'm in deep trouble I saw a giant.
I tried to hide but the giant pushed his hand
in the window and got me and my blanket! When
I was ^{out side} completely I was scared. Because I thought
people would wake up. Soon it came to a river ^{The giant just} he ~~gave~~ jumped
over it. Soon we were in a land it was dragon
land. There was a white dragon that was called
Snowy. The giant made some food from letac and
vegabables. I only got an orange and Apple. Snowy
got Ice and snow. He kept the snow and
Ice in a bucket. Please help I don't like this
Place. Sophie

Key stage 1 training exercise 2

Pupil B – Piece B: a story

Context: as part of their woodland topic, pupils explored different stories that featured the woodland as their setting. They were provided with the start and were then asked to continue the story.

"Come with me and I will show you a world of wonder and delight," said the King of the Forest.

"It looks lovely," the king of the forest said. ~~As~~
I slowly walked away. He noticed I was gone.
So he ran after me as fast as he could
and when he caught me he grabbed my
arm and said "If you run away ~~again~~ ^{again} you'll
get killed." After that they stopped at a very
small door. The king said "you ^{can't} get through
this with your hole body." "You'll have to
duck." When they were there they saw
rabbits, horses, mini pigs, puppies, kittens and unicorns
they all had been stolen from their
owners. I was amazed because except
from the animals every thing could be
eaten.

Key stage 1 English writing training exercise 3

For the purpose of this training 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.

What is Pupil D doing that shows they can 'write simple, coherent narratives about personal experiences and those of others'? Why does Pupil C's writing not meet this statement?

Pupil C

This collection includes:

- A) a recount
- B) a retelling of a story

Key stage 1 training exercise 3

Pupil C – Piece A: a recount

Context: as part of their work in physical education, pupils visited a local athletics stadium. They then wrote a recount about the activities undertaken during their visit. The pupil self-edited their work.

class 2 went to the e.
On Friday 16th March
we went to the E. to
get fit and to have fun.
First we did the long jump.
it felt ^{very} ~~veree~~ sandy in
my ^{shoes} shoe. At the end I
emptid the sand out of my
^{shoes} shoe. After that we played a
game ^{of} ~~ov~~ bat and bowl
we ^p was trying to hit the ball
up in the air. Next we did
the obicilcors. ^w We ran around.

Key stage 1 training exercise 3

Pupil C – Piece B: a retelling of a story

Context: as a class, pupils explored stories which involved animals, including 'Aesop's Fables'. A local storyteller visited the school and told a story about a selfish lion. Pupils then wrote their own version of the tale and self-edited their work.

The selfish Lion
The lion was veriy selgish
he dint let eniy wan in
his cair. one mornin he had
a toothaic that ol the onimls
Went in the lions cair and
som onimols get leev him to
hav^{have} a toothaic and a mous^{mous}
crauld in the mooth and he
got his tooth out and the lion
sed to the mous^{mous} ^B sorry you for
Maicin my beter and I am^A
going to give you some
cheese inritum. and fang^A for
Maicin my beca^B ^{thank you}
for ~~noting~~ my tooth better.

Pupil D

This collection includes:

- A) a story
- B) a recount
- C) a recount from a science lesson

Key stage 1 training exercise 3

Pupil D – Piece A: a story

Context: inspired by the film 'Madagascar' and talking about animals in captivity, the children were asked to write a story about an escape. Children used storyboards to plan and orally rehearse ideas before writing. Final stories were presented in a class compendium.

One day there was a tiger cub.
And His name was Tigger and he
was hunted down. And His family
was trying to catch him up. but
his dad accidentally knock the truck.
Tigger was in the back and there
was a storm but when Tigger woke
up... he heard a horn from a
boat. He was in New York in a
cage. He was worried but he
met his friend from the jungle. and
when it was night time his
friend dug under ground without
anybody noticing. He got into a
safari truck and busted the gate
down. Tiggers friend drove him to
a near by quarry and they got
into a boat and sailed home. He
gave his family a big hug.

Key stage 1 training exercise 3

Pupil D – Piece B: a recount

Context: pupils had looked at examples of recounts. In response to their half term holiday and, after sharing what they had been doing, they wrote their own recount independently. Pupils then checked and edited their own work.

First my dad broat a new train pas because my other
one ran out so my dad broat it so we rusht to
the train statoin because the train was going.
W'e just got on the train bafor it went. It was
the B. _____ and it took us to B. _____.

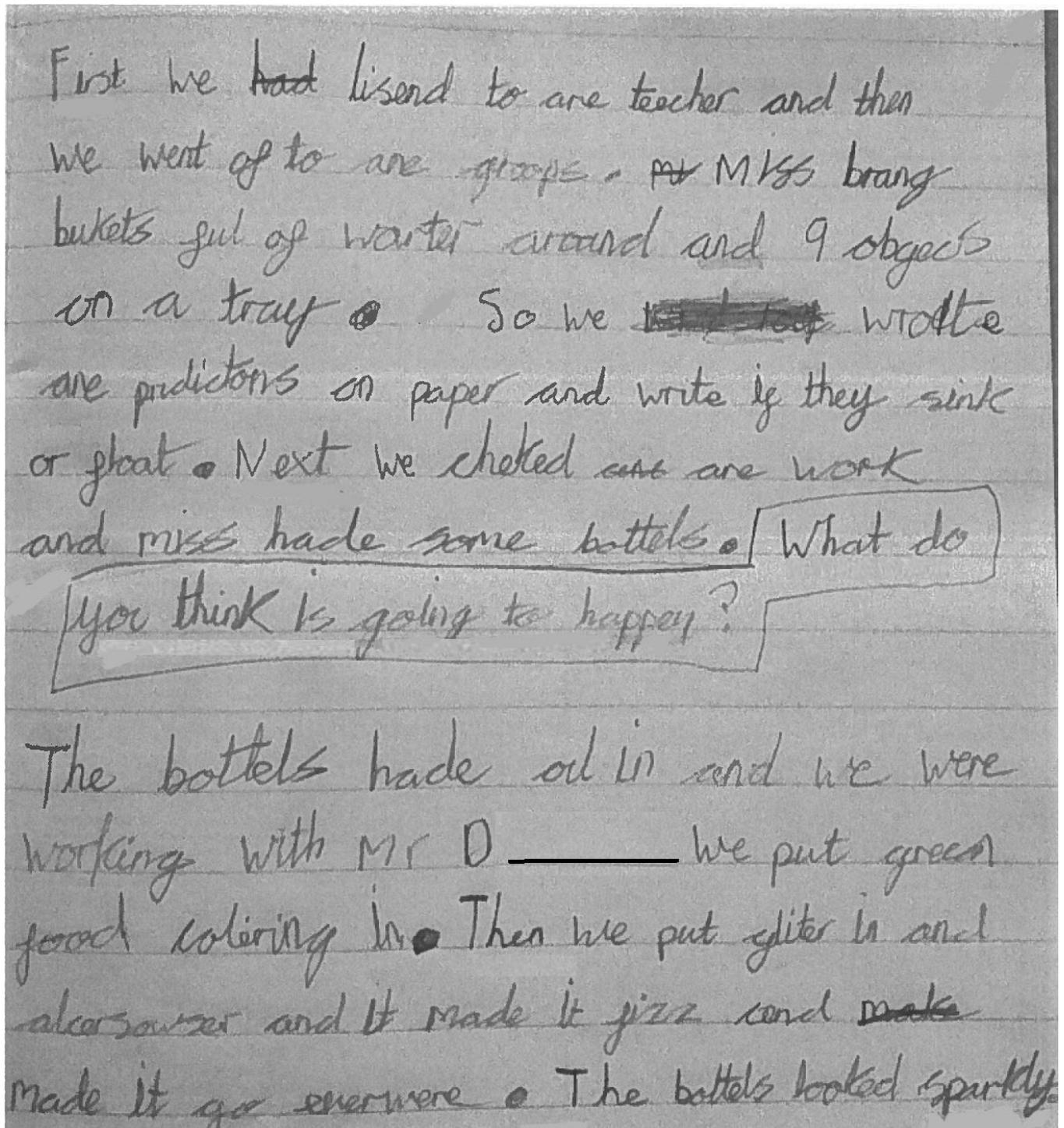
We had a few hours there to walk down the river.
Then the E. _____ manor came to pick us up but I
was wored because it almost went over the
~~road~~ road crossing but that was the last
train but the buyers was almost past it.
I thought it went over so we ~~went~~ ^{crossed} the track
and got on the train. We went past the safari park
and saw the baby eliphant and he hided ~~from~~
behind the tree because he was scared
of the ~~train~~ train wisel. It was so fun!

Would you like to come on the train
with me?

Key stage 1 training exercise 3

Pupil D – Piece C: a recount from a science lesson

Context: the children had learned how to write basic science reports thinking about the method, prediction and observations. These are 2 excerpts from different investigations.



Key stage 1 English writing training exercise 4

For the purpose of this training 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.

Identify how Pupil E is demonstrating the skills of 'working at the expected standard' and how these begin to support the purpose and understanding from the reader.

Pupil E

This collection includes:

A) a letter and a set of instructions

Key stage 1 training exercise 4

Pupil E – Piece A: a letter and a set of instructions

Context: this was part of a topic based on 'The Story Machine' (Tom McLaughlin). The pupils were asked to write a letter to Elliott explaining the purpose of the machine he had found (a typewriter). The pupil chose to use instructions in the letter, illustrated them (in the original), and edited and proofread it.

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
to print a letter
 3. Next push the keys down firmly
 4. Now push the server lever down on the side of the typewriter
 5. If you hear a ding that means you are at the end of the line ding! ding!
 6. You can't take any thing away if you make a mistake! ~~back space~~
- I hope you learn how to use your typewriter
love from [redacted] xxx Now you can type letters
to me.

Key stage 1 English writing training exercise 5

For the purpose of this training 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.

What are the attributes that indicate this pupil would be working at 'greater depth within the expected standard'?

Pupil F

This collection includes:

A) a story

Key stage 1 training exercise 5

Pupil F – Piece A: a story

Context: the pupil was given the opportunity to create an adventure story. As an avid reader of varied fiction, the pupil took inspiration from the traditional tale of 'Cinderella', (classic Enid Blyton) and the 'Baby Aliens' series (Pamela Butchart). Final versions were published in a story book form and displayed in the key stage 1 library.

As Big Ben struck 8 o'clock, Izzy's and Ruby's Mum came storming up the stairs to tell them that their ^{chores} chores were starting that day so they had to get up and get washed and dressed right that second. The girls had sorted themselves out in about half a minute because of how angry their mum got. ~~all day, every day~~ Izzy's chore was to keep their room spotless every ^{single} day of the week, all through the year. Ruby's chore was

to scrub the floor until it was sparkling clean every day. Meanwhile, whilst Izzy was flustering out the bed and Ruby was roughly scrubbing the hallway floor, a letter came through the post. Ruby took a step towards the post box and lightly lifted the letter out. Without making a sound, Ruby crept upstairs to tell Izzy the exciting news, ^{"What an exciting day this will be!"} they both figured out that it was not a letter, it was a invitation to a party that was ^{at} 9 o'clock at night and they were only at 1 o'clock

in the afternoon. So they still had
8 hours left. This made them sneaky
but excited at the same
time, because they did not want
their Mum to know. After some
time they checked to see where it was.
It was all the way in
Birmingham. They needed to set
off, so they got into their
best clothes. It took them 4
hours to walk to Birmingham.
Once they arrived they looked
baggel. because the party
room looked weird, ^{because it was} But anyway
spacehip looking.

Izzy and Ruby were brave so they did not mind. As the girls started partying, they had already noticed that the 'people' were funny looking. ~~There was someone missing~~ so they crept out of the room and back out into the real world ^{before anyone could}. Suddenly a notice flash of something took place in their eyes as if fireworks were going on in their tummies. ^{... an alien!} Quickly, Izzy and Ruby looked at each other and said "Are you thinking what I am thinking?" "Let's go after him!" ^{enthusiastically} exclaimed the girls. So, ~~roughly~~ they ran as fast as lightning.

whilst wondering why they could
hear crying coming from where
the alien was ^{Was it a child?} going. This made
them run faster and faster until
they noticed the chaotic alien was
~~so~~ scanning for the best dream
before snapping them for terrible
nightmares. Just then, the ~~x~~ alien
stopped; ^{as fast as she could} so, ^{one} of the
girls took their ^{coat} dress off
to capture the alien. The two
girls put the alien in a
box and then quickly made
a scarecrow ^{model} of a child

Ref: B033

and used a bed lecturer
to make it look like there
was another dream to sleep
Then they pressed the big red button
When ^{to send him out} Ruby arrived
home they slipped into bed
dreaming about their
interesting night...

Key stage 1 English writing training exercise 6

For the purpose of this training 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.

How has Pupil G used both the key aspects of coherence and the increasing understanding of purpose to effectively impact on the reader?

How has Pupil G drawn on their reading to inform the vocabulary and grammar of their writing?

Pupil G

This collection includes:

Piece A

Piece B

Piece C

For the purposes of this training, the title and context of each piece of work has been removed.

Key stage 1 training exercise 6

Pupil G – Piece A

Dear Ellie's family,

I am writing to you because I want to apologise to you for what I have done to poor, old Thumper. I am going to change my fierce behaviour to a normal pet ^{cat} behaviour.

First of all I ^{am} ~~am~~ ^{so} ~~am~~ sorry bringing Thumper into the carpet with mud, grass stains and other disgusting things. Also, I am sorry that the stains can not come off the carpet, and the housekeeper ~~would~~ ^{will} be very disappointed and upset because of it.

Second of all from this day forward I will be a good citizen, and be treated much better, because I am more respectful. I ^{will} also try not to ~~scratch~~ scratch any more furniture like your favourite chair and the couch.

Please accept my apology because I feel so ashamed of myself and so sad. I feel very guilty as well because I bring dead animals into the house without any reason. Please forgive me!!

Love from Tuffy

Key stage 1 training exercise 6

Pupil G – Piece B

Diary of Killer cat

Did I enjoy the book?

What a great book that was! I loved the story. I also loved the sarcasm in it as well. The detail of it was great, and I loved the story language. How Tuffy lies and explains that he didn't do it makes me laugh, and how the dad describes Tuffy also makes me laugh.

What was my favourite part?

I really enjoyed the whole book - but if I was to choose a favourite book part I would choose when the family pretended and acted that they didn't know that Thumper died and was like, "Oh no," and "Poor Thumper."

Who is my favourite character?

That is an easy question because it is very simple that it is Tuffy! I love adore Tuffy because every second that Tuffy speaks it makes me think that if I was an author when I grow up, I would be an author just like that.

How did I feel about the book?

I felt very excited from Friday because it said that they nailed up the cat flap, it left a real excitement of what was going to happen on Saturday.

Who would I recommend this to?

I would recommend this to my sister because she is always talking to her friends on the laptop, so she can read for a while and forget about talking to her friends.

Tuffy is a striped, mischievous cat who always kills animals and brings them into the house. He has killed a cat, a poor bird and a tiny miserable mouse thingy. When the owners tell him to do something he disobeys them, or he sometimes ignores the owners.

Tuffy has pointy ears that hear perfectly well and he sniffs mysterious things that we can't smell. He is covered from head to toe in ginger stripes and ^{has} claws as sharp as knives and daggers. Tuffy has a mischievous face on him all day because he is always making cunning plans. He has eyes that can see everything around him, so keep an eye on him, so he is not going to trip you up, or something else.

It is very hard to describe Tuffy's behavior, because he is always into trouble! Tuffy is a cat who creeps around quietly and then strikes - but not like any other cat because when he strikes he doesn't jump he pounces and traps it into his paws.

I would definitely like to be Tuffy's friend, no matter if he is up to mischief or not.

Key stage 1 training exercise 6

Pupil G - Piece C

Once upon a time there was a badger who always ^{was} hungry, because he worked day and night picking up rubbish in the active, adventurous park.

One early morning a boy came into the park with a ham sandwich. The starving, tremendously hungry badger gazed at the sandwich. Badger imagined how it would taste in his mouth.

"Mmm," he thought, "this is what I call an outstanding sandwich!" A boy came near the sandpit to take a big, humungous bite. There was a girl nearby on a ~~see~~ dark, red slide when, oh no, the girl bumped into the boy and his delicious scrumptious sandwich fell in the sandpit! "Oh we can't eat it now," muttered the girl, "It's disgusting." The boy felt sad and so did that black and white badger.

Just then a squirrel ~~of~~ grabbed the sandwich covered with golden sand. She took it because she didn't mind the sand. The ginger squirrel brang it up to her tall, dark, tree to share with her pesky children. OH, NO!!! The children couldn't share properly, ~~so~~ the sandwich fell in the pond covered with, slimy, green seaweed. "He can't eat it now," muttered the mother, ginger squirrel, "It's disgusting."

Suddenly a frog saw the sandwich and Badger leaped into the sparkling, dead pond. The slimy, dark, green frog fished out

the sandwich. He didn't mind the ^{golden} sand or the slimy, green seaweed. The bouncy frog was about to take a big, ^{humungous} bite when a scooter rushed and just wanted to get past, so there were black, squishy marks on the sandwich.
"Oh, ~~we~~ can't eat it now," muttered the frog, "It's too disgusting!!!!"

Suddenly a crow saw the sandwich and peeled it off the light green, delicate grass to give it to her wealthy, beautiful mum. When the crow was flying back to the sticky nest he dropped it into an ants' nest, because an electric aeroplane scared the daughter's crow.
"Oh, we can't eat it now," the crow mum muttered, "It's disgusting!"

~~Lucky~~ Anyway, there was a fox who grabbed the sandwich. He didn't mind the golden sand or the slimy, green seaweed or the black squishy marks or the hundreds of ants. He got the sandwich ~~so~~ with the lady fox he liked. The fox was going to tell him how much he liked her and cared for her, when he dropped it into a pile of tickly feathers that somehow got there.
"Oh, we can't eat it now," muttered the lady fox, "It's disgusting!" So the lady fox kicked the sandwich into a flowerbed. Then she worked through some bins, ^{smelly dirty}

Badger ran to the flowerbed. This time there were some slugs covering the sandwich with slime and oozy, grey, bubbles. Badger looked at the sandwich covered in golden sand, slimy, green seaweed, black squishy marks, hundreds of ants, tickly feathers and slugs with slime and oozy, grey bubbles. Then Badger ate up all the gross slugs.

Key stage 1 English writing training exercise 7

For the purpose of this training 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.

Identify:

- the key aspects of coherence that have supported this
- how effectively Pupil H has used their understanding of purpose to impact on the reader
- how the pupil may have drawn on their reading when writing

Pupil H

This collection includes:

- A) a story extract
- B) an informative article
- C) a diary entry

Key stage 1 training exercise 7

Pupil H – Piece A: a story extract

Context: after exploring 'The Disgusting Sandwich' (Gareth Edwards) as a class, pupils wrote their own version of the story.

The disgusting Sandwich

In the wonderful town of E. Elton there was a park and in the park by the way this is plot one of those skeleton family stories. Anyway let's get on shall we? No no! don't go away! Right! In the wonderful town of E. Elton there was a park and in the park lived a ginger and white fox. It had the sharpest teeth I had ever seen in my life. This is what I saw. In the park there was a terrible cacophony that echoed around. Grrrr. The foxes tumbling was rumbling! The foxes tumbling was rumbling so loudly that the whole of mill street could hear it. The fox wondered about what he could eat. Maybe he could go to a Mexican restaurant and wear a Sombrero but it would embarrass him, I mean who would of thought they would've seen a fox in a restaurant. Anyway the fox was playing pirates with his cutlass and his telescope. When he was looking through his telescope he saw a glamorous pic the fox had one million tiny sparks in his big brown eyes.

Key stage 1 training exercise 7

Pupil H – Piece B: an informative article

Context: as part of their 'Regal Royal' topic, pupils read 'The Queen's Knickers' (Nicholas Allan). They discussed ideas for a pair of knickers that might be worn at a royal wedding, and how they might be protected, before writing an informative article to describe and explain their design.

The Queen's Knickers

Her Knickers are kept in a guarded locker with the toughest soldiers. The Knickers are red, blue and yellow. The only part that is yellow is the ^{Jewels} gem on the bottom line next to the two outside bottles. They are not to drink, they are to spray because you will waste the liquid that makes you better.

They have now been updated. ~~It~~ ~~was~~ ~~had~~ ~~confetti~~. They are now so special ^{that} the Queen herself has to guard them as well. Now they as well as having the colours it now also has a cool new picture called ~~love~~ world. It's Meghan and Prince Harry in a heart of love. There was also a round ^{which} added on which said congratulations. These Knickers were made in 1982. The last ones were too small by the age of 86. There used to be just confetti but now there are confetti shooters. Now that's one nice update! What amazing Knickers they are!

Key stage 1 training exercise 7

Pupil H – Piece C: a diary entry

Context: as part of their 'Regal Royal' topic, pupils explored the royal wedding of Prince Harry and Meghan Markle. They were then asked to write a diary entry from the perspective of the Queen, incorporating their previous work based on 'The Queen's Knickers' (Nicholas Allan).

Dear Diary

I had the most epic day of my life today. As soon as I woke up this morning the sun was shining through the curtains. It was super early but I didn't want to be late! I saw my awesome updated Knickers hanging on the wash bucket ready for me to wear. I also ^{wore} a dress.

By the time that was done it was time for breakfast.

Then I took my corgis for a walk and ~~walked~~ walkies.

Finally I got ~~chance~~ ^{chance} to brush my (already clean) teeth.

Now it was the time that the corgis had all been waiting for - feeding time!

At the wedding there were lots of page boys and flower girls. I saw millions of flashing cameras. There were millions of celebrities. Also I saw Elton John the person who sung rocket man. I ate the nicest food at the wedding. The cake was elderflower and lemon. ~~What~~ What a lovely cake it was.

After the wedding I went home and went to sleep. What a good wedding it was!

Key stage 1 English writing training exercise 8

For the purpose of this training 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.

Discuss these pieces against the 'pupil can' statement 'write simple, coherent narratives about personal experiences and those of others (real or fictional)'.

Pupil 1

This collection includes:

- A) a diary entry
- B) a narrative
- C) an argument

Key stage 1 training exercise 8

Pupil 1 – Piece A: a diary entry

Context: pupils were inspired by the class novel of 'The Minpins' (Roald Dahl). Pupils had to imagine they were Billy from The Minpins, who had ventured into the Forest of Sin against his mother's wishes, describing how they felt so the reader could imagine the emotions and understand his reasons.

Dear: Dirty Diary
I have had an exciting and petrifying day.
it all started in the morning when I had
woken up. I took off my ^{Stripy P.Js} stripes with dinosaurs
in the stripes and put on my dark blue and
light blue pants. then ~~my~~ ~~mother~~ ~~called~~ ~~me~~ I put on
white my ^{white} bright vest and a pair of red and yellow
socks ~~to~~ ~~the~~ ^{they're} my favourite socks. After that
I put on some dark blue ^{shorts} shorts and a light blue
stairs T-shirt. Then I came down stairs to have
breakfast ~~at~~ ~~my~~ ~~table~~ after I had corn flakes after ~~breakfast~~
mummy was telling me what to do like ^a ^{Swivel} ^{ears}.
She's ~~so~~ ~~lovely~~ ~~and~~ ~~beautiful~~ but she's strict ~~to~~
and sits me and ~~to~~ what I was allowed to do
~~was~~ boring and what I was not allowed to do
~~was~~ exciting and the most exciting of them
all which I was never never allowed to do was
go out alone and explore the ~~to~~ world and
beyond. I was ~~being~~ out of the window
~~so~~ quietly it was ~~as~~ ~~if~~ so quiet you
could hear a pin drop on the carpet.
The door was open but mum could not see
me she was doing the ironing when I came into
the kitchen she ~~was~~ ^{had} finished the ironing and she
~~told~~ ^{told} me a song about the forest of Sin
Beware! Beware! the forest of Sin none come out
but many go in.

I asked why don't they come out and Mum
said "they get eaten up" - ^{said to} ^{by} tigers and
lions" "no much worse much much worse than that" but
what is worse than tigers and lions? well wranglers
and things like that but the worst one is the
terrible Bloodsucking Toothplucking Stomachling Spittler.
Then I went to the living room and then I heard a noise
it was the devil and he ^{said} ^{your} mum is ^{lying} ^{off}
in the forest of sin. So I climbed out of the window
and threw the gate and in the the forest of sin even
tho I ~~was~~ was not allowed in the forest of sin.
It was dark and gloomy I wracked ^{up} like I heard
a yelping and snorting noise I ran as fast as I could
I climbed up a tree as fast as I could ^{ran} ⁱⁿ til I could not
climb any longer then I rested then I ^{turned} ^{around} my head and
^{saw} ^{some} a window or a piece of wood spring then some
one was there but his head ~~was~~ was no longer ~~or~~ ^{big} bigger
than a pea and his body was no longer than a match stick.
^{Some} ^{more} ^{windos} ~~Some~~ ~~windos~~ opened then the old man started to ^{talk} ~~talk~~ to
me and ^{said} ^{that} were were the mirpins I couldn't ^{hear} ~~hear~~ him
so I ^{spoke} ~~spoke~~ loudly and said pardon and the
mirpin said come closer and sh the spittler can hear
you.

Key stage 1 training exercise 8

Pupil 1 - Piece B: a narrative

Context: pupils were inspired by the class novel of 'The Minpins' (Roald Dahl). The pupils were encouraged to write their own adventure from the perspective of Poppy who had to defeat a foe (in this case Mr Freeze).

I was perching on the edge of a black, brown, striped pattern on a short branch gazing at the glittering sun of wonder. Suddenly I remembered the conversation when Little Billy left to go home after he had slaughtered the terrifying ~~gruncher~~ ~~gruncher~~ ~~gruncher~~ we promised we would have a midnight feast and a party at Billy's house. I wonder if he ~~truly~~ will pick me up? I ~~too~~ think I will have to walk to Little Billy's house. ~~As I~~ I started to ~~walk~~ walk down the tree to tell the other ~~Minpins~~ ~~Minpins~~ ~~Minpins~~ all the minpins said don't go out of the forest. But as soon as ~~Poppy~~ ~~Poppy~~ got down the black, brown, striped pattern the darkness started to ~~fall~~ fall the trees started to rattle and leaves started to fall from spocky trees that looked like people how ~~was~~ angry ~~with~~ with Poppy.

*She tried and tried to calm her self down by saying I must ~~that~~ must get to Billy's house suddenly I ~~remembered~~ ~~some~~ ~~some~~ ~~as~~ ~~bad~~ it was ginormous terrifying ~~MR~~ ~~MR~~ ~~Freeze~~ ~~Freeze~~ ~~Freeze~~.

Then I suddenly heard a ~~start~~ feathering noise it was the sound of Hallway Hall and all of ~~the~~ ~~mean~~ ~~Minions~~. Suddenly I had an idea of how to defeat MR Fries, ^{HE} he had to get to ~~of~~ the warmest place ~~plus~~ he ~~was~~ knew "that's it the elegant warmest pond" I see roses were coming in all different directions so MR Fries couldn't see his way but smel then he led MR Fries to the pond and got right in and melted. ~~Hallway~~ Hallway Hall just went ~~to~~ back in the forest.

With Hallway Hall making a hideous sound echoing thro the big dark forest I finally reached the edge of the ~~dark~~ ^{dark} gloomy, haunted forest. I walked down the hill and a light blue glittering, shimmering water. ^{It} ~~it~~ glowed like an angel floating in the sky of wounded Billy I was at little Billy's house. I ~~stomach~~ climbed up in my buckram cup boots and had a ~~so~~ spectacular midnight fest. "What ~~is~~ ^{is} fabulous extremely extraordinary day it was!"

Key stage 1 training exercise 8

Pupil I – Piece C: an argument

Context: as part of the topic on 'Forests', the pupils watched a news programme on deforestation and explored information leaflets explaining the consequences of deforestation. The pupils were asked to imagine that they were trying to persuade a logging company not to chop down forests. They had to use the facts they had learned to make their argument.

If you like Deforestation you must stop because trees breathe in carbon dioxide and breath out ~~oxygen~~ ^{oxygen} and it is the other way round for us. If you do cut down the trees then the animals will ~~lose~~ ^{lose} their home and habitats. Why do you ~~want~~ ^{want} to cut down the trees anyway? How sad it would be if the animals died! What a shame it would be if people died! Would you like it if you died? ~~Some~~ ^{Some} animals need trees so that they can survive by eating bamboo and bamboo is a tree. If you are ~~the~~ ^{you} the one that is cutting down the trees then you might be the first one to die! If there are no trees then ~~the~~ ^{you} air will have pollution in it! would you like it if your home was ~~destroyed~~ ^{destroyed}? If you ~~do~~ ^{do} destroy the rain forest then all of the beautiful trees and plants.

I think that deforestation is ~~quite~~ ^{quite} bad but ~~against~~ ^{against} deforestation is also ~~quite~~ ^{quite} bad because both are very important. ~~Some~~ ^{Some} animals are very cute and funny but humans need wood * to make homes and ~~shelter~~ ^{shelter}. And ~~they~~ ^{they} cut down trees to make food for their family so people can survive and make money so people can have a place to work in,