



*Excellence Together with Christ at the Centre*

# What is the 'expected standard' for writing in Year 2?

This document\* contains a collection of work from a real year 2 pupil, Kim (whose name has been changed), that meets the requirements for 'pupil can' statements within the statutory teacher assessment framework for 'working at the expected standard'. It shows teachers how they might judge whether a pupil has met the relevant standard.

The collection consists of a sample of evidence (7 pieces) drawn from a wider range of the pupil's writing. Pieces have been selected specifically to exemplify the statements relevant to the 'expected standard at which Kim is working, but the pupil's wider range of writing will contain elements relevant to the other standards in the English writing framework.

Pupils who are **working at the expected standard** will be able to do the following independently:

- write simple, coherent narratives about personal experiences and those of others (real or fictional)
- write about real events, recording these simply and clearly
- demarcate most sentences in their writing with capital letters and full stops, and use question marks correctly when required
- use present and past tense mostly correctly and consistently
- use co-ordination (e.g. or / and / but) and some subordination (e.g. when / if / that / because) to join clauses
- segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonically-plausible attempts at others
- spell many common exception words
- form capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters
- use spacing between words that reflects the size of the letters.

\* based upon *Teacher Assessment Exemplification: End of Key Stage 1 English Writing - Working at the expected standard: Kim* published by the Standards and Testing Agency (2018)

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/680753/2018\\_exemplification\\_materials\\_KS1-EXS\\_Kim\\_.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/680753/2018_exemplification_materials_KS1-EXS_Kim_.pdf)



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**Kim: pupil scripts**

**Piece A: Explanation**

A Molkey test machine

You plug in the machine. Then ~~you~~ <sup>you</sup> switch it on. The ~~to~~ Molkey test computer will go bleep, buzz, bleep and then you press a ~~bot~~ button on the key board. The Machine will ~~do the~~ ~~any~~ ~~at~~ ~~any~~ <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!



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### 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  
Eloise. 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  
Eloise quietly. The <sup>pigeon</sup> ~~pigeon~~ ~~se~~ went out  
the window. <sup>w</sup> <sup>f</sup> <sup>al</sup> ~~se~~ <sup>al</sup> said Eloise 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 messy 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 other was a silver case. Fred ~~took~~ <sup>took</sup> ~~took~~ <sup>took</sup> them all down stairs. First he opened the silver <sup>one</sup> one which had wires in it. ~~Soon~~ <sup>Soon</sup> he had opened all of them.



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



### 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 to print a letter
  3. Next push the keys down 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 are~~ at the end of the line ding! ding!
  6. You can't take any thing <sup>away</sup> ~~or~~ 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.



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### Piece E: Description

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



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## 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 069 30661300 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.



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### 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 guide our friends to a tree. After that we had a sticky 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.