East Sussex Exemplification Materials

Year 1 Writing

This collection of year 1 children’s work is intended to support teachers to assess against the East Sussex performance descriptors for writing. The work is from a number of children, rather than one child. This is simply because at the time of collection, the children had not worked in the new curriculum for many months.

The collection of evidence consists of the following pieces of work:

1. Instructions – how to make a snowflake
2. Hedgehog story
3. Information page about toys
4. Walking on the moon
5. The lost teddy
6. Retelling a parable
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Instructions - how to make a snowflake

This piece of work follows a unit on writing instructions. The children had undertaken many practical activities – following instructions, sequencing steps, sharing reading of simple

1. First get a Peas of papa.
2. cerfly draw a cercel.
3. cerfly kuT arouWnd your cercel.
4. Fold your cercel in harf and fold it in harf agen.
5. un-fold yor snowflake and you hav made a snoflike

Assessment commentary

- This work shows sentences written independently (PD1 - Can write sentences independently for a variety of audiences and purposes)
- Some sentences are grammatically accurate (PD2 - Sometimes write in grammatically accurate sentences, generally using a subject – verb – object structure.)
- Vocabulary – some appropriate word choices e.g. ‘carefully’, ‘fold’, ‘unfold’ (PD 5 – Make simple, appropriate word choices to convey meaning.) Use of and to join sentences e.g. ‘and you have made a snowflake’ (PD5- use and for joining words and clauses.)
Hedgehog story

The children had learnt to tell simple stories using ‘fortunately’ and ‘unfortunately’. They had learnt stories using talk for writing. The end of this story was scribed by the teacher for the

Once upon a time there was a hedgehog. He met his friend and got on the boat. Unfortunately the boat was filling up. Fortunately they found the plug and emptied the boat with a bucket. They sailed to the Amazon rainforest and cut the big green trees. The boat blew up and they found a helicopter on the shore. Unfortunately the helicopter ran out of petrol.

Assessment commentary

- This work shows sentences written independently (PD1 - Can write sentences independently for a variety of audiences and purposes)

- Some sentences are grammatically accurate (PD2 - Sometimes write in grammatically accurate sentences, generally using a subject – verb – object structure.)

- There is correct use of capital letters and full stops. (PD3 - Show some use of capital letters and full stops to demarcate sentences; some use of capital letters for names of people, places and days of the week.)
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- The beginning of the story is clearly signalled. (PD4 - Sometimes use a title and/or clearly signal the end of a piece of writing)

- There is some use of adjectives – ‘big green’ to modify ‘trees’ (PD 5 – Make simple, appropriate word choices to convey meaning.) - and of a conjunction, ‘and’. (PD5- use and for joining words and clauses.)

- Handwriting – upper and lower case letters formed correctly. (PD7 - Begin to form and orientate lower case letters accurately.)
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Information page about toys

Before producing this information page, the children had looked at the features of information texts, gathered information and planned their own page. This is the final draft of a fact file produced about toys. The children in this class have been looking at toys as their learning journey. The class have been studying materials and their properties and have been taught the spelling of key words they will be encountering through the topic- examples of these words that can be seen in the following piece are: ‘card’, ‘metal’ and ‘fabric’. The children had been researching toys and had been on a school trip to the ‘Build a bear workshop.’

Assessment commentary

• This work shows sentences written independently (PD1 - Can write sentences independently for a variety of audiences and purposes)

• Some sentences are grammatically accurate (PD2 - Sometimes write in grammatically accurate sentences, generally using a subject – verb – object structure.)

• There is correct use of capital letters and full stops. The pupil is also showing awareness of capitalisation of proper nouns. (PD3 - Show some use of capital letters and full stops to demarcate sentences; some use of capital letters for names of people, places and days of the week.)
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- The writing is clearly organised with a title. (PD4 - Sometimes use a title and/or clearly signal the end of a piece of writing)

- Vocabulary – the vocabulary chosen is appropriate to the form – metal, soft, fabric. (PD5 – Make simple, appropriate word choices to convey meaning.)

- Handwriting – upper and lower case letters formed correctly. (PD7 - Begin to form and orientate lower case letters accurately.)
Walking on the moon

The children in this Year One class had been studying space as their termly topic. They had shared a wide range of fiction and non-fiction books based on space and had created space rockets. The week before writing this recount the children had watched a video of Neil Armstrong landing on the moon. Following a week of immersion into the moon landing including researching, acting out the scene, hot-seating and interviewing ‘Neil’, the children were asked to write a recount from his point of view. This was the independent writing one child produced.

Walking on the moon

First I opand the door. i was Feeling nervoas. I was the First wun to warc on the moon. Next Buzz ligrin got aut of eegll. I Pluntid the Flag. I Floaw houme.

Assessment commentary

- This work shows sentences written independently (PD1 - Can write sentences independently for a variety of audiences and purposes)

- Some sentences are grammatically accurate (PD2 - Sometimes write in grammatically accurate sentences, generally using a subject – verb – object structure.)
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- There is correct use of capital letters and full stops. The pupil is also showing awareness of capitalisation of proper nouns (‘Buzz’). (PD3 - Show some use of capital letters and full stops to demarcate sentences; some use of capital letters for names of people, places and days of the week.)

- The writing is clearly organised with a title. (PD4 - Sometimes use a title and/or clearly signal the end of a piece of writing)

- Handwriting – upper and lower case letters formed correctly. (PD7 - Begin to form and orientate lower case letters accurately.)
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The Lost Teddy

This piece of writing was unaided. The child wrote the story of the lost teddy after reading the book.

The Lost Teddy

One warm day Kipper and mum went to town. Kipper took teddy Biff and chip went too because mum can’t leave them at home kipper left teddy on the bus. Kipper was sad at bedtime he wants teddy now. Kipper found teddy at the bus station he was happy aigen.

Assessment commentary

- This work shows sentences written independently (PD1 - Can write sentences independently for a variety of audiences and purposes)

- Some sentences are grammatically accurate (PD2 - Sometimes write in grammatically accurate sentences, generally using a subject – verb – object structure.)

- The writing is structured with a beginning, middle and end. (PD4 - Sometimes use a title and/or clearly signal the end of a piece of writing)
Retelling a parable

The children had been learning about stories from the Bible in RE. After the teacher had read the story to the children, they engaged with some drama activities before retelling the parable of the Good Samaritan for themselves.

Assessment commentary

- This work shows sentences written independently (PD1 - Can write sentences independently for a variety of audiences and purposes)

- Some sentences are grammatically accurate (PD2 - Sometimes write in grammatically accurate sentences, generally using a subject – verb – object structure.)
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- The writing is structured with a beginning, middle and end. (PD4 - *Sometimes use a title and/or clearly signal the end of a piece of writing*)

- Vocabulary – some appropriate word choices e.g. ‘smacked’, ‘walked right past’, ‘enemy country’. (PD 5 – *Make simple, appropriate word choices to convey meaning.*)
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Assessment Summary

For the purposes of exemplifying standards, we should take this collection to be the work of one pupil. Given that, we can provide an overall view of the standard achieved.

The pupil can write phonetically plausible sentences independently for a variety of audiences and purposes. Sentences are sometimes written grammatically accurately, although this may be inconsistent at times. Through the writing we can see the pupil has some awareness of capital letters and full stops and is beginning to use them correctly to punctuate sentences and for proper nouns. The use of the adverbs ‘first’, ‘next’, ‘finally’ in the ‘Instructions’ piece indicate the pupil has an understanding of how to organise simple texts and signal the end of a piece of writing. The Parable and the Hedgehog story shows that this pupil is making simple, appropriate word choices (‘nervous’, ‘smacked’, ‘walked right past’, ‘enemy country’). The Hedgehog story also shows this pupil is starting to use expanded noun phrases (‘big, green trees’).

The pupil fulfils almost all of the requirements in the descriptors for Year 1 Writing. A good range of evidence is available in order to make a judgement. Overall, this pupil is working at national standard for his or her age.