

Key Stage 2 Writing at Working Towards the Expected Standard referenced to Alex's exemplification materials

Features	Examples from Alex's Writing
Describe settings and characters	<p>A) Some description of setting: <i>a glorious day; a happy place to live</i></p> <p>B) Expanded noun phrases: <i>idiotic, stupid and foolish girl</i></p> <p>C) Expanded noun phrase to add detail: <i>a woman with red hair</i></p> <p>D) Expanded noun phrases: <i>some brave people, the first two people</i></p>
Uses some cohesive devices within and across sentences and paragraphs	<p>A) Relative clause (passive + modal): <i>which could be heard from the bottom of the street</i></p> <p>A) Adverbials: <i>For a long time; that night</i></p> <p>A) Pronouns: <i>everyone, it</i></p> <p>A) Reference chains: <i>the village houses; the street competition</i></p> <p>C) Adverbials: <i>Suddenly; A couple of minutes later; In an interview</i></p> <p>C) Pronouns: <i>they wouldn't stop; People... everyone</i></p> <p>D) Simple reference chains: <i>mountains, hill, groups, ranges/forests, forestry</i></p> <p>F) Fronted subordinate clause: <i>If you are going to...</i></p>
Uses different verb forms mostly accurately	<p>A) Progressive form: <i>were singing, was playing, were doing</i></p> <p>A) -ing verbs: <i>swaying, pushing, shoving, blushing</i></p> <p>C) Simple past tense: <i>occurred</i>, -ing form to convey the consequence: <i>resulting</i> and the past progressive: <i>were strolling</i></p> <p>C) Past progressive: <i>were running; was screaming</i></p> <p>C) Present progressive: <i>are still searching</i> and the Present perfect: <i>have not seen him yet</i></p> <p>E) Present perfect form: <i>It has come to my attention that you have recently received...</i></p> <p>F) Imperative: <i>come, have</i></p>

Uses co-ordinating and subordinating conjunctions	<p>A) <i>and, until, but, as</i></p> <p>B) <i>because, after</i></p> <p>B) <i>If Juliet doesn't marry...</i></p> <p>D) Multi clause: <i>The weather is extremely cold up in the mountains where it has harsh conditions and the summits are capped in snow.</i></p>
Question marks	B) <i>How could she do this to me?</i>
Exclamation marks	A) <i>Um ah I'm going out with my friends!</i>
Commas for lists	<p>A) <i>They got their ice cream, raced home and found out that their parents hated each other.</i></p> <p>D) <i>thick, heavy layers</i></p>

Notes:

1. It was not appropriate to evidence all of the 'I can' statements for this pupil (capital letters, full stops, apostrophes for contraction and uses paragraphs to organise ideas)
2. Although Alex meets many of the expected standard features, I have focused on the 'Working towards expected' in this grid.