

Key Stage 2 Writing at Expected Standards referenced to Morgan and Leigh's exemplification materials

Features	Examples from Morgan's Writing	Examples from Leigh's Writing
Creates atmosphere	D) Descriptive writing: <i>One spooky night; trudging through the misty, murky moors</i>	E) Opening paragraph transplants the tale of Jack: <i>In 2621 on the planet Zordo, a young but poor boy carefully fixed his droid</i> E) Descriptive detail in 3 ways - signals the turning point in the narrative; an -ed verb form functions as an adjective and an expanded noun phrase: <i>Puzzled, Jack walked over to the mysterious and multicoloured hole in the wall and turned back to the old man with a speechless face</i>
Integrates dialogue to convey character and advance the action	See narrative writing	A) Opening with dialogue: <i>"Lauren, I have just received..."</i> E) <i>'Why would I want a good for nothing stick?'</i>
Range of cohesive devices	B) Straightforward adverbials: <i>When I walked into the hall, Firstly, During break, After lunch</i> B) Pronouns: <i>it was, I knew this by, He told us,</i> D) Dialogue: <i>'We'll invite the King over for a celebration... Sleep now, you look tired'</i> D) Repetition of vocab: <i>trudged, misty, murky moors,</i>	A) Positioning pronoun prior to the noun: <i>Quickly, a light gust of wind moved towards her but when it had passed, it left Lauren...</i>

	<i>cackling witches</i>	
Using passive accurately	<p>A) <i>she was planted</i></p> <p>C) <i>some of the days of the week were named after Viking gods</i></p> <p>D) <i>But the disgusting hags were no where to be seen</i></p> <p>D) <i>Justice had been done.</i></p> <p>E) <i>graffiti can be considered/ can be recognised</i></p>	<p>A) <i>all the bags were packed, BMW was parked and they set off</i></p> <p>B) <i>the brain is not needed, it can be fed to the dogs</i></p> <p>C) <i>if you were a poor person you would be called a 'penny stinker'</i></p> <p>D) <i>were thought to be; were known as</i></p> <p>E) <i>the gold has been stolen</i></p> <p>F) <i>which have only been seen once before in 1632!</i></p>
Using modal verbs accurately	A) <i>she couldn't run</i>	<p>A) <i>What could she do now?</i></p> <p>B) <i>can be, it should go</i></p> <p>C) <i>where the poorest people would go,</i></p> <p>D) <i>they could see; their performance will be cursed!</i></p> <p>E) <i>Should I risk my life?</i></p> <p>F) <i>May I say, I was</i></p>
Wide range of clause structures	<p>A) <i>Fronted subordinate clause: Before she knew it, there were millions of...</i></p> <p>A) <i>ING verb to introduce subordination: Anabeth sat next to her father, thinking about the picture and where it would be</i></p> <p>B) <i>Relative clause: who had very long hair</i></p> <p>C) <i>Subordination: using although and coordination</i></p>	<p>A) <i>Relative clause: where the film crew were waiting</i></p> <p>A) <i>Fronted subordinate clause: Determined to escape,</i></p> <p>A) <i>Varied references to the same item: her brand new winter boots; her super strong winter boots; one of them; one of the boots</i></p>

	<p><i>using but</i></p> <p>D) Fronted adverbial: <i>One spooky midnight</i></p> <p>D) Narrator's comment: <i>Has she climbed into my mind?</i></p> <p>E) Subordinating conjunction: <i>while other people</i></p> <p>E) Contrast: <i>On the other hand; on the contrary; while other people believe</i></p>	<p>B) Informal introduction and conclusion, direct address to the reader</p> <p>B) Presentational devices: headings, sub-headings and bullet points</p> <p>B) Fronted adverbials: <i>When completed, Next,</i></p> <p>C) To establish time frames: <i>last Friday, As the day carried on</i></p> <p>D) a précis: <i>Frank Matchan, who was the owner of the kings theatre</i></p> <p>F) Single clauses: <i>This morning, 4th April in the year of the Queen 1866,</i></p> <p>F) Relative clause: <i>which were all dressed alike and beautiful; who inspired me to join him</i></p>
Using adverbs	<p>A) To qualify precision: <i>Suddenly, maybe, freely</i></p> <p>B) To add emphasis: <i>completely, really, obviously</i></p> <p>E) To secure the argument: <i>clearly, severely</i></p>	<p>B) Qualify the imperative verbs: <i>thoroughly</i></p> <p>C) To emphasise the writer's voice: <i>obviously, fortunately</i></p> <p>E) Add detail to verbs: <i>Surreptitiously; quickly; accidentally</i></p>
Using preposition phrases	<p>B) Adverbially: <i>out of clay, with a spear</i></p> <p>C) Adverbially: <i>with a silver sword</i></p> <p>F: <i>in the lemon; from the zinc strip; up the wire</i></p>	<p>C) Advise the reader: <i>inside the strips, in the right hand of the pharaoh</i></p> <p>D) <i>in the Elizabethan times; Despite cinemas, DVDS and Netflix; because of the curved walls</i></p>
Using expanded	<p>A) <i>Brown hair and ocean blue eyes</i></p>	<p>A) <i>a phone call from work, some winter clothing</i></p>

noun phrases	<p>C) <i>The only improvement; a little more time; an amazing day</i></p> <p>D) <i>three raggedy hags; the second haggard witch</i></p> <p>E) <i>bad influence, younger children</i></p>	<p>B) <i>a coffin painted with a face</i></p> <p>C) <i>a dirty skeleton in a cage in public view; such a horrifying object in a local busy street</i></p> <p>D) <i>a glimpse of a lady's ankle</i></p> <p>E) <i>a good for nothing stick</i></p>
Commas for clarity	<p>C) <i>really, really cool</i></p> <p>E) <i>but, on the contrary, children</i></p> <p>F) <i>If it buzzed,</i></p>	<p>E) <i>Jack stared for a moment at the stick which was crippled, useless and definitely worth nothing</i></p>
Punctuation for parenthesis	<p>B) <i>Relative clause (which was really hard)</i></p> <p>D) <i>Dashes: So furious that he charged - once again - into Birnam Woods</i></p>	<p>C) <i>(which is Romeo's family name)</i></p>
Semi-colons	<p>D) <i>To mark the boundary between independent clauses: The next night, Macbeth and Lady Macbeth invited the king to go to their house; they had a glorious feast</i></p>	<p>C) <i>However they were able to see what no one else was able to see; it was a beautiful detailed painting with a drawing of the sun.</i></p> <p>E) <i>You're back already; where's the money?</i></p>
Dashes	<p>C) <i>To mark the boundary between independent clauses: traders and crafters - and that was the end of the day</i></p>	<p>A) <i>To mark a strong afterthought: with an angry mind - ready to attack</i></p> <p>C) <i>the Globe theatre - which is where Shakespeare's plays are shown</i></p> <p>D) <i>to get to the gallery - which is also known as</i></p>
Colons	<p>B) <i>To introduce a list</i></p> <p>F) <i>To introduce a bulleted list</i></p>	<p>D) <i>To introduce sub headings</i></p>
Hyphens	<p>F) <i>a low-power battery</i></p>	<p>C) <i>co-operating</i></p> <p>E) <i>monster-like; no-one; brand-new</i></p>

		F) <i>wine-red, astral-blue, action-packed</i>
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