

Y3: Working at greater depth (GDS)

Piece A: Narrative

The pupils were reading **Call Me Lion** by Camila Chester, and they were asked to re-tell the moment whereby the two main characters meet for the first time from the perspective of Richa, the female character.

One hot summer's day, I was bouncing joyfully on my trampoline when I saw someone's hair. It looked like a lion's mane. I began bouncing higher to see who it was. It was a boy!

A complex sentence structure providing necessary detail for the reader.

I decided to talk to the boy. "Hi there my name is Richa. What's yours?" I asked but there was no answer, so I decided to comment on his mane. "Hi again slick tricks," I said. Still no answer. I was just about to ask the boy another question when I heard this whimpering sound. I felt an urge to investigate. I decided to bounce higher to see what it was. It was a dog "a wwww cute dog what's its name?" I asked. The boy just stared.

A compound sentence using the conjunction so.

I continued to talk but after a few questions without answers, I noticed that the boy was doing Superman punches in the sky. So, I decided to copy him.

Short sentence that builds suspense and interest.

We were having so much fun copying each other that I excitedly leaped off the trampoline noticing that the boy was looking slightly worried when I shouted, "I'm coming over!" The dog continued to whimper so while I was walking round to his I asked him, "What's your dog's name?" I asked once more, but still no response. I started to get a bit suspicious.

Adverbs used to modify the verbs which add additional detail.

Correct CE/NC Spellings:

Year 1: one, I, was, my, some, a, to, the, there, my, your, ask, no, said, we, were, so, once

Year 2: talk

Year 3/4: decide, answer, question, heard, continue, notice

Incorrect CE/NC Spellings:

Year 1: 0

Year 2: 0

Year 3/4: 0

The pupil has engaged the reader through varied word choices and sentence types. Dialogue has been integrated throughout to move events forward with a clear model taken from the original text. Paragraphs have been used to organise ideas and adverbs, prepositions and conjunctions create cohesion. The past tense is maintained throughout, and the present tense is used correctly for dialogue. Demarcation of punctuation taught at Y3 is at least mostly correct. Spelling of Y3/4 statutory words is accurate and the prefix *super-* has been used correctly to form the noun *superman*. Although handwriting is legible with mostly accurate letter formation, it is not joined in this piece.

Y3: Working at greater depth (GDS)

Piece B: Recount

The pupils were researching different inspirational people and the whole class tried to recount the events of Robert Falcon Scott's expedition.

Robert Falcon Scott

The courageous and determined explorer Robert Falcon Scott **was** an enthusiastic person who never gave up on his dream **to be the first man to reach the South Pole.**

In June 1910, Robert Falcon Scott and his team **of** explorers set sail from Cardiff dock. **They** sailed on **a** ship called Terra Nova and it took about **a** year and a **half to** travel **to** Antarctica. After arriving, **the** race really started **to the South Pole!**

Totally overwhelmed **by the** outrageous weather **the** ponies **were** soon too **cold to** transport them **so the** team carried on without them. When **they** **were half** way, **the** dogs also had **to** turn around **because they were** too **cold**. This left five fully grown men **to do the** rest of **the** walk on their own. This **was** exhausting for them!

Clear awareness of the purpose and audience through the sharing of Scott's ambition and personality traits.

Ideas within paragraphs are being extended with additional details, dates and noun phrases to describe and specify.

Varied sentence openers which support the cohesion and flow of the piece.

An exclamation mark used to express the strong feeling of tiredness these men would have felt.

Accurate spelling of homophones.

Capital letters used correctly for names.

Y3: Working at greater depth (GDS)

Piece B: Recount

They **arived** at **the** South Pole on 17th January 1912. Unfortunately for them, Roahl Hamandson beat them **because he** had arrived on 14th

Subordinating conjunction *because* providing additional detail for the reader.

December 1911. **They were** all very disappointed **by this so decided** to travel back home.

Accurate demarcation of an apostrophe for possession.

On **the** return trip, Evans died in mid **February** but **they** still faced another 800 miles back. It got even **colder** and **there was only a** tiny bit of food

Comma accurately used to demarcate a fronted adverbial.

left. **One of the** explorers (Oates) sacrificed himself as **he could go on no** more. Sadly, Scott and **the** others still died and **were** found in March

Varied and well selected verb choices.

1912. **They** also found Scott's diary with **a** letter **to** his wife telling her how much **he loved** her.

Correct CE/NC Spellings:

Year 1: the, was, to, be, of, they, by, were, so, a, one, he, go, no, love

Year 2: cold, because, only, could, half

Year 3/4: decide, February

Incorrect CE/NC Spellings:

Year 1: 0

Year 2: 0

Year 3/4: arrive

This recount fulfils its purpose effectively. The pupil has recounted the key events from the expedition in a clear and logical manner while also including sufficient detail to make the reader aware of the danger and challenge this had not only on Scott, but also the other explorers who travelled alongside him. Vocabulary choices are often well chosen – *courageous and determined, overwhelmed by the outrageous weather, sacrificed himself* – and this effectively supports the coherence for the reader. The pupil has organised paragraphs around a theme as well as grouping relevant information together. Fronted adverbials support the cohesion across the piece. All sentences are demarcated with capital letters, full stops and exclamation marks. Commas are used after some fronted adverbials and to mark some subordinate clauses within a complex sentence. Spelling continues to be a strength both for Y3/4 statutory words and prefixes (*disappointed*) and suffixes (*outrageous*).

Y3: Working at greater depth (GDS)

Piece C: Persuasive holiday brochure

As part of their learning about the Stone Age and pre-historic monuments, the pupils were asked to write a holiday brochure persuading tourists to visit Stonehenge.

Stunning Stonehenge

Are your children becoming techno-zombies?

Do you want a trip out with your family? If so, plan a visit to Stonehenge this half term!

Expanded noun phrases used across the piece to strengthen the description and persuade the reader.

Wave to Stonehenge

Stonehenge is in the south of England in Wiltshire. It is eight miles north of Salisbury and is in a large, prehistorical landscape.

Rhetorical questions designed to speak directly to the reader. An effective way in hooking a reader's interest and making them think about their own response to the question in hand.

Stonehenge really is the best place to be!

Words containing prefixes and suffixes accurately spelt.

Stone Sweet Henge

Stonehenge has a great gift shop and next to this is a café with beautifully clean toilets and a baby changer in it. If you visit their café don't forget to buy a sweet, strawberry ice cream. There is a wonderful car park which has room for about one thousand people's cars.

Relative clause that provides additional information about the features of this location.

Complex sentence structure used to extend the sentence and the ideas within it.

Incredible!

Y3: Working at greater depth (GDS)

Piece C: Persuasive holiday brochure

Fabulous Features

Look out for **special** replica roundhouses. **The** roundhouses **are** made out **of** straw, animal skin and wood. Have **you** been inside **one** yet? Marvel at **the** massive stones that surround Stonehenge and stand like **the** bravest person in **the** world. I'm sure **you** want **to** visit now!

Will you visit?

You'll have an **extraordinary** day and **you'll** want **to** **come** back again and again.

"Stonehenge **was** outstanding. **I** am definitely coming back next year," **said** Sophie aged 8.

Don't delay! Make sure **you** organise **your** visit today.

Apostrophes for contraction accurately demarcated.

Repetition used for effect.

Correct use of the form *an*.

Commas in a list describing what the houses are made from.

Closing sentence shows awareness of audience and the purpose of the text type.

Present perfect form used.

Correct CE/NC Spellings:

Year 1: are, your, do, you, a, so, to, the, of, be, there, one, people, are, come, was

Year 2: children, half, beautiful

Year 3/4: eight, special, ordinary

Incorrect CE/NC Spellings:

Year 1: 0

Year 2: 0

Year 3/4: 0

This successful persuasive holiday brochure has a clear purpose and awareness of the reader. This has been achieved through the persuasive devices included throughout the piece e.g. rhetorical questions, use of simple sentences for impact and second person address. Relevant and well organised content supports the coherence of the piece, and the piece concludes effectively with an appropriate quotation, accurately punctuated with inverted commas, and direct address to the reader. Appropriate tense choices have been made throughout and exclamation marks create a sense of urgency or excitement, motivating the reader to act. The child has edited several spellings and has crossed out a sentence where they have repeated themselves. Spelling of Y3/4 statutory words continues to be a strength.

Y3: Working at greater depth (GDS)

Piece D: Narrative

After reading the chapter in **Charlotte's Web** by E B White, whereby Fern tries to stop her father from slaughtering Wilbur the pig, the children were asked to write a short narrative recounting this key moment in the story.

Slowly, I opened my eyes as I heard Mama and Papa talking angrily to each other in the yard. I was curious to know what they were saying.

Five minutes later, my curiosity pushed me out of my luxurious bed. Picking up my coloured pencils and paper, I walked down the stairs.

When I gazed out of the window I saw Papa holding an axe as sharp as the top of a cliff spike. The room smelt like rotten eggs, out of date milk, burnt chocolate and chickens.

"What is Papa going to do with that axe?" I questioned.

Some pigs were born last night. One of the runt's was weak, useless and when it grows up it will never make one good part from a big lump of rubbish. So Papa decided to do away with it," exclaimed Mama.

"Do away with it? You mean hit it with that sharp axe as sharp as a broken piece of glass! That is not happening on my watch!" I said glaring back at them with beady eyes.

I popped on my shoes then pushed out of the door to try and stop either. Just then I heard the noisy red school bus as it honked from the road.

Dashing back into the house, I snatched up my school bag and school bag and clothes. I got changed then pushed back out of the house.

Sentences varied across the paragraphs including extended sentences to describe the setting and create atmosphere as well as shorter, more direct sentences for impact.

Dialogue used successfully to drive the story's plot forward and build the emotion felt by Fern as she desperately tries to save Wilbur the pig.

Commas used in a list to describe the rationale for why Wilbur should be slaughtered. This additional detail provides context for the reader.

Inaccurate demarcation of apostrophe for possession.

Well considered language choices which help create tension and additional information about the mood of the characters.

Exclamation marks used to indicate the strong feelings felt by the character.

Correct CE/NC Spellings:

Year 1: I, my, to, the, was, they, were, my, me, of, I, some, were, one, was, a, so, do, you, school, house, my

Year 2: eye, hold, any, father, old, clothes

Year 3/4: heard, minute, question, decide

Incorrect CE/NC Spellings:

Year 1: 0

Year 2: 0

Year 3/4: 0

This short narrative is written in the first person and the past tense (or present tense for dialogue). It is written in time order, using fronted adverbials such as *Dashing back into the house*. The pupil captures the mood of the piece well through well selected word choices – *glaring, beady*. Handwriting is joined, legible with letters accurately formed.

Y3: Working at greater depth (GDS)

Piece E: Narrative

In Geography, the pupils were learning about volcanoes. To support this, they read **Escape from Pompeii** by Christina Balit. The pupils were then asked to write a short narrative recalling the events leading up to the eruption of Vesuvius.

On a harbour overlooking the bay of Naples, the Roman city of Pompeii glimmered in the sunlight. Is Pompeii always going to be like this?

As I was in my kitchen baking bread, suddenly the earth shook, candles fell to the ground, the donkey was acting strangely and I heard pots smashing (to the ground). "What's happening? Is it an earthquake?" I thought.

As fast as a cheetah, I ran to Tania's house where he was glad to see me. Sprinting through the cobbled streets we raced to the harbour. BOOM! CRASH! POP! As we were running, the sky began to darken and screams of horror filled the air. "The dust is too thick I can't see!" I screamed. "We need somewhere safe to stay," Tania answered.

We tiptoed onto the creaky, old captain's boat and hid under some blankets.

A few hours later, we woke up from a loud... Boom! Mt. Vesuvius had erupted!

Lightning flashed and thunder rumbled. Streams of molten liquid flowed down into the city of Pompeii. Before we knew it our beloved city was gone. Will we ever see our lovely home again?

Building suspense for the climatic event that the narrative is building up to.

Use of simile to build tension where the reader gets a sense of the emotions felt through the character's actions.

Inner monologue of the main character gives the reader an insight into the thoughts of what this might be.

Simple sentence for impact followed by a more descriptive sentence to provide a picture in the reader's mind.

Additional information is bracketed.

Correct CE/NC Spellings:

Year 1: a, the, of, be, I, was, my, to, house, where, he, was, me, through, we, were, some, our, love,
Year 2: fast, old, hour
Year 3/4: earth, heard, thought

Incorrect CE/NC Spellings:

Year 1: 0
Year 2: 0
Year 3/4: answer, strange

In this narrative, the pupil has used a range of sentence types and lengths to ensure they have a varied and interesting piece of writing. Ideas are organised into paragraphs and the inclusion of both speech and dialogue develops the character and the tension within the piece. Inverted commas are accurately punctuated as are capital letters, full stops, question marks, exclamation marks and apostrophes for possession. Most homophones are correctly spelt with one error for *to/too*. Although, there are a couple of errors with Y3/4 words, most other words are spelt correctly. The child has developed a legible style with consistent letter formation that is also joined.

Y3: Working at greater depth (GDS)

Piece F: Non-chronological report

The children had studied non-chronological reports in a previous unit of work. For an independent piece of writing, children were asked to recall this information to create their own report for a mythical creature they had created.

The Lightning Terror

Introduction

Once **thought** extinct, **the** Lightning Terror is known to be the rarest animal on **earth**. At **the last** count, **there were only** 100 remaining in **the** population. Found in **the** depths of Lincolnshire **the** Lightning Terror **was** discovered by D.R. Cog in **early** 1963. This creature is **extremely** dangerous as it kills on sight. Also, if **you find one** near **your** home this large creature can use its lightning powers to create a power surge that will cut off **your** electricity supply instantly. **Would you** want this to happen in **your house?**

Subordinating conjunction *as* used to create a complex sentence.

The writing reflects the purpose of the piece with rhetorical questions used to show awareness and add interest for the reader.

Accurate spelling of this word containing a prefix.

Appearance

This amazing creature, who dislikes humans, has a lightning proof body that collects **actual** lightning. Amazingly, this animal can reach up to 10 meters tall. It has a long body line and mighty wings that

Commas used accurately for an embedded clause to provide additional detail.

Subordinating conjunction *that* used to create a complex sentence.

Y3: Working at greater depth (GDS)

Piece F: Non-chronological report

Appearance (cont'd)

can beat **a** professional boxer. Its scales blend in with **the** darkness and **are** as hard as **a** rock. It has **a** head like **one** found on **a** dog and two rows of jagid teeth. This creature mainly relies on its hearing and smelling with its wings helping it to run, hide, fight and hunt.

Commas used in a list to describe the purpose of the wings for the creature.

Accurate demarcation of capital letters (including names), full stops, question marks and exclamation marks.

Well considered vocabulary choices supporting the reader to develop a clear awareness of what type of creature this is.

Habitat

Found in Lincolnshire this imposing beast likes nothing but peace and quiet. **The** Lightning Terror lives in **the** woodland area near Lancaster Drive **by the** duck ponds. Have **you** ever visited **there**? **The** Lightning Terror enjoys nothing more than watching **the** ducks being fed. Then at **the** right moment swiping **one** juicy **one** away for its lunch! Lightning terrors have adapted to their home **because there's** lots of rain in Lincolnshire. This means **there** is also lots of lightning!

Use of the present perfect form to talk about an action in the past.

Adverbials used to help build cohesion between sentences.

Accurate demarcation of an apostrophe for contraction - *there's*.

Y3: Working at greater depth (GDS)

Piece F: Non-chronological report

Lifecycle

The Lightning Terror belongs to the lizard species and can live up to 1000 years old. They live with their parents for their first 50 years (human years) and are well known as Lighters when young.

Did you know?

The Lightning Terrors cousin is the Cat-o-Raptor.



Correct CE/NC Spellings:

Year 1: once, to, be, the, were, was, you, your, a, your, house, are, one, there, of, by

Year 2: last, only, would, parents, because, find, old

Year 3/4: earth, extremely, appear, actual, early

Incorrect CE/NC Spellings:

Year 1: 0

Year 2: 0

Year 3/4: thought

In this non-chronological report, subheadings introduce each paragraph. These paragraphs are used to group specific information about this creature. The pupil has varied their sentence length across the report to describe the creature including the use of complex sentences. An embedded clause has been used to give extra information about the main clause in which they appear. Conjunctions (*as, if, that, and, because*), adverbs (*only, extremely, also, instantly, once, then, amazingly*) and prepositions (*on, in, by, near, to*) create cohesion with strong word choices effectively supporting the coherence of the piece. The use of rhetorical questions shows an engagement with the reader and fits the purpose of this piece well. Year 3 punctuation is used accurately, including a comma after a fronted adverbial, question marks and apostrophe for contraction. There is one missing apostrophe in the final paragraph (*terror's*), however, this would not stop the pupil attaining this standard. In the original version of this piece, edits were made through proof reading for missing words and simple additions to provide greater clarity for the reader.