



Writing exemplification: Years 2 & 3

This document has samples of writing for each year group to show the **expected standard for the end of the year.**

There is a wide range within the expected standard so there are a few examples of different genres for each year group to demonstrate this.

Some children will be working towards their current year group expectations, others working within the expected level and some may even be exceeding the level expected.

You can find more information on the English curriculum at:

<https://www.gov.uk/government/publications/national-curriculum-in-england-english-programmes-of-study/national-curriculum-in-england-english-programmes-of-study>

Year 2 (KS1) Writing exemplification:

<https://www.gov.uk/government/publications/2018-teacher-assessment-exemplification-ks1-english-writing>

Year 2 Expected

Piece A: Explanation

A Molkey test machine

You plug in the machine. Then ^{you} switch it on. The ~~to~~ Molkey task computer will go bleep, buzz, bleep and then you press a ~~bot~~ button on the key board. The Machine will ~~do the~~ ~~Any~~ ~~Any~~ ^{anything} 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!

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. ^{It} was really dark in the attic and there were pretty deep holes in the floor. Just then some thing caught his eye. ^{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 took took} took them all down stairs. & First he opened the silver one which had wires in it. ^{Soon} soon he had opened all of them.

Fred put all the parts together.

it made a computer. Suddenly he
^{Spotted}
~~noticed~~ a white box ^{with} 3 pins. It
was a plug Fred plugged in the
plug. The computer said DELL.

Whatever does that mean? I thought

Fred. He made jumpers, bread and butter
he had finish writing ^{every thing} down that
the machine went
boom. Fred was sad. ^{So} he went

to the garage got some tools and

put it back together. From that day on

Fred used his machine everyday ^{to knit}
~~knitting~~ to knit

his school jumper.

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 ^W rings of fire at you.
~~When~~ ~~when~~ ~~the~~ flys; he ^H lights up
the sky ^{is} like the sun. He ~~lives~~
in the center of the sun. ^W when, he
~~goes~~ goes to sleep the fire ^{the} un ~~the~~
sun goes out. He can turn things to
stone, make people catch fire and make things
explode. He can also turn any thing into
food. When he gets angry he will throw you
in the sun!

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 06930661300999013. If seen and not reported you will be locked in jail for three years! You will be rewarded £900 or 309306 bucks if you report. Whatever you do do not shoot it! Its claws are silver so it is easy to be seen. [REDACTED] class 3 year 2.

Piece G: Recount

Yesterday we went to bishops Wood to look for mini-beasts. First we had a ~~snack~~ ^{snack}. 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.

Key stage 1 English writing teacher assessment framework

Please also refer to the [Teacher assessment frameworks at the end of key stage 1](#) on GOV.UK, as the guidance for using the frameworks has not been duplicated here.

Working towards the expected standard

The pupil can, after discussion with the teacher:

- write sentences that are sequenced to form a short narrative (real or fictional)
- demarcate some sentences with capital letters and full stops
- segment spoken words into phonemes and represent these by graphemes, spelling some words correctly and making phonically-plausible attempts at others
- spell some common exception words*
- form lower-case letters in the correct direction, starting and finishing in the right place
- form lower-case letters of the correct size relative to one another in some of their writing
- use spacing between words.

Working at the expected standard

The pupil can, after discussion with the teacher:

- 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.

Working at greater depth

The pupil can, after discussion with the teacher:

- write effectively and coherently for different purposes, drawing on their reading to inform the vocabulary and grammar of their writing
- make simple additions, revisions and proof-reading corrections to their own writing
- use the punctuation taught at key stage 1 mostly correctly[^]
- spell most common exception words*
- add suffixes to spell most words correctly in their writing (e.g. -ment, -ness, -ful, -less, -ly)*
- use the diagonal and horizontal strokes needed to join some letters.

* These are detailed in the word lists within the spelling appendix to the national curriculum (English Appendix 1). Teachers should refer to these to exemplify the words that pupils should be able to spell.

[^] This relates to punctuation taught in the national curriculum, which is detailed within the grammar and punctuation appendix to the national curriculum (English Appendix 2).

Resources taken from DfE document. Please refer to:

<https://www.gov.uk/government/publications/teacher-assessment-frameworks-at-the-end-of-key-stage-1>

Year 3 Expected

Persuasive letter

Dear Mr. Kullerby,

I am writing to persuade you to let us go on school trips into London. After reading your letter, I felt upset because I enjoyed learning outside of the classroom.

First, I believe that we should go on school trips into luxurious London is my second favourite city. For example, when I went to the V & A museum, I saw lots of ancient toys. This made me feel because it was really fun.

Also, it is important that we get a chance to explore London and learn a lot of new things about our city and we can write a report all about London in primary school / secondary school and are essays.

The children in Chapel Manor should have the opportunity to go on public transport on school trips and be able to discuss new things and to learn all about train safety. I now feel more confident going on a train or tube.

PEO
P6062

Character description

purpose of objective character description

Mr Macpan is very Strange looking and Weird because he wears girls clothes and also wears a clown's hat. He wears black glasses and they make him look very Silly. His ears are red and green and his eyes are blue and Shiny. Mr Macpan only has three fingers! Sometimes Mr Macpan ~~so~~ paints his nails black!

Mr Macpan is a kind, funny man and he loves children with all his heart and is very caring and kind. He is very crazy and is never angry. He is an amazing crazy headteacher for all the children. He is mad!

Mostly, Mr Macpan does all the assemblies because he loves to see the children smiling at. Sometimes, he goes to the playground to watch the outside games. When Mr Macpan is in a good mood, he visits classes to see how the children are.

Retelling a myth

A long time ago there lived a king Minos of Crete. Whenever he got home he ordered he attacked Athens. He had a daughter who thought he was a monster and a horrible person. King Minos was as mean as a monster.

As a result of his attacking Athens the king grew tired of king Minos attacking Athens and made a deal to send 14 children in a maze were the ~~the~~ Minotaur. It lives lives. Lived ^{was} the monster is a monster. He has it to two sharp horns a head like a bull and a human body. He has bright red eyes.

Months later Prince Theseus ~~is~~ argued "Dad you can't send children to be eaten. I will go as the seventh boy." "You can't" ^{he} said his Father.

Hours later Theseus arrived at Crete. Ariadne ^{gave} Theseus on a letter saying that she would give string and a sword but in return he would take her to Athens. Theseus ~~met~~ ^{accepted} the offer.

^{Ariadne} Theseus met Ariadne at the gate. ^She gave him a ball of string and a sword.

^{Theseus} Theseus entered the maze maze. ^S All of a sudden he felt the Minotaur's horn and the battle began. The ~~the~~ Minotaur ~~met~~ made ^{for} Theseus. Then Theseus grabbed its shoulder and cut ^{it} the ~~the~~ ^{its} ~~the~~ ^{off}.

Setting description

In the distance, there was a old, ~~grey~~ red lighthouse which was ^{purchased} ~~placed~~ on top of an island. As the lighthouse shines brightly ^{across} among the ocean, the ships happily pass away. Nearby, was the waves that splashed up and down through the sea and was reflected by the lighthouse like a picture on the sea. Although, the weather was as ^{stormy} ~~thundered~~ and crackled with ~~light~~ as on a winters night, the lighthouse spread a warm glow ^{suddenly} over the bustling village. Until, the light ^{suddenly} went out. Noisily, was the village that had ^{building} ~~buildings~~ towered with people celebrating with the feeling of joyful inside. There, was houses, buildings that was rusted and old and was not like now.



Narrative based upon a story

M M M
Magical M M
M M M

In a world, if a trap, a hole, in a hole, live a family, you
you're not sure. This family is not a normal family, this family is
properly not sure, with the family, but that's what
I like to call them. The oldest in the family is Mr. Cheese. You
can see below Mr. Cheese. Mr. Cheese as you can properly guess, the
he makes cheese for a living. His wife Mr. Granger basically has the
same story. She makes Granger for a living. They have a little called
Alicia, but she comes later in the story.

In the house who lived a family of mice. I sure that you know
why they are there because there garden good, but there
child, with the family, who's Mr. Mouse.
Mr. Mouse was the oldest but she was prepared by
Mr. Granger and Mr. Cheese. The rest of the family is
a lot of them. There is Tom, Timmy, Tip, and Tanya. This
is where Alicia goes to. Alicia loves the mice she came
them. Every night Alicia goes into the room and out two
pieces of cheese and a glass, takes out the family all

of. But they set Mr. Chesse and Miss Craxer.
So then they had a plan. I shall tell you.
OK I suppose I will tell you. They were going to put
some more traps up so that they would eat the
chess and get out. But the mouse traps are
invisible.

That week flew by now it was Wednesday. The
plan was in full swing. But the mice had not eaten
for five days and they were going to start to eat.
But one morning Alicia put the mice in the cage and
said do not worry you are going to go to the
pet shop to get a nice family. While being
in the shop for 1 hour they find a nice
house in the midlands with Anna, Mr. Chesse
and Miss Craxer are still eating!

Diary entry

Dear diary,
You would never believe what happened to me yesterday it was so amazing. I was going to go to the woods with Nadia, but she had to tidy-up her room. So I went by-myself through the deep dark woods. I stumbled on a log and found my-self falling down, down, down. I was ~~terrified~~ and I didn't know where I was.

Awfully I looked around me and there was stones and more stones around everywhere. I felt really scared! Mysteriously, I crept out to the light and saw a grey field.

All of a sudden, I saw a girl, she was about the same age as me, but she didn't look like any of the girls I knew and I didn't look like any of the boys she knew.

