Assessed Level 2

'King and Queen'

Content:

- ☑ Well-constructed narrative with a beginning, middle and end
- ☑ Written in a recognisable and consistent fairy tale genre
- ☑ Captures the attention of the reader on the first page
- ☑ Simple but effective interaction between the main characters ('*You have come to the right place*')

- ◉ Explore further narrative writing frames
- ◉ Give a brief description of the King or Prince

Sentence Structure:

- ☑ Short, simple, clearly constructed sentences used correctly throughout
- ☑ Effective use of direct speech
- ☑ Connecting phrases used near the beginning of the story (e.g. '*Every day*', '*At long last*')

- ◉ Transform simple sentences into longer complex ones by the use of conjunctions

Vocabulary:

- ☑ Appropriate, simple vocabulary for a fairy tale
- ☑ Attractive choice of name for the princess

- ◉ Introduce descriptive proper names for the other main characters
- ◉ Extend vocabulary in shared and guided reading

Grammar/punctuation:

- ☑ Clear understanding of the use of capital letters and full stops
- ☑ Beginning to use a range of punctuation, including exclamation/question marks, ellipsis and direct speech
- ☑ Consistent use of the past tense

Spelling:

- ☑ Almost entirely correct

- ◉ Work on phonetically plausible attempts at longer, more ambitious words

Handwriting:

- ☑ Legible

- ◉ Consistency of letter size
- ◉ Correctly positioned descenders

Key:
☑ = Achieved
◉ = Area for Development

Once upon a time lived a King and Queen. They lived in a Galetin Palace.

The King and Queen where very Kind. They really wanted a Pretty baby.

Every day they waited and waited. A baby Just Would not come.

At long last a baby came. It was a girl. She was so Pretty Know they waited.

...anther baby, they named the baby Spring Rose. One day Spring Rose had her hair up

in a ponne tail. She realy liked having her hair up. One day she started to talk she

shouted "my Mum and dad are Nice". One day a price came,

riding by the Golden Palace. He knoced on the door. The king opened the door

he said "I am a price and, I want to marry a pricess" The king said

"You have came to the right place we have had a pricess she is 16 how old

are you?" Said the Price. "You have to kill a dragon first." "ok" The price found a

dragon and killed it. The king said to the price "You can marry the Pricess."

So the price marryed the pricess and they lived happily ever after.

'The Great Prince and The Great Princess'

Content:
- ☑ Well-structured and logically constructed opening
- ☑ Main characters and setting clearly described on the first page
- ☑ An interesting potential situation the jealous witch is introduced but this is not developed
- ☑ Emerging ability to create suspense ('But the wiked which was woshing them')

- ◼ Ensure that a story has a turning point where something clearly *happens*
- ◼ Plan this turning point first and then develop the build-up and conclusion

Sentence Structure:
- ☑ A mixture of simple and compound sentences used correctly
- ☑ Beginning to use clauses (e.g. 'When it was nighttime…')
- ☑ Some use of connecting words and phrases (e.g. 'long long ago', 'One day', 'Anyway')

- ◼ Begin to use more sophisticed conjunctions to extend sentences (e.g. 'because', 'unless')

Vocabulary:
- ☑ Straightforward but appropriate choice of words
- ☑ Effective use of simple descriptive phrase ('..the princss was oueside *piking red roses*)

- ◼ Develop use personal pronouns to avoid repetition of main names
- ◼ Provide simple thesaurus to extend vocabulary choices

Grammar/punctuation:
- ☑ Appropriate use of capital letters and full stops
- ☑ Starting to use speech marks correctly
- ☑ Consistent use of past tense

- ◼ More confident use of speech marks

Spelling:
- ☑ Confident attempts to spell more difficult words

- ◼ Regular reinforcement of spelling rules
- ◼ Begin personal spelling log

Handwriting:
- ☑ Legible, clear and attractive style
- ☑ Some letters joined

- ◼ Develop fluency of joins

Key:
☑ = Achieved
◼ = Area for Development

51

Once The grart princs and the graet Princss

long long ago there

lived a pretty princss called

Aasechan. She lived in

a pretty hawtawer. One day

a princs came by the Princss

was oueside pikling red ross.

" "
Holow said the Princs.

"
would you like to cume

"
for a rlyd on my hous

shauted the Princs.

" "
yes plees dskrskid the

princss. but the wiked

which was woshing them.

She loved the princs
and she was allse Tellst
and fort thet the prinss
was uglie. Aneway they
went for a long rigd. When
it "was nighttime "goodby"
said the princs good night
said the princss and the
nexed day they got marred.
the Ond.

'Magicians House'

Content:

- ☑ Lively and interesting style
- ☑ Vivid and relevant details of events
- ☑ Confident writing, full of original ideas

- ▣ Opportunities for shared story-planning sessions
- ▣ Practice in writing a 3-part story with a clear action/turning point

Sentence Structure:

- ☑ Accurately constructed sentences
- ☑ Subordinate clause at the beginning of most sentences

- ▣ Variation of sentence construction to avoid 'list-like' repetition
- ▣ Development of extended sentences, linked through connectives other than 'and'

Vocabulary:

- ☑ Some well-chosen precise nouns (e.g. 'slow-worms', 'tarantulas')
- ☑ Evidence of growing use of strong verbs (e.g. 'pop out', jumping up and down')

- ▣ Encourage more use of adjectives before nouns

Grammar/punctuation:

- ☑ Generally accurate use of full stops and capital letters
- ☑ Some use of exclamation marks to give appropriate effect

- ▣ Consistent use of past tense in narrative writing

Spelling:

- ☑ Some examples of accurate spelling of high frequency words (e.g. 'you', 'the', 'was')
- ☑ Most other words are phonetically plausible
- ☑ Accurate spelling of initial consonant clusters (e.g. *sk*eleton', '*fr*og', '*fr*idge', '*cr*azy')
- ☑ Accurate spelling of ending 'ing'
- ☑ Some examples of accurate spelling of vowel digraphs ('d*ow*n', 'r*oo*f')

- ▣ Further work on spelling long vowel sounds

Handwriting:

- ☑ Legible with ascenders and descenders distinguished
- ☑ Upper and lower case not generally mixed within words
- ☑ Some evidence of joining letters

- ▣ Practise simple joins

Key:
☑ = Achieved
▣ = Area for Development

55

Nefer Nefer rent a magichans house.

You mit fid a tree freg in the house.

Wen you open the cuboods a frog juping out.

And wen you go to bed there is spacss in yoour bed.

Wen you bef a bcf tratrers cum out of the tapi

Wen you tern the taps on werm cum aut of the taps;

Wen you opun the fng a hole piy all of slowerm

Wen you sit on the sets thea melt Wen you Makedin the laball etl it all up. Wen you stad on the sters choclt cums out of the roof and thea Melt. Wen you woch tele it wet Mad it cam troow. upssters was dwnsters the house was upsid dwn. The huse wet crase the house Juping up and dwn. Wen you sit on thesofer skelton popout.

Wen you Jup up and dwn the frogs was I lae this house I stad

fru 2 Weecs

'Billy Duck'

Content:

- ☑ Increased length allows for a beginning, middle and end
- ☑ Events are simple but recounted in a logical order
- ☑ Story contains a 'turning point' ('*Billy duck got wet*'), which leads on naturally to the ending
- ☑ Convention of '*Once upon a time..*' appropriately used to begin story

- ◼ Extend /emphasise the '*turning point*' by giving more details about what happened and how Billy felt

Sentence Structure:

- ☑ A mixture of simple and compound sentences correctly used
- ☑ An ability to manage longer sentences is beginning to emerge, as in the last sentence
- ☑ Compound sentences joined by '*and*' and '*but*'

- ◼ Begin to substitute '*and*' and '*but*' for subordinating conjunctions (e.g. '*because', 'although*' etc) to form subordinate clauses

Vocabulary:

- ☑ Short adverbial phrases beginning to be used (e.g. '*wun day*')
- ☑ Words chosen are simple but entirely appropriate
- ☑ One adjective used to describe 'hat'

- ◼ Use more adjectives in front of nouns
- ◼ Encourage further use of adverbial phrases at the beginning of sentences to move the action forward

Grammar/punctuation:

- ☑ Use of the third person to recount a story beyond child's own immediate experience
- ☑ Accurate use of full stops

- ◼ Experiment with question marks and exclamation marks

Spelling:

- ☑ Common words spelt correctly
- ☑ Correct use of some doubled consonants (e.g. '*called', 'getting*')
- ☑ Phonetically plausible attempts at longer words

- ◼ List individual common errors and devise a way of remembering these

Handwriting:

- ☑ Most letters joined and legible

- ◼ Avoid use of upper case at beginning of words within the sentence
- ◼ Position descenders below the line

Key:
☑ = Achieved
◼ = Area for Development

Billy Duck

Once upon a time
there was
a duck called
Billy. He didt
liyk getting wet
but wun day
It setd to
ron. Billy duck
got wet.
mum duc
went to anotrues
sop and bort
Billy Duck
a Blow hat