

Mason Moor Primary School



'Expected Standard' Exemplification

Writing Y1, 3, 4 & 5
Making 'sound' judgements

Writing Progression

	Composition	Vocabulary, Grammar & Punctuation	Spelling	Handwriting
1	<ul style="list-style-type: none"> Composes sentence orally before writing Sequences sentences to form short narratives Rereads to check that writing makes sense 	<ul style="list-style-type: none"> Joins words and clauses using <i>and</i> Separates words with spaces Demarcates some simple sentences: <i>A.</i> Some use of <i>?</i> and <i>!</i> Capital letter for some proper nouns Capital letter for personal pronoun <i>I</i> 	<ul style="list-style-type: none"> Phase 2 to 5 graphemes in familiar words Doubled letters at the end of base words: <i>ll, ss, zz, ff, ck</i> Words ending in <i>-y</i> pronounced /ee/ and /igh/ Regular plural suffixes: <i>-s, -es</i> Regular verb inflections: <i>-ed, -ing, -s</i> Common exception words: <i>the a do to today of said says are were was is his has I you your they be he me she we no go so by my here there where love come some one once ask friend school put push pull full house our</i> 	<ul style="list-style-type: none"> Sits and holds pencil correctly Forms lower-case letters in the right direction, starting and finishing in the right place Forms capital letters appropriately Forms digits 0-9
2	<ul style="list-style-type: none"> Writes for different purposes Writes down ideas and key words before writing Makes simple additions, revisions and corrections to own writing Rereads writing with intonation to make the meaning clear 	<ul style="list-style-type: none"> Sentences in different forms: statements, questions, exclamations, commands Expanded noun phrases Correct use of present and past tense Subordination (when, if, because, that) Coordination (or, and, but) Sentences demarcation: <i>A. ! ?</i> Commas separate items in a list Apostrophes for contracted forms and the singular possessive 	<ul style="list-style-type: none"> Phase 6 graphemes in familiar words Words with contracted forms The suffixes <i>-ment, -ness, -ful, -less, -ly</i> Some 'silent' letters: <i>kn, gn, wr, le, ei, ai</i> word endings Some correct uses of: Final non-syllabic <i>e</i> suffixing pattern <i>y to i</i> suffixing pattern Consonant doubling suffixing pattern Homophones & near homophones: <i>there/their/they're hear/hear quite/quiet sea/see bare/bear one/won sun/son too/two be/bee blue/blew night/knight</i> Common exception words <i>door floor poor because find kind mind behind child wild climb most only both old cold gold hold told every everybody even great break steak pretty beautiful father class hour move prove improve sure sugar eye could should would who whole any many clothes busy people water again half money Mr Mrs parents Christmas</i> 	<ul style="list-style-type: none"> Lower-case letters are of the correct size Uses diagonal and horizontal strokes to join some letters Capital letters and digits are of the correct size Spacing between words reflects the size of the letters
3	<ul style="list-style-type: none"> Writing is appropriate to the purpose Consistently selects appropriate grammar and vocabulary Organises paragraphs around a theme Creates settings, characters and plot Uses simple organisational devices Proofreads for spelling and punctuation errors Rereads writing with controlled tone and volume to make the meaning clear 	<ul style="list-style-type: none"> Correct use of <i>a</i> and <i>an</i> Conjunctions, adverbs and prepositions to express time, place and cause Present perfect tense Inverted commas for direct speech 	<ul style="list-style-type: none"> Common prefixes: <i>un-, re-, de-, dis-, mis-, in- (il-, im-, ir-), sub-, super-, anti-, auto-</i> Words ending <i>-sure, -ture</i> Words ending <i>-tion, -sion, -sion, -cian</i> Mostly correct uses of: Final non-syllabic <i>e</i> suffixing pattern <i>y to i</i> suffixing pattern Consonant doubling suffixing pattern (including in multisyllabic words) Homophones & near homophones <i>accept/except affect/effect ball/bawl berry/bury brake/break fair/fare grate/great groan/grown here/hear heal/heel/he ll knot/hot mall/male main/mane meal/meet medal/middle missed/mist peace/peace plain/plane rain/rein/reign scene/seen weather/whether whose/who's</i> 	<ul style="list-style-type: none"> Uses diagonal and horizontal strokes to join letters Ascenders and descenders are parallel and equidistant Writing is spaced sufficiently to aid legibility
4	<ul style="list-style-type: none"> Writing is appropriate to audience and purpose Writing uses the appropriate form Develops characterisation and setting and atmosphere Dialogue develops character and advances action Selects appropriate grammar and vocabulary to enhance and clarify meaning Buils cohesion within and across paragraphs Organisational and presentational devices structure writing and guide the reader Tense is consistent and correct throughout Subject and verb agreement is accurate Register is matched to the purpose and audience 	<ul style="list-style-type: none"> Standard forms for verb inflections Adjectival phrases to expand noun phrases Fronted adverbials Appropriate use of nouns and pronouns Commas after fronted adverbials Correct punctuation for direct speech Apostrophe for plural possessive Relative clauses (including those with an omitted relative pronoun) Modal verbs Cohesive devices within paragraphs Ideas across paragraphs linked by adverbials Parenthesis: <i>()</i> , Commas to clarify meaning 	<ul style="list-style-type: none"> Year 3 and 4 statutory word list Words ending <i>-cious, -tious, -cial, -tial</i> Word ending <i>-ant, -ance, -ancy, -ent, -ence, -ency</i> Words ending <i>-able, -ably, -ible, -ibly</i> ough letter string Words with /ee/ sound spelled <i>ei</i> after <i>c</i> Words with silent letters Homophones & near homophones <i>advice/advice device/device licence/licence practice/practice prophecy/prophecy farther/father guessed/guest heard/herd led/lead morning/morning past/passed precede/proceed principal/principle profit/prophet stationary/stationary steal/steal wary/weary who's/whose</i> Year 5 and 6 statutory word list 	<ul style="list-style-type: none"> Writes legibly, fluently and with increasing speed Chooses standard and style of handwriting appropriate to the task Chooses the writing implement that is best suited for the task
5	<ul style="list-style-type: none"> Writing is appropriate to audience and purpose Writing uses the appropriate form Develops characterisation and setting and atmosphere Dialogue develops character and advances action Selects appropriate grammar and vocabulary to enhance and clarify meaning Buils cohesion within and across paragraphs Organisational and presentational devices structure writing and guide the reader Tense is consistent and correct throughout Subject and verb agreement is accurate Register is matched to the purpose and audience 	<ul style="list-style-type: none"> Formal and informal vocabulary and structures, including passive & subjunctive Wider range of cohesive devices Ellipsis Colons, semicolons and dashes to mark clause boundaries Colons and semicolons in lists Bullet points Hyphens to avoid ambiguity 		
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Mason Moor Primary School



'Expected Standard'
Exemplification Pack

YEAR 1

Year 1



Writing

Working towards expected standard

Working towards expected standard						
Write sentences that are sequenced to form a short narrative (real or fictional)						
Demarcate some sentences with capital letters						
Demarcate some sentences with 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 expected standard

Working at expected standard						
Write simple, coherent narratives about personal experiences and those of others (real or fictional)						
Demarcate most sentences in their writing with capital letters						
Write about real events, recording these simply and clearly						
Demarcate most sentences in their writing with full stops						
Use question marks correctly when required						
Use present and past tense mostly correctly and consistently						
Use co-ordination (e.g. or / and / but) to join clauses						
Use 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 within the expected standard

Working at greater depth within the expected standard						
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 e.g. exclamation marks						
commas for lists						
apostrophes for possession						
apostrophes for omission						
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						



What is being exemplified in this piece?

Writes clauses by:

1. sequencing clauses to form short narratives;
2. re-reading what has been written to check that it makes sense.

Context for writing samples:

In each of these samples the child has had support in planning their narrative, before writing independently.

One day Bob woke up
and had a very long
shower. Not he got
dressed and had his breakfast
which is two sunny
eggs and a cup of tea.
Then Bob went to the
rocket station on his
bike. At the rocket station
Bob changed into his man
on the moon suit and
went into his rocket.

Sequenced clauses

Common exception
words correctly spelt

The princess and the horse
One day a time there was a princess
that lived in the forest and in her soft
and cosy bed she dreamt about a
crown that shined in the sun and
was even lighter than diamonds. One day she
went out side to look for the crown
she dreamt about and while she was there
she bumped in to a horse the horse had
the crown and the princess said

Children re-read their
work confidently and
fluently.They identify where
writing doesn't make
sense and make
corrections.

Dear Mrs. Hand, will I was on holiday in the agriest
savanna. I went walking in the night I saw lots of animals
it was terrifying. Some of the animals were afraid so they
stand at me. It was fun but it was also scary and
love the way it was fascinating. I loved it when
the baby lion secretly jumped into my
hands. I saw lots of different animals like the
clouded leopard and I was glad I didn't
wake up or then all men chase all
night long. But it didn't happen. The next

Some use of connectives
to join simple clauses –
'but'

1st person recount

Commentary:

The child can sequence the clauses of their narrative in a way which makes sense and shows beginning, middle and end. This is independent writing, although they may have had support in planning their writing. The child can re-read their writing fluently and check that their writing makes sense.



What is being exemplified in this piece?

Spells words containing each of the 40+ phonemes already taught

Context for writing samples:

Day work, when word banks not provided.
Children spelling words independently can access a phonics sound chart to support their spellings, but otherwise make decisions about how to spell independently.

What do boxes look
like? boxes are red
and furry

'fury' good attempt at ambitious spellings

To have shelter and be able to
keep
ceap your pet safe.

'ceap' example of incorrect spelling of correct sound

'there' wrong homophone used

we invied to the ball They did not
want the sister to come. Next the
Fairy godmother came and helped the

'invied' (invited) good attempt at ambitious spellings

'medicone' (medicine) good attempt at ambitious spellings

went to waited
we wated
we was cold
we wate

'wate' 'wated' example of incorrect spelling of correct sound

her grandmother medicine.
Goldilocks heard a knock
on the door and it was
mean bears who wanted
at her grandmother.

Commentary:

The child has used phonetically plausible attempts at spelling words. Most of the time they are correct but on occasion the child chooses the incorrect spelling of the correct sound.

There are many examples in these samples of the children spelling words correctly. They may have the errors listed above but the common exception words are correct and they are applying their phonic knowledge although sometimes choosing the incorrect spelling of the correct sound. Sometimes the child uses an incorrect word ending (e.g. wants instead of wanted).

Year 1



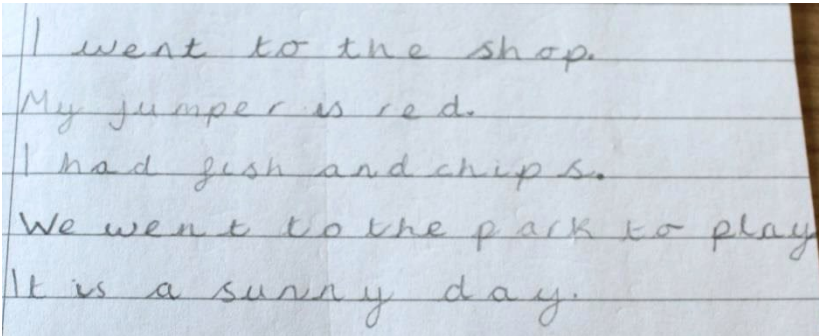
Writing

What is being exemplified in this piece?

Forms lower-case letters in the correct direction using cursive formation, starting and finishing in the right place. Some letters are occasionally joined.

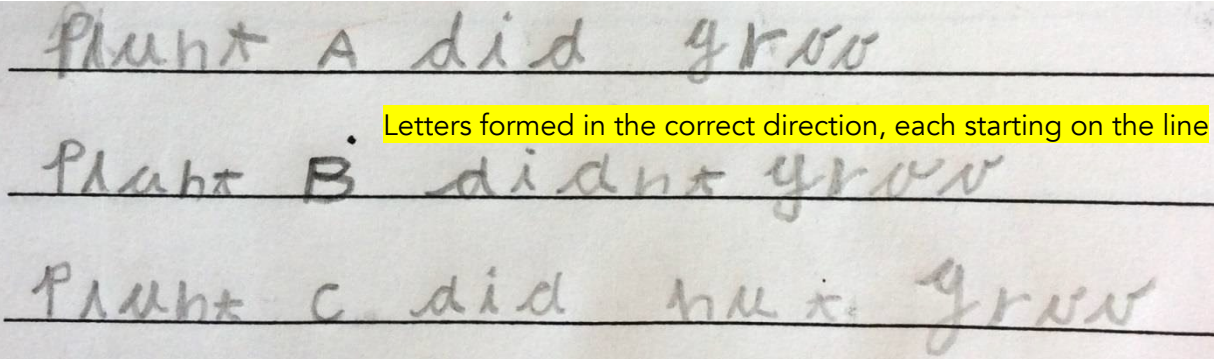
Context for writing samples:

By the end of Year One the children should be able to form all of the letters in the alphabet using leader and feeder lines, so that joining becomes natural.



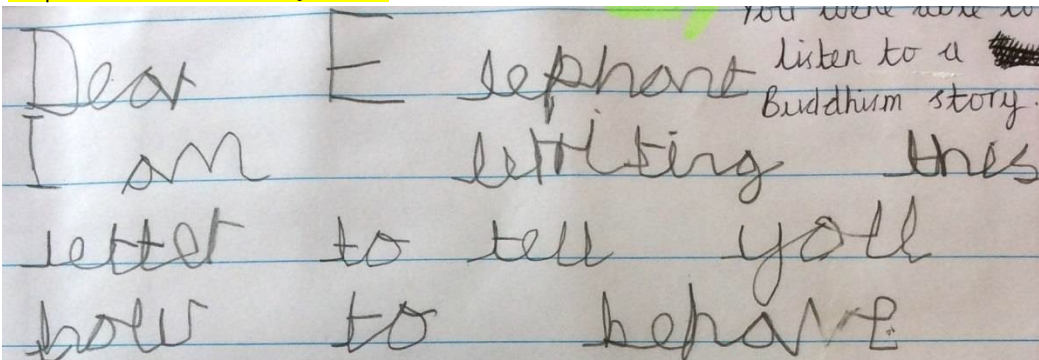
All letters appropriately sized

Developing feeder and leader lines



Letters formed in the correct direction, each starting on the line

Capital letters are not joined.



Letters formed in the correct direction, each starting on the line

Commentary:

The child can consistently form their letters, starting each letter on the line, using cursive font. The child may be able to join some letters.

**What is being exemplified in this piece?**

Writes from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far

Context for writing samples:

During dictation sessions the children are read each sentence several times and they write what is said. They spell the words independently and without support from sound cards.

• I am going to untie the ribbon.
• We were painting a house today.

Words underlined green are Common Exception Words

• I enjoy helping my teacher.
• Can you unlock the door?

Highlighted yellow are the Year 1 suffixes/prefixes

• I want to play with a dolphin.
• Can you go to the shop and get some bread?
• It is my birthday!

Commentary:

The child can listen to what the teacher has said and write the exact words. They can distinguish from the sentence type/ expression when read which punctuation mark should end the sentence. They should be able to use full stops consistently, with some correct use of exclamation marks and question marks.



What is being exemplified in this piece?

Secure use of capital letters and full stops to demarcate clauses.

Context for writing samples:

Text 1: 'The Hedgehog' by Dick King Smith, the children were asked to retell the main events within the story. The child independently completed this piece of writing

Text 2: RE lesson the children were asked to write a letter to a character in a Buddhist story. They had discussed the task and then the child wrote independently.

Text 1

The title is the hedge hog.
The main character is called Max. Max is ^{el}cheeky and brave.
In Max's family there is Max's three ^{sisters} sisters and Max's parents called mum and dad. In the story Max was trying to find a safe place for all hedgehogs to cross the road safely. Max's favourite

Text 2

Dear Elephant
I am writing this letter to tell you how to behave. I haven't behaved at all. I don't listen to anyone at all that tells me to do things. I throw things at other people. How would you feel if someone attacked you or threw you?
From Totem

→ What is the message behind your story?

Commentary:

The first sample is taken from an English lesson. The second is from an RE lesson, where the focus of the lesson was not writing skills. This demonstrates that the child is consistently able to independently apply this skill without prompting.

Year 1



Writing

What is being exemplified in this piece?

Some use of question marks and exclamation marks to demarcate clauses.

Context for writing samples:

During English and Non-Core lessons- throughout their writing the child uses question marks and exclamation marks. The children have been taught how and when to use each of these. This has been modelled to them.

Dear Diary you will not get
what happend! I skem about
a skoun that is brieta then
the sub! and one day I
was walking in the forest
and I ^{saw} a whit bear
sing and the kite skoun but
he sed you.... Good use of

Exclamation marks are used independently in a recount

What is the man's name?
What is the man wearing?
Where are you going?
What are you doing?

The child knows that question marks are used at the end of question clauses

at all. I all misrit
soply anyone at all that
throu's thing at other
people How would you
feel if someone
attacked you or threw
you?

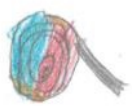
In a non-core lesson (RE) the child uses a question mark in context within a letter

Commentary:

The child knows when to use an exclamation mark or question mark and are beginning to use them accurately. There are times when they miss opportunities to use them but there is some evidence of their correct use in their writing. The child is able to use them in a piece of writing, when that skill has not been modelled during that lesson.



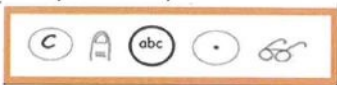
Exemplar analysis of independent writing pieces.

Toy Fact File	
Name of Toy	yoyo 
Description	* The yoyo is <u>colourful</u> . The yoyo has white string. The yoyo has swirls on the right <u>and</u> left.
What does it do?	The yoyo can bounce up and down.

This is a non-fiction piece of writing in the form of a Fact File. The student shows evidence of working at the expected standard through:

- Writing simple sentences that make sense.
- Demarcating some sentences using capital letters and full stops.
- Using adjectives in simple sentences, e.g. colourful.
- Joining words and sentences using the conjunction and.

Independent Task: To write a five-part story.



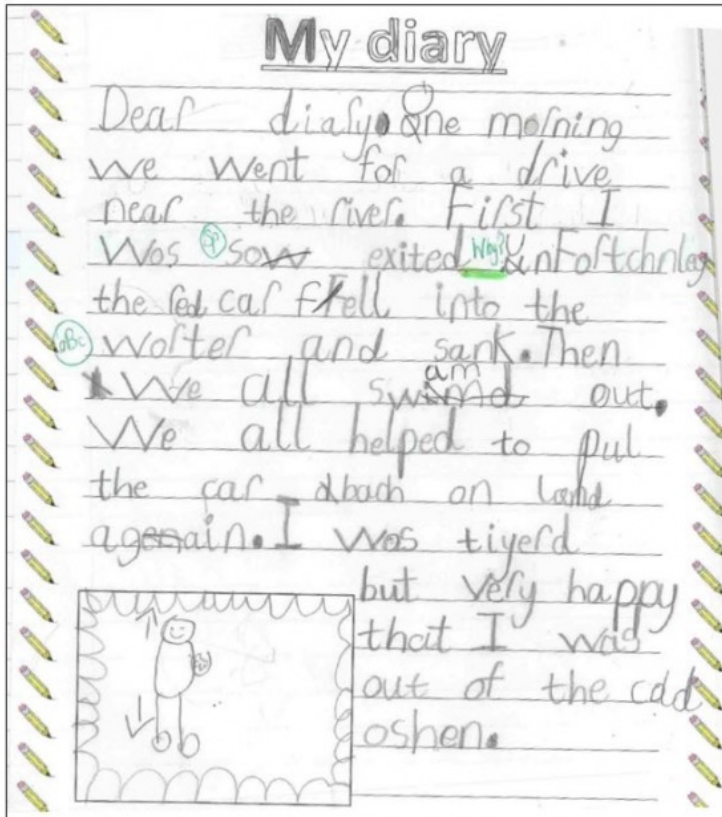
One winter windy day lining light boy woke up. Sudd he heard a shout help! said the fish as quick as a flash. He sprung up to the rescue. He use his magic carpet. Please save me! said the fish. Oh no what shall I do? Suddly he whad an idea. he use lining. Hray! finly they had a party on the moon and finly they had firwers!

This is a short five part story. The student shows evidence of working at the expected standard through:

- Writing simple sentences that make sense.
- Demarcating some sentences using capital letters and full stops.
- Using adjectives in simple sentences, e.g. windy and magic.
- Joining words and sentences using the conjunction and.
- Beginning to use a range of sentence starters including time conjunctions to order writing, e.g. suddenly and finally.
- Sequencing sentences to form own short narratives.

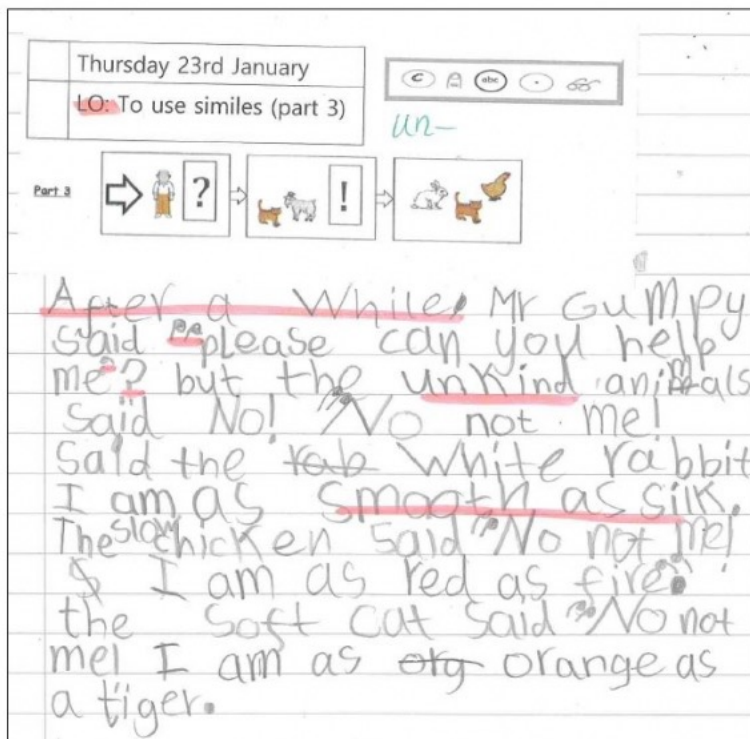


Exemplar analysis of independent writing pieces.



This is a short five part story. The student shows evidence of working **above the expected standard and working towards greater depth** through:

- Writing simple sentences that make sense.
- Demarcating most sentences using capital letters and full stops.
- Using adjectives in simple sentences, e.g 'cold ocean'.
- Beginning to use some prefixes and suffixes where no change to spelling of the root word. E.g 'Helped'
- Segmenting spoken words-spelling many correctly and making phonetically plausible attempts at others. E.g 'Unfortchney' has been spelt as the child pronounces it.
- Joining words and sentences using the conjunction and.
- Beginning to use a range of sentence starters including time conjunctions to order writing, e.g 'First' and 'then'.
- Sequencing sentences to form own short narratives.
- Reading and checking own work and making simple edits.
- Spelling most of the Year 1 common exception words. E.g, 'you, one, the'.



This is a short five part story. The student shows evidence of working **above the expected standard and working towards greater depth** through:

- Writing simple sentences that make sense.
- Demarcating most sentences using capital letters and full stops.
- Using adjectives in simple sentences, e.g 'smooth'.
- Beginning to use some prefixes and suffixes where no change to spelling of the root word. E.g 'unkind'.
- Segmenting spoken words-spelling many correctly and making phonetically plausible attempts at others. E.g 'Unfortchney' has been spelt as the child pronounces it.
- Joining words and sentences using the conjunction and.
- Beginning to use a range of sentence starters including time conjunctions to order writing, e.g suddenly and finally.
- Sequencing sentences to form own short narratives.
- Reading and checking own work and making simple edits.
- Spelling most of the Year 1 common exception words. E.g, 'the, me, a, you, I'

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YEAR 3



Secure in the standard						
Write for a range of purposes						
in narratives, describe settings and characters						
use paragraphs						
In non-narrative writing, use simple devices to structure the writing and support the reader (e.g. technical language, headings, sub-headings, bullet points)						
Sustain writing across a whole text using appropriate language choices						
Use more than one clause and a range of conjunctions to extend sentences for/so (co-ordinating) although/before/since/while (subordinating)						
Use a variety of sentence openers						
Show simple cohesion within sentences using pronouns and proper nouns						
Show consistent and correct use of tense throughout a piece of writing						
Use precise adjectives in noun phrases						
Use the present perfect verb form						
Use a or an correctly						
Use capital letters,						
full stops,						
question marks,						
exclamation marks,						
commas for lists,						
commas to demarcate adverbs						
apostrophes for omission and singular possession						
inverted commas for direct speech						
Spell some words correctly from the Y3/4 statutory spelling word list						
Spell many words with prefixes and suffixes correctly dis- re- in- mis- sub- -ful -less -ly -ment -ness						
Spell common homophones correctly						
Begin to spell Y3/4 homophones correctly						
Use the diagonal and horizontal strokes that are needed to join letters						

Moving beyond the standard						
Edit and improve writing following supportive feedback from an adult						
Make ambitious word choices to engage and affect the reader						
Begin to use a topic sentence to introduce a paragraph in non-fictional writing						
Consistently show a wide range of sentence types						
Use fronted adverbials to introduce the beginning of sentences						
Show good cohesion between sentences and paragraphs						
Use a comma after a fronted adverbial						
Use speech punctuation mostly correctly						
Spell many words correctly from the Y3/4 statutory spelling word list						
Spell most words with prefixes and suffixes correctly dis- re- in- mis- sub- -ful -less -ly -ment -ness						
Spell common homophones correctly						
Spell many Y3/4 homophones correctly						
Use neat, joined handwriting consistently						



Exemplar analysis of independent writing pieces.

Write a 1st person description as though you are a Viking going to Valhalla (The Hall of Dead Heroes).



I changed into battle knowing what if I died Valhalla would be my destination. It was just as I imagined...

4. description of stairwell, sets a grand scene

3/4. unnecessary adverbs add little to the meaning: can you tiptoe calmly?

I calmly tiptoe slowly up the gold plated stairs with flames flickering on either side of me. I gradually got to the top of the stairs. A door with shiny swirls on opened like magic. ~~On the other side~~

3/4. unnecessary adjectives adds no new information to the noun

4. fronted adverbial links this paragraph to the last

On the other side of the door was an old man with a long grey beard down to his toes. He was wearing armour the armour was red and yellow the rest was metal rings. He stepped forward and said "Sir, come you are a lucky one for you have died in a battle come you have reached Valhalla, it is nice to meet you what is your name?" "My name is Tom." "Everyone this is Tom!" ^{the} crowd ^{believed} "Welcome Sir Tom."

3/4. precise verb paints a clear picture for the reader

5. 'grand' tone of dialogue supports characterisation

5. comma clarifies meaning

4. conjunction for adds grandeur to dialogue

4. direct speech correctly punctuated

3/4. noun phrases add pertinent detail: delicious goats head, five long tables

"Hello everyone." I could smell some delicious goats head. It smelled lovely! There was five long tables that was where the goats head was. I sat down on a long bench I was next to a man wearing the same as what the old man with a long beard was wearing.

3/4. incorrect verb agreement



Commentary on the piece of writing

Commentary			
Composition	Vocabulary, Grammar & Punctuation	Spelling	Handwriting
<p>Tom captures the tone of a descriptive Valhalla description through interesting details of setting (<i>gold plated stairs, flames flickering on either side</i>) and characterisation through dialogue (<i>"Sir, come you are a lucky one for you have died in a battle"</i>). Both create a sense of grandeur suitable to the purpose.</p> <p>Some vocabulary is well-chosen (<i>my destination, a beard down to his toes, stepped forward, flames flickering on either side</i>), but other examples are less successful: <i>swirly swirls</i> (all swirls are swirly) <i>calmly tiptoed</i> (tiptoeing suggests caution rather than calm).</p> <p>Tom is beginning to use paragraphs to organise his writing. The use of ellipsis to end the introductory paragraph and the adverbial phrase (<i>On the other side</i>) to open the next successfully links the two paragraphs.</p>	<p>Tom mostly writes in simple sentences with very little use of conjunctions for coordination (<i>for you have died in a battle</i>) and subordination (<i>if I died</i>).</p> <p>Occasional adjectival phrases expand noun phrases (<i>the other side of the door, an old man with a long grey beard down to his toes</i>)</p> <p>Adverbial phrases express relationships of place (<i>on either side of me, on the other side of the door</i>)</p> <p>Sentence demarcation is not always accurate, with frequently omitted capital letters and full stops.</p> <p>Tom's use of commas is inconsistent. At times he uses them skillfully to clarify meaning (<i>Sir, come</i>); at other times he comma splices (<i>You have reached Valhalla, it is nice to meet you</i>)</p> <p>Punctuation of direct speech is accurate including both the use of inverted commas and 'inside speech' punctuation.</p>	<p>Tom makes very few spelling errors.</p> <p>He spells all familiar words and common homophones correctly and applies suffixing and doubling patterns consistently. The one mistake with applying suffixes is <i>gradually</i> where Tom does not recognize that the spelling is <i>gradual</i> + <i>ly</i> resulting in a doubled <i>ll</i></p> <p>The misspellings <i>everone</i> (everyone) and <i>imaged</i> (imagined) would likely be resolved through proofreading</p>	<p>Tom writes consistently in a cursive script, using horizontal and diagonal joins appropriately. The spacing between words reflects the size of the letters and supports legibility.</p> <p>Letter sizes and shapes are inconsistent. At times, lower and upper case letters are of a similar size, and ascenders and descenders are of variable lengths.</p>



Exemplar analysis of independent writing pieces.

3. conjunction
expresses
time

As the sun went down the tomb robber approached. With his darkest black cloak

3/4. fronted
adverbial
expresses
cause

3/4. short
sentence
creates drama

he could not be seen in the dead of night. His eyes were in that evil look.

4. adjectival
phrase
expands the
noun phrase

3. fronted
adverb
creates
cohesion

The tomb robber was on the loose. He crept to my pyramid door the door was

1. capital
letter not used
for proper
noun

locked. Luckily he had a skeleton key that can unlock anything. It unlocked my

3.
conjunction
to express
cause

door. Because the corey door was so small, the tomb robber had to call

to the cleopatra tomb. But why was the corey door small? thought the tomb

robber. But the tomb robber didn't care about that he was to busy looking

for the cleopatra jewellry, money and gold.

3/4. Adverb
links
paragraphs

Finally the tomb robber found the cleopatra tomb the door wasn't locked the

4. Repetitive
use of noun
'tomb robber'

time. The tomb rushed in, he couldn't believe his eyes the tomb robbers eyes shinned

4. appropriate
adventure
story
vocabulary

in delight. Every thing was gold. There was diamond's, money, gold and even

4. appropriate
adventure
story
vocabulary

status. The tomb robber got his bag and filled it up with all the

loot he could carry.



Commentary on the piece of writing

Commentary			
Composition	Vocabulary, Grammar & Punctuation	Spelling	Handwriting
<p>Savannah's narrative matches the 'tomb raider' adventure story form with a strong opening that sets the scene, a simple sequence of events as the tomb raider makes his way to the treasure and a purposefully ambiguous ending, leaving the reader in suspense.</p> <p>There is some attempt to develop character (<i>darkest black cloak, eyes in that evil look</i>) and setting (<i>dead of night, as the sun went down</i>) but this is limited to the opening section.</p> <p>Details in the plot return later (the keys and the rope) which creates cohesion.</p> <p>The first person narration lacks consistency, and is unresolved (who is the narrator?) and then forgotten altogether in the latter part of the narrative.</p> <p>At times Savannah's vocabulary engages the reader, (<i>little did they notice, eyes shimmered in delight, couldn't believe his eyes</i>), but the vocabulary is often simplistic with unspecific verb choices (<i>got, went, came, used, saw</i>)</p> <p>There is some attempt at paragraph division, with broad paragraphs linked with simple organisational devices: adverbs (<i>finally</i>) or conjunctions (<i>after</i>)</p>	<p>Savannah makes attempts to vary her sentence structure. She opens several sentences with conjunctions to express time and cause (<i>because, when, as, after, but</i>), uses questions appropriately and makes use of short sentences at key moments (<i>A tomb raider was on the loose! and No one knows.</i>)</p> <p>The balance between nouns and pronouns is not always secure with the noun <i>tomb raider</i> repeated frequently in quick succession.</p> <p>Occasionally, verb agreement is incorrect (<i>there was diamonds</i>)</p> <p>Many sentences lack basic sentence demarcation: capital letters and full stops.</p> <p>Capital letters are not used to mark proper nouns (<i>cleopatra</i>)</p> <p>Apostrophes are not accurate (<i>cleopatras tomb, didnt, robbers eyes</i>)</p> <p>Commas are used only in lists.</p> <p>Direct speech (or in this case the tomb raider's thoughts) are not punctuated with inverted commas.</p>	<p>Savannah spells most familiar words accurately (except <i>becase, nows</i>) and her spelling choices are always phonetically plausible.</p> <p>She makes mistakes with vowels in more difficult words (<i>approched, pyrmid, belive, corey door</i>)</p> <p>Savannah often does not apply doubling spelling patterns (<i>shimered, droped, traped</i>) and does not always apply suffixing patterns accurately (<i>easear, opend, finaly</i>)</p> <p>She confuses the homophones to and too (<i>to small</i>)</p>	<p>Savannah's handwriting is legible and of a consistent style. Words and letters are sufficiently spaced to aid that legibility</p> <p>She uses the cursive script, using horizontal and diagonal strokes to consistently join letters.</p> <p>At times, ascenders and vary in length; descenders are sometimes and looped and at other times not.</p>

Mason Moor Primary School



'Expected Standard'
Exemplification Pack

YEAR 4



Secure in the standard						
Write effectively and cohesively for different purposes, engaging the reader and establishing a viewpoint						
in narrative: write stories in paragraphs with a clear structure,						
write an effective and accurate character description or setting using prepositional phrases						
in non-narrative: use a topic sentence to introduce a paragraph,						
use accurate technical language to suit the requirement of the text,						
use informative organisational devices (e.g. headings, sub-headings, captions, bullet points)						
Sustain cohesive writing across paragraphs in a text using increasingly accurate language choices						
Consistently use a wide range of sentences with varying conjunctions that have more than one clause for/so/yet (co-ordinating) although/before/since/while/as/after (subordinating)						
Vary sentence structure by using fronted adverbials						
Use precise adjectives for description regularly in expanded noun phrases						
Effectively use cohesion between sentences and paragraphs						
Show consistent and correct use of tense throughout a piece of writing						
Use the basic punctuation taught at Key Stage 1 mostly correctly; capital letter, full stops, question marks, exclamation marks						
Use commas for lists and to demarcate fronted adverbials						
Use apostrophes to show omission or singular possession						
Use apostrophes for plural possession with increasing confidence						
Use all speech punctuation correctly						
Spell most words correctly from the Y3/4 statutory spelling word list						
Spell many words with prefixes and suffixes correctly il- auto- super- inter- anti- -ation -ous						
Spell common homophones correctly						
Spell many Y3/4 homophones correctly						
Use neat, joined handwriting consistently						

Moving beyond the standard						
Can edit and improve writing with increasing independence based on generic feedback from an adult						
Make ambitious word choices to engage and affect the reader						
Show variation at the beginning of sentences to build cohesion between sentences and paragraphs						
Use a relative clause to give more information to a main clause						
Use relative pronouns to indicate a relative clause who, which, that						
Show variation in speech punctuation						
Use commas to indicate a relative clause in a sentence						
Use speech punctuation correctly						
Spell most words correctly from the Y3/4 statutory spelling word list						
Use a dictionary to check the spelling of uncommon or more ambitious vocabulary						
Spell all words with prefixes and suffixes correctly il- auto- super- inter- anti- -ation -ous						
Spell most Y3/4 homophones correctly						



Exemplar analysis of independent writing pieces.

4. fronted adverbial followed by comma

One day, there was a little lad on the seaside who loved to enjoy examining beach (and sea) life. At that time, he was looking at a blue hermit crab, so as he was about to leave, he saw another creature, an original crab. Therefore he bent down to take a close look. Unnoticed, the origin of a wave came in!

4. unnecessary fronted adverbial with wrong level of formality

4. incorrect verb form

It was violent, it drew him in! Fortunately, he was lucky enough to get pushed back on shore. That day, he found an ancient camera! In the camera was some pictures and film. Apparently, there were blowfish, hot air balloons, Turtle city, aliens and starfish islands!

4. adverbs create cohesion within the paragraph

1. -incorrect plural suffix

Also undersea creatures having a mating on courts. The boy was astonished. But that wasn't it...

4. incorrect verb form

5. ellipsis creates suspense

There ~~was~~ a robotic fish! The curious boy found another piece for the contraption, fish!

5. comma clarifies meaning

4. direct speech correctly punctuated

He took it to the lifeguard and she (the lifeguard) said, "Who cares? I'm a lifeguard." Then the lad ran to the photo shop for them to give info. He sat on the beach for an hour or so, and got it back.

4. prepositional phrase signals time

4. fronted adverbial with wrong level of formality

So because everyone else took a picture, he did. Therefore, the camera's journey started again.

So it came to another nice girl.



Commentary on the piece of writing

Commentary			
Composition	Vocabulary, Grammar & Punctuation	Spelling	Handwriting
<p>The writing is lively and appropriate to the narrative form. The vocabulary often adds interesting detail (<i>astonished, examining, ancient, contraption, robotic</i>), but occasionally verb choices are weak (<i>saw, ran, got, came</i>).</p> <p>Paragraphs are largely organised thematically, and are well-developed early on, but less so in the latter part of the narrative.</p> <p>Organisational devices and fronted adverbials create cohesion and comment on the action (<i>fortunately, apparently, also, that day</i>) but occasionally these do not match the tone of the narrative (<i>therefore</i>).</p> <p>There is some attempt to develop character (the boy is described as curious, astonished, enjoys examining aquatic life), but the setting is less developed.</p>	<p>Sentence structure is varied and enhances the meaning, although few subordinate clauses are used. Conjunctions are mostly compound (<i>and, but, so, or</i>) with few subordinating ones (<i>because</i> and <i>as</i> being the only two used).</p> <p>Some noun phrases create interesting details (<i>curious boy, ancient camera, robotic fish, undersea creatures</i>).</p> <p>There is no expansion after the nouns to further develop them.</p> <p>There are few punctuation errors throughout (one example of comma splicing). Commas are used consistently to demarcate fronted adverbials and to clarify meaning.</p>	<p>Spelling is mostly accurate, including nearly all high frequency words. Many age-appropriate endings are spelled correctly (-ous, -ture, -tion).</p> <p>The only errors made that are below age-appropriate expectations: <i>fount</i> (found) <i>couchs</i> (couches)</p> <p>Other errors include: <i>unoticed</i> (unnoticed) <i>hermet</i> (hermit) <i>acient</i> (ancient) <i>fortunatly</i> (fortunately)</p>	<p>Horizontal and diagonal strokes are used to join appropriate letters, but are not always consistently formed. The spacing between words is appropriate. However, the legibility of the writing is not helped by untidily formed letters which appear hastily formed. Writing does not always sit neatly on the line.</p>



Exemplar analysis of independent writing pieces.

4. the noun to which the pronouns refer is ambiguous: the house or the waterfall?

5. comments engage the reader

4. fronted adverbials detail the setting

4. past perfect tense indicate distant past

3. subordinating conjunction to organise time

2. missing apostrophe for contraction

Long ago in a dark forest there was a house surrounded by a calm flowing lake alongside a falling waterfall. It was not as tall as people would have expected although it was calm and quiet. If you looked at it it would look back you with warmth and love. It was surrounded by long fingered trees. Beneath the windows flowers stood up in the most interesting way. You would be silly to think that a house like that would be haunted. Beneath the dreamy wooden roof stood a girl draped in her blue shimmering cloak. This girl's parents had died long before she turned seven so she had forgotten her name. She called herself little Blue Riding Hood. Most people called her Blue. Blue was as kind as a fairy.

4. fronted adverbials lack commas

4. noun phrases add detail to the setting effectively set the mood

2. missing apostrophe singular possession

Blue took notice of a small brown nut although she thought it was a nut. The nut came closer... and closer when it got to her she noticed that it was a baby bear. Its small ears were so small that you wouldn't believe it. Well hello you little cutie what are you doing here? Blue exclaimed. "I lost my way." The baby bear said. "Can you help me find my way?" "Of course I can." Blue replied. "What does she look like?" She asked. "She looks like me but a bit bigger." Baby bear quickly said. "Come on then what are we waiting for let's go." Said Blue. "OK replied baby

5. ellipsis adds tension

4. punctuation within dialogue inconsistent



Exemplar analysis of independent writing pieces.

2. missing capital letters for names	<p>bear. "my name is Blue what is yours?" ASKed Blue "my name is paddington" Answered paddington. "you are very nice" commented Paddington. "thank you" said blue. and they set off.</p>	4. short sentence moves the action on
4. appropriate vocabulary moves the action along: hurried, avoiding, incoming, scurried	<p>Blue and paddington hurried over the bridge avoiding any incoming cars. on the left was a stream they hurried into the field next to it. suddenly paddington triped blue when to catch him but fell with him. They plaited down the river they plaited past baby bears mother. Blue shouted but she didn't hear her. They noticed that they were coming to a waterfall! Blue recognized it. Suddenly they fell they landed at the bottom of the waterfall. they found themselves back at blue's cottage. It was as if magic had led them there.</p>	4. balanced nouns and pronouns create cohesion
4. the plot device creates cohesion by referencing the waterfall in the opening	<p>paddington took one look at blue he had never met a friend who was so loyal. Paddington asked if he and his mum could live with her. Blue said yes and they lived happily ever after. //</p>	4. vocabulary and sentence form appropriate to 'fantastical' narrative
4. sentence demarcation not always accurate		



Commentary on the piece of writing

Commentary			
Composition	Vocabulary, Grammar & Punctuation	Spelling	Handwriting
<p>The structure of the narrative is appropriate to the form with an introduction clearly signaled by the detail of the setting and the circumstance of the main protagonist, which is resolved at the end, following a sequence of short adventures, as Blue finds a friend and a family. The setting and characterisation is well established in the early part of the writing with diminishing frequency in later paragraphs, but successful when attempted (you little cutie, a friend so loyal).</p> <p>Paragraphs are clearly organised around themes (description of Blue and her home, the adventure with the bear, the river adventure). However, there is only very infrequent language to link between paragraphs (<i>and she hurried on, suddenly</i>).</p> <p>The descriptive vocabulary is often adventurous and matches the 'magical' narrative genre (<i>long fingered trees, draped in her blue shimmering cloak, dreary wooden roof</i>). Vocabulary, asides and narrative details show a clear awareness of the reader (<i>You would be silly to think..., not as tall as people would have expected, took one look, it was as if magic had led them there</i>). Sentences are sometimes structured according to the purpose: the use of fronted adverbials of place to introduce descriptive sentences, short sentences to move on the action.</p>	<p>Grammar is mostly accurate, including some use of subordination (<i>although it was calm and quiet, avoiding any incoming campers, who was so loyal</i>) and compounding to create a range of structures. Verb forms are accurate including the use of the past perfect tense (<i>had died, had forgotten, had never met</i>) to create a sense of distant past and modal verbs (<i>would have expected, wouldn't believe</i>) to create precision. However, sentences are often left undemarcated by both capital letters and full stops.</p> <p>Fronted adverbials are used to describe the setting (<i>long ago in a dark forest, beneath the windows</i>) and to move on the action (<i>when it got to her</i>) in the early part of the narrative, but not maintained in the latter part of the narrative.</p> <p>Commas are not used. They are not used to demarcate fronted adverbials, nor are they used prior to a closing inverted comma following direct speech.</p> <p>Noun phrases are thoughtful and appropriate to the task in the early part of the narrative (calm flowing lake, most interesting way) with occasional missteps (falling waterfall), but these become infrequent later on. There is no attempt to employ adjectival phrases to expand nouns.</p>	<p>Lotty's spelling lacks the accuracy one might expect of a year 4 student.</p> <p>Several common exception words are spelled in incorrectly: <i>whith</i> (with) <i>mos</i> (most) <i>where</i> (were), <i>whent</i> (went), <i>of</i> (off)</p> <p>Neither apostrophes of contraction nor of possession are used: <i>didnt</i> (didn't), <i>Blues</i> (Blue's)</p> <p>Long vowel digraph spellings are not secure in many words (<i>flowted, surrownded, feild</i>,</p> <p>Patterns and doubling consonants are insecure: <i>triped, comented, shimmering, Padington</i></p> <p>The -ed suffix is sometimes spelled -d: <i>answerd, fingerd</i></p> <p>The y to i suffixing pattern sometimes results in ei rather than ie: <i>scurried, repleid</i></p> <p>The final non-syllabic 'e' pattern, however, seems more secure: <i>incoming, draped, noticed</i></p>	<p>Handwriting appears fluent and spaced sufficiently to aid legibility; very occasionally the small size makes it difficult to identify individual words.</p> <p>Ascenders are parallel and of a regular size although occasionally descenders barely fall below the line.</p> <p>Horizontal and vertical strokes consistently join appropriate letters.</p> <p>At times, capital letters are used mid-sentence.</p>

Mason Moor Primary School



'Expected Standard'
Exemplification Pack

YEAR 5



Working towards expected standard							
Write for a range of purposes							
Use paragraphs to organise ideas							
In narratives, describe settings and characters							
In non-narrative writing, use simple devices to structure the writing and support the reader (e.g. headings, sub-headings, bullet points)							
Use capital letters, full stops							
question marks, exclamation marks							
commas for lists,							
and apostrophes for contraction mostly correctly							
Spelling most words correctly, including common exception words (years 3 and 4)							
Spelling some words correctly, including common exception words (years 5 and 6)							
Write legibly							
Working at expected standard							
Write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader e.g. the use of the first person in a diary; direct address in instructions and persuasive writing							
In narratives, describe settings,							
characters and							
atmosphere							
Integrate dialogue in narratives to convey character and advance the action							
Select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately e.g. using contracted forms in dialogues in narrative; using modal verbs to suggest degrees of possibility.							
Use a range of devices to build cohesion e.g. conjunctions,							
adverbials of time and place,							
pronouns,							
synonyms.							
Use verb tenses consistently and correctly throughout their writing							
Use the range of punctuation taught at key stage 2 mostly correctly (e.g. inverted commas and other punctuation to indicate direct speech)							
and use a dictionary to check the spelling of uncommon or more ambitious vocabulary							
Maintain legibility in joined handwriting when writing at speed.							
Working at greater depth within the expected standard							
Write effectively for a range of purposes and audiences, selecting the appropriate form and drawing independently on what they have read as models for their own writing e.g. literary language, structure)							
and structure							
Distinguish between the language of speech and writing and choose the appropriate register							
Exercise an assured and conscious control over levels of formality, particularly through manipulating grammar and vocabulary to achieve this							
Use the range of punctuation taught at key stage 2 correctly e.g. semi-colons,							
dashes,							
colons,							
hyphens							
and, when necessary, use such punctuation precisely to enhance meaning and avoid ambiguity.							



Exemplar analysis of independent writing pieces.

2. fronted adverbial prepares the reader for familiarity, which is quickly overturned by the events

Dear Diary today was horrible! The worst ever! and I mean it.

2. choice of verb sets the casual tone

As usual I got home from school at 3:50 and chucked my bags on the floor,

2. comma splice

5/6. non-finite subordinate clause adds detail: *expecting to see Goji*

I then looked ~~through~~ down, expecting to see Goji but no. He wasn't there. I didn't

5/6. short clauses for effect: *but no, He wasn't there*

panic because Goji is sometimes curled on my bed. Slowly I walked up the creaky wooden stairs. *Excellent description*

5/6. unnecessary adjectives that add little to the narrative

I went into my room and, looked at my bed and, under my bed but no Goji. My eyes ~~scanned~~ scanned the room and there in front of me was Goji.

4. paragraph divisions are organized thematically:
1. narrator gets home
2. searches for Goji
3. discovers Goji's predicament

5/6. strong use of repetition to create emotional impact

~~He~~^{She} was curled on the golden pillow, with ~~mant~~ ~~to look~~ preserved in 2.4 carat gold. Every whisker, every claw, every hair all of it was preserved. I started into ~~the eyes~~ ^{unseeing}

5/6. noun phrase succinctly captures the situation

5/6. comments capture the sense of a lost friend supported by well-chosen adverbs and adjectives: *only, always, now*

of Goji: my only friend ~~she~~ ^{she} was always there for me, and ~~now~~ now she was gone. I couldn't believe she was a lifeless gold statue.

5/6 unnecessary adjective: all tears are salty

I could taste the salty tears trickling down my face, I picked up Goji and ran outside.

5/6. precise choice of verbs: *curled, preserved, stared, trickling*

2. comma splice

5/6. non-finite subordinate clause adds characterisation: *the salty tears trickling down my face*



Exemplar analysis of independent writing pieces.

"Chimichanga!" I yelled, still cradling Grogji and in the blink of an eye he came.

"What's happen... oh" his eyes fell on Grogji.

"You can turn him back, can't you?" I asked.

"Well yes but..." answered Chimichanga.

"Then do it!" I demanded.

"It's not as easy as that, you have to lose all your gold and the gold maker to get Grogji back" said Chimichanga.

"Fine" I answered "but promise not to tell anyone"

THE END

4. direct speech occasionally not punctuated with an initial capital letter

4. use of exclamation marks and ellipsis adds character to the direct speech

4. non-finite subordinate clause adds detail about the action

4. the dialogue, ellipsis and accompanying description succinctly capture the moment of realisation

2. comma splicing

4. appropriate choice of reporting verbs: yelled, asked, answered, demanded, said



Commentary on the piece of writing

Commentary			
Composition	Vocabulary, Grammar & Punctuation	Spelling	Handwriting
<p>The writing matches the informal tone of a diary entry. There is some attempt to capture the unfettered emotion of this text type, particularly in the opening paragraph and upon the discovery of Goji.</p> <p>The narrative has a clear opening with everything as <i>usual</i> and a clear sequence of events leading to Goji's discovery, although the entry ends abruptly.</p> <p>Characterisation is developed regarding the narrators attachment to Goji through the use of noun phrases (<i>lifeless gold statue, unseeing eyes, only friend</i>), emotional asides (<i>she was always there for me and now she was gone</i>) and repetition (<i>preserved, every</i>)</p> <p>Verbs are often well chosen: <i>tricking, scanned, preserved, demanded, curled</i>)</p> <p>Succinct use of coordination adds impact (<i>but no, but no Goji, And I mean it!</i>), but there is little use of subordination or other organizing features to structure the narrative.</p> <p>Paragraphs are organized around clear themes, including new line / new speaker conventions.</p> <p>tense and subject / verb agreement is consistent throughout.</p>	<p>Sentence structure is mostly accurate.</p> <p>Coordination using <i>and</i> and <i>but</i> is the main method employed when connecting ideas. The use of subordination is very limited with very few subordinating conjunctions (<i>because</i>) and no relative pronouns. There is sporadic use of subordination through the use of non-finite clauses: <i>expecting to see Goji, preserved in 24 carat gold, still cradling Goji.</i></p> <p>There are few cohesive devices uses within or between paragraphs, and only one example of an adverbial linking paragraphs (<i>as usual</i>)</p> <p>Sentence demarcation is largely accurate although there is some evidence of comma splicing on occasion throughout.</p> <p>Elsewhere commas are occasionally, although not uniformly used to mark clause boundaries and clarify meaning: <i>I went into my room, looked at my bed, looked under my bed...</i></p> <p>Commas are not used following fronted adverbs and adverbials on the few occasions those techniques are employed.</p> <p>Direct speech is mostly punctuated accurately but it does on occasions lack an initial capital letter.</p>	<p>Rufus makes very few spelling errors including with less familiar words, homophones and affixing patterns.</p> <p>There is a single mistake with the 'le' spelling pattern (<i>trickiling</i>)</p> <p>There is one missing apostrophe of contraction (<i>whats</i>) but all other apostrophes are correct.</p>	<p>Handwriting is cursive throughout and sufficiently spaced to aid legibility.</p> <p>Letters are mostly a consistent size, although occasionally the lower case letters <i>c</i> and <i>s</i> appear oversized and resemble upper case letters.</p> <p>Letters are mostly a uniform shape although the formation of some letters appears 'rushed':</p> <p>The length of ascenders is at times variable.</p>



Exemplar analysis of independent writing pieces.



Exciting Egypt!



5/6. Introductory questions draw the reader into the text

Do you need a holiday? Do you want to relax and have lots of fun? If so, buy a ticket to Egypt, hop on board and let the holiday do the rest!

5/6. succinct use of subordination

5/6 well-developed paragraph content but might benefit from restructuring

Take a stroll down the golden, sandy beach and relax in the sun. Relax in the shade as the clear, blue warm sea welcomes you in to take a dip... The sand as yellow as the sun sinks into your feets makes your time evenmore worthwhile! Sit down and relax in the beach that is as hot as a microwave; let the birds call you into the sea.

5/6. Informal verbs set a calm tone: stroll, relax, welcomes

5/6. tone of the simile not matched to the intent

6. semicolon marks clause boundary

5/6. noun phrases creates a sense of mystery

Try and see if you can discover all of the hidden secrets of Egypt. The pyramids are as tall as the Eiffel Tower! The tall, pointy, sandy, dusty pyramids will welcome you in as you walk past.

6. strong verb creates air of adventure

5/6. unnecessary adjectives

Stroll down and see the fantastic work of the Sphinx which guard hidden, undiscovered secrets of Egypt. The Sphinx is as old as time and will watch

6. strong use of simile to describe ancient nature of the sphinx



Exemplar analysis of independent writing pieces.

you like binoculars.

Although, if pyramids and Sphinx's aren't really your type, ^{thing} walk to the burial grounds of the Royal Pharaohs.

5/6.
commas for
parenthesis

5/6.
subordinate
clauses link
back to
previous
paragraphs

Go on a quest to see what's really hidden behind the tombs of famous Kings such as Tutankhamun; You'll never know what you might find! Can you solve the mysteries of the tombs?

5. modal verb
might
suggests
possibility of
discovery

To chill out at the end of such an amazing and exciting day of sight-seeing; go down and visit the River Nile which is the longest river in Africa. It's clear, blue water will leave you asking for more! The dark, blue, glistening river slowly laps upon the shore beckoning you in.

5/6. relative
clause
provides
additional
information

2. incorrect
use of
apostrophe

5/6. strong
verb choices:
laps,
beckoning

If any of this sounds like your cup of tea, then pack your suitcases and come and see what Egypt has in store for you!!



Commentary on the piece of writing

Commentary			
Composition	Vocabulary, Grammar & Punctuation	Spelling	Handwriting
<p>The structure of the writing successfully fits the purpose. Introductory repetitive rhetorical questions immediately engage the reader. Paragraphs are well sequenced and organised around clear themes. A clear ending encourages the reader to sample the charms of Egypt.</p> <p>Paragraphs are sometimes linked through the use of introductory subordinate clauses (<i>if pyramids really aren't your style, if any of this sounds like your cup of tea</i>).</p> <p>The structure of sentences is often matched to the intended effect: for example, the use of three (<i>buy a ticket to Egypt, hop on board and let the holiday do the rest</i>).</p> <p>The tone similarly matches the style of a travel brochure. The text balances imperative (in the form of suggestions), interrogative and descriptive sentences. The choice of 2nd person and the present tense, which is consistent throughout, creates an immediate connection between reader and writer.</p> <p>The vocabulary is largely well chosen with a balance of descriptive imagery (the golden, sandy beach) and factual information. Many noun phrases precisely match the 'travel brochure' style and engage the reader (<i>hidden secrets of Egypt, golden sandy beach</i>); others include unnecessary adjectives (the <i>tall, pointy, dusty, sandy pyramids</i>). And some vocabulary is repeated (<i>hidden, stroll, relax</i>). Occasionally, the more elaborate use of description obscures the intended meaning.</p> <p>Similarly, figurative language is sometimes successful (<i>as old as time</i>) but at other times less so (<i>as hot as a microwave, like binoculars</i>).</p>	<p>Sentence structure is varied with a range of subordinate clause types used including adverbial clauses (<i>if any of this sounds like your cup of tea</i>), relative clauses (<i>which guard hidden, undiscovered secrets of Egypt</i>) and non-finite clauses (<i>beckoning you in</i>). Subordinating conjunctions are limited to <i>if</i> and <i>as</i>.</p> <p>Independent clauses are also joined by semicolons with variable success, the grammar and punctuation not always being secure.</p> <p>Modal verbs are used to create precise shades of meaning (<i>the pyramids will welcome you, what you might find</i>).</p> <p>Sentence demarcation is accurate as are the use of commas to mark clause boundaries, signify parenthesis and clarify meaning.</p> <p>Hyphens, ellipsis, question marks and exclamation marks are all used appropriately and accurately.</p> <p>Apostrophes are used accurately with only one error (<i>it's</i>).</p>	<p>Sharon's makes no mistakes with spelling throughout the whole text, including more adventurous word choices: <i>glistening, binoculars</i>. All affixes are applied correctly, rarer grapheme choices, including those with silent letters, are spelled accurately.</p> <p>All technical vocabulary is spelled correctly: <i>pharaoh, Tutankhamun, sphinx, Eiffel, tomb, burial</i>.</p>	<p>Handwriting is clear and legible.</p> <p>Letters are largely printed rather than joined in a cursive script with very few horizontal or diagonal strokes used to join letters.</p> <p>Letters are formed neatly and of a uniform size with parallel ascenders and descenders of regular length.</p>