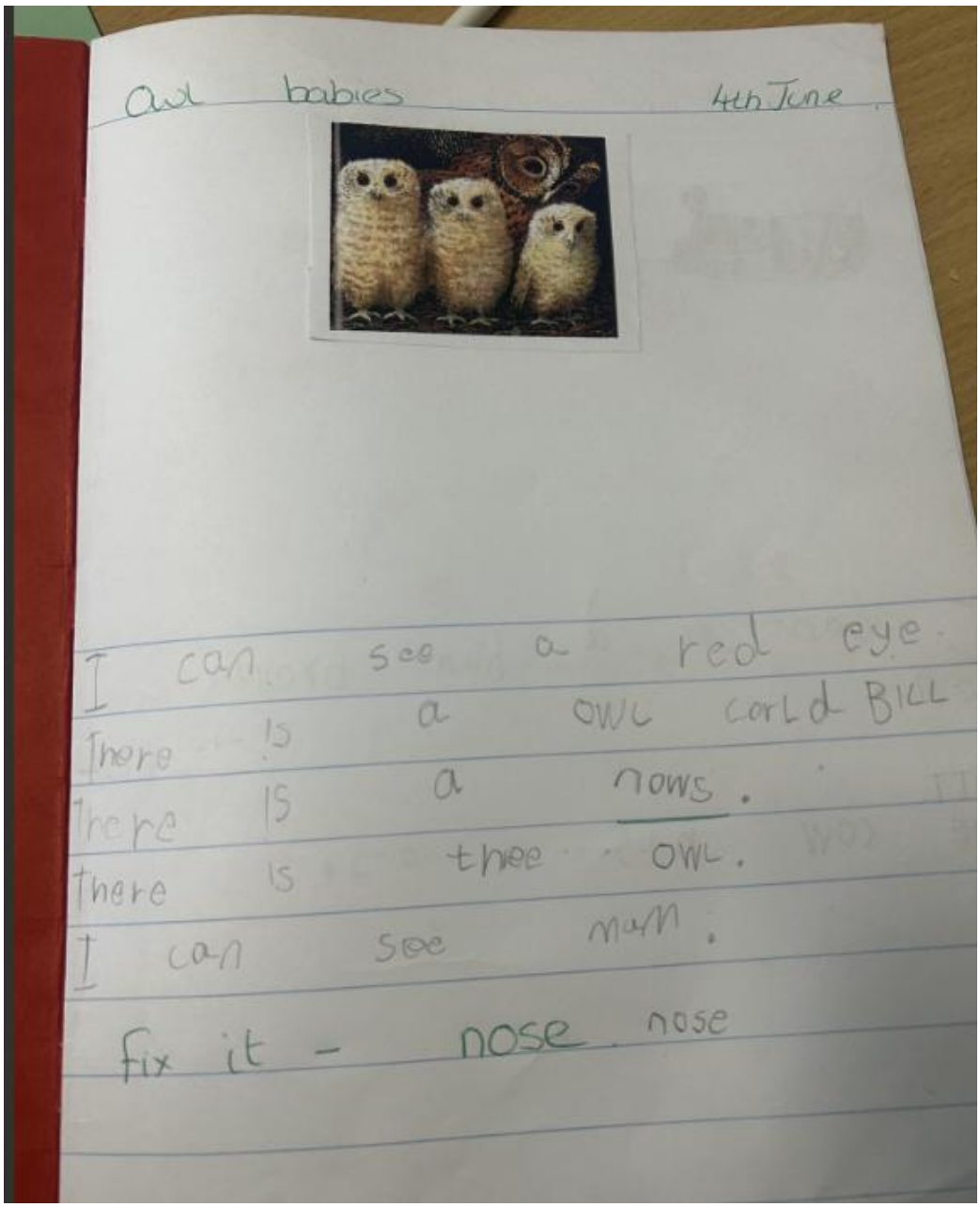
Reception / EYFS | Real pupil writing example

This example may still contain a few mistakes, as making errors, editing and improving are all important parts of learning to write. They are intended to give you a helpful picture of the general writing expectations for each year group, rather than examples of perfect writing. Whilst these are strong examples they are expected level.



Look out for: Children beginning to write simple words and sentences using their phonic knowledge. They should be able to hear sounds in words and represent these with letters, use finger spaces increasingly confidently and begin to use capital letters and full stops. Their writing should communicate a simple idea that others can understand.

Year 1 - Real pupil writing example

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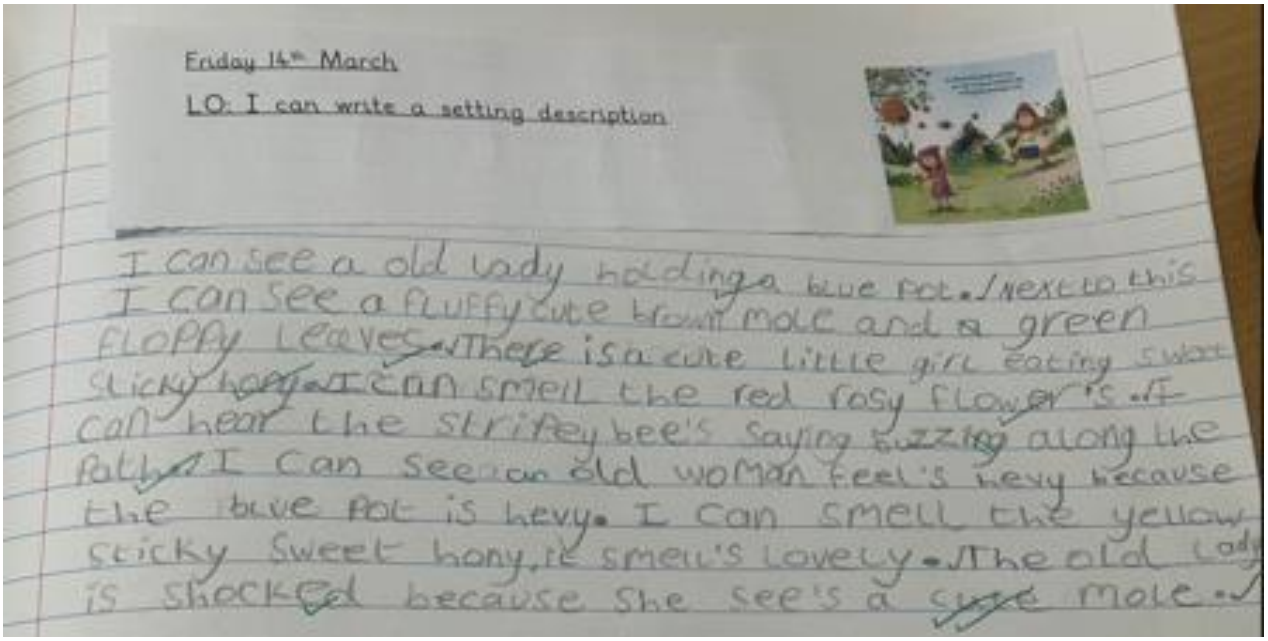
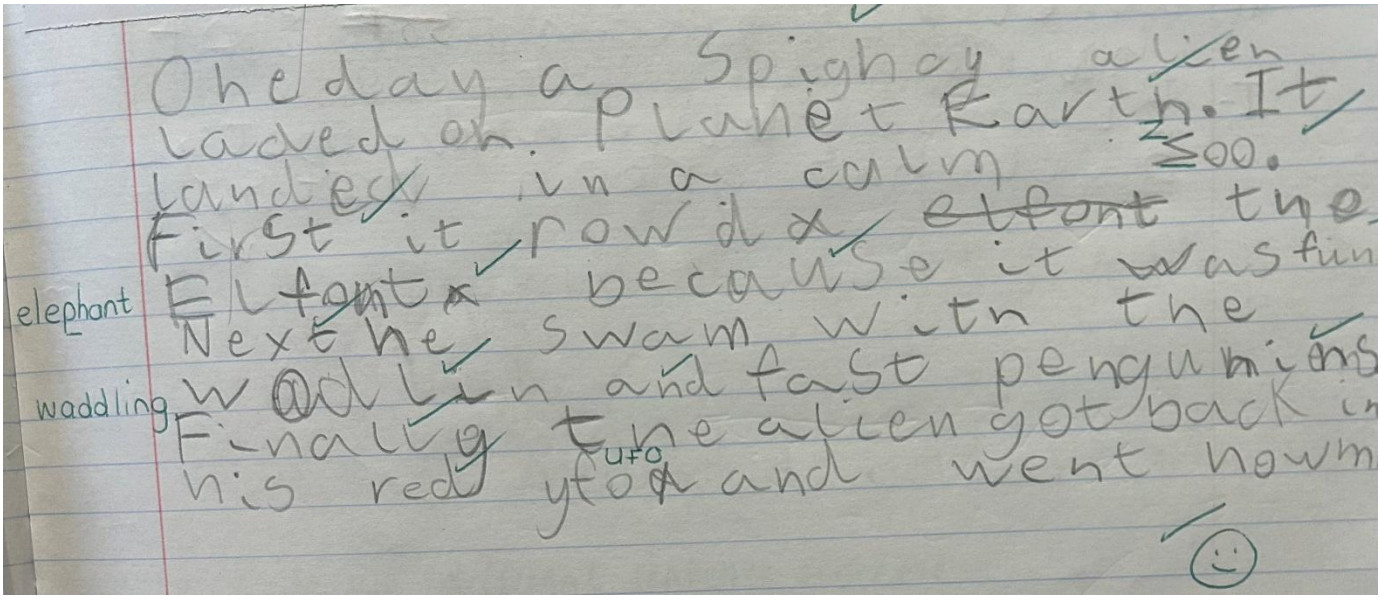


Friday 14th March

LO: I can write a setting description

I can see a old lady holding a blue pot. Next to this I can see a fluffy cute brown mole and a green floppy leaves. There is a cute little girl eating sweet sticky honey. I can smell the red rosy flower's. I can hear the stripey bee's saying buzzing along the path. I can see an old woman feel's heavy because the blue pot is heavy. I can smell the yellow sticky sweet hony. It smell's lovely. The old lady is shocked because she see's a cute mole.



Oheday a Spighay alien
laded on Planet Earth. It
landed in a calm zoo.
First it rowd elfont the
elephant Elfont because it was fun
Next he swam with the
waddling waddlin and fast penguins
Finally the alien got back in
his red ufo and went hown

Look out for: Simple sentences that make sense, with capital letters, full stops and finger spaces. Children begin to join ideas using words such as and and because, use capital letters for names and the pronoun I, and include question marks or exclamation marks. They should be spelling familiar words correctly and using their phonics to attempt more challenging words

Year 2 | Real pupil writing example

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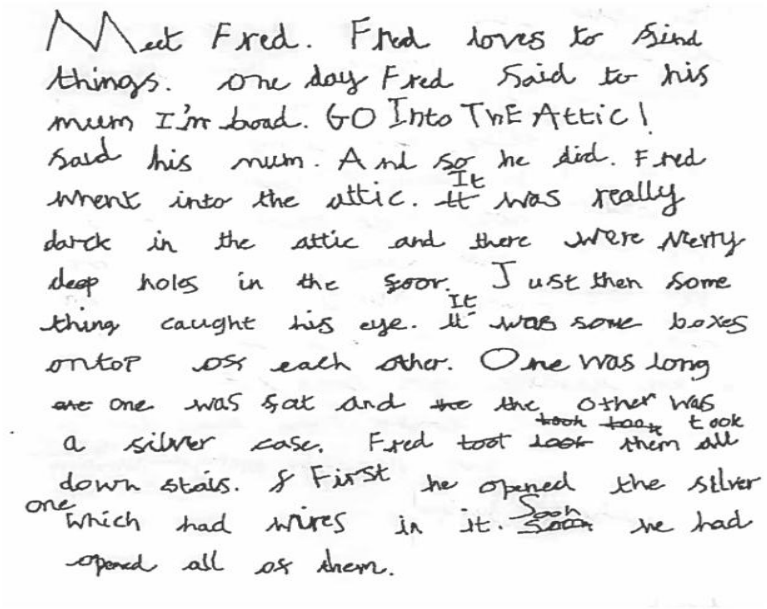
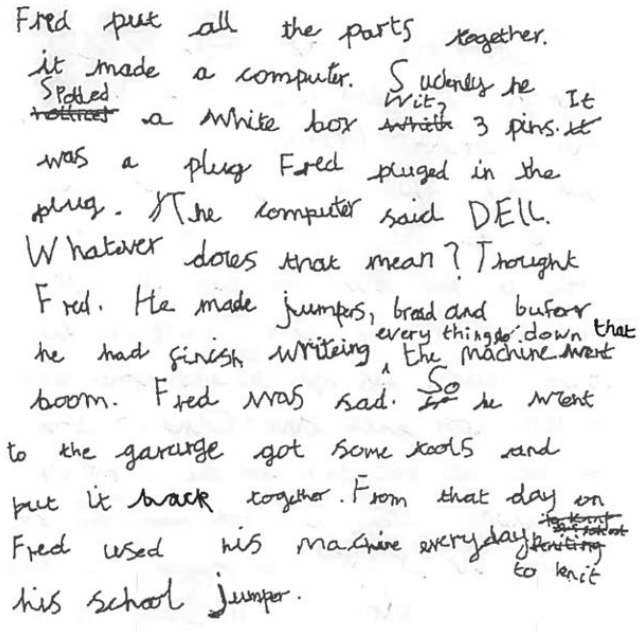


Meet Fred. Fred loves to find things. One day Fred said to his mum I'm bored. GO Into THE Attic! said his mum. And so he did. Fred went into the attic. It was really dark in the attic and there were Verry deep holes in the floor. Just then some thing caught his eye. It was some boxes ontop of each other. One was long and one was flat and the other was a silver case. Fred took them all down stairs. First he opened the silver one which had wires in it. Soon he had opend all of them.



Fred put all the parts together. it made a computer. Suddenly he spotted a white box with 3 pins. It was a plug Fred pluged in the plug. The computer said DELL. Whatever does that mean? Thought Fred. He made jumpers, bread and butter he had finish writeing 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 his school jumper.

Look out for: Sentences that are increasingly detailed and varied, using conjunctions such as and, but, because, when and if to extend ideas. Children should use capital letters, full stops, question marks and exclamation marks accurately, and begin to use commas in lists and apostrophes for contractions and possession. Writing should be organised, with ideas linked together and some interesting vocabulary choices.

Year 3 | Real pupil writing example

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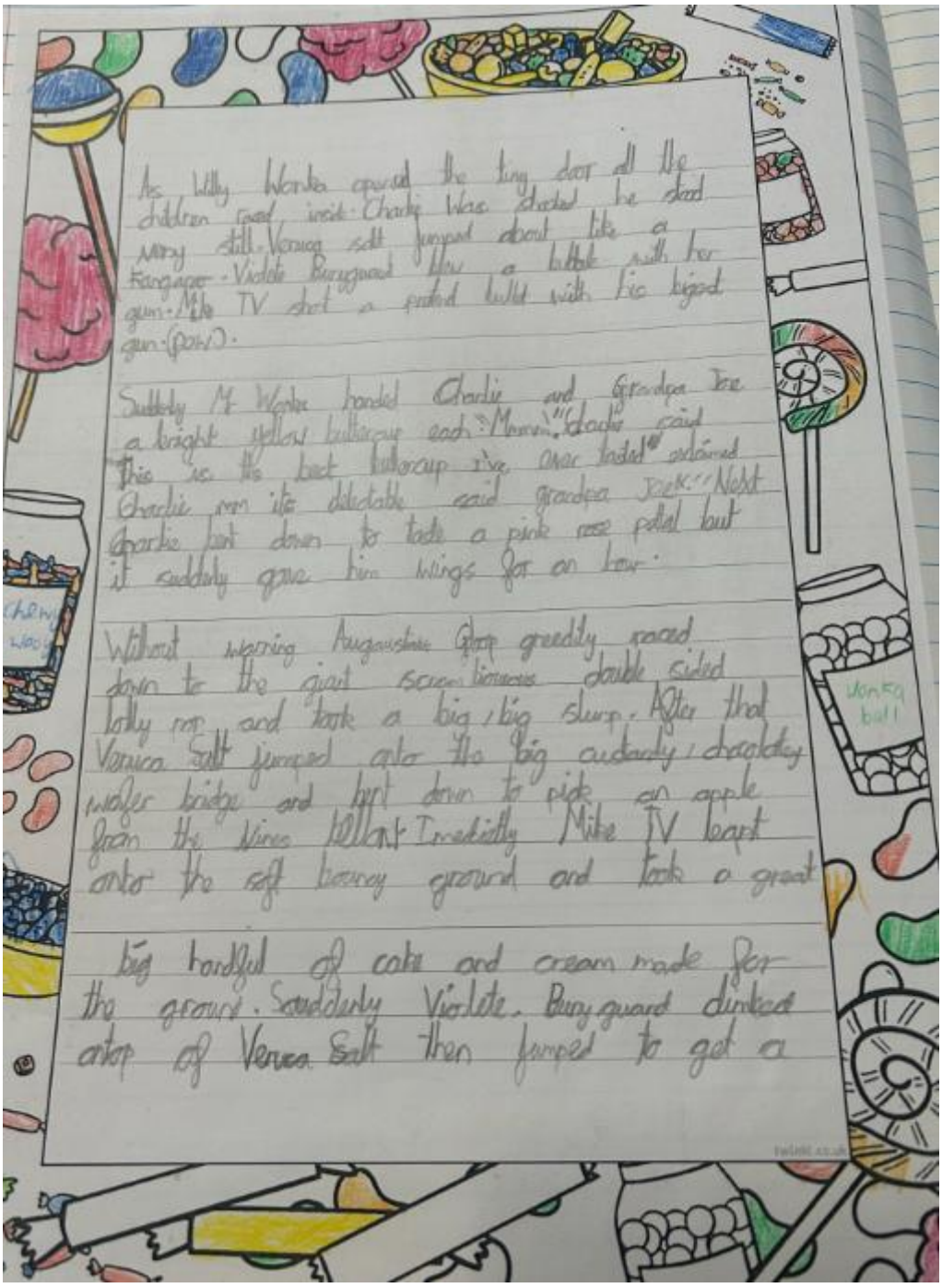

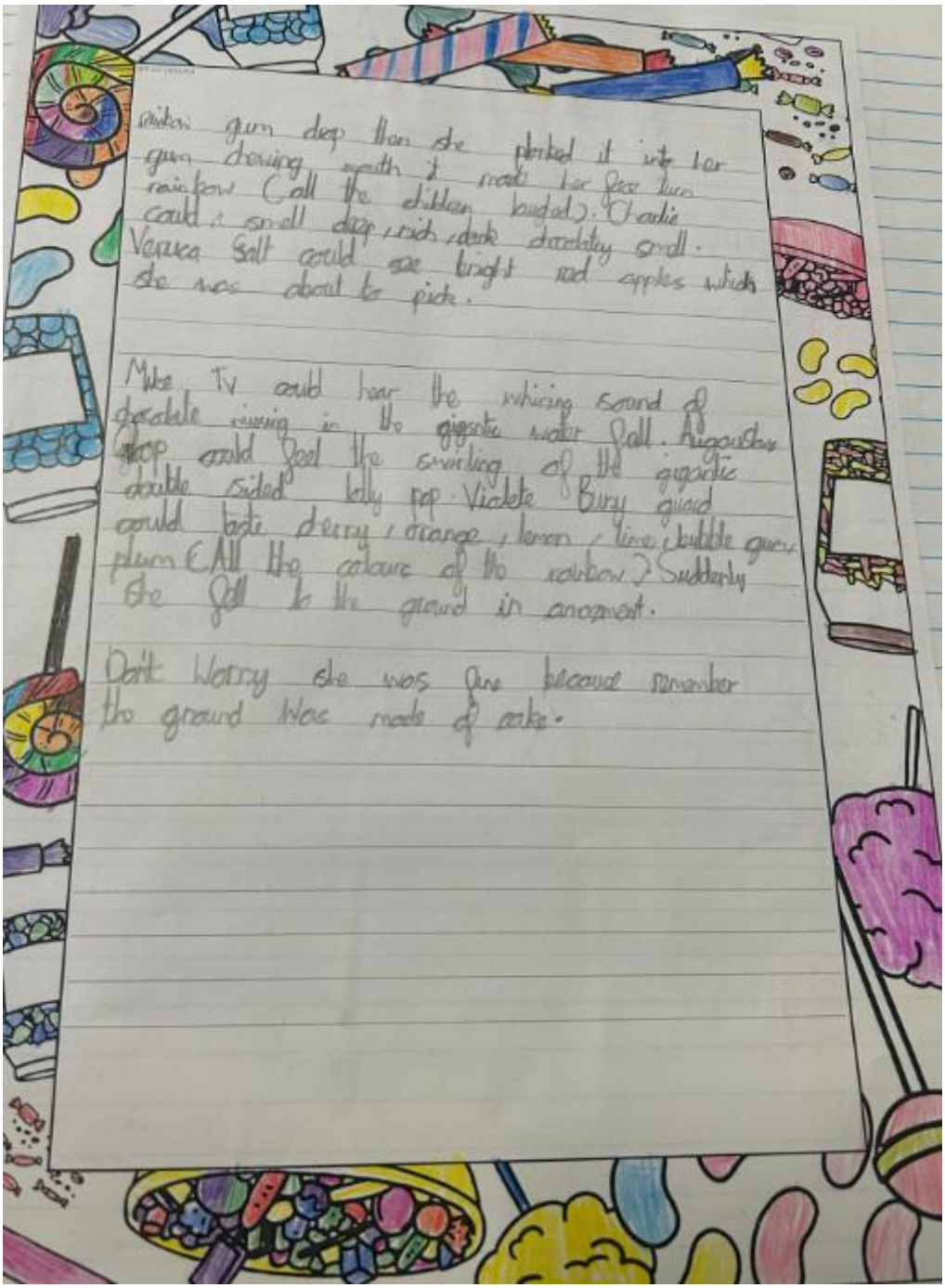

Look out for: Writing beginning to be organised into paragraphs, with ideas developed through more detailed sentences. Children should use a wider range of conjunctions, such as when, although, because and if, to create more complex sentences containing clauses. Look for descriptive vocabulary, a growing range of sentence openings and the introduction of inverted commas to show direct speech.

Year 4 | Real pupil writing example

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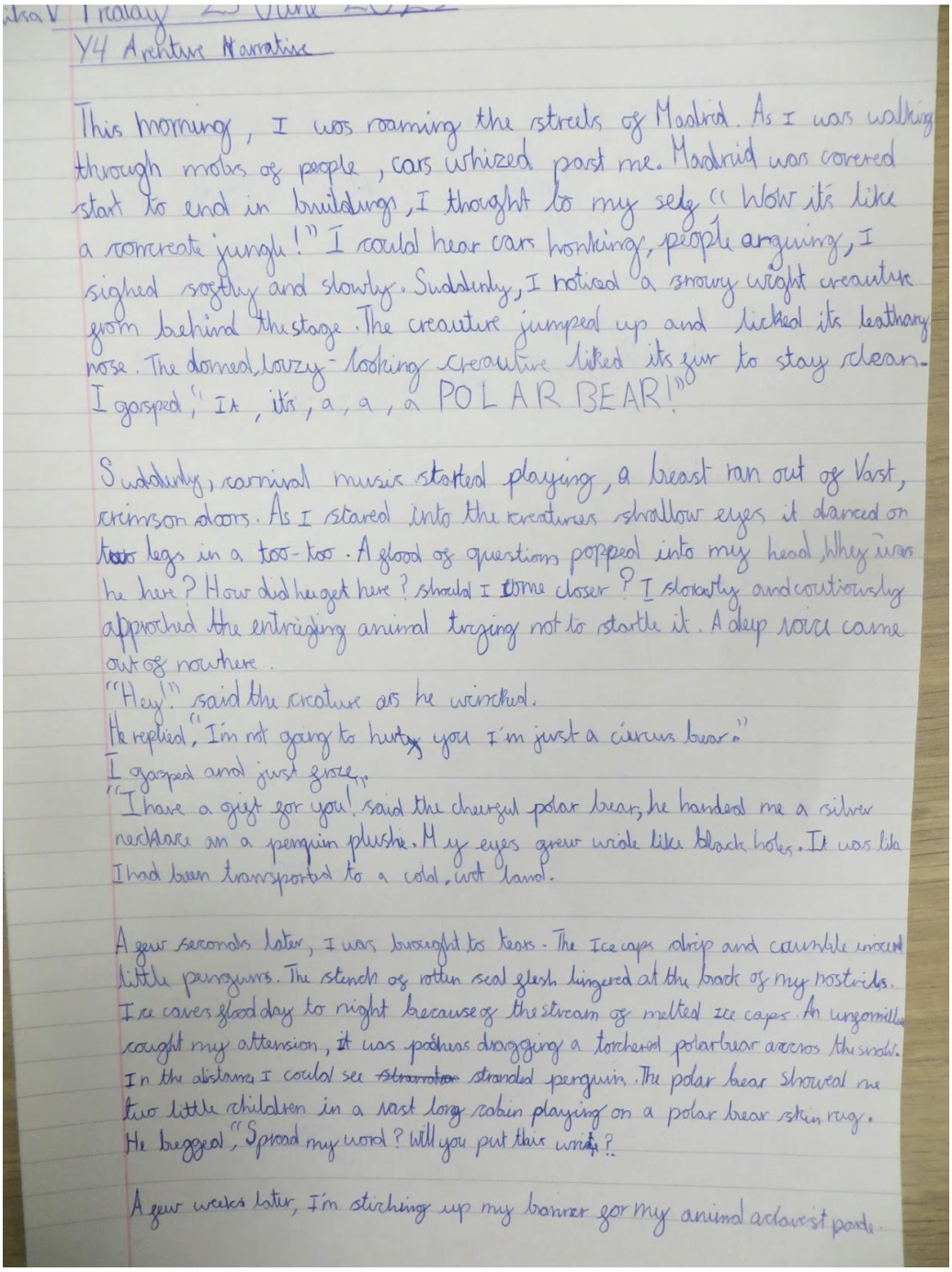

Y4 Aventure Narrative

This morning, I was roaming the streets of Madrid. As I was walking through mobs of people, cars whized past me. Madrid was covered start to end in buildings, I thought to my self " Wow its like a concreate jungle!" I could hear cars honking, people arguing, I sighed softly and slowly. Suddenly, I noticed a snowy wight creature from behind the stage. The creature jumped up and licked its leathery nose. The domed, lazy-looking creature liked its fur to stay clean. I gasped, " It, its, a, a, a POLAR BEAR!"

Suddenly, carnival music started playing, a beast ran out of Vast, crimson doors. As I stared into the creatures shallow eyes it danced on two legs in a too-too. A flood of questions popped into my head, Why was he here? How did he get here? should I come closer? I slowly and courteously approched the entriging animal trying not to startle it. A deep voice came out of nowhere.
"Hey!" said the creature as he winched.
He replied, "I'm not going to hurt you I'm just a circus bear."
I gasped and just froze.
"I have a gift for you! said the charged polar bear, he handed me a silver necklace on a penguin plushe. My eyes grew wide like black holes. It was like I had been transported to a cold, wet land.

A few seconds later, I was brought to tears. The Ice caps drip and crumble innocent little penguins. The stench of rotten seal flesh lingered at the back of my nostrils. Ice caves flood day to night because of the stream of melted ice caps. An ungomilly caught my attension, it was polars dragging a torchered polarbear across the snow. In the distance I could see ~~stranded~~ stranded penguin. The polar bear showed me two little children in a vast long cabin playing on a polar bear skin rug. He begged, "Spread my word? Will you put this word?

A few weeks later, I'm stitching up my banner for my animal activist party.

Look out for: Clear paragraphs that organise ideas around a theme, with a greater variety of sentence structures. Children should use fronted adverbials (e.g. Without warning, or Later that evening,) followed by commas, and punctuate direct speech accurately, including punctuation within inverted commas. Look for expanded noun phrases, carefully chosen vocabulary and increasing control over the reader's interest.

Year 5 | Real pupil writing example

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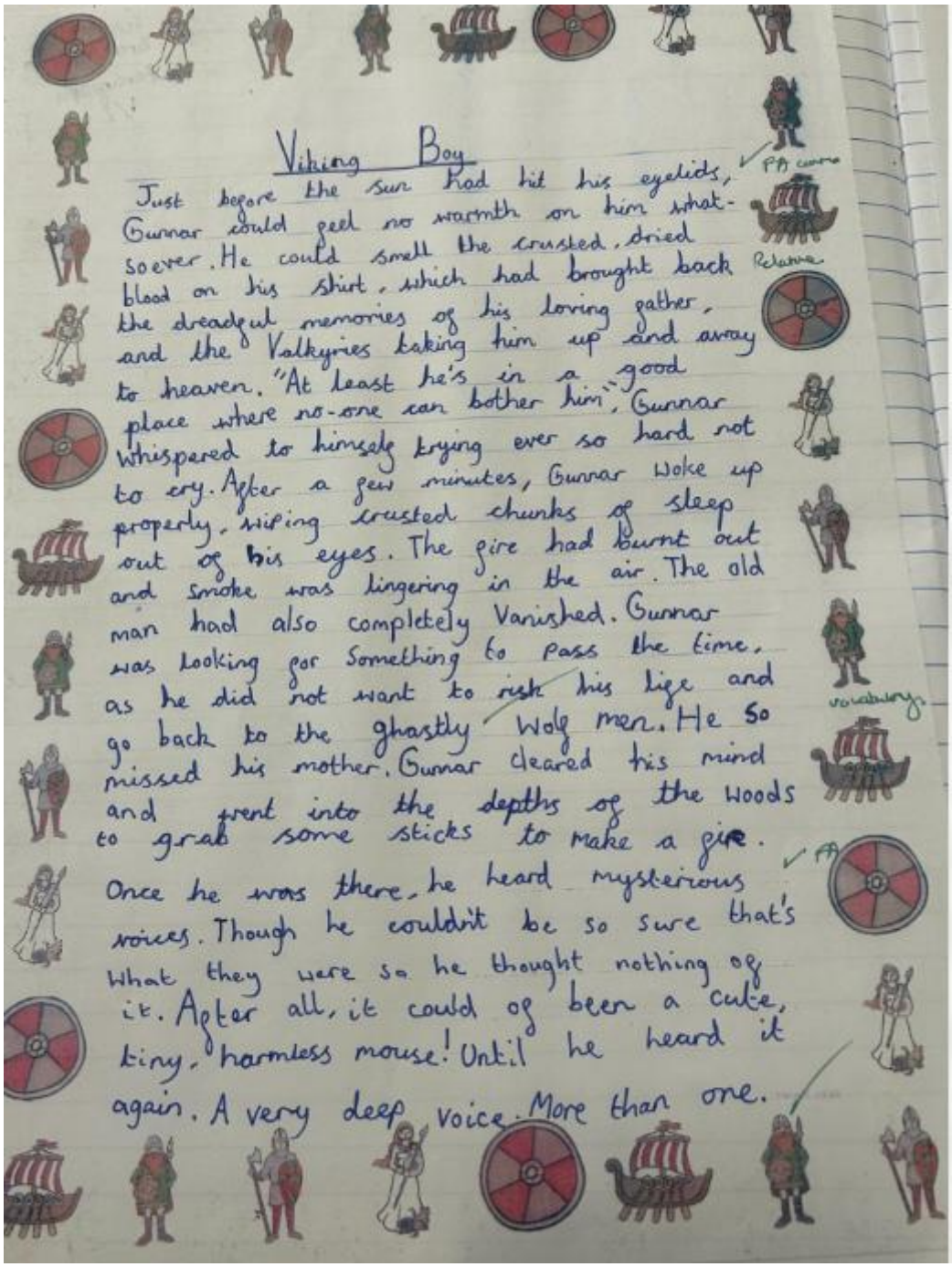
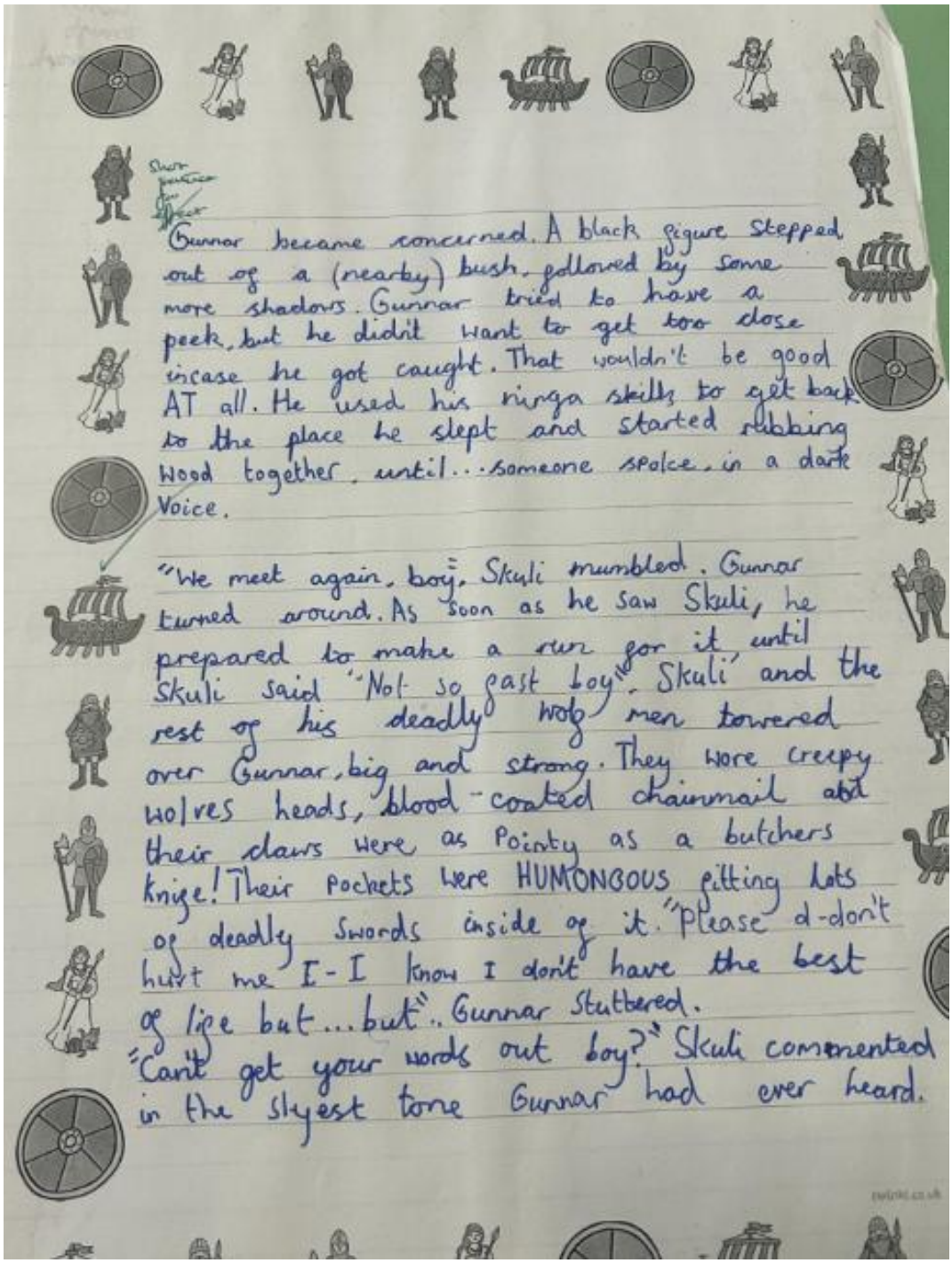


Viking Boy

Just before the sun had hit his eyelids, Gunnar could feel no warmth on him whatsoever. He could smell the crusted, dried blood on his shirt, which had brought back the dreadful memories of his loving father, and the Valkyries taking him up and away to heaven. "At least he's in a good place where no-one can bother him", Gunnar whispered to himself trying ever so hard not to cry. After a few minutes, Gunnar woke up properly, wiping crusted chunks of sleep out of his eyes. The fire had burnt out and smoke was lingering in the air. The old man had also completely vanished. Gunnar was looking for something to pass the time, as he did not want to risk his life and go back to the ghastly Wolf men. He so missed his mother. Gunnar cleared his mind and went into the depths of the woods to grab some sticks to make a fire.

Once he was there, he heard mysterious voices. Though he couldn't be so sure that's what they were so he thought nothing of it. After all, it could of been a cute, tiny, harmless mouse! Until he heard it again. A very deep voice. More than one.



Gunnar became concerned. A black figure stepped out of a (nearby) bush, followed by some more shadows. Gunnar tried to have a peek, but he didn't want to get too close incase he got caught. That wouldn't be good AT all. He used his ninja skills to get back to the place he slept and started rubbing wood together, until... someone spoke, in a dark voice.

"We meet again, boy", Skuli mumbled. Gunnar turned around. As soon as he saw Skuli, he prepared to make a run for it until Skuli said "Not so fast boy". Skuli and the rest of his deadly wolf men towered over Gunnar, big and strong. They were creepy wolves heads, blood-coated chainmail and their claws were as pointy as a butchers knife! Their pockets were HUMONGOUS filling lots of deadly swords inside of it. "Please d-don't hurt me I-I know I don't have the best of life but... but". Gunnar stuttered. "Can't get your words out boy?" Skuli commented in the slyest tone Gunnar had ever heard.

Look out for: Well-organised writing with paragraphs that develop and link ideas effectively. Children should use relative clauses (e.g. The boy, who was trembling, opened the door) and parenthesis, marked by brackets, commas or dashes, to add extra information. Look for increasingly sophisticated vocabulary, varied sentence structures, effective description and punctuation used deliberately to enhance meaning.

Year 6 | Real pupil writing example

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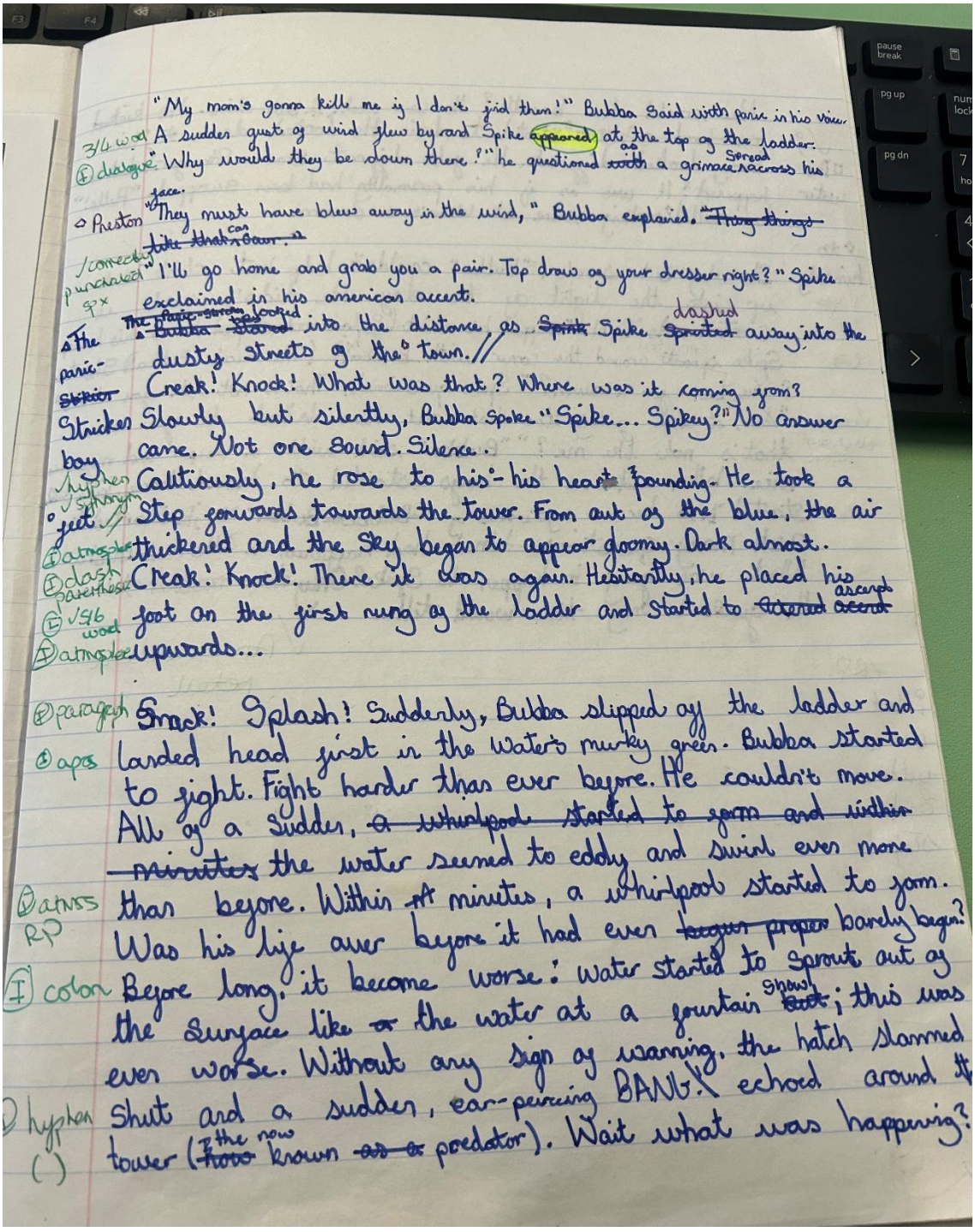
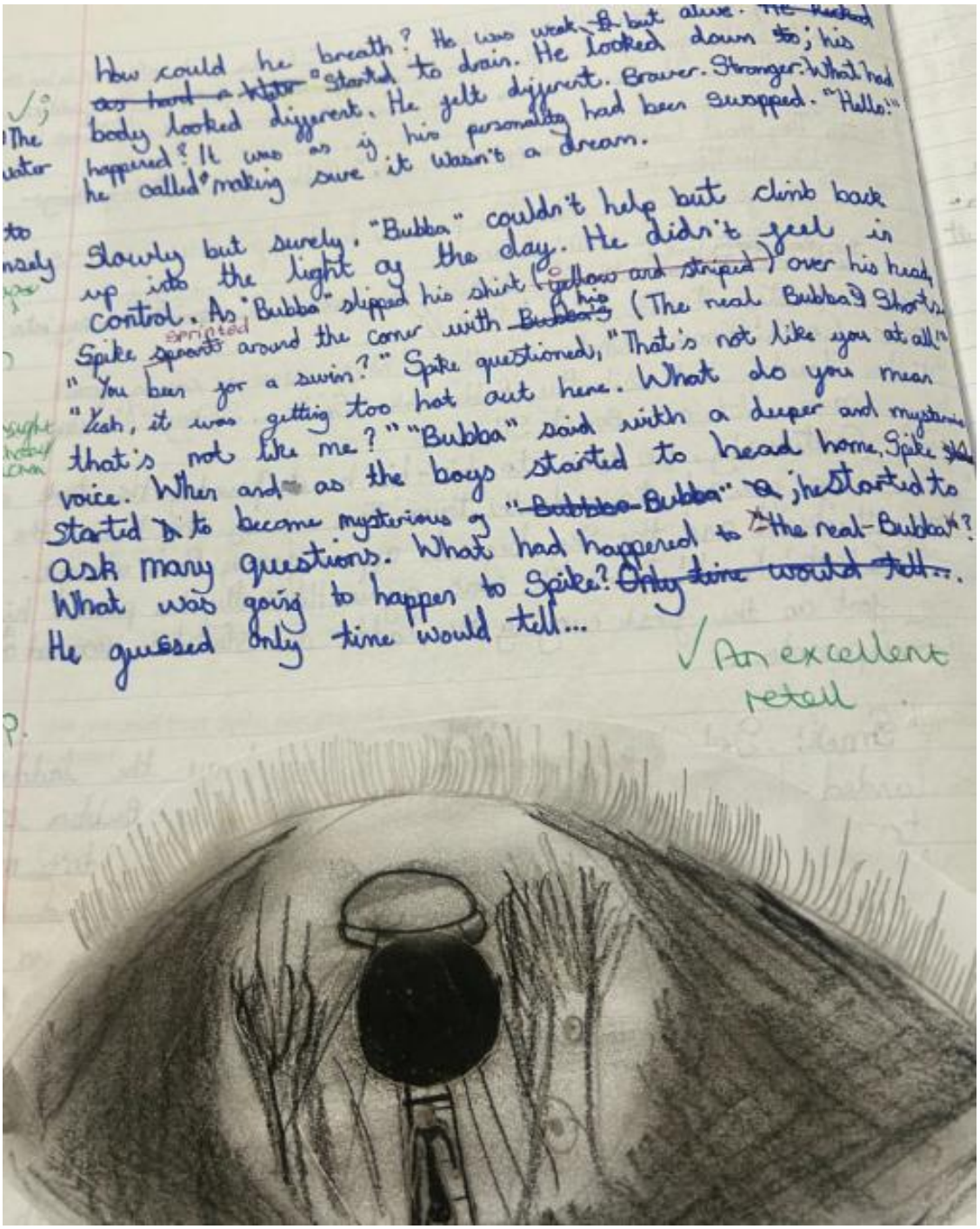


"My mom's gonna kill me if I don't find them!" Bubba said with panic in his voice.
A sudden gust of wind flew by and Spike appeared at the top of the ladder.
"Why would they be down there?" he questioned as a grimace spread across his face.
"They must have blew away in the wind," Bubba explained. "Flying things like that can soar."
"I'll go home and grab you a pair. Top draw of your dresser right?" Spike exclaimed in his american accent.
The panic-stricken boy looked into the distance, as Spike dashed away into the dusty streets of the town.
Creak! Knock! What was that? Where was it coming from?
Slowly but silently, Bubba spoke "Spike... Spikey?" No answer came. Not one sound. Silence.
Cautiously, he rose to his feet, his heart pounding. He took a step forwards towards the tower. From out of the blue, the air thickened and the sky began to appear gloomy. Dark almost.
Creak! Knock! There it was again. Hesitantly, he placed his foot on the first rung of the ladder and started to ascend upwards...

Smack! Splash! Suddenly, Bubba slipped off the ladder and landed head first in the water's murky green. Bubba started to fight. Fight harder than ever before. He couldn't move. All of a sudden, ~~a whirlpool started to form and within minutes~~ the water seemed to eddy and swirl even more than before. Within minutes, a whirlpool started to form. Was his life over before it had even barely begun? Before long, it became worse: water started to sprout out of the surface like the water at a fountain; this was even worse. Without any sign of warning, the hatch slammed shut and a sudden, ear-piercing BANG! echoed around the tower (now known as a predator). Wait what was happening?



How could he breath? He was weak but alive. ~~He kicked~~ ~~as hard a water~~ "Started to drain. He looked down ~~to~~; his body looked different. He felt different. Braver. Stronger. What had happened? It was as if his personality had been swapped. "Hello!" he called making sure it wasn't a dream.

Slowly but surely, "Bubba" couldn't help but climb back up into the light of the day. He didn't feel in control. As "Bubba" slipped his shirt (~~yellow and striped~~) over his head, Spike ~~sprint~~ sprinted around the corner with ~~Bubba's~~ his (The real Bubba's Shorts) "You been for a swim?" Spike questioned, "That's not like you at all!" "Yeah, it was getting too hot out here. What do you mean that's not like me?" "Bubba" said with a deeper and mysterious voice. When and as the boys started to head home, Spike started to become mysterious of "~~Bubbba~~ Bubba" ~~a~~; he started to ask many questions. What had happened to "the real Bubba"? What was going to happen to Spike? ~~Only time would tell...~~ He guessed only time would tell...

✓ An excellent retell

Look out for: Confident, cohesive writing that is carefully structured for its purpose and audience. Children should use a wide range of punctuation accurately, including semi-colons, colons, dashes, hyphens and parenthesis, alongside varied sentence structures. Dialogue should reveal character, develop relationships and advance the action rather than simply record conversations. Look for precise vocabulary, shifts in formality where appropriate, effective links between paragraphs and deliberate choices that engage and influence the reader.