

18/6/07

## Rumpelstiltskin

Once upon a time there lived a miller. The miller also had a beautiful daughter. One day the miller was sent to the king. The miller said "my daughter can spin straw to gold" said the miller.

"clever" said the king. "If your daughter can spin straw into gold tell your daughter to come here tomorrow we will see about that."

The next day the miller took his daughter to the king.

Then the king took the miller's daughter to a small room full of straw. "you my girl spin all this straw into gold by morning or not you'll be dead."

The miller's daughter sobbed she didn't know how to spin

straw into gold. Then a strange little man appeared in the room. "Don't cry" said the little man.

"what's the matter my dear?" "The king wants me to spin all this straw into gold. What if I spin all this gold straw into gold what will you give me?" "my necklace." "OK"

so he spun and spun till all the straw was shiny gold.

then the little man <sup>was</sup> gone. By morning the king was surprised to see all the gold so he took the miller's daughter to a bigger room.

19/6/07

[ ] (2)

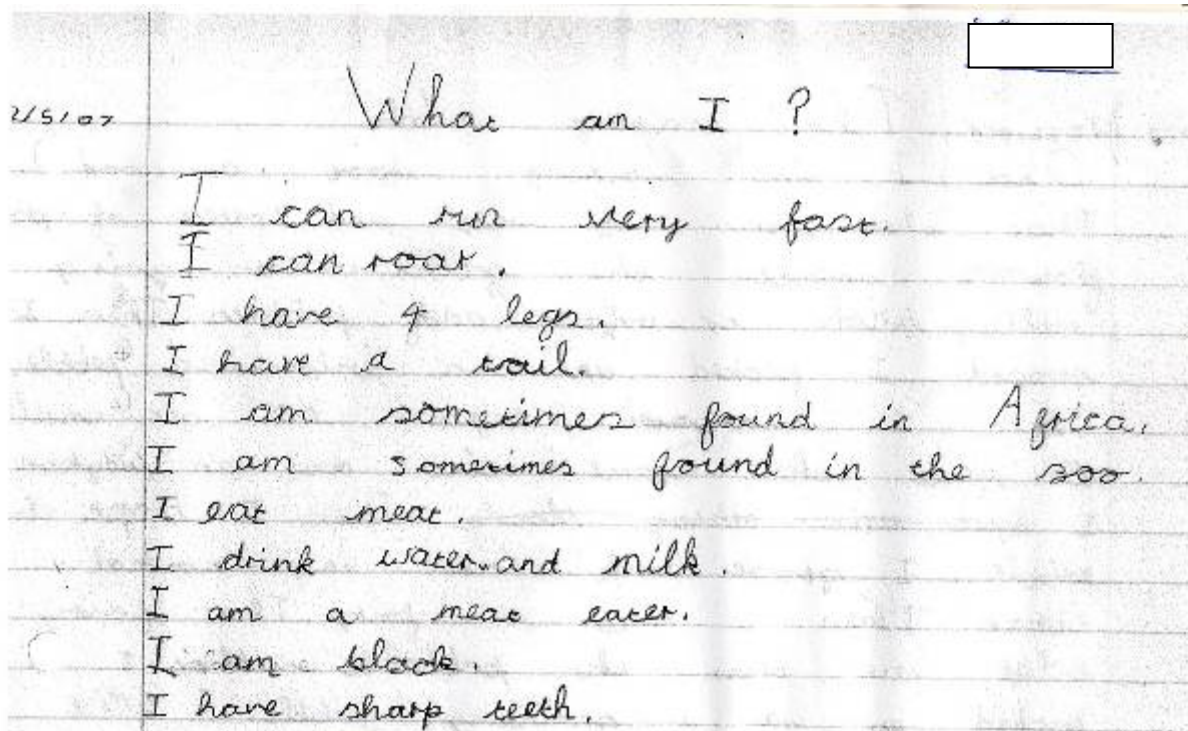
Again the miller's daughter sobbed the little man came again. What will you give me this time if I spin all this straw in to gold. My ring "very well" said Rumpelstiltskin so he spun and spun till the room was full of gold then when the king came in he was astonished. The king was so greedy that he took the girl to a gigantic room the miller's daughter didn't <sup>know</sup> what to do once again Rumpelstiltskin appeared again in the room if I spin the straw for you this time, I have nothing left to "ok then tell you what you try and guess my mums name she said is it Ruby "No" "If you guess my mums name right you may keep your child" is it Rose "Grrrrr" yes so the little <sup>man</sup> went away. So the little man was never seen again.

Context: Retelling a story, changing the ending

This story was written in two separate one hour sessions. The first session was on the same day as the reading of the text and the second was the day after.

This is a **clear Level 3** piece of work. It is a well organised, clear, imaginative piece of writing. The child uses very good vocabulary and has a clear understanding of the use of language. There is evidence of the correct use of speech marks, question marks and also basic punctuation.

She ran out of steam a little by the end but she has sustained all elements of the story, including a concluding sentence.



**Context: What am I? (Taken from 2007 Key Stage 1 SATs, shorter writing task)**

This is a borderline 2A/2B piece of writing which meets most criteria for 2A. However the language used is very uninspiring for this particular child. There is just sufficient detail given, but the task didn't really lend itself to writing an exciting piece of imaginative writing. It was felt that this could be greatly improved with redrafting. Therefore it was decided to award this piece of work **level 2B** through assessment using the National Curriculum level descriptors for English rather than the SATs criteria.



1.15.07 [ ] The amazing pebble  
Once, I was walking throo a wood.  
There were rows of trees and lots of pretty  
flowers. Suddenly the ground was going  
nuts, with swans and pebbles. Then I  
stopped I picked up an interesting pebble.  
Then I, ~~was~~ began to get smaller.  
I was the same size as an ladybird.  
I ~~kept on walking slowly~~. Then I dropped the  
pebble I grooe back into my normal  
size. Then I saw a fairy. The fairy  
told me that the pebble that I  
picked up was a shrinking pebble. I went  
home and told my mum and dad  
all the adventures. ~~that I have~~

**Context: The Amazing Pebble (Taken from 2007 Key Stage 1 SATs, longer writing task)**

This is the first draft of a piece of writing relating to the amazing pebble. There had been no prior learning or discussion of fantasy/magical stories. The task was introduced following the instructions laid out in the 2007 SATs teachers' booklet. The pupil was asked to think about story but no planning sheet was used. In terms of her writing she needs to add the use of speech and more interesting, descriptive language. In comparison to other pieces of her writing in day to day lessons, this is rather uninspiring. It was however still deemed to meet the necessary criteria to award it a **low level 2A**

11/6/07

On Thursday the 7th of June we went to the Cambashee museum in Laidard. We looked at some old fashioned revuculs. And we ~~to~~ watched a film. We looked at an very old army tank and then we went on a doubledecker bus  sat in the drivers seat. Then we walked to Wordon park we had lunch on this very big field. After lunch we went in a maze. We splited in to 3 groups. We had ~~ax~~ a race to see who could get to the middel first. Miss ~~sonse~~ team wone. Then we had a race to see who could get out of the maze first Mrs  team wone. Next we went to the park there was a grate big zipwreut. And there was this great big climbing frame. We went back on the coach. It was very noisie on the bus. when we went back to school there were lots of pepol there I an going to make a car in P.T

## Context: Recount of a School trip

This piece of writing was written a few days after the school trip took place. It demonstrated some good use of time connectives, but she is still using 'on', 'and' and 'then'. The writing does not express her feelings about the trip and so she needs to include more personal details in her next piece of work.

Overall it was decided that this demonstrated a **Level 2A** piece of writing