

Work sample (extract) from a child working at 'expected standard' at the end of Year 6.

Children wrote their own version of *Alma*, incorporating two different perspectives: that of the third-person narrator and that of the doll in the shop window.

Alma

Scrunch, some chalk fell onto the snowy surface of the pavement and a little girl seemed to be looking up at a great wall of graffiti. Her mouth drew upwards to suddenly turn into a smile - you could see pride and joy in the light green eyes of the innocent young girl. The graffiti she was looking at seemed to be loads of names and she was staring at one in particular: Alma...

Suddenly, the smile lit-up-face disappeared - they turned into confusion. Something had changed, something wasn't right. Alma spun on her heels and looked around for people, but no one was there. She saw a big shop in front of her and saw something in the dark, dirty windows but the shop was enough to worry about - it wasn't like any other on the street and was art nouveau in style. The more she stared at it though, the more everything about it confused her. The giant oak frame was odd in shape, rounded with room for three glass panes. It looked like a mouth opened wide and two grills above the window looked like menacing eyes that followed you around, no matter what...

Click clunk, was the sound all the cogs made around me, when suddenly I was pushed onto a small wooden plinth. I knew exactly what was going on because I'd seen it before thousands of times and I hated the fact that I had to be the one today. As soon as I was on the tiny platform the cogs started to turn faster and I was ascending upward slowly so I could see out the foggy window onto the cobbled street. That's when I saw her - the little girl who looked just like me from the blue bobble hat to the brown mittens. I felt so sorry for her. I did try to warn her but she did not hear - they never do. She had a gigantic smile on her face when she saw me. It was almost as if she didn't know where her fate lay.

Alma saw a figure inside the frosty window. She got a bit closer to get a better look. She could not see through the steam so she took off one mitten and rubbed at the window. She could see a doll. A look of confusion sprang upon her face - she looked down at herself in shock and recognised that the doll was just like her, all the clothing, everything was the same!

Cohesion through synonymous references (*Alma... the little girl... an innocent little girl*) and pronouns (*She saw something ... it had gone...*)

Adverbials help to guide the reader through the sequence of events (*Suddenly... As soon as I was on the tiny platform*)

Choices of vocabulary and grammatical structures are appropriate to what the writing requires.

A range of punctuation is used mostly correctly, including:

- commas to mark adverbials and clauses
- hyphens to avoid ambiguity

The first person is used to good effect in the story: the anguish of the doll, helpless to forewarn her hapless victim (*I felt so sorry for her... I did try to warn her...*)

The third-person narrative interweaves a sense of the ordinary with the tension of the unforeseen consequences of Alma's ill-fated curiosity.

Words from the statutory Y5/6 spelling list are spelt correctly. The spelling of more ambitious vocabulary is mostly correct.

Why is the collection of work not awarded greater depth?

- not all 'pupil can' statements are met
- sentences are often repetitive in nature (*She tried to look down... She had to keep looking... She got really annoyed...*) with limited manipulation of clauses for effect
- at times, vocabulary is imprecise or repetitive
- unable to maintain register (for example, not able to maintain formal tone in guide)