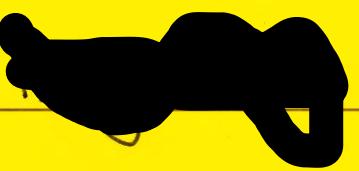


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Mrs Reynolds

Miss Hall



Writing Books

The Perfect Piece



A quality product from the **RM** group of companies.

Y5 Child's name: [REDACTED]

Somerset Literacy Network

2018 Interim teacher assessment framework at the end of KS2 - writing

Sample	F	S	I	M	A	S	E
Date	Oct 2019	Dec 19	Feb 20				
Highlighter colour	[Red]	[Yellow]	[Green]				

QUALIFIERS: most: the statement is generally met with only occasional errors

many: indicates that the statement is met frequently but not yet consistently

some: the skill/knowledge is starting to be acquired, and is demonstrated correctly on occasion, but is not consistent or frequent.

KS2 Working towards the expected standard

The pupil can:

- 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, commas for lists and apostrophes for contraction mostly correctly
- spell correctly most words from the year 3 / year 4 spelling list, and some words from the year 5 / year 6 spelling list*
- write legibly. (1)

KS2 Working at the expected standard

The pupil can:

- 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 passive verbs to reflect how information is presented; using modal verbs to suggest degrees of possibility)
- use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, homonyms, synonyms) within and across paragraphs
- 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)
- spell correctly most words from the year 5 / year 6 spelling list,* and use a dictionary to check the spelling of uncommon or more ambitious vocabulary
- maintain legibility in joined handwriting when writing at speed. (2)

KS2 Working at greater depth within the expected standard

The pupil can:

- 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, characterisation, structure)
- distinguish between the language of speech and writing (3) and choose the appropriate register
- exercise an aware and conscious control over levels of formality, particularly through manipulation of 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.^

[There are no additional statements for spelling or handwriting]

17.10.19

Letter To First School

Oakfield Academy,
Oakfield Road,
Frome.
Somerset.
BA11 4JF

Trinity First School,
Frome.
Somerset.
BA11 4LD

17th October 2019

Dear Miss Price,

I am writing to you to tell you about my exciting first days at Oakfield Academy, to date.

Nervously, clad in my new, pristine uniform and my black, squeaky shoes, I entered the huge school.

CD Adw Excited, I went into my tutor class. Mrs Mallon is my tutor, she is really funny and a great tutor. I have been earning loads of smiles from Mrs Mallon and other teachers. I now have earned my bronze badge!

CD The school is colossal and I once got lost. It was hard trying to remember where everything was but I am now used to it. When it is break I try my hardest to find my friends because the playground is huge.

CD
FA

After school on Tuesdays, I do a Wizard Of Oz club and a Shakespeare on Thursdays. I find it a splendid thing to do after school! Luckily, I have Mrs Pinches for Shakespeare, she is an ~~ex~~ amazing teacher and is also my maths teacher. Maybe, I have made some friends!

CD
! Lots of my friends do ~~spanish~~ but I do ~~french~~ french. Madame Hall is ~~the~~ french teacher. To make it even ~~b~~ better she makes up songs and games to help us remember.

CD We get a fair amount of homework like maths, spellings, comprehensions and sometimes a bit extra on Wednesdays.

Amazed, I got my per licence! It made me extremely pleased when I received it. That is now one thing off my checklist for Oakfield.

Overall, I think my time at Oakfield Academy is going to be fantastic.

✓ wonder if I'll use something you taught me?
Yours Sincerely,



Marking Ladder

	1 Writing Assessment Formal Letter	Pink or green
CD ✓	The letter is organized into paragraphs with clear topic sentences.	✓
✓	Simple devices are used to structure the writing - use two addresses, your teacher's name and 'Yours sincerely,' at the end	✓
✓	Capital letters and full stops are used accurately.	✓
?	A question is used and punctuated.	✗
list ✓	A list is included and punctuated accurately.	✓
cont	A contraction is used and punctuated accurately.	
✓	Coordinating and Subordinating conjunctions have been used.	✓
✓	Spelling has been checked and corrected.	✓
✓	Handwriting is legible.	✓

Teacher comments / next steps
Wow! A brilliant informative letter! I can see you have embraced our new skills.
Next:

Pupil comments

- re write paragraphs using capitals for proper nouns and comma after fronted adverbials
- Paragraphs - next line indent
- Add a closing glesher

6.11.19

Corrections

After school on Tuesdays, I do a Wizard Of Oz club and a Shakespeare on Thursdays. I find it a splendid thing to do after school. Luckily, I have Mrs Pinches for Shakespeare, she is an amazing teacher and is also my maths teacher. Maybe, I have made some friends.

Lots of my friends do Spanish but my class does French. Madame Hall is the French teacher. To make it even better she makes up songs and games to help us remember.

Next, I will put capital letters for proper nouns, add a question and I will indent my paragraphs.

12.12.19

Suspense Story

Cautiously, I approached the forest of tall trees. A murder of crows flew above my head, making a loud racket of screeches of fear. I followed them further into the forest. The trees crouched over a moonlit lake. I sat down by the lake, cold, scared. Just then, a deafening silence took over the forest. A pair of red, sinister, spiteful eyes glistened in the lake. I turned around. Nothing was there. The eyes had vanished. Perhaps it was my imagination?

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Ever so slowly, shaking with fear, I stood up, then came a ear-aching shriek shriek. Terrified, I started to run. Faster, and faster. It seemed like the forest never ended! Twigs crackled under my feet, my legs ached so much that that I decided to take a rest. After a while, it started to rain cats and dogs. I swear I saw those eyes again. This time they were brighter. In the blink of an eye, they faded away again.

Before long, I was drenched with water. I could barely see with all the water in my eyes. In the distance, I could ^{about} see a tall, brown oak tree. Finally! Some shelter! Carefully, I sat down by the tree.

Unexpectedly, the tree got kicked by something. I knew I shouldn't have come here. "Are you okay?" came a voice. I looked over my shoulder. There was an old man. Why would he be here?

14

10

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"Yes, I'm fine," I lied. He looked like he had been here for years. "Oh well, have a good night then," he replied.

Never in my life, I had seen someone so happy in a dark, damp forest. I just knew then, something had to be up. Meanwhile, I was all alone, again. After a while, I decided to be brave and follow him. Completely. Completely exhausted, I ran after him. "Sir! Sir! I never didn't get your name." That was a moment I dreaded. He was on the floor...dead.

Izzy	2 Writing Assessment Short Story	Pink or green
	Use cohesive paragraphs	✓
	Capital letters and full stops are used accurately.	✓
EXN ✓	Setting has been described using expanded noun phrases for detail.	✓
	A range of figurative devices have been used.	✓
	Question marks and exclamation marks are used in some sentences to convey tension.	✓
SP ✓	Dialogue has been used and punctuated accurately	✓
cont ✓	Contractions have been used in the dialogue	✓
AVC ✓	Adverbials have been used with the correct punctuation.	✓
PV ✓	Passive voice has been used to create tension.	✗

Teacher comments / next steps

Teacher comments / next steps
OOO Wow Izzy - you certainly had
me on the edge of my seat!! Well
done, I can see you have embraced
the challenge and your skills

Pupil comments

Next : use passive voice
• more power of three
• more adventurous vocabulary

8.1.20

Corrections

Never in my life, I had seen someone so happy in a dark, damp forest. I just knew then, something had to be up. Meanwhile, I was all alone, again. After a while, I decided to be brave and follow him. Completely exhausted, I ran after him. "Sir! Sir! I didn't get your name." That was a moment I dreaded. He was on the floor... dead.

Next time I will:

- Use the passive voice
- Use more power of three
- Have more adventurous vocabulary

Never in my life, I had seen someone so happy in a dark, damp forest. I just knew something had to be up. Meanwhile, I was all alone, again. Leaves were being blown by the outrageous wind. After a while, I decided to be courageous.

Never in my life, I had seen someone so happy in a dark, damp forest. I just knew something

30.1.20

Persuasive Writing

FA

Confidently, I agree that smoking should be banned. Smoking harms many people and you might be diagnosed with lung cancer! Surely, no one wants to put their own life in danger? It's appalling to think people would want that.

RQ

FA CD

PT

To begin with, I find smoking an awful thing! Only a fool would think it's healthy, awful and relaxing. If you smoked, you would have a 10% chance of getting diseased. Despite the fact that many people enjoy it. It lowers down the human population. It's disturbing how people find it fun when it's life threatening. Don't you agree?

RQ
CD Rep

RQ

Due to thousands of people smoking, people have been littering more. Making the world a dangerous place to live. If one had the chance to smoke, one must deny! Shouldn't people be frightened? If you were to be walking down the street, there would most likely be a cigarette cigarette on the floor somewhere. Some people are trying to stop littering but everyone who smokes is just making it a harder job.

CD Rep

As a result of the vile smoke coming from cigarettes, the air is gradually being polluted. Making less oxygen for us all, as well as for animals. Cars and factories also give off smoke but people buy cigarettes on purpose. They are polluting, on purpose. The cigarettes are smoked by people. They are

choosing to disrupt the air and their own life. The air will soon become too polluted. Then, who knows what could happen, a child's life could be ruined? If I were you I would convince my family never to smoke. The Earth's future is in danger thanks to cigarettes.

In conclusion, smoking harms people, it causes people to litter and last but not least it pollutes the air. Smoking must be stopped. The future depends on it. The world will be saved.

	3 Writing Assessment PERSUASIVE WRITING	Pink or green
	Use paragraphs to organise ideas. The opening paragraph states the issue and the last paragraph sums up the points made.	✓
	Capital letters and full stops are used accurately.	✓
	Present tense is used throughout.	✓
D	Direct address is used to engage the listener.	✓
?	Rhetorical questions have been used to engage the listener.	✓
P	Personal emotional experiences have been used.	✗
MV	Modal verbs are used to convey instructions.	✓
SUB	Subjunctive form has been used to convey instructions formally.	✓
Teacher comments / next steps		
OOO A wonderfully persuasive piece - well done, certainly the right proportion		
Pupil comments		
Next : Rewrite the paragraph : correcting punctuation & : a better cohesive start and add personal experience		

Corrections

As a result of the vile smoke coming from cigarettes, the air is gradually being polluted. Making less oxygen for us all, as well as for the animals. Cars and factories also give off smoke but people buy cigarettes on purpose. They are polluting on purpose. The cigarettes are being smoked by people. They are choosing to disrupt the air and their own life. The air will soon become too polluted. Then, who knows what could happen, a child's life could be ruined? If I were you I would convince my family never to smoke. The Earth's future is in danger thanks to cigarettes.

Next time I will:

- Use better cohesive starters
- Add personal experience
- Correcting punctuation

14th October 2020

1 Writing Assessment THE WATER CYCLE		Pink or green
	Explain the full process of the water cycle.	green
CD	Paragraphs show logical steps explaining each part of the cycle.	green
	Use capital letters, full stops and question marks accurately.	green
	Correct spelling of technical words.	green
	Present tense is used throughout.	green
CD	Time and 'cause and effect' are used to create formal cohesion within sentences.	green
AVC	Adverbials are used to show how, where or when a stage of the process happened.	green
	The full range of punctuation is used.	green

Teacher comments / next steps

How can you destroy water?
You can't
You can't break it apart, and even if you soak it up, the water will either pour back out or evaporate.

Pupil comments

The Water Cycle

Introduction

? Have you ever wondered where the rain and clouds come from?
con They're just a part of the water cycle. Water is an essential part of life.
There is the same amount of water on Earth currently than there was when the Earth first began. The water cycle has four main parts, evaporation, condensation, precipitation and collection. Interestingly, this cycle happens because of the sun's heat and Earth's gravity. Here is a step by step explanation of the water cycle. Fun fact! The water cycle is also known as the hydrological cycle.

Evaporation

AVC

First of all, when the heat from the sun warms up the water, the water will evaporate. Evaporating is when the heat from the sun hits the water, then the liquid turns into water vapour (a

() type of gas). Next, the water vapour rises up, since it's so light. CD That's why when you see a puddle, the next day it's completely gone. This doesn't just happen to puddles, it happens to lakes, rivers, streams and the ocean. You can't see the water rising, but if you watched a puddle for a while, you could see it get smaller and smaller.

Condensation

Following that, is the water vapour forming clouds. This happens because of something called condensation. Condensation is the process of the water becoming clouds. As the water vapour goes higher, the air gets colder and eventually cools down the vapour. This part of the cycle causes the water molecules to condense into water droplets. Many water droplets form together to create a cloud.

Precipitation

Eventually, the water droplets grow and gets heavier. Therefore, the clouds are unable to keep holding the water, so the droplets fall to the ground as rain drops, snow, hail or sleet. This is precipitation. Snow, hail and sleet only come depending on the weather. Snow is quite rare and the most common is your everyday rain.

Collection

Once the water reaches the ground, it could land anywhere. If it lands on a river, it will flow with it to get back to the sea. This is the same with lakes, streams or sometimes the water lands back in the ocean. If the water lands on the ground, it can form a puddle, that puddle can either sink into the ground or gets evaporated again. Not all water forms a puddle though, sometimes it's collected in by the ground and becomes ground water. This water can then get evaporated again.

Conclusion

So overall, the water cycle can go on forever, this is what makes it a closed cycle. The water cycle has been working for many years. Water is very important, every living thing needs it to live. Someone could have the same water in their bottle that you had in your sink! This is the step by step explanation of the water cycle.

	2 Writing Assessment AUTOBIOGRAPHY	Pink or green
	Use paragraphs to organise ideas.	
	Capital letters and full stops are used accurately.	
CD	Write in chronological order using past tense	
	Include a key event in your life which include feelings, reactions and opinions	
EXN	Setting has been described using expanded noun phrases for detail.	
	Use first person pronouns consistently	
AVC	Use fronted adverbials to show time	
	The full range of punctuation and sentence features has been used.	
Can you give an example of alliteration for your autobiography		
Pupil comments		
Playful, powerful puppy		

December 3rd 2020

My Autobiography

I was at school, it was so close to hometime. I knew I was coming home to a puppy, I was thrilled. I was bursting with excitement; telling everyone I knew, shaking with joy and jumping with glee. When it was the end of the day, I raced out of

AVC the gates like I was on fire. Finally, we arrived home. I could

MV hear a bark, it was the moment I was waiting for, my mum made us all be quiet, we cautiously walked over to the EXN large baby gate. That was when I saw her, she was an adorable, little puppy. She had big, brown, beady eyes, marvelous floppy ears.

Running happily, Pumpkin was yapping on the sofa. Overjoyed, me and my siblings got out her new toys and got her bed, it was one of the most happiest moments of my life. In my living room, I decided I wanted to play fetch with her, so I searched for my brother's football. I found it under my brother's bed. I ran downstairs quickly, in a rush to get back to the living room.

"Izzy! Slow down, you're going to scare her!" warned Mum, petting Pumpkin's soft head, it was as soft as a fluffy pillow. Although, she was small, she could definitely bark. I grabbed the ball and threw it high.

"Fetch!" I squealed. She ran towards the ball, then. Plunk! It hit her right on the head, she fell down onto the rug.

"Izzy!" Yelled Mum.

I was in big trouble, I ran up to Pumpkin and nursed her gently, repeating the word sorry. My mum took her from me, she checked if she was okay, then told me off. I went on saying how sorry I was until she gave in and said that accidents happen. I walked over to Pumpkin and petted her, carefully and gently. My brother lay on the rug in the living room and put on a TV programme (his favourite: Walking with Dinosaurs) I placed

Pumpkin down, she curled up and went to sleep, on my brother's back. I went to the utility room to tell mum, she was organizing Pumpkin's room. She got out her phone and took many pictures. I took her phone and filmed Pumpkin as she walked about. Lily and mum told me to put the camera away.

I went upstairs in a bit huff, then I got an incredible idea, I got my light duvet, then placed it gently on the floor. I grabbed some toys - Pumpkin's toys - and placed them on my duvet, then went to get Pumpkin. It was a playmat! I played with Pumpkin for ages, my sister ran up to my room, wanting to join in. I let her, then we played follow the leader, Pumpkin was always the leader, we had a blast, but after Lily got a belly ache. Mum said that in the morning we might take Pumpkin for a walk and that we could get a dog seatbelt, I was picturing a baby seat for dogs but it wasn't like that at all.

In the morning, I reminded mum about the walk, sadly she said we couldn't because Pumpkin needs her injection so she won't get any diseases. I was quite disappointed, but I understood. Instead I asked if we could go swimming the next weekend. She replied with maybe. Her Noah, my brother was watching TV, he was like a bird watching his prey. I suddenly got extremely bored, Pumpkin was asleep, my dad at work, my mum cooking, my brother watching TV and my sister dancing, I decided to go see what my sister was doing. She was a swan, so graceful. She had done ballet for years, I attempted to copy her baton was useless. I just flunked about, not being able to be as graceful, I couldn't do it.

MV I sat on my bed and made a den, I could hear Pumpkin racing up the stairs like lightning. Her broken toy was in her mouth,

she jumped above my dad and broke it! I was furious, I took her toy and hid it, then gave her a lecture to her like parents do. She didn't pay any attention, it was so annoying, I was trying to talk to her. I calmed down, then got her toy back from where I had hidden it.

Convin
dia

"Now, don't do that again," I threw her toy and she ran for it. She could get up the stairs but couldn't get back down. I picked her up then placed her back downstairs. She just ran back up!

On Monday, I couldn't wait to get to school, I grabbed my book bag from under the stairs in the cupboard. My dad came back from work, he put away his stuff, said good morning then went to bed as he was exhausted. My mum, who was clearly exhausted, grabbed my lunch and coat, alongside with my siblings stuff and put it in the car. She put the air conditioning on since it was freezing outside. We all got in the car, I couldn't keep still, I was bursting with excitement because I was looking forwards to telling everyone, the trees waved at me, I waved back. The car door was kicked open by my brother. At school, I went round telling all my friends, making sure I didn't miss anything. One of my friends, who loved dogs, asked where I got her. I didn't know so

I just mumbled that my mum got her. As we were reading, my book was accidentally knocked over by me, I tripped as I went to pick it up, clumsy me. I wanted to draw a picture of Pumpkin, but I knew it wasn't allowed.

passive
pers

When the school day ended, I ran out of the gate, my bag was dropped on accident by me. I ran back to pick it up as I ran to my mum, I could hear the wind whistling, the grass was waving. I hugged my mum and asked her how Pumpkin was. Before she could answer, I saw my sister run out of the gates, asking the same question. Lily who was just as excited as me, was nervously waiting for

Noah. Finally, he came out, he was wearing his new school shoes. Mum asked him if they were comfortable, he nodded, he was a tomato, his face red from running. Lily was a jumping bean, we all got in the car, full of excitement, we all couldn't wait to see Pumpkin. I put my under my seat, and played a car game with everyone.

	3 DESCRIBE CHARACTER	Pink or green
	Punctuation and capital letters are accurate	green
EXN	Appearance is described using adjectives	green
V	The character's movements have been shown using verbs	green
AV	The character's movements are further described using adverbs	green
SIM / MET	Similes or metaphors have been used	green
ALL	Alliteration has been used.	green
GD	Draws on independent knowledge to use other figurative devices	green

Teacher comments / next steps

Give an example of how you could have use a semi-colon.

Pupil comments

Finally, he came out; he was wearing his new school shoes, Mum

Describe character

16 February 2021

V Co

I stood there clutching onto my suitcase, terrified. I didn't

V Ad

know where I was going. I hated it. I cautiously stepped onto the train and sat down. I nibbled on some biscuits.

Sim

I was as scared as a mouse. I was sure all the other kids felt the same. I fiddled with the buttons on my dark green coat.

ExN

I chatted to some of the children. One gave me a raisin and I let them try a bit of my biscuit. The ride

Per

felt like days. I slept most of the way, when I woke up. I hoped this was all a dream. I played with my deep black beret, staring out

at the peaceful bushes swaying with the wind. I took a bite from the biscuit again, the sweet turned sour. me with my mum, now alone.

Ad

I stepped off the train cautiously, the smell of smoke in my nose, the chattering of children, it was all just too much. I felt so

unwanted, all the other kids were getting picked. I was like an

All Sim

abandoned, unwanted puppy, then a lady with bright blonde hair, golden like the sun. She had emerald green eyes, looking at me with empathy. She had the same beret as me. She took me by the hand,

I felt I was going to like her. My palm began sweating like crazy. I slowly parted, but calmed down and smiled at her.

ExN

Something was wrong. I wanted my mum, I started walking, feeling tears coming. I smartened up my coat, trying to make her think I was a neat child. We soon arrived at a beautiful little cottage.

4 Writing Assessment SHORT STORY		Pink or green
	Capital letters and full stops are used accurately.	green
CD	There is a clear focus for each paragraph – the story mountain.	green
	Past tense has been used consistently throughout.	green
	Atmosphere has been created in a well-developed introduction.	green
DS	Direct speech has been used to convey character and action.	green
SF	Different characters show different degrees of formality through their speech.	
	The full range of punctuation and sentence features has been used to create mood and atmosphere.	

Teacher comments / next steps

Give an example of formality in speech. One character needs to be using slang.

Pupil comments

"Y'all ready?"

Short story

10th February, 2021

I woke up, cold and terrified. I lay in bed, petrified. What if a bomb fell? What if I died? What if mum died? As I lay, mum came up and hugged me tight, she didn't say anything, neither did I. We sat there in silence. I never wanted to lose her. With her, my freezing bed turned warm. I hugged her tight, this made her cry. Why was she crying? I was so confused.

?
"con"

"?"

"Why are you crying, mum?" I asked.

"In a few days, you will be evacuated," she stuttered.

It felt as if my heart fell out my body, tears filled my eyes.

I never wanted to stop hugging her, let alone leave her with bombs!

'dia

"I know, but it's better for you, it's safer," she smiled. She began to cry again, I looked in her eyes and began sobbing, I couldn't bear leaving her. It was my nightmare coming true.

I went for a small walk, feeling lost and alone.

sf "Hey, kid! What's a young kid like you doing out?" A man asked, he had a silver tooth and scar across his eye.

"I don't know," I stuttered, this man scared me. He looked frightening, the perfect example of stranger danger, I looked away and started walking away. I just wanted to be alone. I could see something in the corner of my eye, he was following me, ever so slowly. I sped up, I tripped on the uneven rocks but regained my balance, I kept going, I couldn't tell if he was still there or not, but it was too risky to look. I heard thudding steps behind me. My heart banging loudly, fear overthrowing me. I began to run.

Adv If only I didn't go for a walk, I ran in zig-zags. I was running out of breath, but I didn't let that stop me, until... A bomb! It fell in front of me, I was cornered. The man behind, the bomb in front. What could I do? I could hear the bomb, the breathing of the man. It was over.

I parked, not knowing what to do next, trying to think of a plan. Footsteps behind me! The bomb ticking away, I had to think fast. I picked up the bomb, my plan almost failed because of the weight. I hurled it behind me and ran. It almost hit me, this was a life and death situation, I was petrified. I ran, listening to the man scream. I had almost died. What did he want? Was he a spy?

"Mum!" I cried. I ran and ran, my hair blowing in the cold breeze. I could see my home, I ran in and locked the door tight.

"Mum!" I yelled. I ran in and hugged her tight.

Formal Letter

Oakfield School
Oakfield Road
Frome
Somerset,
BA11 4JF
8th March 2021

	6 Writing Assessment Formal Letter	Pink or green
SF	Addresses, date, greeting and sign off are appropriate for formality.	
DA	Direct address is used to give instructions and be persuasive.	
CD	Each paragraph has a clear and different topic.	
	Capital letters, punctuation and spelling are used accurately.	
EXN	Expanded noun phrases are used to add detail.	
SUJ	Subjunctive form is used in the formal letter.	
MV	Modal verbs are used to offer suggestion.	
GD	A range of greater depth punctuation taught at KS2 is used.	
SF	There is a clear difference in formality between the two letters.	

Teacher comments / next steps

Give an example of how you could have use a Colon and a Semi-colon

Pupil comments

I have never seen such a disgusting state; mould all over the shower curtains, dirty floor tiles and used towels.

Mr Bad Manager
Horrid Hotel,
London,
SF SW3 6HE

Dear Mr Manager,

DA I am writing to complain about the appalling state of your hotel. It was the worst hotel I have ever stayed at. I am horrified.

CD When I arrived, it was empty, no staff, no anything. After half an hour, a grumpy man came and was rude and didn't help us at all. I thought it would be fine when a well-dressed lady came although she helped us, she was just as rude. I have never seen such unreliable staff. Then they told me to hurry and get to my room before they kicked me out. I heard them making very rude remarks after it was unacceptable.

CD I arrived at my tiny room, when I booked a large suite! SDW an unmade bed so I went to make it and there was some sort of brown liquid all over the bedsheet. It was revolting! I have never seen such a disgusting state. I went to check the bathroom and it was even worse! Mould all over the shower curtains, used towels, the same liquid by the sink. The floor tiles were dirty and uneaded. It was a revolting uncleanned bathroom. I would never clean myself in there if I were you. It is unacceptable. This hotel should be shut down.

SUJ
MI

After that horrible experience, I came to the wonderful-looking cafeteria. I was so pleased as I was starving! I sat down, a well-dressed waitress politely served me. I ordered cooked chicken, with a side of cous-cous salad. Finally this hotel had something to offer. I stared at my food and poked at it how could you serve someone this? It was like jelly! The chicken, barely cooked, the cous-cous cold and shrivelled. Worst of all, there were ants crawling around on the cucumber I sat there astonished. I quickly checked out and booked another hotel. I highly recommend you hire better staff and cleaners.

Sincerely,

J

To Olive,

I had the worst time ever at this

hotel. It was horrifying! It's the worst hotel in the world. First, the staff was late and didn't even apologise! Then, my room was tiny when I asked for a large side. The bed was in the worst state I've seen. There was some sort of brown goo on the bed! Same with the bathroom, who would go there? Next, the food was cold, small and uncooked! The was a 4 star hotel! By my opinion it should be a 0 star. I am so disgusted.

From

J

89, Nunney Road
B41 4LD,
From,
Somerset

