

## Year 3 writing

## Key

This was part of a topic based on *The Story Machine* by Tom McLaughlin. The pupils had heard and discussed the story before rewriting it, adding in their own machine (the multi-task machine piece). The piece was initiated by Kim and self-reviewed.

[C] composition  
[GP] grammar and punctuation  
[T] transcription

This narrative begins with the imperative 'Meet Fred', reflecting 'Meet Elliott' that opens the original story.

The pupil has used the idea of the unusual machine and made it their own, including finding the machine in the attic and putting all the parts together. As in the original story, something goes wrong. The problem is neatly resolved in the final sentences.

The adverbials show Kim sequencing events clearly; they contribute effectively to the coherence of the narrative: *One day;* *Just then...;* *First...;* *Soon...;* *Suddenly... From that day on...*

Speech is also used effectively, as in Mum's words to Fred at the start and Fred's musings when the computer 'said Dell': *'Whatever does that mean? Thought Fred'*. In both cases, the end punctuation is correct.

[C]

Meet Fred. Fred loves to find things.

One day Fred said to his mum I'm boad.

GO Into ThE Attic! said his mum. And

so he did. Fred whent into the attic. # It

was really darck in the attic and there

were verry deep holes in the foor. Just

then some thing caught his eye. # It was

some boxes ontop of each other. One

was long ane one was fat and the the

other was a silver case. Fred toat tooe

toeck took them all down stais. f-First he

opened the silver one which had wires

in it. soon Soon he had opened all of

them.

Fred put all the parts together. it made a

computer. Sudenly he hetteet spotted a

white box with wit 3 pins. # It was a

plug Fred plugged in the plug. JThe

computer said DEll. Whatever does that

mean? Thought Fred. He made

Unlike the original story, the pupil neatly uses the present tense to introduce the main character before moving into the past tense consistently for the rest of the narrative. The present tense opening is effective and is consistent with the imperative: 'Meet Fred'.  
[GP] [C]

The coordinating conjunction 'and' joins the two main clauses.  
[GP]

The coordinating conjunction 'and' joins the third main clause to the other two.  
[GP]

The past perfect tense 'had opened' helps to establish the relationship between the events described.  
[GP]

The digit 3 is the correct size in relation to the lower-case letters.  
[T]

Despite the re-reading and editing, this sentence possibly does not reflect what the pupil was trying to say: 'He made jumpers, bread and [noun omitted?] but, before he had finished writing everything down that he could do, the machine went boom.' Nevertheless, this shows a very promising attempt at a complex multi-clause sentence that includes a subordinate clause (...*bufor he had finish writeing every thing down...*).

[GP]

jumpers, bread and bufor he had finish  
writeing every thing de down that the  
machine went boom. Fred was sad. se

The pupil uses the past perfect tense here to signal the interruption when the machine goes 'Boom'.

[GP] [C]

So he went to the gararge got some  
tools and put it back together. From that  
day on Fred used his machine everyday  
~~knitting to kint his school~~ to knit his  
school jumper.

Virtually all sentences are correctly demarcated with capital letters and full stops. The question mark and the exclamation mark are both correct.

[GP]

Many words are spelled correctly: *meet, things, really, attic, holes, caught, computer, spotted, white, silver, case, opened, used, machine, thought, tools, together*; attempts at others are phonically-plausible, including *verry, darck, sudenly* and *gararge*, evidence that the pupil can segment spoken words into phonemes and represent these by graphemes.

Many common exception words from year 1 and year 2 are correct (*said, his, was, some, one, there, school, eye, love/s*). The year 2 common exception word 'floor' is not correct. The writing and the pupil's own corrections to it show them learning to distinguish between words that start with 'wh' and 'w' (e.g. *whent, whith*).

[T]

Capital letters are mostly of the correct size, orientation and relationship to one another and to lower-case letters. Importantly, this handwriting is well-formed. The relationship across the lower-case letters is excellent in *loves, mum, was, some, put, all*.

The diagonal and horizontal strokes needed to join some letters are very clear. To add emphasis, the pupil seems to have deliberately chosen not to join the letters where Fred's mum shouts, '*Go Into ThE Attic!*'

The spacing between words reflects the size of the letters.

[T]