

This is a narrative from a Y2 child who is working above the expected standard (greater depth).

After reading 'The Disgusting Sandwich' by Gareth Edwards, pupils were asked to write their own version of the story, imitating the style of the original. In preparation, pupils devised a story map and discussed the ingredients they would choose to put in their most disgusting sandwich.

This child's narrative retelling closely follows the original, incorporating the main events of the plot and drawing, with obvious enjoyment, on some aspects of the language, such as vocabulary choice and repetition. Narration relies exclusively on statements, predominantly in the past tense with occasional appropriate shifts to the past progressive for particular effect (the crow was flying back). Some variety of sentences is achieved through the incorporation of dialogue using the present tense; the combination of subordination and co-ordination to describe more complex events concisely; and the use of short sentences for dramatic effect (Then Badger ate up all the gross slugs). Throughout, expanded noun phrases provide detail

Once upon a time there was a badger who ^{was} always hungry, because he worked day and night picking up rubbish in the active, adventurous park.

One early morning a boy came into the park with a ham sandwich. The starving, tremendously hungry badger gazed at the sandwich. Badger imagined how it would taste in his mouth.

"Mmm," he thought, "This is what I call an outstanding sandwich!" A boy came near the sandpit to take a big, humungous bite. There was a girl nearby on a ~~sun~~ dark, red slide when, oh no, the girl bumped into the boy and his delicious scrumptious sandwich fell in the sandpit! "Oh we can't eat it now," muttered the girl, "It's disgusting." The boy felt sad and so did that black and white badger.

Just then a squirrel ~~of~~ grabbed the sandwich covered with golden sand. She took it because she didn't mind the sand. The ginger squirrel brought it up to her tall, dark, tree to share with her pesky children. OH, NO!!! The children couldn't share properly, ~~so~~ the sandwich fell in the pond covered with, slimy, green seaweed. "He can't eat it now," muttered the mother, ginger squirrel, "It's disgusting."

Suddenly a frog saw the sandwich and Badger leaped into the sparkling, death pond. The slimy, dark, green frog fished out

the sandwich. He didn't mind the ^{golden} sand or the slimy, green seaweed. The bouncy frog was about to take a big, humungous bite when a scooter rushed and just wanted to get past, so there were black, squish marks on the sandwich.

"Oh, ~~we~~ can't eat it now," muttered the frog, "It's too disgusting!!!!"

Suddenly a crow saw the sandwich and peeled it off the light green, delicate grass to give it to her wealthy, beautiful mum. When the crow was flying back to the sticky nest he dropped it into an ants' nest, because an electric aeroplane scared the daughter's crow.

"Oh, we can't eat it now," the crow mum muttered, "It's disgusting!"

Anyway there was a fox who grabbed the sandwich. He didn't mind the golden sand or the slimy, green seaweed or the black squish, marks or the hundreds of ants. He got the sandwich so with the lady fox he liked. The fox was going to tell him how much he liked her and cared for her, when he dropped it into a pile of tickly feathers that somehow got there.

"Oh, we can't eat it now," muttered the lady fox, "It's disgusting!" So the lady fox kicked the sandwich into a flowerbed. Then she worked through some ^{bins,} _{smelly dirty}

Badger ran to the flowerbed. This time there were some slugs covering the sandwich with slime and oozy, grey, bubbles. Badger looked at the sandwich covered in golden sand, slimy, green seaweed, black squish marks, hundreds of ants, tickly feathers and slugs with slime and oozy, grey bubbles. Then Badger ate up all the gross slugs.

An annotated version of the child's narrative piece

Annotations show that a teacher has found evidence within this piece of work that suggest that this child is writing beyond the expected standard in Year two.

Once upon a time there was a badger who always was hungry, because he worked day and night picking up rubbish in the active, adventurous park.

Consistent and correct use of the simple past tense to move the narrative on, with appropriate shifts to the simple present for dialogue.
(GP)

One early morning a boy came into the park with a ham sandwich. The starving, tremendously hungry badger gazed at the sandwich. Badger imagined how it would taste in his mouth.

Expanded noun phrase provides descriptive detail of the main character's motivation.
(GP)

"Mmm," he thought, "This is what I call an outstanding sandwich." A boy came near the sandpit to take a big, humungous bite. There was a girl nearby on a ~~s- re~~ dark, red slide when, oh no, the girl bumped into the boy and his delicious scrumptios sandwich fell in the sandpit!! "Oh we can't eat it now," muttered the girl, "It's disgusting." The boy felt sad and so did that black and white badger.

Subordination (introduced by *when*) and co-ordination (introduced by *and*) describe the complex situation concisely.
(GP)

Just then a squirrel ~~gt~~ grabbed the sandwich covered with golden sand. She took it because she didn't mind the sand. The ginger squirrel brang it up to her tall, dark, tree to share with her pesky children. OH, NO!!! The children couldn't share properly, sooo the sandwich fell in the pond covered with, slimy, green seaweed.

Suddenly a frog saw the sandwich and Badger leaped

into the sparkling, clean pond. The slimy, dark, green frog

fished out the sandwich. He didn't mind the golden sand

or the slimy, green seaweed. The bouncy frog was about

to take a big, humungous bite when a scooter rushed and

just wanted to get past, so there were black, squish

marks on the sandwich.

Sequence of expanded noun phrases elaborates descriptive detail for emphasis and for contrast.

(GP)

"Oh, ~~we~~ I can't eat it now," muttered the frog, "It's too disgusting!!!"

Suddenly a crow saw the sandwich and peeled it off the

light green, delicate grass to give it to her wealthy,

beautiful mum. When the crow was flying back to the

sticky nest he dropped it into an ants' nest, because an

electric aeroplane scared the daughter's crow.

Ambitious sentence incorporates two subordinate clauses. The first (introduced by *When*) foregrounds the time of the mishap, whilst the second (introduced by *because*) provides the reason for it.

(GP)

"Oh, we can't eat it now," the crow mum muttered, "It's disgusting!"

Apostrophe correctly used to mark singular possession.

(GP)

~~Luckily~~ Anyway there was a fox who grabbed the

sandwich. He didn't mind the golden sand or the slimy,

green seaweed or the black squish, marks or the

hundreds of ants. He got the sandwich ~~ee~~ with the lady

fox he liked. The fox was going to tell him how much he

Repetitive co-ordination (*or*) used effectively to separate a list of expanded noun phrases.

(GP)