

This is write up of a science investigation from a Y2 child who is working below the expected standard

After class discussion of notes they had written about an earlier science activity, pupils worked in groups to carry out an investigation of bugs. They then wrote an account of their investigation, working with a talk partner to rehearse and edit their ideas.

This lively account of a practical science investigation clearly conveys the pupil's enthusiasm for the activity. As is appropriate to the purpose, almost all the sentences are statements, apart from two attempts to use an exclamation (How fun!). Sentence length and structure is varied, from single clause sentences ('Last week 2C desind an experiment') to more ambitious sentences with several clauses ('When we got there we did

First we Predicted about how many bugs ~~there~~ there were in the grass, woodchips, and path. Next we went to the environment area so we could find some bugs. How fun!

Last week 2C desind an experiment. We went to the wildlife area to count bugs because we wanted to find the best habitat. How fun!

First we predicted what we thought might happen. I thought we would find most bugs in the long grass. Next we went to the wild life area (the wild life area is a great place). you can find lots of bugs in the wild life area.

After we did are prediction we ~~labeled~~ labeled to the wild life area. Once we got there we placed the hula hoops in different places. We ~~studied~~ studied the bugs.

After a while we returned to our classroom. When we got there we did are results and packed away the agment. Befor we ever got there I was evelept by the sond of birds singing One of the louyest songs ever.

Then we made are graph to see how many bugs where in the wood chips, ~~long~~ long grass and the path.

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 below the expected standard in Year two.

First we **Predicted** about how many bugs ~~there~~ there were in the grass, woodchipes, and path. Next we **went to** the envilmental area so we could find some bugs. How fun!

Correct and consistent use of the past tense for events that have already taken place.
(GP)

Last week 2C desind an experiment. We went to the wildlife area to count bugs **because** we wanted to find the best habitat. How fun!

Subordination (introduced by *because*) explains the reason for going to the wildlife area.
(GP)

First we predicted what we thought might happen. I thought we would find most bugs in the long grass. Next we went to the wild life area (the wild life area is a great place). you can find lots of bugs in the Wild life area.

Appropriate shift from the past tense (*went*) to report what the pupils did, to the present tense (*is, can*) to describe what the wild life area is like.
(GP)

After we did are prediction we ~~ragued~~ rabeled to the wild life area. Once we got there we placed the hula hoops in diffrent places. We ~~studyal~~ studied the bugs.

Sentence incorporates subordination (*When*) and co-ordination (*and*).
(GP)

After a while we returned to our classroom. **When** we got there we did are results **and** packed away the aqment. Befor we even got there I was envelept by the sond of birds singing **one of the lovlyest songs ever.**

Ambitious sentence with a subordinate clause (introduced by *Befor*).
(GP)

Expanded noun phrase describes and specifies what the pupil heard.
(GP)