



Y4 Lotty

4. fronted adverbials lack commas

4. noun phrases add detail to the setting effectively set the mood

2. missing apostrophe singular possession

5. ellipsis adds tension

4. punctuation within dialogue inconsistent

Long ago in a dark forest there was a house surrounded by a calm flowing lake alongside a falling waterfall. It was not as tall as people would have expected although it was calm and quiet. If you looked at it it would look back you with warmth and love. It was surrounded by long fingered trees. Beneath the windows flowers stood up in the most interesting way. You would be silly to think that a house like that would be haunted. Beneath the dreamy wooden roof stood a girl draped in her blue shimmering cloak. This girl's parents had died long before she turned seven so she had forgotten her name. She called herself little Blue Riding Hood. Most people called her Blue. Blue was as kind as a fairy.

4. the noun to which the pronouns refer is ambiguous: the house or the waterfall?

5. comments engage the reader

4. fronted adverbials detail the setting

4. past perfect tense indicate distant past

Blue took notice of a small brown nut although she thought it was a nut. The nut came closer...and closer when it got to her she noticed that it was a baby bear. Its small ears were so small that you wouldn't believe it. "Well hello you little cutie what are you doing here?" Blue exclaimed. "I lost my way" The baby bear said "can you help me find my mummy?" "Of course I can" Blue replied "What does she look like?" She added. "She looks like me but a bit bigger." Baby bear quietly said. "Come on then what are we waiting for lets go." Said Blue. "OK replied baby

3. subordinating conjunction to organise time

2. missing apostrophe for contraction



bear. "my name is Blue what is yours?" ASKed Blue "My name is paddington"
ANSWered paddington. "you are very nice" cormented Paddington. "Thank you" seid
blue. and they set of.

2. missing capital letters for names

4. short sentence moves the action on

4. appropriate vocabulary moves the action along: hurried, avoiding, incoming, scurried

Blue and paddington hurried over the bridge avoiding any incoming carspers.
on the left was a stream they scurred into the field next to it.
suddenley paddington triped Blue whent to catch him but fell with him. They
poltted down the river they flotted past baby bears mother. Blue
shouted but she didnt hear her. They noticed that they weere coming to
a Waterfall! Blue reconized it. Suddenley they fell they landed at the bottom
of the Waterfall. they found themselves back at Blues cottage. It was as if magic
had led them there.

4. the plot device creates cohesion by referencing the waterfall in the opening

4. balanced nouns and pronouns create cohesion

4. vocabulary and sentence form appropriate to 'fantastical' narrative

4. sentence demarcation not always accurate

paddington took one look at Blue he had never met a friend who
was so loyal. Paddington asked if he and his mum could live with
her Blue seid yes and they lived happily ever after. ||



Commentary			
Composition	Vocabulary, Grammar & Punctuation	Spelling	Handwriting
<p>The structure of the narrative is appropriate to the form with an introduction clearly signaled by the detail of the setting and the circumstance of the main protagonist, which is resolved at the end, following a sequence of short adventures, as Blue finds a friend and a family. The setting and characterisation is well established in the early part of the writing with diminishing frequency in later paragraphs, but successful when attempted (you little cutie, a friend so loyal).</p> <p>Paragraphs are clearly organised around themes (description of Blue and her home, the adventure with the bear, the river adventure). However, there is only very infrequent language to link between paragraphs (<i>and she hurried on, suddenly</i>).</p> <p>The descriptive vocabulary is often adventurous and matches the 'magical' narrative genre (<i>long fingered trees, draped in her blue shimmering cloak, dreary wooden roof</i>). Vocabulary, asides and narrative details show a clear awareness of the reader (<i>You would be silly to think..., not as tall as people would have expected, took one look, it was as if magic had led them there</i>). Sentences are sometimes structured according to the purpose: the use of fronted adverbials of place to introduce descriptive sentences, short sentences to move on the action.</p>	<p>Grammar is mostly accurate, including some use of subordination (<i>although it was calm and quiet, avoiding any incoming campers, who was so loyal</i>) and compounding to create a range of structures. Verb forms are accurate including the use of the past perfect tense (<i>had died, had forgotten, had never met</i>) to create a sense of distant past and modal verbs (<i>would have expected, wouldn't believe</i>) to create precision. However, sentences are often left undemarcated by both capital letters and full stops.</p> <p>Fronted adverbials are used to describe the setting (<i>long ago in a dark forest, beneath the windows</i>) and to move on the action (<i>when it got to her</i>) in the early part of the narrative, but not maintained in the latter part of the narrative.</p> <p>Commas are not used. They are not used to demarcate fronted adverbials, nor are they used prior to a closing inverted comma following direct speech.</p> <p>Noun phrases are thoughtful and appropriate to the task in the early part of the narrative (calm flowing lake, most interesting way) with occasional missteps (falling waterfall), but these become infrequent later on. There is no attempt to employ adjectival phrases to expand nouns.</p>	<p>Lotty's spelling lacks the accuracy one might expect of a year 4 student.</p> <p>Several common exception words are spelled in incorrectly: <i>whith</i> (with) <i>mos</i> (most) <i>where</i> (were), <i>whent</i> (went), <i>of</i> (off)</p> <p>Neither apostrophes of contraction nor of possession are used: <i>didnt</i> (didn't), <i>Blues</i> (Blue's)</p> <p>Long vowel digraph spellings are not secure in many words (<i>flowted, surrownded, feild</i>,</p> <p>Patterns and doubling consonants are insecure: <i>triped, comented, shimmering, Padington</i></p> <p>The -ed suffix is sometimes spelled -d: <i>answerd, fingerd</i></p> <p>The y to i suffixing pattern sometimes results in ei rather than ie: <i>scurried, repleid</i></p> <p>The final non-syllabic 'e' pattern, however, seems more secure: <i>incoming, draped, noticed</i></p>	<p>Handwriting appears fluent and spaced sufficiently to aid legibility; very occasionally the small size makes it difficult to identify individual words.</p> <p>Ascenders are parallel and of a regular size although occasionally descenders barely fall below the line.</p> <p>Horizontal and vertical strokes consistently join appropriate letters.</p> <p>At times, capital letters are used mid-sentence.</p>