Mastery Writing Student Exemplars

English Mastery's Approach to Writing

English Mastery's writing units are designed to help students gain a genuine command of the English language through instruction that is appropriate for their current level of understanding.

Each student will start on one of 3 units. The units build on one another: students who start on Mastery Writing 1 will progress onto Mastery Writing 2 and so on.

KS2 Reading Scaled Score	Below 100	100-110	On or above 110
Mastery Writing unit in September	Mastery Writing 1 (MW1)	Mastery Writing 2 (MW2)	Mastery Writing 3 (MW3)

This approach gives students the opportunity to master the deep roots of our language. They will progress onto the complexities of multiple subordinate clauses (MW3) only once they have mastered single subordinate clauses (MW2) and will approach subordinate clauses only once they have mastered the main clause (MW1). Likewise, students begin by constructing small scale stories underpinned by a logical structure (MW1) and progress to exploring the archetypal plot structures readers have enjoyed for centuries (MW3).

How to Use this Booklet

This booklet contains examples of student work from the start of Year 7 across a range of abilities. Each piece of work has been chosen because it exemplifies the kind of writing secondary school teachers see on a day to day basis. The writing has been annotated with the errors the student has made and where those errors are approached in Mastery Writing.

You can use the student exemplars from this document to:

- Explain the rationale for what students are learning and when they are learning it
- Decide on a "best fit" unit for students who arrive part way through the year or who are missing data to start on
- Inform marking policy
- Communicate to other subject teachers the most pressing grammar to consider
- Explain to parents what stage their child is at with their writing and how it can be improved

The writing is rank ordered for quality rather than ordered according to RSAS in order to demonstrate the variation across the bands but also how each unit is nonetheless appropriate.

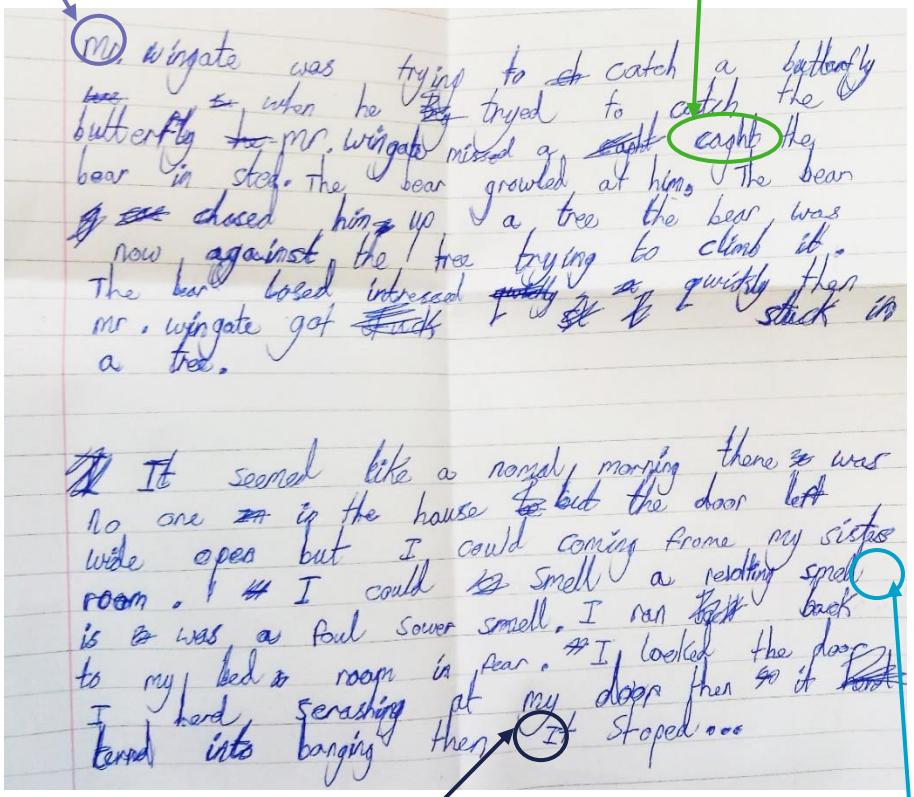
The scripts:

Student	Mastery Writing unit in September	KS2 Reading Scaled Score	Page
Frederika	MW1 (30 lessons)	98	1
Emmanuel	MW1 (30 lessons)	96	2
Rachel	MW2 (50 lessons)	107	3
Gaia	MW2 (50 lessons)	105	4
Oliver	MW2 (50 lessons)	101	5
Xi	MW3 (45 lessons)	113	6
Taneesha	MW3 (45 lessons)	112	7

Frederika – Mastery Writing 1

Capital letter formation: students revise the need to form capital letters differently to lower case letters (*Lessons 1-4, MW1*).

Past simple tense: students revise irregular past simple verbs (*Lessons 4-17, MW1*).


Mr. wingate was trying to catch a butterfly when he tryed to catch the butterfly mr. wingate missed a caught the bear instead. The bear growled at him. The bear chased him up a tree the bear was now against the tree trying to climb it. The bear losed interest and left then mr. wingate got stuck in a tree.

It seemed like a normal morning there was no one in the house but the door left wide open but I could coming frome my sister room. I could smell a resulting spell is was a foul sower smell. I ran back to my bed room in fear. I looked the door I herd scraching at my door then it bared into barging then I Stoped...

Capital letter usage: students revise when you should *and shouldn't* use capital letters (*Lesson 5-27, pronouns specifically covered in Lesson 22, MW1*).

Avoiding fused sentences: students secure where to end one sentence and start a new one. (*Lesson 10-16, MW1*).

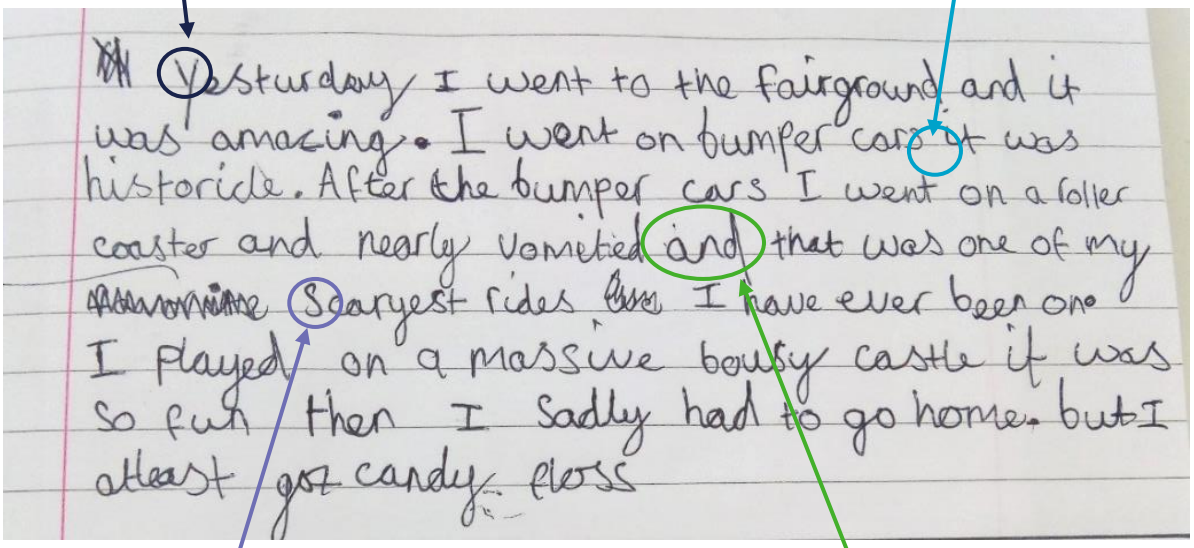
Frederika doesn't yet have command of basic grammar. Mastery Writing 1 (MW1) will help her to master four key areas:

- Forming capital letters differently to lower case letters, particularly "M"s and "W"s
- Using capital letters **only** for proper nouns and at the start of sentences
- Learning the past simple tense forms of various irregular but common verbs
- Avoiding fused sentences e.g. Frederika has not yet mastered the concept of where one sentence ends and another begins.

Emmanuel – Mastery Writing 1

Capital letter usage: students revise when you should *and shouldn't* use capital letters (*Lesson 5-27, starting sentences specifically covered in Lesson 12, MW1*).

Avoiding fused sentences: students secure where to end one sentence and start a new one. (*Lesson 10-16, MW1*).


Yesturday I went to the fairground and it was amazing. I went on bumper cars it was historicle. After the bumper cars I went on a roller coaster and nearly vomited and that was one of my ~~favourite~~ Scaryest rides I have ever been on I played on a massive bousy castle it was so fun then I Sadly had to go home. but I atleast got candy floss

Capital letter formation: students revise the need to form capital letters differently to lower case letters (*Lessons 1-4, MW1*).

Joining sentences: students practise various ways to use "and" to develop main their clauses (*Lessons 17-30, MW1*).

Emmanuel demonstrates a better command of sentence structure the past simple tense than Frederika, but he still needs significant support. MW1 will help him to master the following:

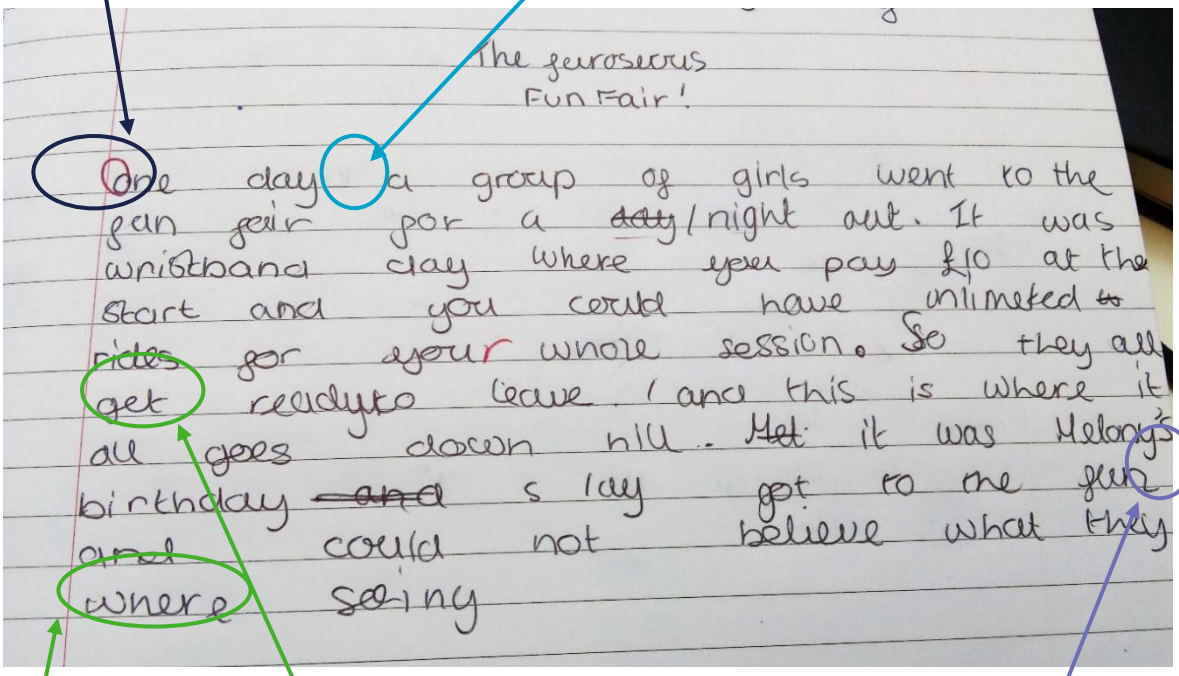
- Forming capital letters differently to lower case letters
- Starting sentences with capital letters
- Avoiding fused sentences
- How to join sentences with "and" correctly.

Once he has finished MW1, he will move on to MW2, which will help him to avoid starting sentences with "but" and to start crafting more complete stories.

Rachel – Mastery Writing 2

Capital letters: students revise the need for capital letters at the start of sentences in (*Lessons 1-6, MW2*).

Subordinate clauses: once students have revised main clauses, they learn to build on them with correctly punctuated temporal clauses and prepositional phrases (*Lessons 5-21, MW2*).



Past simple tense consistency: Students learn to stay in the past simple tense rather than slipping into the present tense (*Lessons 1-12, MW2*).

Past simple tense consistency: students revise subject verb agreement for was vs. were (practised extensively in MW1) (*Lessons 21-23, MW2*)

Avoiding fragments: whilst this is not strictly a fragment, it's clear that Rachel will benefit from an emphasis on ensuring she includes every word in the sentence (*Fragments - Lessons 31-48, MW2*)

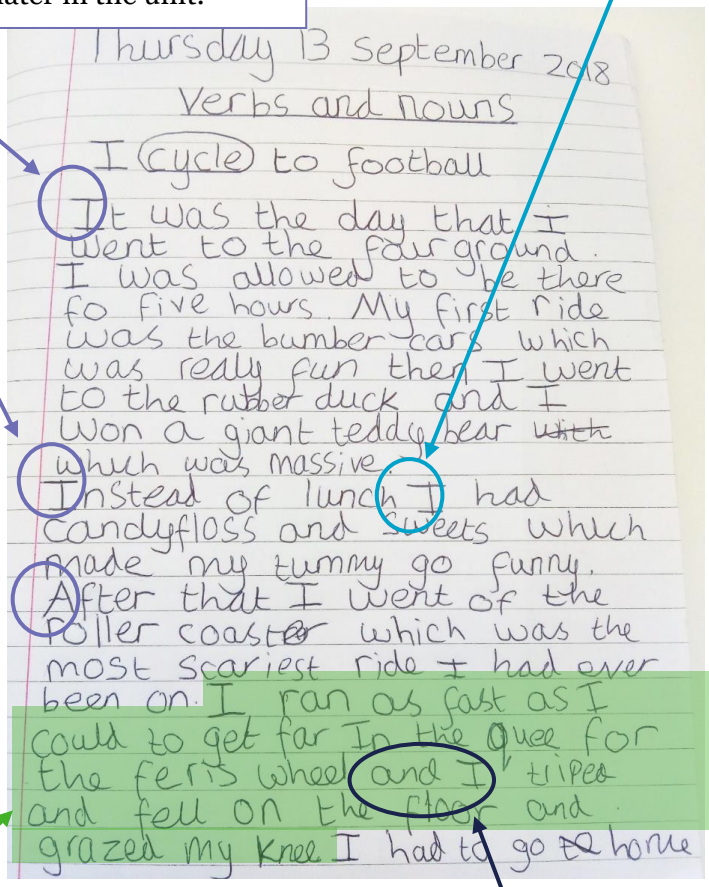
Rachel will need to revise some of the content from MW1; her capital letters and sentence demarcation are not yet secure. She will have this opportunity in MW2, but will also study the following:

- Remaining in the past simple tense throughout a piece of writing and therefore developing her control of tense more generally
- Putting a comma after subordinate clauses at the start of sentences
- Crafting a brief but complete story

Gaia – Mastery Writing 2

Paragraphing: students revise the need to indent new paragraphs (*Lessons 6-10,* MW2) as well as when to start a new paragraph (*Lessons 38-42, MW2*). The indentation lays the groundwork for speech punctuation which is covered later in the unit.

Subordinate clauses: once students have revised main clauses, they learn to build on them with correctly punctuated temporal clauses and prepositional phrases (*Lessons 5-21, MW2*).



Thursday 13 September 2018

Verbs and nouns

I cycle to football

It was the day that I went to the fair ground. I was allowed to be there fo five hours. My first ride was the bumber cars which was really fun then I went to the rubber duck and I won a giant teddy bear ~~with~~ which was massive. Instead of lunch I had candyfloss and sweets which made my tummy go funny. After that I went of the roller coaster which was the most scariest ride I had ever been on. I ran as fast as I could to get far In the Quee for the ferris wheel and I tiped and fell on the floor and grazed my knee I had to go to home

Lists: students revise how to punctuate lists (*Lessons 36-41, MW2*).

Avoiding run-ons: students learn to avoid repetition of the subject after "and", termed "run-ons" in MW2 (*Lessons 13-20, MW2*).

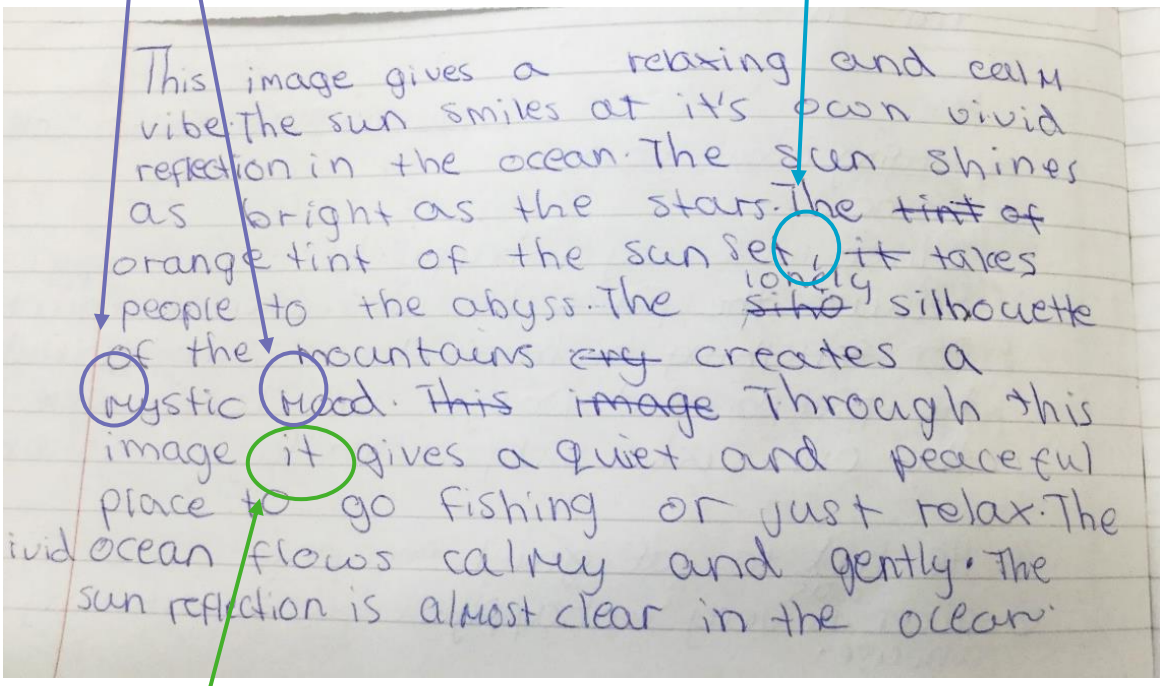
Gaia needs to revise some of MW1 (when not to use capital letters), but is generally ready to build on her simple sentences and to consider the shape of her narrative. In MW2, she will focus on:

- Starting paragraphs at the appropriate point and indenting them
- Putting a comma after subordinate clauses at the start of sentences
- Punctuating lists correctly
- Avoiding sentences that use "and" unnecessarily
- Two key 4 part story structures

Oliver – Mastery Writing 2

Capital letters: students will revise how to distinguish proper nouns to avoid putting capital letters on concrete nouns and adjectives (*Lessons 23-27, MW2*).

Subordinate clauses: revision of main clauses and how subordinate clauses work will help Oliver to avoid commas within main clauses (*Lessons 5-21, MW2*).


This image gives a relaxing and calm vibe. The sun smiles at it's own vivid reflection in the ocean. The sun shines as bright as the stars. The ~~tint of~~ orange tint of the sun set, ~~it~~ takes people to the abyss. The ~~sihe~~ lonely silhouette of the mountains ~~cry~~ creates a mystic mood. ~~This~~ ~~image~~ Through this image it gives a quiet and peaceful place to go fishing or just relax. The ivid ocean flows calmly and gently. The sun reflection is almost clear in the ocean.

Pronoun clarity: students learn when to use pronouns and when not to in order to ensure maximum clarity (*Lessons 1-22, MW2*).

Oliver will benefit from the emphasis on the following in MW2:

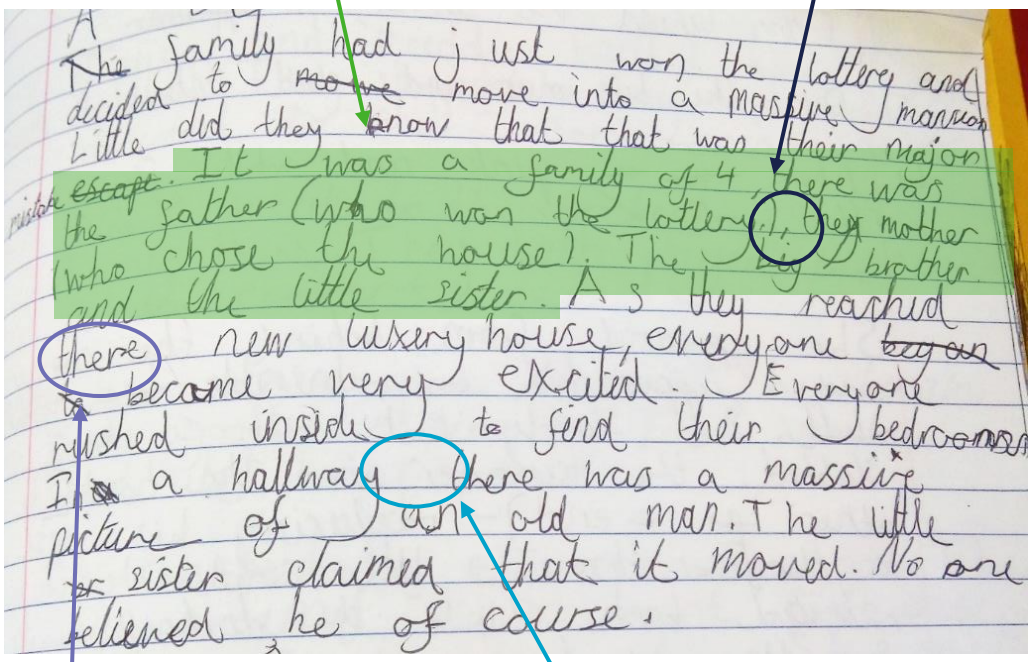
- Using pronouns clearly
- Putting capital letters for proper nouns and not on other nouns (no matter how official they may sound)
- Understanding the difference between main clauses and subordinate clauses to support accurate comma usage

Once he has finished MW2, Oliver will move on to MW3 where he will revise apostrophes. He already demonstrates some flair for description, which he will put within compelling narrative structures in MW3 once his grammar is more secure.

Xi – Mastery Writing 3

Lists within subordinate clauses: students build on what they know about lists to ensure they remain accurate in more complex examples (*Lessons 5-10, MW3*).

Comma splice: students return to main clauses and how to avoid comma splices (*Lessons 10-25, MW3*).



Avoiding common apostrophe errors: students revise **homophones** related to possession and apostrophes like "it's" vs. "its" and "there", "they're" and "their" (*Lessons 37-44, MW3*).

Prepositional phrases: students revise how to punctuate prepositional phrases correctly and how to build sentences with more than one subordinate clause (*Lessons 2-10, MW3*).

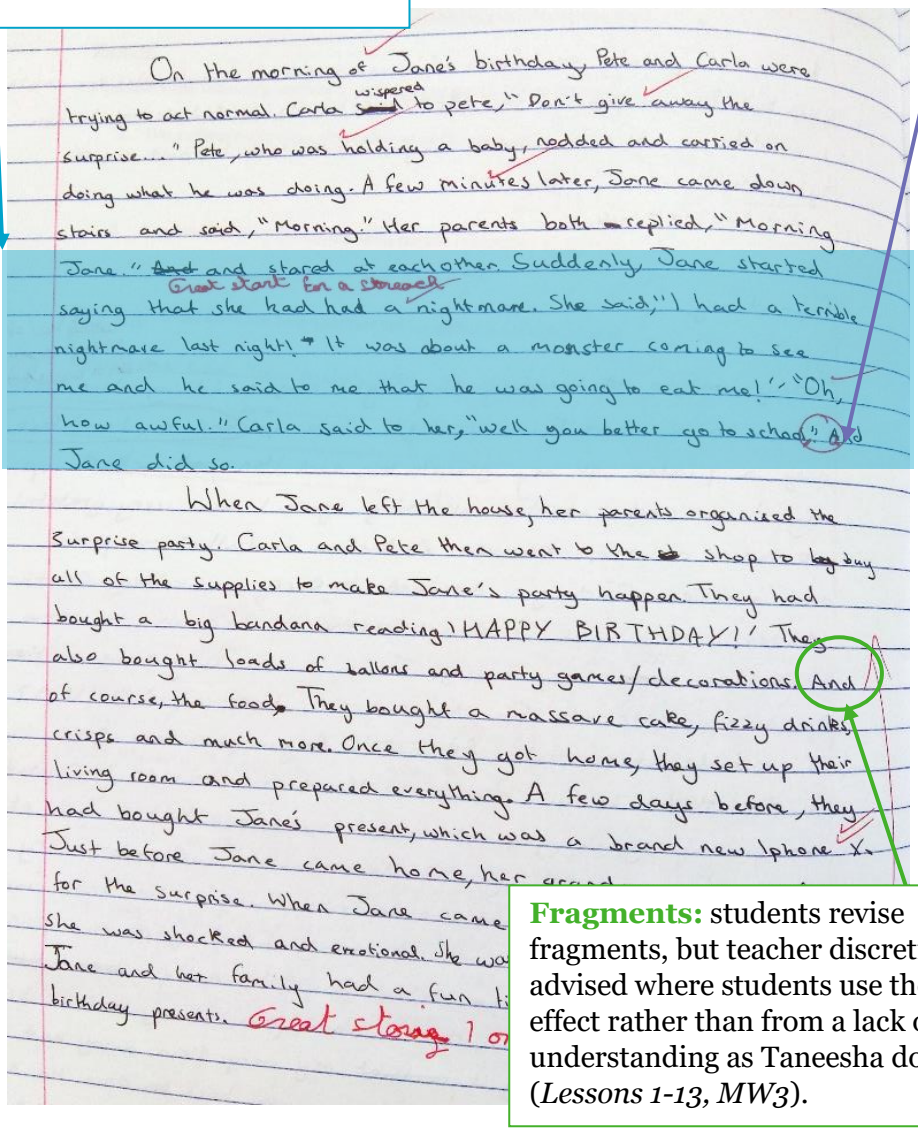
This piece of work suggests that Xi already has a good grasp of how a story should open. On MW3, he will develop this further into an understanding of different ways to structure stories. At the same time, he will secure the following:

- Avoiding comma splices
- Using lists correctly across a range of clauses
- Avoiding common apostrophe errors
- Punctuating prepositional phrases correctly

Taneesha – Mastery Writing 3

Satisfying narrative: this story starts off by detailing a nightmare that doesn't become relevant later in the story. Students learn about archetypal plot devices throughout MW3.

Speech: students revise how to punctuate and paragraph speech (*Lessons 11-28, MW3*).



On the morning of Jane's birthday, Pete and Carla were trying to act normal. Carla ~~said~~ whispered to Pete, "Don't give away the surprise..." Pete, who was holding a baby, nodded and carried on doing what he was doing. A few minutes later, Jane came down stairs and said, "Morning." Her parents both replied, "Morning Jane." ~~And~~ and stared at each other. Suddenly, Jane started saying that she had had a nightmare. She said, "I had a terrible nightmare last night!" It was about a monster coming to see me and he said to me that he was going to eat me!" "Oh, how awful." Carla said to her, "well you better go to school." And Jane did so.

Great start for a story!

When Jane left the house, her parents organised the surprise party. Carla and Pete then went to the ~~the~~ shop to ~~buy~~ buy all of the supplies to make Jane's party happen. They had bought a big bandana reading 'HAPPY BIRTHDAY!' They also bought loads of ballons and party games/decorations. And of course, the food. They bought a massave cake, fizzy drinks, crisps and much more. Once they got home, they set up their living room and prepared everything. A few days before, they had bought Jane's present, which was a brand new Iphone X. Just before Jane came home, her ~~a~~ for the surprise. When Jane came she was shocked and emotional. She wa Jane and her family had a fun birthday presents. Great story!

Fragments: students revise fragments, but teacher discretion is advised where students use them for effect rather than from a lack of understanding as Taneesha does here (*Lessons 1-13, MW3*).

Taneesha already has a good grasp of written Standard English. In MW3, she will revise speech punctuation and paragraphing. MW3 will also give her more control over her narrative structures to help her to ensure they are satisfying for the reader. As part of this, she will study the following:

- Ensuring key information introduced at the start becomes relevant later in the story (Chekov's Gun)
- Avoiding unsatisfying resolutions (avoiding Deus Ex Machina)
- Ensuring characters' actions and outcomes are logically consistent (poetic justice)