



## Y4 Ewhen

4. fronted adverbial followed by comma

One day, there was a little lad on the seaside who loved to enjoy examining beach (and sea) life. At that time, he was looking at a blue hermit crab, so as he was about to leave, he saw another creature on original crab. Therefore he bent down to take a close look. Unnoticed, the origin of a wave came in!

4. unnecessary fronted adverbial with wrong level of formality

4. incorrect verb form

It was violent, it drew him in! Fortunately, he was lucky enough to get pushed back on shore. That day, he found an ancient camera! In the camera was some pictures and film. Apparently, there were blue fish hot air balloons, turtle city, sheeps and starfish islands!

4. adverbs create cohesion within the paragraph

1. -incorrect plural suffix

Also undersea creatures having a meeting on couchs. The boy was astonished. But that wasn't it.

4. incorrect verb form

5. ellipsis creates suspense

There ~~was~~ a robotic fish. The curious boy found another piece for the contraption, film!

5. comma clarifies meaning

4. direct speech correctly punctuated

He took it to the lifeguard and she (the lifeguard) said, "Who cares? I'm a lifeguard." Then the lad ran to the photo shop for them to give info. He sat on the bench for an hour or so, and got it back.

4. prepositional phrase signals time

4. fronted adverbial with wrong level of formality

Because everyone else took a picture, he did. Therefore, the camera's journey started again.

So it came to another nice girl.



Commentary			
Composition	Vocabulary, Grammar & Punctuation	Spelling	Handwriting
<p>The writing is lively and appropriate to the narrative form. The vocabulary often adds interesting detail (<i>astonished, examining, ancient, contraption, robotic</i>), but occasionally verb choices are weak (<i>saw, ran, got, came</i>).</p> <p>Paragraphs are largely organised thematically, and are well-developed early on, but less so in the latter part of the narrative.</p> <p>Organisational devices and fronted adverbials create cohesion and comment on the action (<i>fortunately, apparently, also, that day</i>) but occasionally these do not match the tone of the narrative (<i>therefore</i>).</p> <p>There is some attempt to develop character (the boy is described as curious, astonished, enjoys examining aquatic life), but the setting is less developed.</p>	<p>Sentence structure is varied and enhances the meaning, although few subordinate clauses are used. Conjunctions are mostly compound (<i>and, but, so, or</i>) with few subordinating ones (<i>because</i> and <i>as</i> being the only two used).</p> <p>Some noun phrases create interesting details (<i>curious boy, ancient camera, robotic fish, undersea creatures</i>).</p> <p>There is no expansion after the nouns to further develop them.</p> <p>There are few punctuation errors throughout (one example of comma splicing). Commas are used consistently to demarcate fronted adverbials and to clarify meaning.</p>	<p>Spelling is mostly accurate, including nearly all high frequency words. Many age-appropriate endings are spelled correctly (-ous, -ture, -tion).</p> <p>The only errors made that are below age-appropriate expectations:  <i>fount</i> (found)  <i>couchs</i> (couches)</p> <p>Other errors include:  <i>unoticed</i> (unnoticed)  <i>hermet</i> (hermit)  <i>acient</i> (ancient)  <i>fortunatly</i> (fortunately)</p>	<p>Horizontal and diagonal strokes are used to join appropriate letters, but are not always consistently formed. The spacing between words is appropriate. However, the legibility of the writing is not helped by untidily formed letters which appear hastily formed. Writing does not always sit neatly on the line.</p>