

Pupil E Year 5

The class studied Ancient Egypt in History lessons. As part of this topic, pupils learnt about the ancient practice of mummification. Pupils were asked to write instructions on *How To Make A Mummy*. Pupil E initially planned the writing using brief notes and used these to structure the composition. A word list was available for topic specific words. The writing is independent with the pupil making changes during the writing process. The collection has been assessed with reference to the performance descriptors produced by STA.

Make a mummy

Brain



Ingredients

- 1 Linen/Bandages,
- 2 Dead body

Equipment

- 1 machete,
- 2 amulets,
- 3 long metal hook,
- 4 sarcophagus,
- 5 conopic jars,
- 6 resin,
- 7 mummy case,
- 8 knife,
- 9 salt,

1. Take a metal hook and stick it up the mummy's nose seven times then throw it away in the sea bin.
2. ~~Remove~~ Take a big sat knife and cut a deep deep hole on the chest and don't forget to not splatter blood everywhere. But ~~but~~ put the organs in the right jar, and don't forget the heart conopic jar.
3. Fill the body with big bags of salt it might go a bit salt-then the body will keep the salt in for 40 days. Then take out the natron (salt) be careful the body might be stober-destate.
4. Soass the dead man ~~with~~ with linen. Cover the manet with resin make sure you wait for it to dry, this might be horid work!
5. Now nealy done now rap the dead man in linen make sure you rap every single bit of the body. Then Place your amulets on the body then put another layer on the body.
6. Place the mask over the head and put the mummy in its case be careful don't climb in there ~~with~~ ^{put} the mummy into its ~~case~~ ^{sarcophagus} not your mummy then put a lid on it.

Intestian



Lungs



Stomach



Analysis

Transcription

Uses diagonal and horizontal strokes to join letters although ascenders and descenders are not always clearly distinguished (p)

Writing is legible (c)

Spelling

Many common words are spelt correctly

Consistent errors in spelling *body* and *careful*. Fails to use the silent w in *wrap*

Care is taken to ensure topic specific terms are spelt correctly

Limited use of the vocabulary from the Year 5/6 word list or from the spelling programme for this phase (p)

Grammar, Vocabulary and Punctuation

Vocabulary is generally appropriate with some use of precise verbs and adjectives to clarify meaning – *stuff, place, deflate*

Sentence construction uses mainly simple and compound sentences (c)

Simple conjunctions used such as *then, but, and*; no evidence of more sophisticated conjunctions (p)

Present tense is consistently used throughout (c)

Use of the conditional *might* used appropriately to suggest possibility

Simple noun phrases are used for description – *big, fat knife, deep, deep hole*

Some use of topic specific vocabulary for precision – *conopic, sarcophagus, amulet*

Contractions mainly accurate – confusion with *'it's case'* and *'it's sarcophagus'*

Basic sentence punctuation is mostly correct although there is evidence of the comma splice being used

Composition

The piece combines formality of layout with an informal writing style, conveying the writer's enthusiasm about the process of mummification

Layout and organisation appropriate for an instructional text, although the ingredients and equipment list inappropriately punctuated with commas

Numerical commands sequence the text in a logical order with some parts developed to give more information (c)

Some instructions lack detail and clarity, for example, in instruction 2, the reader needs to infer that the purpose of cutting the hole is to remove the organs

Viewpoint is demonstrated through consideration of others – *horrid work*

c – consistent use

p – partial use

teachingToolkits Sample