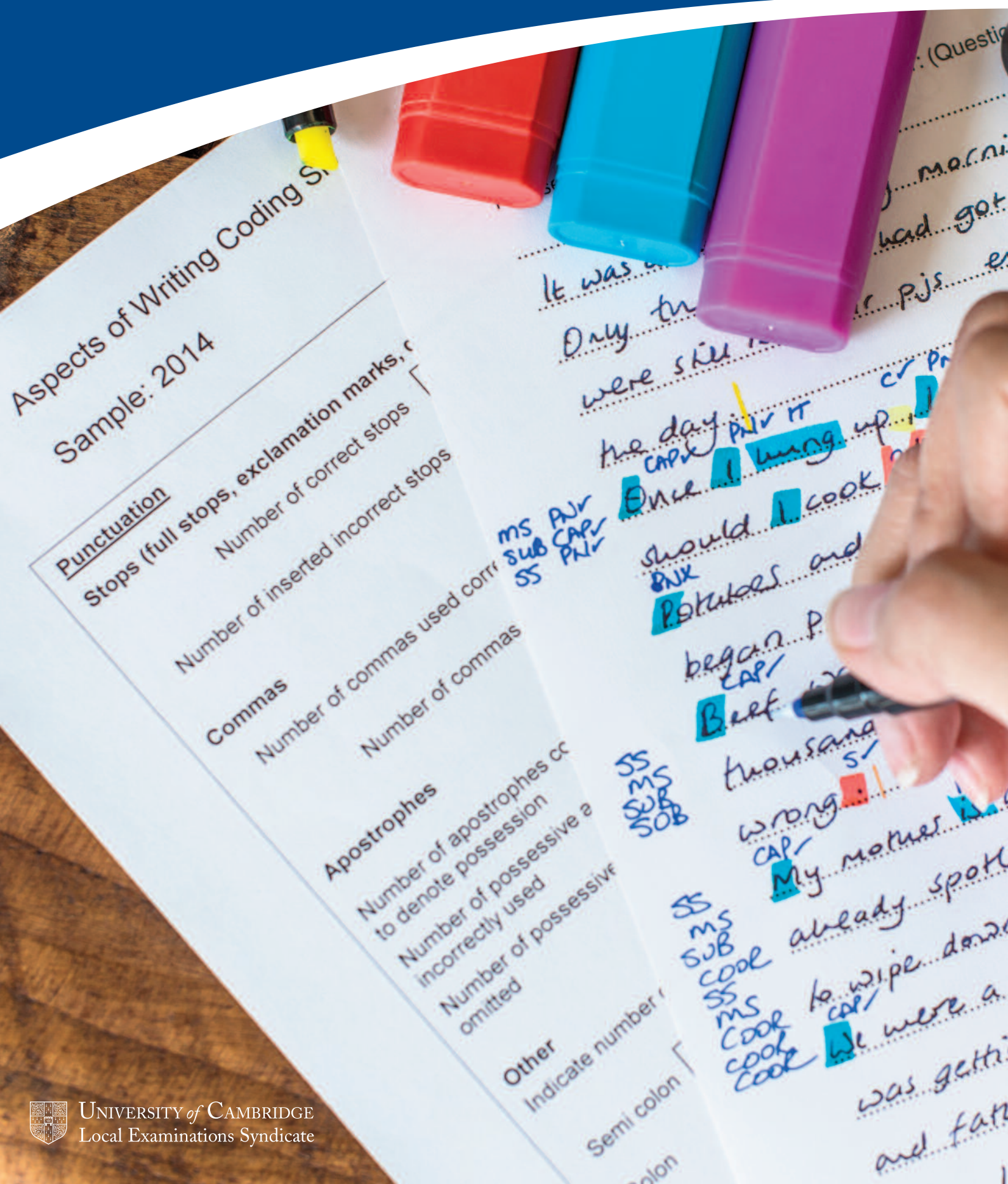




Research Matters



Aspects of Writing Coding Scheme
Sample: 2014

Punctuation

Stops (full stops, exclamation marks, commas)
Number of correct stops
Number of inserted incorrect stops

Commas
Number of commas used correctly
Number of commas

Apostrophes
Number of apostrophes used to denote possession
Number of possessives incorrectly used
Number of possessives omitted

Other
Indicate number of
Semi colon
Colon

It was a
Only the
were still in
the day
Once I hung up
should I cook
Potatoes and
began P
Beef
thousands
wrong
My mother
cool already spotted
to wipe down
We were a
was getting
and fat



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Research Division, Cambridge Assessment

A CAMBRIDGE ASSESSMENT PUBLICATION

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Variations in aspects of writing in 16+ English examinations between 1980 and 2014

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Research Division

Introduction

Project description

Aspects of Writing has been a successful cross-sectional study, investigating features of written English as produced by 16-year old UK students in high-stakes examinations. Investigations are published approximately every 10 years using samples of writing from 1980, 1993, 1994, 2004, 2007 and 2014.

The study has explored changes in the features that students use during their writing in formal English examinations. In this context, it seems likely that students write with their best level of English because it is a high-stakes examination, but have no access to external resources or writing aids. This current study compares the writing of the 2014 cohort with those of the previous cohorts to assess the extent to which aspects of students' writing have changed over time.

Rationale for the *Aspects of Writing* study series

Aspects of Writing was the brainchild of Alf Massey, then head of a department of the Research Division at the University of Cambridge Local Examination Syndicate (UCLES), now Cambridge Assessment. In the early 1990s, he revised a set of systematic script samples saved from 1980; the fourth sentence of the answer to a composition question, stratified by grade and gender. Interested in the possibility of comparing this sample with a contemporary sample for the purposes of establishing changes in features of English, the first *Aspects of Writing* study was developed. Working with a limited corpus of text, the number of features of writing which could reasonably be investigated was restricted. Nothing which related to the whole text could be commented upon – the study was necessarily constrained to simple counts of punctuation and analyses of features of vocabulary, including spelling.

As the study has developed, through iterations in 1996, 2006 and 2007, the methodology has been altered, partly to take advantage of newer thinking in assessing features of writing (by using a 100-word sample and imposing grammatical sentences onto the candidate's sentence structure) and partly in order to widen the features of writing that can be analysed (by adding a whole-text analysis strand). Nevertheless, the philosophy of the original study remains: *Aspects of Writing* is a 'finger in the wind' indication of 16-year-olds' writing. The reported statistics provide evidence for how each cohort sampled performed on the individual features of writing studied. Although there is, naturally, a correlation between attainment on the qualification as a whole and the individual features of writing, the whole qualification is about a great deal more than the features we report –

performance in different elements of English, not just writing. Whilst the study has its limitations, it presents what we believe to be a reasonable comparison of the same features of writing from students who are writing under the same conditions – in a high-stakes examination under invigilation, and aware that their work will be judged on its technical features of writing.

With the above in mind, the studies have always sought to keep the reported statistics simple, abjured the use of significance statistics (for multiple reasons listed in Massey, Elliott & Johnson 2005, p.23) and presented the data with relatively little theorising about the reasons for change, thus allowing the reader to make of it what they will.

The Aspects of Writing reports

There are several publications which detail the entire history of this study. Massey and Elliott (1996) contains the original comparisons between 1980, 1993 and 1994, using a single sentence methodology. Massey et al. (2005) extended the same method to a further set of sentence samples from 2004.

In 2007, sponsored by the Department for Children, Schools and Families (DCSF), a revised method was developed, and conducted on a 2007 sample and on the original 2004 scripts. These were then resampled in accordance with the 2007 method. This process was reported in Elliott, Green, Curcin, and Ireland (2008), Green, Elliott, and Black, (2007), and Green, Elliott, and Gill (2007), as well as being disseminated at conferences at the time.

The current report extends the study to 2014, but does not repeat the exemplar materials or discussions pertaining to the 1980–2006 single sentence sample and method, as these can be readily accessed in Massey et al. (2005), which is available as a previous Special Issue of *Research Matters*. Where pertinent, data has been drawn from the 1980, 1993 and 1994 studies for comparison. Readers wishing to consider the background information about these samples should refer to the previous report.

Some details of the revised 100-word and whole-text analysis method analyses conducted on the 2007 scripts and the resampled 100-word sample from 2004 are included in this report, including exemplars of the 100-word sample for each of those years. This is because it is our intention to provide sufficient information between this report and the 2005 report for the majority of readers to gain a full picture of the whole series of studies undertaken.

It is important to remember that two sets of data exist for 2004 – the data analysed via the original single sentence method (reported in 2005), and the data analysed by the revised 100-word analysis and whole-text analysis (reported in 2008).

Literature review

The ability to write is fundamental for achieving success in numerous aspects of life, facilitating educational, professional and social progress. Therefore, it is important that children develop proficient writing skills through their primary and secondary education.

One way to assess changes in writing ability is by administering tests and comparing the grades that students achieve within and across years. National tests have shown increases in English test

scores throughout the last two decades across various stages of education (Ofsted, 2012). For example, Key Stage 2 (KS2) English test scores increased year-on-year between 1995 and 2000, from only 49% of pupils achieving Level 4 or above to 75% achieving that level in 2000 (Ofsted, 2012). Then there was a period of stability until 2004 when test scores started to show small rises, reaching and staying over 80% in 2007 until 2012. Test scores after 2012 are not directly comparable owing to changes in the assessment of writing which is now based on teacher assessments.

Despite these increases in test performance, there is debate as to whether the increases in test scores reflect genuine changes in student ability. For example, the Coalition government's 2010 Schools White Paper claimed that education standards were falling, which was at the forefront of its call for education reform (Department for Education [DfE], 2010). However, recent reviews argued that the evidence for declining standards is inconclusive (Baird, Ahmed, Hopfenbeck, Brown, & Elliott, 2013; Jerrim, 2013). Still, employers and Higher Education (HE) lecturers also express serious concern about the literacy skills of students when they complete secondary education. In 2003, the Confederation of British Industry's (CBI) Employment Trends Survey reported that 34% of employers were dissatisfied with the basic skills of school leavers (CBI, 2003) and this percentage was at similar levels in the most recent data – 36% of firms were not satisfied specifically with the literacy/use of English skills of young people entering work, and 52% were dissatisfied with their ability to communicate effectively (CBI, 2014). The latter survey further reported that nearly half of employers (44%) organised remedial training in the past year for adult employees, and more than a quarter (28%) organised it for some young people joining from school or college. In line with the CBI data, the 2013 Employer Skills Survey (Winterbotham, Vivian, Shury, Davies, & Kik, 2014) conducted by the UK Commission for Employment and Skills (UKCES) reported an increase in the proportion of skills-shortage vacancies (vacancies that were difficult to fill because of skills) that were due to a lack of oral and written communication skills – 41% and 38% up from 37% and 33% in 2011 (Davies, Gore, Shury, Vivian, & Winterbotham, 2012), or lack of literacy skills (34% up from 28% in 2011). However, in contrast to those of the CBI, these UKCES surveys found that only a small proportion of employers (less than 10%) who recruited school leavers mentioned literacy as a skill that was lacking amongst their poorly prepared recruits. Instead, the most common reason for poor preparation concerned the lack of experience of the working world, or life in general. In HE, academic writing skills have also been highlighted by university lecturers as one of the main areas in which undergraduates are least prepared when they enter university (Mehta, Suto, & Brown, 2012).

Whilst the opinions of employers and lecturers provide valuable insights into the literacy and writing ability of school leavers, they are potentially limited by biases related to the sampling of the surveyed employers and lecturers, the nature of the experiences they have had with school leavers' writing, and their memories of these experiences. Another limitation is that it is unclear what the precise literacy or writing difficulties are that are causing concern. A complementary way to assess whether writing skills have changed over time is to focus on actual writing samples and examine variations in their linguistic features (Elliott et al., 2008; Elliott & Johnson, 2008; Green et al. 2007; Massey & Elliott, 1996; Massey et al. 2005). This cross-sectional method may provide insights into the impact of changes in teaching styles, governmental policy and guidance relating to literacy, although the method cannot show causal links. Massey and Elliott (1996) conducted the first research study of this kind, known as the *Aspects of Writing* study. They explored differences in linguistic features of writing between samples of English written in the GCE Ordinary level public

examinations in English/English Language set in 1980, 1993 and 1994. The results have been subsequently extended to include comparisons with data from the 2004 and 2007 GCSE English examinations (Elliott et al., 2008; Massey et al., 2005, respectively).

These studies have found considerable variation in writing features between certain years and attainment levels. For example, substantial differences were found between 1980 and 1993/94 pupils, particularly, in terms of writing style. The findings suggested that the 1980 pupils were using a more formal style, tending to use more extensive vocabulary, complex sentence structures, and fewer Non-Standard English forms. Interestingly, the 2004 pupils showed improvement from 1993/94 in several of these aspects. At certain attainment levels, they also overtook the 1980 cohort, such as in the sophistication of vocabulary and complexity of sentence structure used by higher attaining students (A–B grade). Elliott et al. (2008) did not find dramatic differences between the writing of students in the 2007 cohort and those from 2004.

Despite many similarities between the different cohorts, spelling and the use of Non-Standard English are two areas in which the 1980 cohort was considerably better than all the later years. Overall, the percentages of total spelling errors were small, reaching no more than five percent across A–E grades in all cohorts. However, the 1980 pupils made substantially fewer mistakes. The 1994 cohort made nearly three times as many errors as those in 1980, and over half as many as those in 1993. Reassuringly, the considerable spelling decline from 1980 to 1993/94 seemed to have halted in 2004 and even improved at lower grades. The use of Non-Standard English, in contrast, has shown a continual increase from 1980 to 2004 (it was not reported for the 2007 cohort). The 2004 study also found that the use of non-standard forms was not constrained to lower attaining students anymore but higher attaining students were starting to use these forms as well, although the majority were still found in those awarded lower grades. Interestingly, only two instances of texting language were noted but pupils were more likely to use numbers or symbols rather than words. This suggested some (albeit limited) influence of informal, media-related language on students' writing.

Changes in educational practice

Primary Education

In 1998, the teaching of literacy in primary schools was changed substantially (Goodwyn & Fuller, 2011). The government set a national initiative to improve teaching standards in English by launching the National Literacy Strategy (NLS) for 5–11 year olds and a corresponding National Literacy Framework (NLF) which provided practical guidance on class structures and objectives for teaching literacy skills (Department for Education and Employment [DfEE], 1998). In contrast to the previous cohorts examined in the *Aspects of Writing* studies, the 2014 cohort would have been under the national framework throughout their whole primary education, whereas it was introduced only half-way through the 2007's cohort education and after the 2004 cohort had already left primary school. Table 1 shows key educational milestones in the three most recent cohorts.

In subsequent years more specific, detailed materials about teaching activities and advice were provided to teachers to help them to teach writing, including *Grammar for Writing* for KS2 sentence-level objectives (DfEE, 2000), *Spelling Bank* (DfEE, 1999), and *Developing Early Writing* (DfEE, 2001). The latter was provided following serious concern expressed in a Her Majesty's Inspectors (HMI) discussion paper that the teaching of writing was less systematic and structured

Table 1: Key educational milestones in the 2004, 2007 and 2014 cohorts

	<i>Cohort</i>		
	2004	2007	2014
Primary Education	1992–1997	1995–2002	2002–2009
Secondary Education	1997–2004	2002–2007	2009–2014
End of Key Stage 3	2002	2005	2012

than that of reading, and that KS2 writing test scores were considerably lower than those of reading, especially for boys (HMI, 2000). This contained teaching materials to help teachers teach writing in the Reception year through to Key Stage 1 (KS1), targeting key text, sentence and word-level objectives in the NLS Framework, as well as advice on how to teach handwriting and spelling.

The original primary framework was renewed in 2006 (Department for Education and Skills [DfES], 2006b) when the 2014 cohort was still in primary school. These renewed frameworks detailed further initiatives to raise literacy attainment, several of which are particularly relevant to writing skills. For example, the government published further guidance on how to improve writing by the end of KS2. Its main focus was on improving boys' performance, since previous years' national test results continued to show a large gender gap, with girls performing much better than boys (e.g., DfES, 2005; DfES, 2006a; Ofsted, 2005). This renewed framework also introduced changes to the learning objectives for grammar and punctuation. For example, it was less prescriptive about the specific grammatical terminology that should be taught (Myhill & Jones, 2011).

Secondary Education

This primary framework was extended to secondary education in 2001 for Key Stage 3 (KS3) (DfES, 2001) and subsequently revised in 2008 to improve standards throughout KS3 and Key Stage 4 (KS4) (DCSF, 2008d), which was one year before the 2014 cohort started secondary school. Several new and re-versioned documents of advice and teaching materials for writing were published. For example, *Getting Going: generating, shaping and developing ideas in writing* (DCSF, 2008b) provided a historical overview of writing practices and discussion of practical ideas to improve student engagement and their ability to organise writing elements together. Other publications were *Teaching for progression: Writing* (DCSF, 2008e) and *Grammar for reading and writing* (DCSF, 2008c). There were several notable changes in these documents. The revised framework increased the amount of flexibility given to teachers with the emphasis put on pupils developing a range of techniques that they could apply to different writing tasks, and on writing being part of an integrated programme with reading, speaking and listening. There was also a notable focus on engaging pupils and making them interested in writing. In addition, similar to the renewed primary framework, the revised secondary framework changed the emphasis of grammar teaching, highlighting the meaningful use and knowledge of grammar more than the initial 2001 framework (Myhill & Jones, 2011). The *Grammar for reading and writing* document also provided teachers with information to help them revise and improve on their own grammatical knowledge, and to increase consistency in the use of terminology.

As well as these writing-specific differences between the 2014 cohort's educational influences and those of the previous *Aspects of Writing* cohorts, another key government educational reform occurred after 2007. In 2008, KS3 national testing was removed from the National Curriculum assessments. Ofsted inspectors (Ofsted, 2012) expressed concern that this had reduced the amount of new content being taught in some schools, reducing the sense of direction during this school stage. It is, however, unclear what implications this has had for attainment at KS4 level. GCSE English Literature exam results, for example, increased between 2008 and 2011 so there is little evidence suggesting that this has negatively affected students' learning. The removal of these tests may have, instead, improved writing skills as it has been reported by Ofsted (2012, p.40) that the "Key Stage 3 national tests encouraged teachers to believe that standards of reading were lower than those of writing", which "meant that schools spent...less time consolidating their writing skills". In addition, to compensate for this change in assessment, the government actively provided support for teachers on how to assess student performance by launching the Assessing Pupils' Progress (APP) initiative (DCSF, 2008a).

Further government attention on writing

Since the last *Aspects of Writing* report, there have been several attempts to enhance writing performance by promoting awareness of effective strategies and research on the teaching of writing. The implementation of the 2008 KS3/KS4 renewed framework in improving writing did not result in many positive comments in either the 2009 or 2012 Ofsted reports from schools inspections between 2005–2008 and 2008–2011 respectively (Ofsted, 2009, 2012). In contrast, the Ofsted report prior to the renewed framework (Ofsted, 2005) presented a relatively more positive perspective on the teaching of writing. The 2005 report concluded that in both primary and secondary schools "There was consistency in teaching writing within English lessons" (p.27), "the teaching of writing is more systematic and linked clearly to pupils' experience of reading" (p.15) although various weaknesses were also identified such as "pupils' attainment in writing lags behind reading and this has changed little in recent years" (p.10). Writing performance drew more attention in the latest report (Ofsted, 2012) where Ofsted called for the DfE to publish guidance on writing in a similar way to that which had been done for reading (Rose, 2006). The DfE (2012) also published a research report reviewing research evidence on writing, including synthesising international evidence on effective teaching practices.

Attention has also been drawn more specifically to boys' writing performance, especially since the introduction of the national tests which showed girls substantially outperforming boys in writing scores (HMI, 2000). The government published specific advice on how to improve boys' writing (DfES, 2006a). Ofsted (2012) and DfE (2012) reports on English standards, however, still reported that girls performed better than boys across all phases and levels of primary and secondary education. Massey et al., (2005) observed some small gender differences between the writing of their 2004 cohort but these were not consistent across the assessed features or across the different levels of attainment. For example, girls used more sophisticated vocabulary and grammatical structures but both genders made similar amounts of spelling mistakes and were equally likely to produce grammatically acceptable sentence structures. It is interesting to examine whether there are greater gender differences in sentence and whole-text features, especially given the continued gender differences within English test scores and the focus by the government on improving boys' writing.

Sociocultural changes in writing usage

The increased accessibility of the Internet and mobile phones in recent decades has led to a cascade of new methods of communication that have altered the ways by which we are exposed to and produce written language. The Office for National Statistics (ONS) reported in 2014 that 84% of British households had Internet access compared to 65% in 2008, with daily use of the Internet increasing each year since the ONS started recording data in 2006 (ONS, 2014). The Internet provides an expansive array of reading material, exposing children (and adults) to a variety of formal, informal and dialectal variations of the English language. Additionally, instant messaging services and social networking sites (e.g., texting, MSN, Facebook) enable rapid communication between the writer and reader. This has resulted in writers incorporating linguistic features in their writing that are associated with speech and face-to-face communication such as slang, abbreviations and emoticons (Baron, 2004; Tagliamonte & Denis, 2008). Various popular social networking sites have developed since the last cohort of the *Aspects of Writing* study was tested. For example, Facebook was introduced to the general public in 2006 with a requirement for UK account users to be at least 13 years old, and is reported to be within the top 5 web entities accessed by children aged 6–14 (Ofcom, 2014).

These changes in communication have often been criticised in media reports for damaging children's writing skills (e.g., Henry, 2008; Humphrys, 2007). See also Thurlow, 2006 for a critical review of such articles. There is some indirect empirical support for this view. For example, Mildren (2010) found negative effects of texting on writing flexibility: students who texted more reported greater difficulty in shifting between home and school writing styles. Lenhart, Arafeh, Smith, and Macgill (2008) found that many teenagers report using informal writing styles in school, including shortcuts and emoticons, with those owning mobile phones being more likely to use text shortcuts than those without them. However, research that has examined actual writing samples has consistently found little evidence of negative effects. For example, empirical studies have found very few intrusions of text language (i.e., textisms, emoticons) in students' writing (Grace, Kemp, Martin, & Parrila, 2015; Palasz, 2012; Shafie, Azida, & Osman, 2010) even when the same students report using textisms in their text messages (Palasz, 2012). This is likely to be because most students are aware that textisms are not appropriate for exams and assignments (Grace et al., 2015). However, intrusions may be more apparent in the writing of lower attaining students (Shafie et al., 2010). Recent research has also shown no consistent negative association between children's grammatical errors during texting and children's grammatical understanding (Kemp, Wood, & Waldron, 2014; Wood, Kemp, & Waldron, 2014). Instead, research is increasingly showing evidence of positive effects of texting and, more specifically, textism usage on the literacy skills of primary and secondary school children. This includes their spelling development, word reading ability and vocabulary (Coe & Oakhill, 2011; Plester, Wood, & Joshi, 2009; Wood, Jackson, Hart, Plester, & Wilde, 2011; Wood et al., 2014; Wood, Meachem, et al., 2011). There are several potential reasons for these positive effects, such as the fact that various textisms are phonetic in nature, which requires children to have sufficient phonological ability to understand them, or that texting may simply increase children's exposure to how words are spelt (Plester et al., 2009). Both of these factors may help the development of literacy skills. However, Wood et al. (2014) did find some evidence that different kinds of textisms were differently related to spelling performance. For example, punctuation and capitalisation errors were associated with poorer, rather than better, spelling performance.

More generally, these new methods of social communication may have a positive influence on writing skills by increasing a child's enjoyment of writing and the amount of writing that children do outside school. Recent research by the National Literacy Trust has suggested that both of these factors are associated with higher levels of writing skills. For example, this study found that "...young people who write outside school daily are six times more likely to be writing above the expected level for their age compared with young people who never write outside school" (Clark, 2015, p.7).

The *Aspects of Writing* study underwent a methodological revision in 2007 (Green, Elliott, & Gill, 2007) to include analysis of features at the whole-text level (e.g., paragraphing, craftedness, pace and consistency of the narrative perspective), as well as the original sentence-level features (e.g., spelling, vocabulary, punctuation, sentence and word length). Global or discourse-level features have been found to substantially influence readability (e.g., Pitler & Nenkova, 2008) and, together with sentence features, contribute to the construction of meaning, which is the ultimate aim of reading comprehension (Kintsch & Vipond, 1979).

In summary, since the last *Aspects of Writing* cohort was examined in 2007, there have been various pedagogical changes to the teaching of writing, as well as sociocultural developments in the way in which children are exposed to, and engage with, written language that may have influenced students' writing skills.

The 2014 cohort

The 2014 cohort is an interesting cohort for various reasons. Elliott et al. (2008) found mostly small differences between the writing of 2007 and 2004 pupils. This apparent similarity may have arisen because the two cohorts overlapped in their time at primary and secondary school such that they may have been similarly affected by governmental reforms that were introduced during their school years. In contrast, the 2014 cohort is seven years apart from the preceding cohort, which means that they do not overlap in either their primary or secondary education with any of the previous cohorts. This is particularly noteworthy considering that there have been several key changes to education policy and guidance for teachers, as well as societal developments which are likely to have had more impact on the 2014 cohort than the previous ones. It is important to explore the extent to which these changes manifest themselves in differences in students' writing skills.

The nature of the comparisons made

Throughout the history of the study, grades have been used to stratify the sample. This will continue to be a feature of the current study. However, there are a number of points to be made about the nature of comparability in this study and how this pertains to the use of grades.

Grades are, and always have been, a shorthand way of describing the attainment of students within an assessment. The top grades represent the most able students amongst their cohort, and the lowest grades the least able. Naturally, the presence or absence of some of the individual features of writing investigated by our study are related to students' grades, and we see trends of ascending or descending incidences of these features when charted by grade. However, *and this is crucial*,

none of the features of writing investigated represent the grade as a holistic entity, because the grade used to stratify the sample of students into smaller sub-samples is their grade on the examination as a whole. The elements which contribute to this include all three components – reading, writing and speaking. The sample of text taken for the purposes of the *Aspects of Writing* study is just a very small extract from the writing component.

In the *Aspects of Writing* study we generally take grades as *relative* indicators of attainment (we use them merely as a tool for distinguishing between students of different abilities within the same cohort) and not as *absolute* indicators of ability (e.g., a grade A is an indicator of a certain level of linguistic attainment that corresponds to specific knowledge and skills, and whose definition, in principle, does not change over time). The assumption that underpins this study is that students' writing may have changed over time as a result of educational and social changes and the study looks for evidence of this. If the study's assumption holds true, then linguistic/writing ability is likely to manifest itself differently over the years, meaning that writing taken from a student achieving a grade A in 2004 may not look the same as that from a student achieving a grade A in 1994.

Any readers who remain of the belief that grades should be regarded in absolute terms, even in the context of this study, may still rest assured that any positive differences between the different years are real differences (and not constructed by grade inflation), because these differences represent differences in frequency of errors (e.g., number of spellings) or differences in frequency of linguistic features (e.g., number of simple sentences). So, if the 2004 cohort students who were awarded a grade A were found to have made, for example, fewer spelling mistakes than their counterpart grade A students in 1994, we can safely conclude that the most able students in the 2004 cohort were better spellers than the most able students in the 1994 cohort.

Method

Obtaining a sample of writing

Before beginning the 2014 phase of the study, it was necessary to identify a suitable source of sample material. The task presented to the candidates was of paramount importance, as differences in writing genre could confound the instances of the features of writing we were investigating. For example, a task requiring candidates to produce an extract from a blog would introduce many features of informal writing, which would not be readily comparable with previous samples. Previous samples have always used a 'free, creative writing task' (Massey et. al. 2005, p.7), which was judged most similar to the 1980 question.

Similarity of cohort was the other key restriction upon choice of sample. Previous samples have always been taken from students attending UK schools, reasonably typical of the national cohort.

In 2014, such a sample of writing was to be found in question 4 of Paper 3 of Cambridge International Examination's (Cambridge's) IGCSE® (International General Certificate of Secondary Education) First Language English for the UK (known as the Cambridge International Certificate) Syllabus 0522 qualification. The UK version of Cambridge's IGCSE (accredited and regulated by the Office of Qualifications and Examinations Regulation [Ofqual] in the same way as GCSE qualifications) is entered by both UK state and independent school students, and has a composition task on an optional paper. (Previous samples have taken data from optional components, so this

Figure 1: The 2014 questions

QUESTION 4:

Narrative Writing

(a) Write a story called 'The Path that led to Nowhere'.

OR

(b) Write a story that involves your attempt to cook a meal for others.

was not out of place). In Paper 0522/03, students chose to answer one of two questions (See Figure 1) both of which meet the criteria of similarity to questions used by the study in the previous years. Table 2 shows the examinations from which the sample of writing was taken for 2004–2014.

Table 2: Comparison of the 2004, 2007 and 2014 examinations

(Paper from which sample taken indicated by an asterisk)

2004	Unit 1	Non-Fiction, Media and Information	30%	1hr 45	Foundation – two articles, 400 and 550 words Higher – two articles, 550 and 800 words
	Unit 2	Different Cultures, Analysis and Argument	30%	1hr 45	Specified extracts from set texts – texts available during exams
	Unit 3* alternative	Literary Heritage and Imaginative Writing	20%	1hr 45	Composition – two sentences Specified extracts from set texts – texts available during exams
	Unit 4 Coursework alternative	Literary Heritage and Imaginative Writing	20%	n/a	
	Unit 5 Coursework	Speaking and Listening	20%	n/a	
2007	Specification unchanged from 2004				
2014	Paper 1	Reading Passage (Core)	50%	1hr 45	Candidates answer two questions on one passage of 700–800 words
	OR Paper 2	Reading Passages (Extended)	50%	2hr	Candidates answer three questions on two passages of 600–700 words each, linked by a common theme
	Paper 3* alternative	Directed Writing and Composition	50%	2hr	Candidates answer one question on a passage or passages totalling 700–800 words Candidates also answer one composition task from a choice of six titles
	Component 4 alternative	Coursework Portfolio	50%	n/a	Candidates submit three assignments, each of 500–800 words

The selection of students was stratified, as before, by the grade attained in the qualification overall. Samples of writing were chosen from as wide a range of centres as possible; within the stratification for overall grade, samples were chosen to be broadly representative of the entire population in terms of component grade achieved. As in previous studies, script samples which simply could not be deciphered were excluded and replaced where possible. At grade G, as has always been the case, there was an insufficient number of scripts available which met the criterion of containing 100 words and being decipherable and we therefore used the total number available to us. Candidates who had answered either sub-question (a) or (b) were used in the sample.

Table 3 shows the total script samples for the years 2004, 2007 and 2014. It is noticeable that in 2007 we used a double-sized sample for whole-text analysis. This was desirable during the development of the whole-text analysis codings in order to increase the chances of exposing variants of the features of writing. The practice has been discontinued for 2014, on the grounds that the extra scripts are no longer necessary, and would have added considerably to cost and workload.

Table 3: Total number of samples of writing

Grade	2004			2007			2014		
	100-word		N whole-text	100-word		N whole-text	100-word		N whole-text
	n	Total n words		n	Total n words		n	Total n words	
G	38	3,800	34	40	4,000	40	35	3,500	35
F	58	5,800	56	59	5,900	92	60	6,000	60
E	59	5,900	58	59	5,900	119	60	6,000	60
D	60	6,000	60	59	5,900	117	60	6,000	60
C	60	6,000	59	60	6,000	119	60	6,000	60
B	59	5,900	59	60	6,000	120	60	6,000	60
A	60	6,000	60	60	6,000	120	60	6,000	60
A*	32	3,200	32	60	6,000	42	60	6,000	60

The coding frames

Two coding frames were used in the study, and were largely unchanged from those used in 2007 to analyse the 2007 and revised 2004 samples. The original development process for these coding frames is described in detail in Green et al. (2007) and Green, Elliott, et al. (2007). In the early stages of the current study, the coding frames and the instructions which accompany them were extensively reviewed by the project team and the principal coder, and informally piloted using 2014 script samples. Only minor modifications were made, principally consisting of extended exemplars in the instructions. The coding frames and instructions to coders can be found in Appendix A.

The 100-word coding frame was used to record details of punctuation (stops, commas and apostrophes), capitalisation, features of grammar (tense, subject-verb agreement, sentence structure, coordination and subordination), and vocabulary (a rating of lexical sophistication, and recording of informal language – Non-Standard English and colloquialisms). Aside from the rating of lexical sophistication, all the recorded data were counts of incidence.

The whole-text analysis coding frame recorded counts of paragraphs, and counts of judgements of paragraph coherence and incoherence. Use of paragraphs, effectiveness of paragraph links and logical order of paragraphs were recorded, as well as ratings of features of reader-writer relationship (craftedness, pace and consistency of the narrative perspective).

Coding frames were designed and processed using the Teleform[®] software system.

Preparation of script sample

Once the sample of scripts had been identified, the digital script images were retrieved from electronic records. Many examination scripts are scanned before being marked electronically. The scanned image is, when printed out, identical in appearance to the handwritten original. A major advantage is that there are no marking annotations, which in previous studies had to be laboriously removed from the scripts before they could be used for the study.

A team of temporary staff sorted the digital images, identified the beginning of the 100-word extract (defined as the beginning of the fourth grammatical sentence encountered in the text), counted to the end of the 100-word sample and transcribed the 100-word sample, complete with all spelling and punctuation, both correct and incorrect. This is a difficult task, as it is hard to consistently spot and correctly transcribe errors, and candidates' handwriting makes the task considerably more difficult. In consequence, all transcriptions were checked by another member of the temporary team, and by members of the in-house team.

The beginning and end of the 100-word sample were marked electronically on each script image, before images were printed for the judges.

The transcripts were largely kept for use in-house, although judges were supplied with a copy of the transcripts for their script allocation in order to assist with deciphering handwriting.

Example 100-word extracts from grades A*/A, C, E and G

Appendix B shows examples of the 100-word extracts from key grades. Examples are shown from the 2004 and 2007 sample, as well as the recent 2014 sample, as these are not readily available to the reader in previous published reports.

Coder recruitment and training

Four coders were recruited to the study. All were experienced teachers and examiners of English and three of the four had worked as coders on the 2007 iteration of the study.

One coder was appointed as the principal coder, and met with members of the research team on several occasions prior to the coding training. This was to discuss the codings and ratings in detail, review the written instructions to coders, and to practise coding using spare scripts (not used in the study).

All coders met at Cambridge Assessment for a two-day training meeting in June 2016, led by one of the authors and by the principal coder. Extensive re-training was carried out on all of the codings using exemplar scripts (not used in the study) and a set of inter-rater scripts, some of which were completed within the meeting and others soon afterwards. The inter-rater scripts formed part of the study sample – the principal coder's ratings were used in the study dataset.

Coders were each allocated a separate batch of script samples, and completed both the 100-word and whole-text analyses for their respective batches over a one-month period following the training meeting.

Coding instructions

The detailed coding instructions are shown in Appendix A.

Coders were provided with hard-copy script images (marked with the beginning and end of the 100-word sample), a 100-word and whole-text coding recording sheet for each script, and a set of transcripts of the 100-word samples for their allocation.

Coders were asked to first mark up the grammatical sentences within each 100-word sample. In some cases, these coincided with candidates' own punctuation; in other cases they differed. Coders were then required to annotate the script images in various colours to indicate the presence, absence or misuse of different features of writing, and transfer the relevant counts or ratings to the coding sheets.

Coders were required to read the whole answer to the question in order to complete the whole-text analysis.

Data checking and analysis

The coders completed the coding frame recording sheets. On their return, processing was achieved swiftly through the Teleform system, with some of the coders' written responses being flagged by the system for checking.

A series of checks of the entire database were made once all the data was returned, and any improbable responses were referred back to the coder for clarification. Whilst infrequent, these did

include some transposition errors (recording '10' rather than '01') and inconsistencies such as recording '5' paragraphs, '5' incoherent paragraphs, and '5' coherent paragraphs for the same script.

For categories such as spellings and Non-Standard English, as in the past, a separate count was made in-house, the responses of both coders and the in-house team compared, and a definitive list compiled.

Agreement between raters

A team of four raters was used to make the judgements; as such, it was vital to ensure that all raters made their judgements in the same way. In order to assess inter-rater reliability (IRR), all raters were issued with 21 common scripts (5 percent of their allocation). Simple agreement was computed for all variables: For count and scale variables, intraclass correlation coefficients were calculated and for categorical variables, the unweighted Kappa statistic was used.

Simple agreement

This measures the extent to which the raters agree but takes no account of the amount of agreement that may occur by chance. It is calculated by establishing the number of instances of agreement for each pair of raters and dividing this by the number of opportunities for agreement (i.e., the number of scripts). These values for the six rater pair combinations were then averaged.

Kappa statistic

Cohen's (1960) Kappa is a measure of agreement which takes account of the amount of agreement expected by chance. It is used for assessing IRR for categorical variables. The calculation is based on the difference between how much agreement is actually present (*observed agreement*) compared to how much agreement would be expected to be present by chance alone (*expected agreement*). This difference is standardised to lie on a -1 to 1 scale, where 1 indicates perfect agreement, 0 indicates what would be expected by chance, and -1 indicates perfect disagreement. The unweighted Kappa assumes no relationship between the categories.

There is some debate as to which IRR values constitute acceptable agreement. Landis and Koch (1977) provide guidelines for interpreting Kappa values, with values from 0.0 to 0.2 indicating slight agreement, 0.21 to 0.40 indicating fair agreement, 0.41 to 0.60 indicating moderate agreement, 0.61 to 0.80 indicating substantial agreement, and 0.81 to 1.0 indicating almost perfect or perfect agreement. However, Krippendorff (1980), as cited in Hallgren (2012, p.29), suggests that "... conclusions should be discounted for variables with values less than 0.67, tentatively be made for values between 0.67 and 0.80, and definite conclusions be made for values above 0.80". For this analysis we will use the interpretation used in the 2007 report. That is, variables with values greater than 0.8 are regarded as sufficiently good as to be acceptable, values between 0.65 and 0.79 are moderately acceptable, and variables with agreement below 0.65 suggest a poor level of agreement between raters.

Intraclass correlation coefficients

The intraclass correlation (ICC) is used for assessing IRR for ordinal, interval, and ratio variables. "Unlike Cohen's (1960) Kappa, which quantifies IRR based on all-or-nothing agreement, ICCs

incorporate the magnitude of the disagreement to compute IRR estimates, with larger-magnitude disagreements resulting in lower ICCs than smaller-magnitude disagreements” (Hallgren, 2012, p.31). The ICC used calculates the percentage of variance across all scores (i.e., from all raters) attributable to which script is being looked at¹. Higher ICC values indicate greater IRR, with an ICC estimate of 1 indicating perfect agreement, and 0 indicating random agreement.

Cicchetti (1994), as cited in Hallgren (2012), provides commonly-cited cutoffs for qualitative ratings of agreement based on ICC values, with IRR being poor for ICC values less than 0.40, fair for values between .040 and 0.59, good for values between 0.60 and 0.74, and excellent for values between 0.75 and 1.0.

Discussion of agreement between coders on the 100-word sampling frame

Table 4 on page 18 shows the simple agreement and ICC statistics for the variables used in the 100-word sample. This contained 36 variables. The ICC statistics were generally good; 20 variables had ICCs of over 0.75, 6 of which had perfect agreement. Three variables had aberrant ICC values because of a lack of variation in the ratings. These are denoted by an asterisk (*). Three variables fell below 0.6 with only one being considered poor (less than 0.4).

The 'informal language' count ICC was 0.34. One rater in particular gave far fewer examples than the others did. Analysis of the raters' examples showed that, whilst more than one rater gave the majority of examples, many were unique. This indicates that the agreement, in terms of which examples were picked, may be actually lower than the agreement statistics might indicate. However, some of the examples could be considered errors rather than Non-Standard English. For example, 'testoustrone infueled', 'eachother'. This is a difficult variable for raters to code as it depends very much on their judgement. It was recommended that the examples be coded into types of Non-Standard English to investigate further the frequency of different types.

The 'subordination' ICC was 0.49 and the simple agreement IRR was 0.2, which is lower than ideal; the judges remarked that they found this variable difficult to judge. After much discussion, and because the ICC statistic is just acceptable, it was agreed to proceed with the data from this variable. However, further work is likely to investigate why it is so difficult to judge.

The 'capitalisation sentence – omitted' ICC was 0.58, and analysis of the data showed that 13 of the 21 scripts had perfect agreement (evidenced by the simple agreement statistic of 0.77). Although borderline, we felt that this variable should be considered for further analysis.

Discussion of agreement on the whole-text coding frame

Table 5 on page 19 shows the simple agreement, Kappa and ICC statistics for the variables used in the whole-text sample. This contained nine variables. The ICC/Kappa column displays ICC statistics except for the three categorical variables which used the Kappa statistic. One variable had aberrant ICC values due to a lack of variation in the ratings. This is denoted by an asterisk (*). The agreement is not as strong for the whole-text variables, with only two (number and coherence of paragraphs) being considered to have good agreement.

1. This is a different measure than was used in 2007. In the previous report, the ICC was the percentage of variance in mean scores across raters that was attributable to which script was being looked at. This yields somewhat higher ICC coefficients.

Table 4: Intra-rater reliability statistics for the 100-word sample

<i>Variable</i>	<i>Feature</i>	<i>Type of data</i>	<i>Code</i>	<i>Data range</i>	<i>Simple agreement</i>	<i>ICC</i>
Stops	Correct stops	count	ST1	1–9	0.75	0.95
	Incorrect stops	count	ST2	0–1	0.87	0.60
	Missing stops	count	ST3	0–6	0.82	0.95
	Comma splices	count	ST4	0–4	0.86	0.79
Commas	Correctly used	count	CO1	0–10	0.77	0.97
	Omitted	count	CO2	0–5	0.61	0.69
	Incorrectly used	count	CO3	0–2	0.91	0.71
Apostrophes	Possession – correct	count	A1	0–1	1.00	1.00
	Possession – incorrect	count	A2	0–0	1.00	1.00
	Possession – omitted	count	A3	0–1	1.00	1.00
	Abbreviation – correct	count	A4	0–4	0.84	0.94
	Abbreviation – incorrect	count	A5	0–2	0.92	0.88
Other – punctuation	Count	count	O1	0–10	0.64	0.89
	Semicolon	count	O2	0–1	0.97	*
	Colon	count	O3	0–1	1.00	1.00
	Dash	count	O4	0–2	0.98	0.86
	Hyphen	count	O5	0–1	0.93	*
	Inverted commas	count	O6	0–5	0.80	0.82
	Ampersand	count	O7	0–0	1.00	1.00
	Ellipsis	count	O8	0–2	1.00	1.00
	Brackets	count	O9	0–1	0.98	0.67
	Other	count	O10	0–2	0.93	0.79
Capitalisation	Sentence – correct	count	CA1	2–11	0.50	0.79
	Sentence – omitted	count	CA2	0–3	0.77	0.58
	Proper nouns – correct	count	CA3	0–12	0.75	0.90
	Proper nouns – omitted	count	CA4	0–2	0.95	0.85
	Non-proper nouns – incorrect	count	CA5	0–5	0.79	0.73
Grammar – verbs	Incorrect tense	count	G1	0–4	0.58	0.69
	Lack of subject-verb agreement	count	G2	0–1	0.90	*
Sentence structure	Simple sentences	count	SS1	0–9	0.60	0.91
	Multiple sentences	count	SS2	1–7	0.48	0.69
	Coordination	count	SS3	0–8	0.38	0.83
	Subordination	count	SS4	1–9	0.20	0.49
Vocabulary	Sophistication of words	scale	V1	1–3	0.68	0.73
	Informal language (count)	count	V2	0–5	0.39	0.34
Spelling	Incorrect spellings (count)	count	SP1	0–7	0.54	0.78

Table 5: Intra-rater reliability statistics for the whole-text analysis

Variable	Feature	Type of data	Code	Data range	Simple agreement	ICC/ Kappa
Paragraphing	Number	count	P1	1–31	0.79	0.90
Paragraphs – coherence	Coherent	count	PC1	0–31	0.63	0.90
	Incoherent	count	PC2	0–6	0.71	0.15
Paragraphs – other	Appropriate use	categorical	PU1		0.60	0.36
	Logical order	categorical	PL1		0.83	0.64 [^]
	Links use	categorical	PE3		0.63	0.23 [^]
Reader-writer relationship	Crafted	scale	RW1	1–2	0.83	0.68
	Well-paced	scale	RW2	1–2	0.74	0.57
	Consistent	scale	RW3	1–3	0.88	*

[^]When calculating PL1 and PE3, the four scripts in which paragraphing was absent were excluded from the analysis

When the data for paragraphing was looked at in more detail, two scripts in particular were found to cause problems for raters. These contained a great deal of direct speech and, as such, it was difficult to denote the paragraphs. Raters differed in whether they counted the reported speech segments as separate paragraphs. In addition, there were six occasions where P1 was not equal to the sum of PC1 and PC2, as four of these raters gave the same values for P1, PC1 and PC2. Based on the values made by other raters, the source of the discrepancies appeared to lie in PC2, which may account for the low ICC value (the simple agreement statistic was 0.71). These could be transcription errors. If the three most clear cut PC2 discrepancies were amended then the ICC statistics improved to 0.61. It was recommended that this variable should be retained and that any similar anomalies in the main analysis be checked and recoded as necessary.

The 'Paragraphs – other' Kappa statistics were low for appropriate use and links use, although the simple agreement statistics were borderline (0.6 and 0.63 respectively). For PU1, ratings were largely *appropriate use* or *underused*. The other categories were seldom used. For PE3, the ratings categories used were *largely effective* or *partly effective*, the category *ineffective* was seldom used. For this variable, nine scripts had perfect agreement. It was recommended that the data for these variables be retained for analysis.

'Well-paced' also had a borderline ICC value of 0.57, with a simple agreement value of 0.74. Analysis of the data showed that 17 of the 21 scripts had perfect agreement. It was recommended that this variable be retained in the analysis.

Empirical comparisons

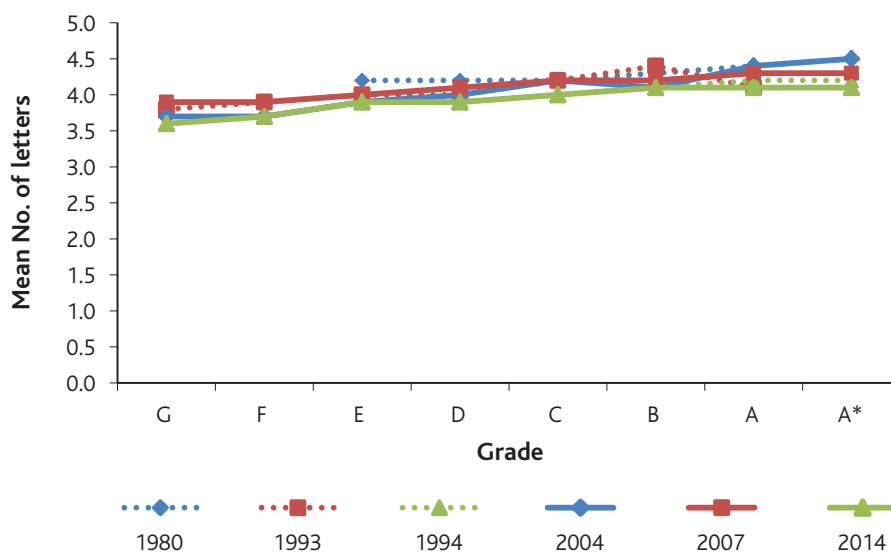
Average sentence/word length

Tables 6 and 7 and Figures 2 and 3 show the data pertaining to word and sentence length, and how they compare to the data from the previous studies.

Table 6: Average word length (letters per word)

	Year	Grade							
		A*	A	B	C	D	E	F	G
Males	1980		4.5	4.3	4.3	4.4	4.2		
	1993		4.1	4.5	4.2	3.9	4.0	3.8	3.8
	1994	4.3	4.2	4.1	4.1	3.9	3.9	3.7	3.5
	2004	4.9	4.3	4.1	4.3	3.9	3.6	3.7	3.6
	2007	4.3	4.5	4.3	4.2	4.1	4.1	3.9	3.9
	2014	4.1	4.1	4.2	4.0	3.9	3.9	3.6	3.9
Females	1980		4.2	4.3	4.1	4.0	4.1		
	1993		4.1	4.3	4.2	4.0	4.0	3.9	3.8
	1994	4.1	4.3	4.0	4.0	3.9	3.8	3.7	3.8
	2004	4.4	4.6	4.1	4.1	4.1	4.0	3.7	3.9
	2007	4.3	4.2	4.1	4.1	4.1	4.0	3.9	4.0
	2014	4.2	4.2	4.1	4.0	4.0	3.9	3.7	3.7
All	1980		4.4	4.3	4.2	4.2	4.2		
	1993		4.1	4.5	4.2	3.9	4.0	3.8	3.8
	1994	4.3	4.2	4.1	4.1	3.9	3.9	3.7	3.5
	2004	4.5	4.4	4.1	4.2	4.0	3.9	3.7	3.7
	2007	4.3	4.5	4.3	4.2	4.1	4.1	3.9	3.9
	2014	4.1	4.1	4.1	4.0	3.9	3.9	3.7	3.6

Figure 2: Average word length



For most levels of attainment, average word length was at its lowest or equal lowest in 2014 compared to the previous years. Only the least attaining students (grade G) in 1994 showed shorter word length. Average sentence length was mid-range compared to the previous years at mid- to low-attainment levels, but was low in the high-attaining range. The general trend of higher attaining students' pieces having longer words and shorter sentences has continued in line with previous studies.

Table 7: Average sentence length (words per sentence)

	Year	Grade							
		A*	A	B	C	D	E	F	G
Males	1980		24.9	20.5	22.3	22.1	19.7		
	1993		15.0	19.7	17.5	23.7	33.0	27.8	27.8
	1994	18.0	19.3	19.5	19.3	33.7	31.2	37.7	30.4
	2004	21.1	20.9	23.7	18.0	32.5	25.7	26.3	38.5
	2007	15.8	18.9	18.0	17.5	19.3	18.7	25.2	31.4
	2014	16.4	16.8	16.8	18.4	25.1	23.5	30.0	25.3
Females	1980		20.8	20.5	22.3	22.1	19.7		
	1993		18.8	24.7	17.1	23.8	24.3	27.0	17.5
	1994	19.1	16.5	18.9	20.2	24.5	19.5	30.0	30.0
	2004	18.1	15.2	19.7	22.3	19.7	32.1	31.7	23.5
	2007	18.1	17.1	15.6	15.4	16.8	23.8	21.7	21.3
	2014	17.1	16.1	14.6	17.1	21.7	23.3	26.8	26.0
All	1980		22.9	20.4	21.1	23.0	19.9		
	1993		16.9	22.2	17.3	23.8	28.7	27.4	22.7
	1994	18.6	17.9	19.2	19.8	29.1	25.4	33.6	26.3
	2004	20.6	18.0	21.7	20.1	26.1	28.9	29.0	31.0
	2007	16.9	18.0	16.7	16.4	18.0	21.0	23.3	27.3
	2014	16.8	16.4	15.7	17.7	23.4	23.4	28.3	25.5

Figure 3: Average sentence length

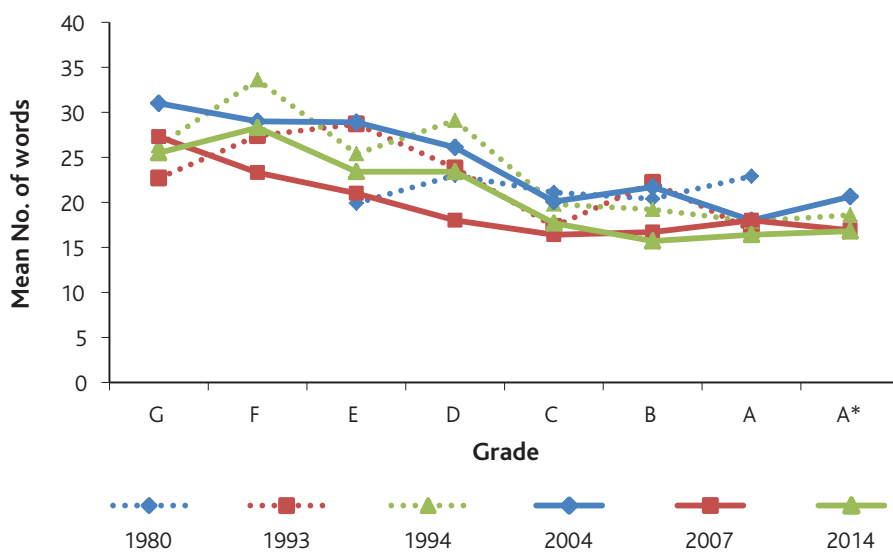
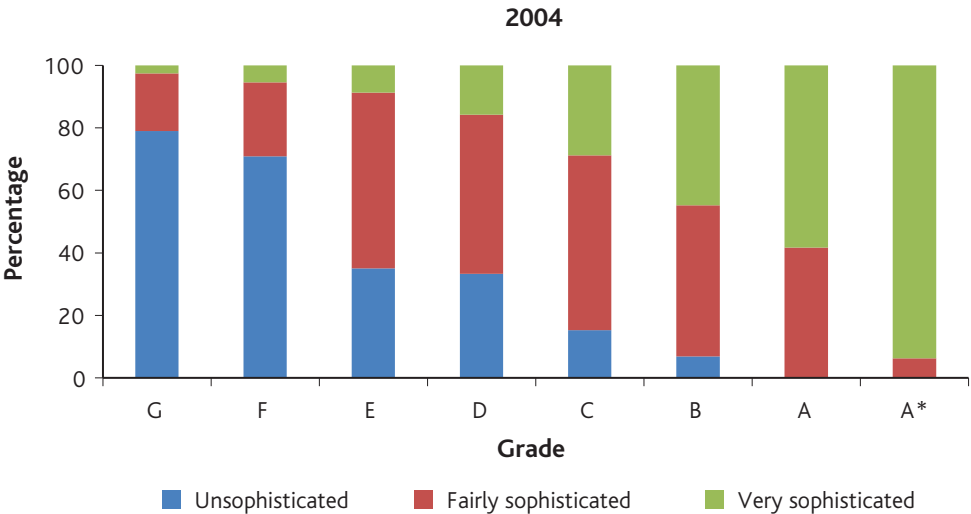
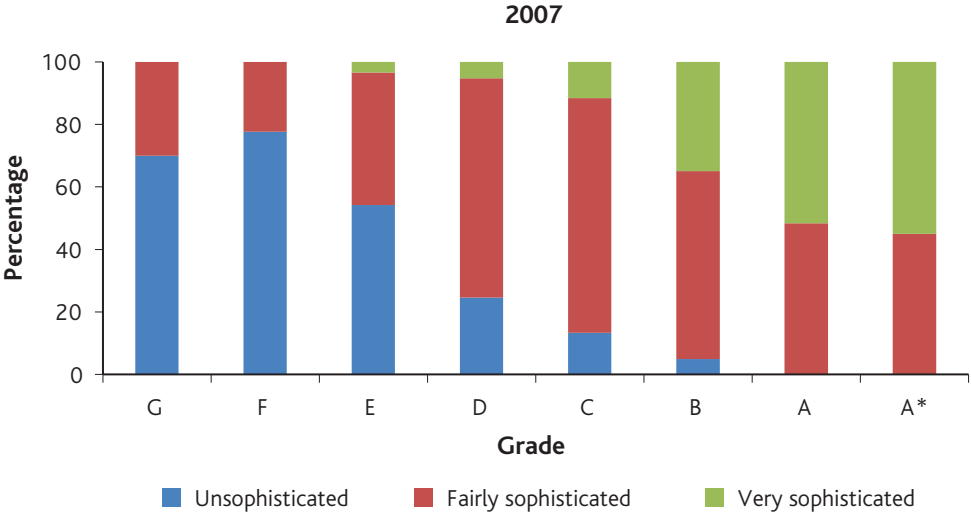
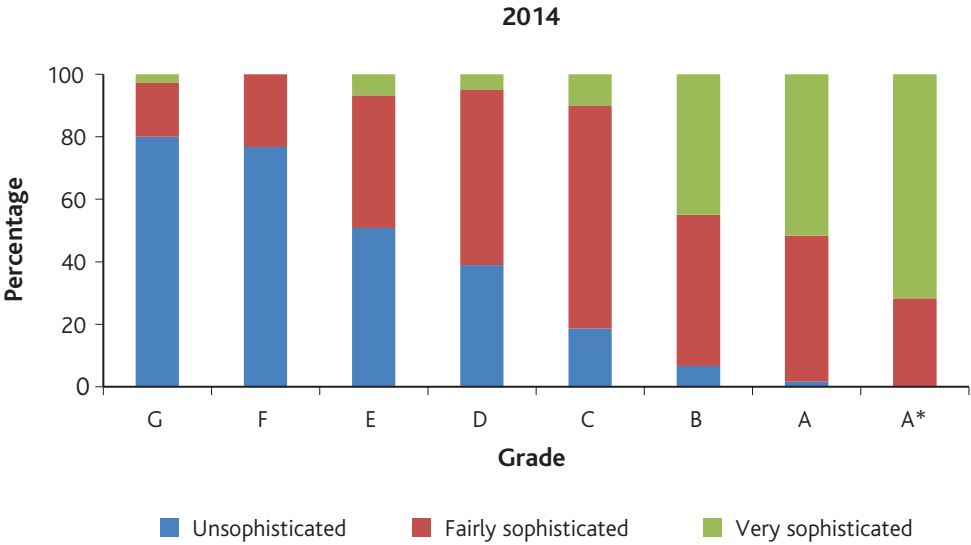


Figure 4: Degree of vocabulary sophistication



Sophistication of vocabulary

Figure 4 shows the degree of vocabulary sophistication in 2014, 2007 and 2004 respectively. The judges were asked to indicate whether a script used *very sophisticated*, *fairly sophisticated* or *unsophisticated* vocabulary. Sophistication of vocabulary seems to increase with attainment, with higher attaining students using more sophisticated vocabulary than lower attaining students. The patterns observed across years are relatively similar. It is noteworthy that, in the case of the highest attaining students (grade A*), the proportion of scripts judged to contain *very sophisticated* vocabulary in 2014 (72%) increased considerably compared to 2007 (55%). However, this proportion did not reach the levels recorded in 2004 (94%).

Spelling

Figure 5 shows the percentage of spelling errors compared with the previous years of the study. For 1980–1994, a single sentence sample was used, and from 2004–2014 a 100-word sample was used.

Across most levels of attainment, 2014 appears to have a very similar percentage of spelling errors to that seen in the previous years. At the lowest levels of attainment, the percentage of spelling errors is higher in 2014 than in most years, and very similar to that of 1994.

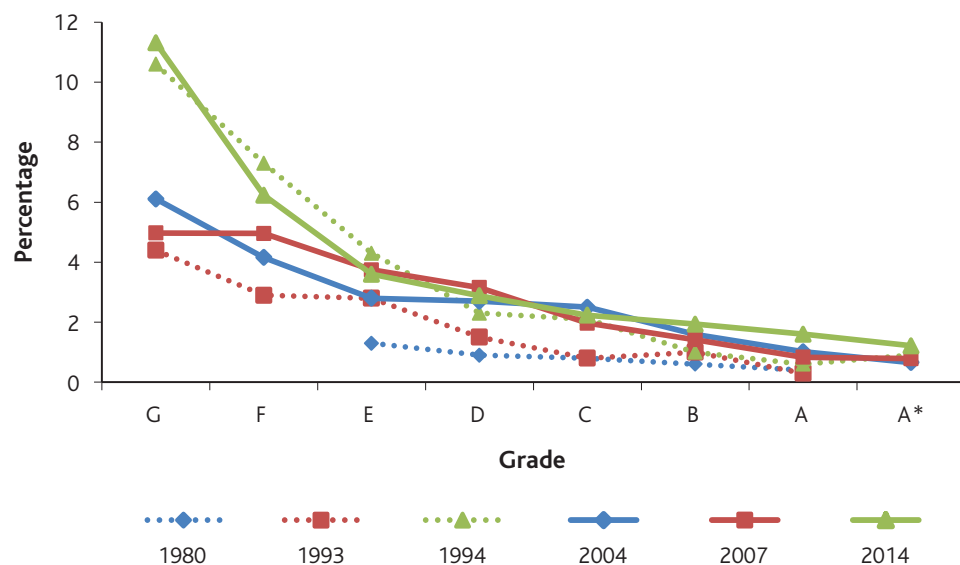
The percentages are for the number of unique spelling errors made by each candidate. Duplicate errors, where the candidate misspelt a word more than once in exactly the same way, were not counted.

Appendix C lists all the errors from 2007 and 2014. This is a complete list of all the words, as written by the candidates, which were counted as spelling errors. The correctly spelt word (as suggested by the context of the error) is indicated in brackets.

Spelling lists for 2007 are included, as these were not published in the reports from 2007.

Anomalies which might reasonably be considered to be errors in other features of writing (e.g., 'went' for 'go') where the candidate has chosen the wrong tense, but correctly spelled the

Figure 5: Percentage of spelling errors



variant of the tense they chose, were not counted. However, whenever a non-word was produced it was counted as a spelling error. For example, 'strided' for strode is counted as a spelling error, because it is not a dictionary defined word. The candidate has overgeneralised the rule governing the formation of the past simple, and has produced a nonsense spelling.

American spellings were included in the count.

To some extent, the rules regarding spelling can seem a little arbitrary, or even pedantic. We have sought here to follow the same principles as we have applied in the past, whilst allowing for some evolution (and, in some cases, relaxation) of spelling conventions over the years. We present the full list in Appendix C to enable readers to judge for themselves.

Non-Standard English

Examples of Non-Standard English were collected in the 100-word sampling frame. However, as with similar information in 2007, the verification, analysis and discussion of the information has proved beyond the scope of this report. This information will be analysed and reported separately at a later date.

Capital letters

Figures 6 to 12 show the data relating to the use, both correct and incorrect, of capital letters within the texts written by students.

In 2014, there was little change in the number of instances of correct usage of a capital letter at the beginning of a sentence compared to the previous years (Figure 6), although higher attaining students slightly outperformed those from both 2004 and 2007, and lower attaining students had yet to return to the level of performance seen in 2004. Lower attaining students were found to omit a greater number of capital letters from the beginning of sentences in 2014 than in the previous years (Figure 7). This trend shows a marked change from the 2004 and 2007 samples. However, the number of instances of correct or omitted use of a capital letter at the beginning of a sentence is, to an extent, mediated by the number of sentences written by the students. Therefore, Figure 8 shows the proportion² of correctly used capital letters at the beginning of a sentence. This shows that in 2014 there was little change amongst higher attaining students and a reduction in the correct use of a capital letter at the beginning of a sentence amongst lower attaining students.

Figures 9 and 10 show that in 2014 there is an increase in the use of proper nouns in general, both correctly capitalised and with the capital letter omitted, compared to the previous years.

Figure 11 shows the mean instance of capital letters used unnecessarily for non-proper nouns. To an extent, candidate handwriting makes this a judgemental exercise; it is not always easy to determine whether candidates intended to use a capital letter in certain examples. Where possible, the benefit of the doubt was given to the student, but the trend still seems to be a slight increase in instances of unnecessary capitalisation across all grades in 2014 compared to the previous years. The large increase at grade G in 2014 is, in part, due to two individual students whose 100-word sample included a disproportionate number of capitalised words. If these two samples were omitted from the count, the mean instance would reduce to 2.12.

2. The proportions were calculated by summing the number of correct and incorrect instances to give a total. This total cannot be related directly to the data shown in Table 7 (Average sentence length) because that data pertains to sentences with punctuation as indicated by the candidate, whilst this data relates to the grammatical sentences identified by the judges, irrespective of students' punctuation marks.

Figure 6: Capital letters used correctly at the beginning of a sentence

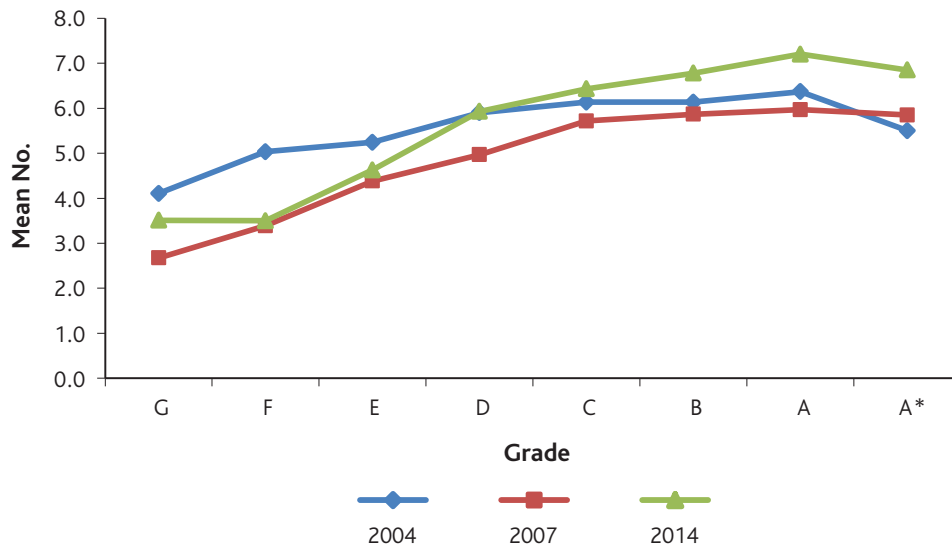


Figure 7: Capital letters omitted from the beginning of a sentence

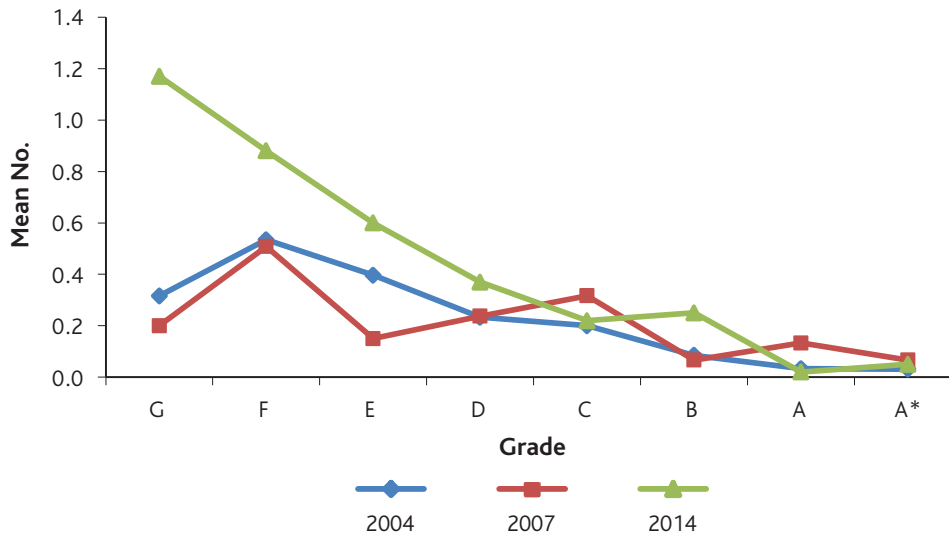


Figure 8: Proportion of capital letters used correctly at the beginning of a sentence

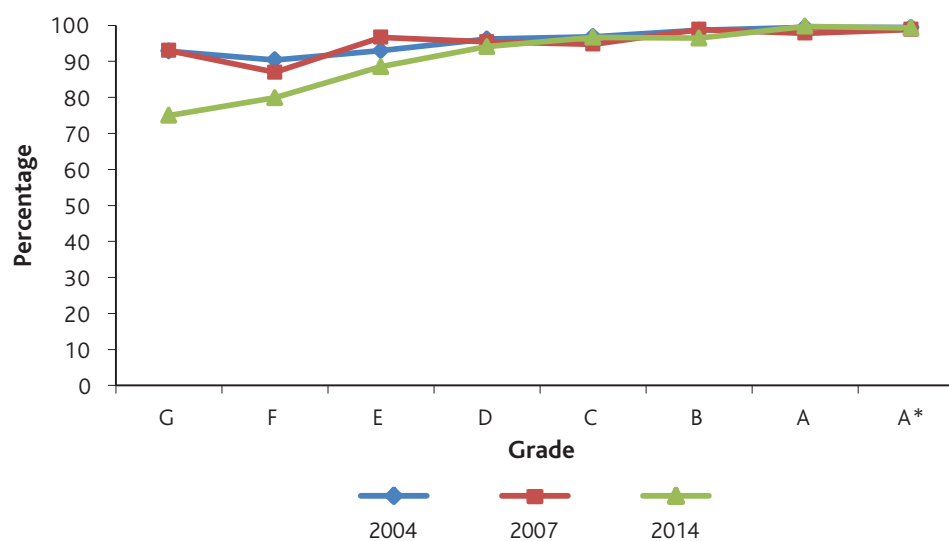


Figure 9: Capital letters used correctly for proper nouns

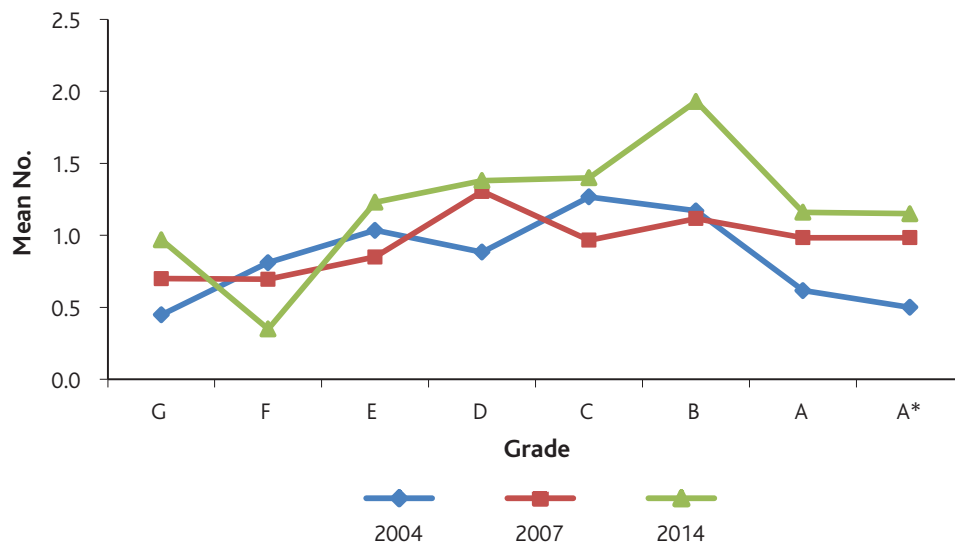


Figure 10: Capital letters omitted from proper nouns

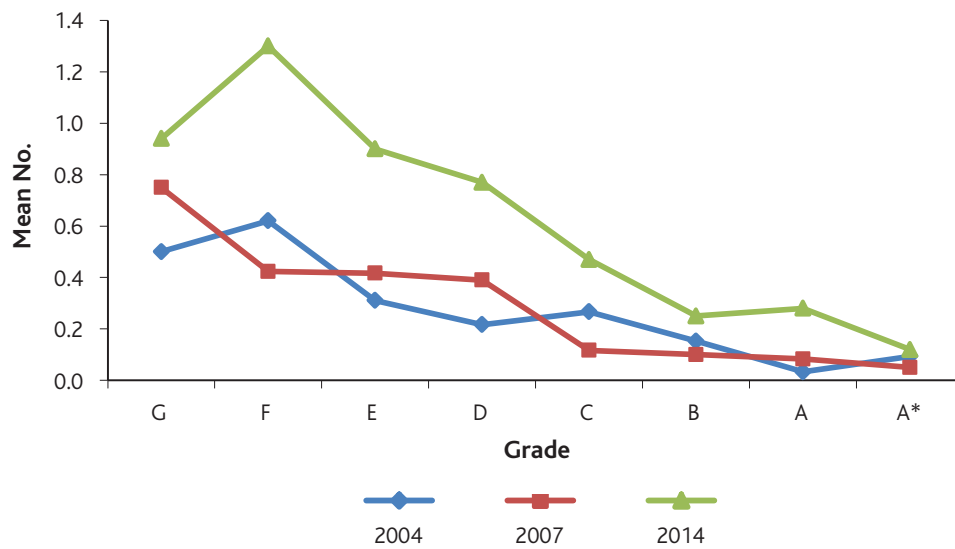
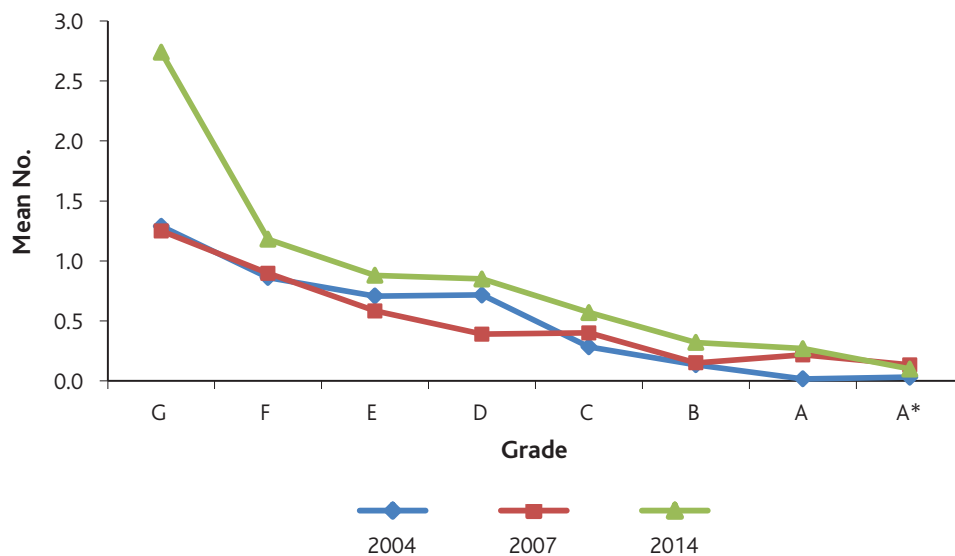


Figure 11: Capital letters used for non-proper nouns



Stops

Figures 12, 13 and 14 show the mean number of instances (per 100-word extract) of correct stops, inserted incorrect stops and missing stops. In order to facilitate comparison, the y-axis of each graph is set to the same scale.

The graphs for correct stops (Figure 12) and missing stops (Figure 14) show a straightforward relationship with attainment level, showing little change from previous studies. In 2014, higher attaining students used more correct stops, while lower attaining students used fewer correct stops compared to the other cohorts, especially the 2004 one.

For missing stops, there is a similar pattern across all studies, although lower attaining students in 2014 missed more stops compared to their counterparts in 2004.

There were very few inserted incorrect stops across all sample points (Figure 13).

Figure 12: Correct stops

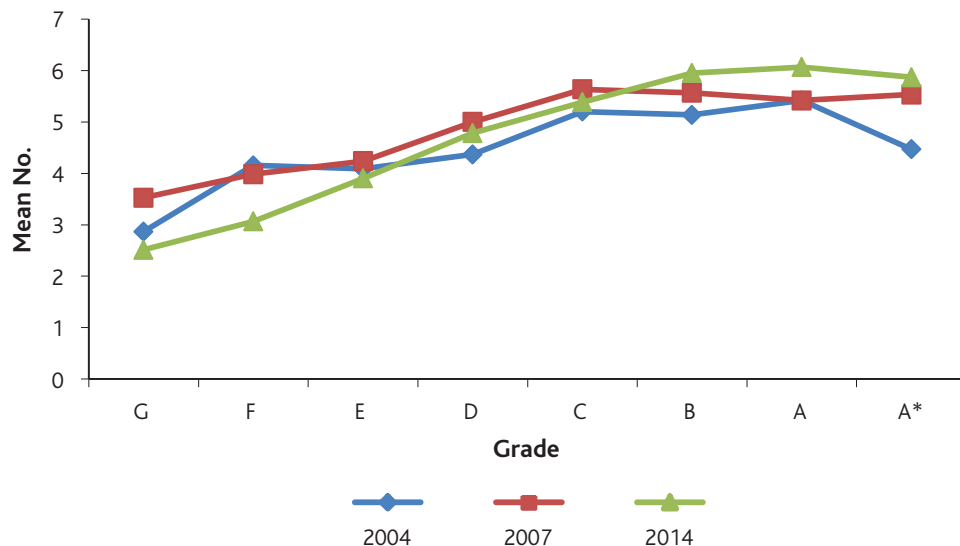


Figure 13: Inserted incorrect stops

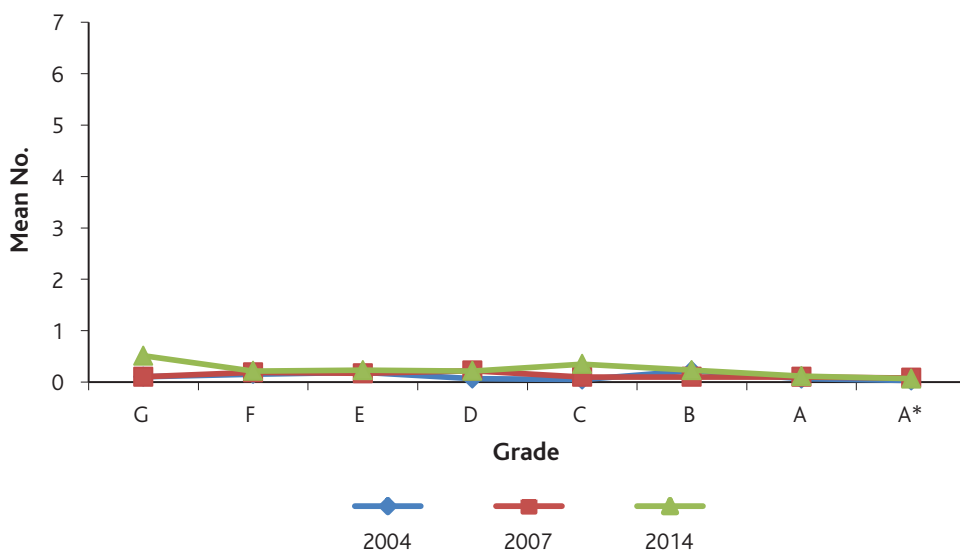
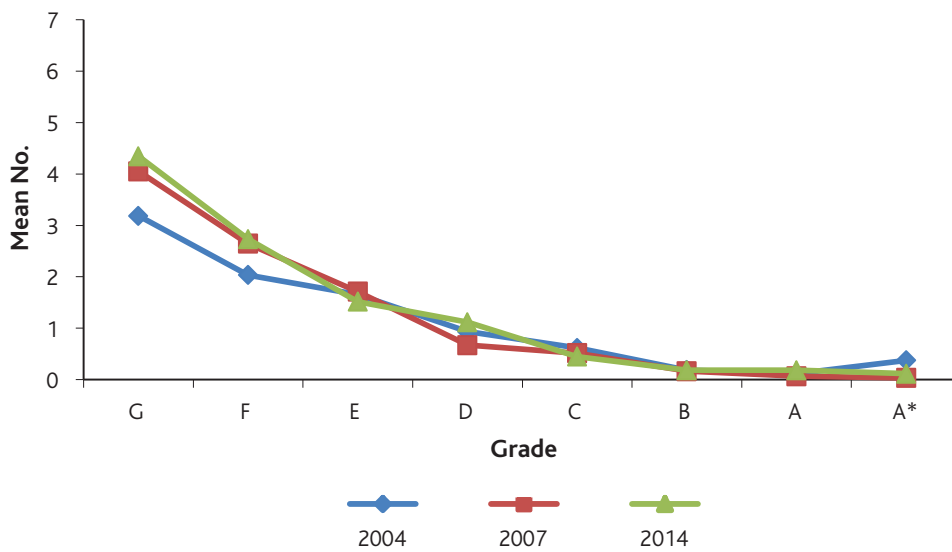


Figure 14: Missing stops



This data could not be compared with that from earlier phases of the *Aspects of Writing* study, because the nature of the original 'single sentence' method used for the 1980, 1993 and 1994 sample precluded the collection of this data.

Comma splices

Comma splices occur when writers use a comma in place of a full stop to join two independent clauses/sentences. Figure 15 shows generally fewer instances of comma splice occurring in the 2014 sample compared to previous studies. For lower attaining students in 2014, the rate of comma splices fell. This could indicate a decrease in the use of punctuation generally in the writing samples, or a better understanding of how commas should/should not be used.

Figure 16 shows the data from previous phases of the study, for comparison. This data cannot be displayed upon the same graph, because the nature of the data collection was different to the previous years.

Commas

Figure 17 shows that correct use of commas increased in line with levels of attainment. The trend here has also stayed stable over the three phases of the study, although 2014 showed a slight dip in the mid-range group.

Data from previous studies is shown in Figure 18 on page 30. This cannot be displayed upon the same graph, because the nature of the data collection was different to the previous years.

Overall, there were fewer instances of omitted commas in 2014 than in 2004 and 2007 (Figure 19, page 30). As in previous studies, the pattern followed attainment levels, with omitted commas occurring less frequently among higher attaining students.

Figure 20 on page 30 shows data from previous studies. This cannot be displayed upon the same graph, because the nature of the data collection was different in the previous years.

Figure 15: Comma splices 2004-2014 (100-word sample)

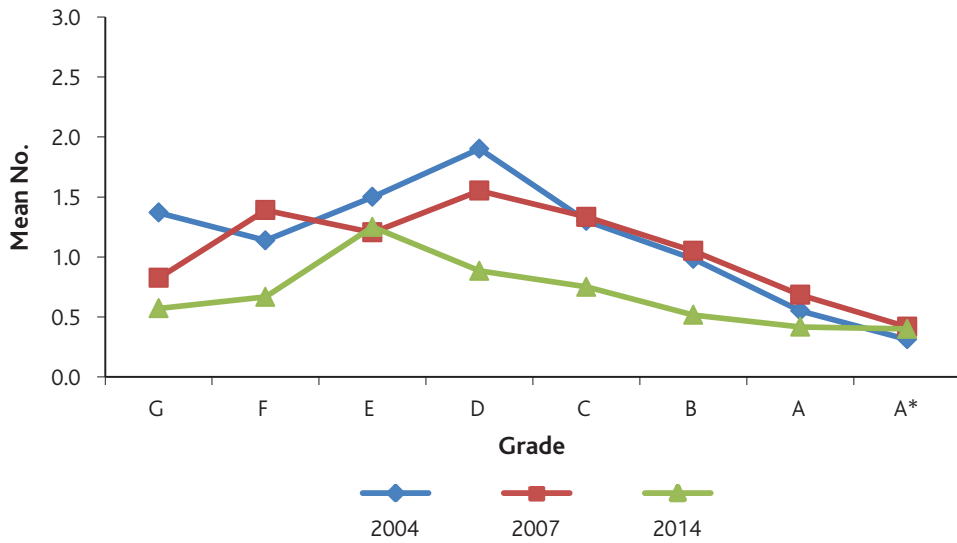


Figure 16: Comma splices 1980-2004 (single sentence method)

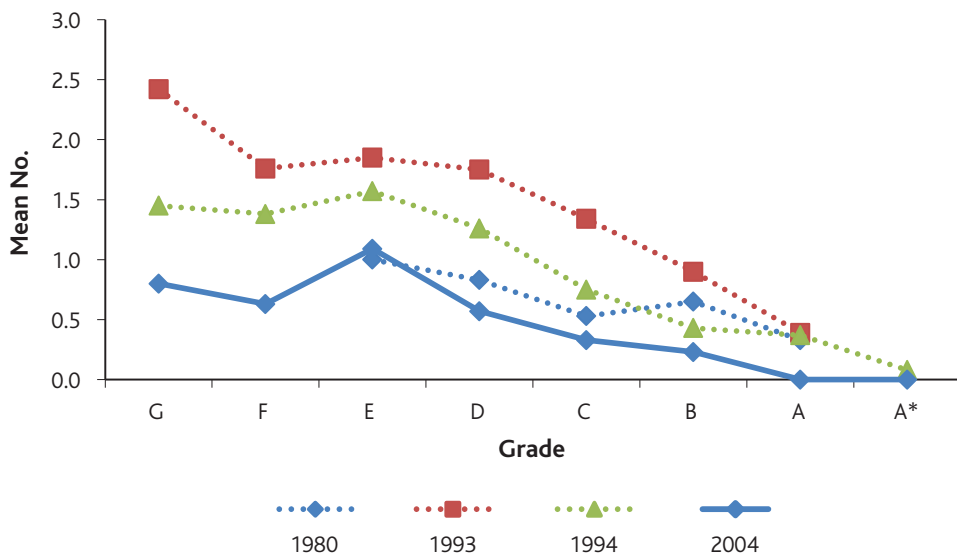


Figure 17: Correct use of commas 2004-2014 (100-word sample)

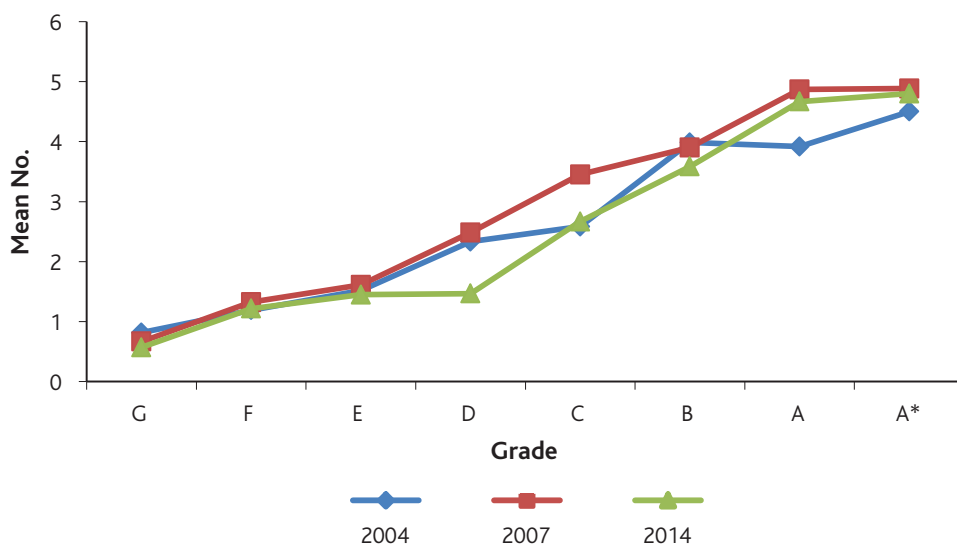


Figure 18: Correct use of commas 1980-2004 (single sentence method)

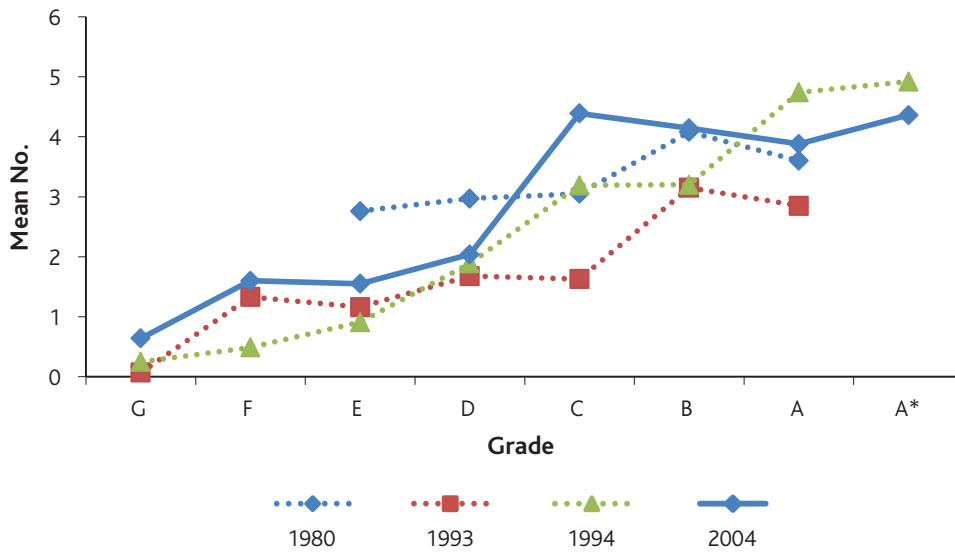


Figure 19: Omitted commas 2004-2014 (100-word sample)

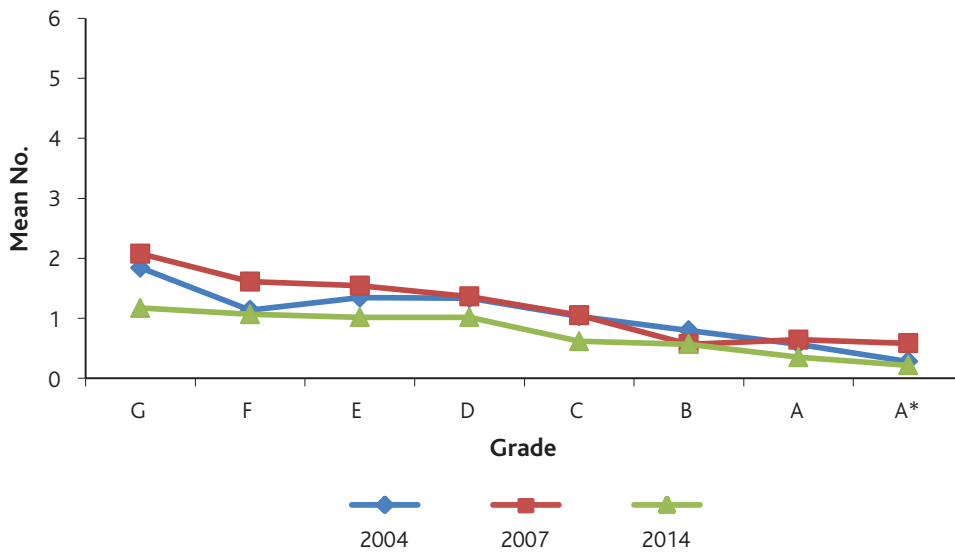


Figure 20: Omitted commas 1980-2004 (single sentence method)

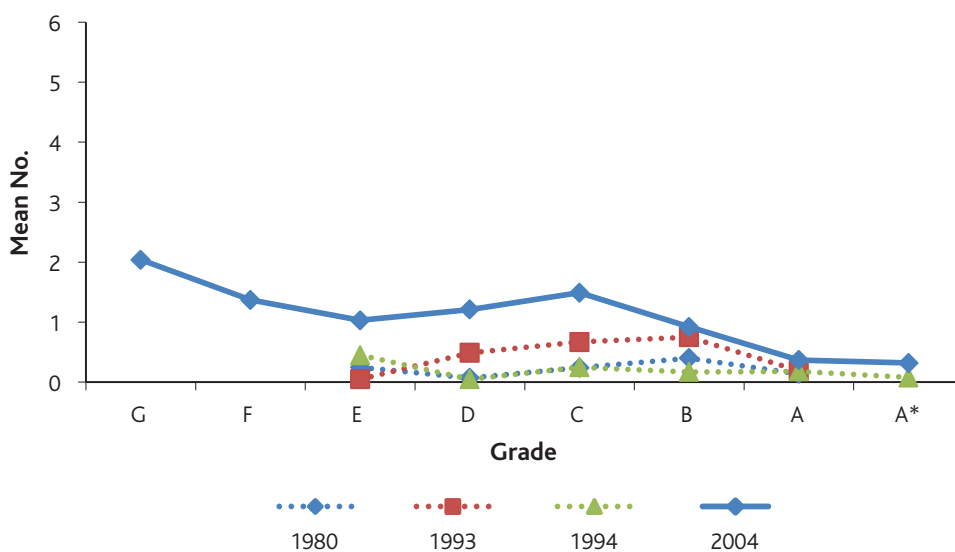
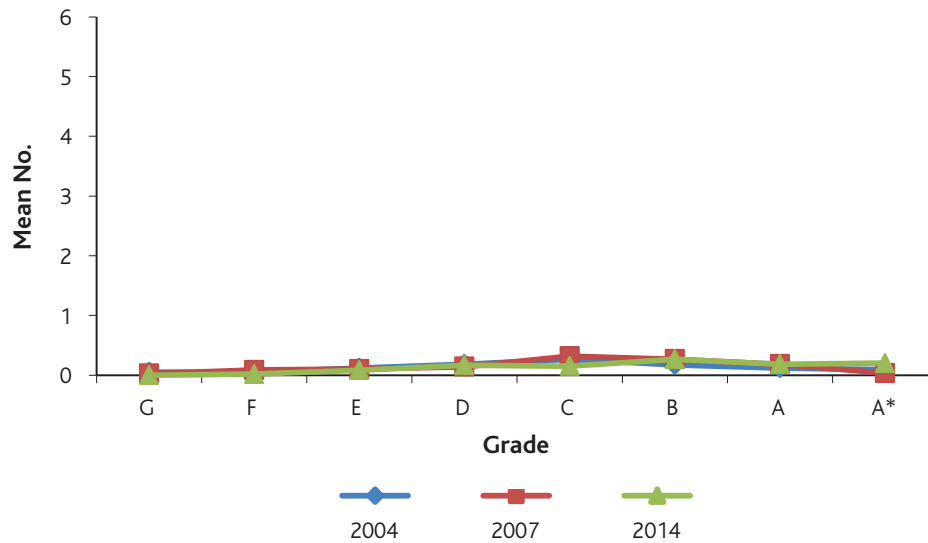


Figure 21: Incorrect use of commas



There are very few instances of incorrect commas. In 2014, incorrect commas appeared to decrease from the mid- to lower range of attainment compared to 2007 and 2004. This is possibly because these writing samples contained little or no punctuation. Commas used in comma splices were not counted again in this measure.

Apostrophes

Overall, there was insufficient data on possessive apostrophes from which to draw conclusions.

In 2014 there appears to be a slight increase in the correct use of possessive apostrophes at the mid- to high-range (Figure 22) in contrast to the 2007 data. However, incorrect use of possessive apostrophes also showed a slight increase in the mid-range for 2014 compared to 2004 (Figure 23, page 32). In 2014, incorrect use dropped away at the lower attainment levels, perhaps because of punctuation in the writing samples. This is in contrast to 2004 and 2007, where incorrect use increased at lower attainment levels. Occurrences of omitted possessive apostrophes remained low, as in the previous years of the study (Figure 24, page 32).

Figure 22: Correct use of apostrophes – possession

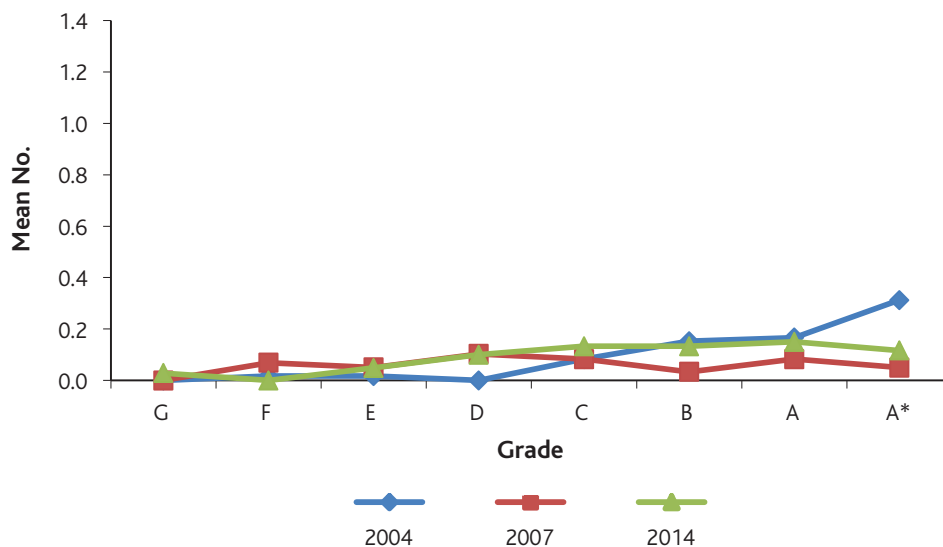


Figure 23: Incorrect use of apostrophes - possession

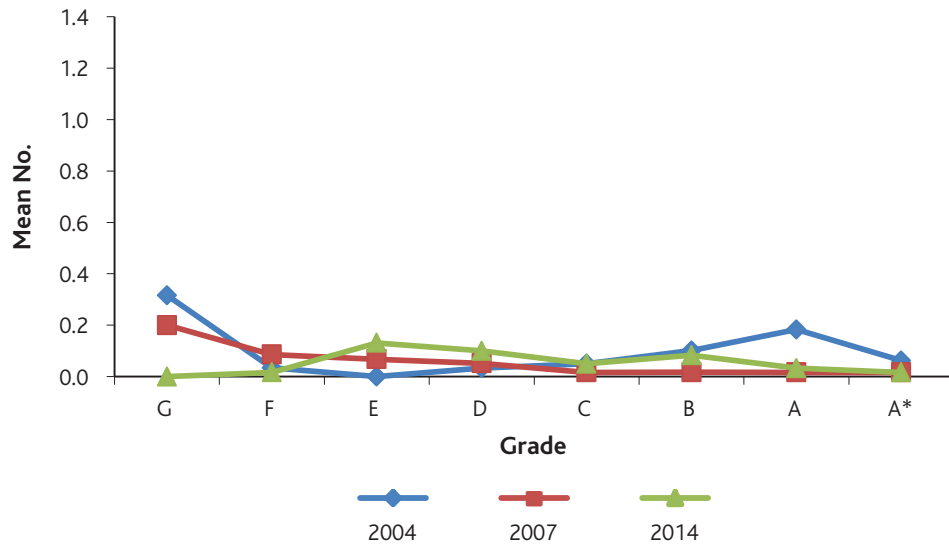


Figure 24: Possessive apostrophes omitted

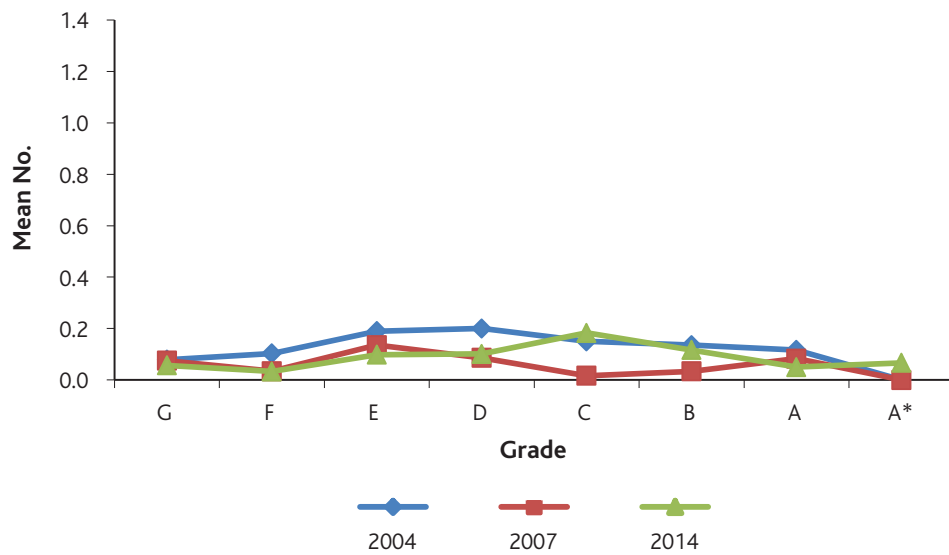


Figure 25: Correct apostrophes - abbreviation

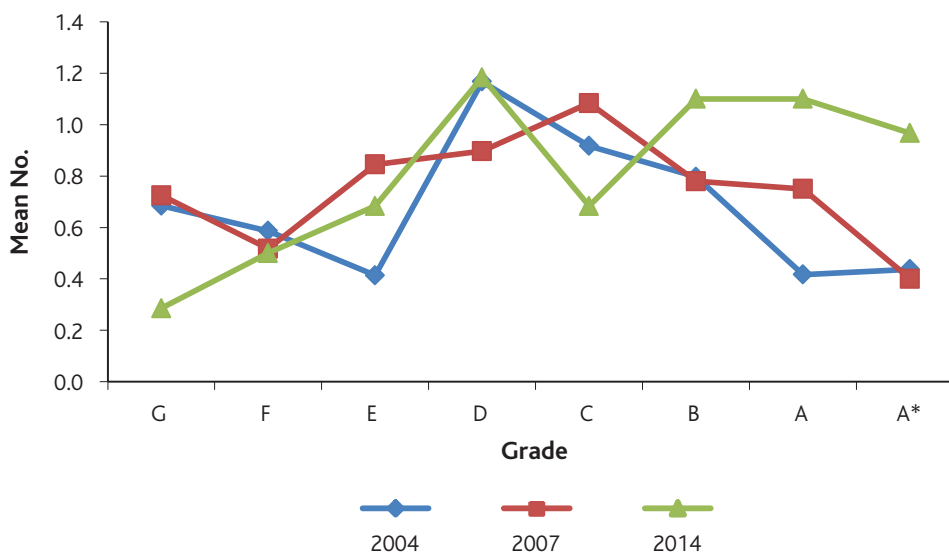
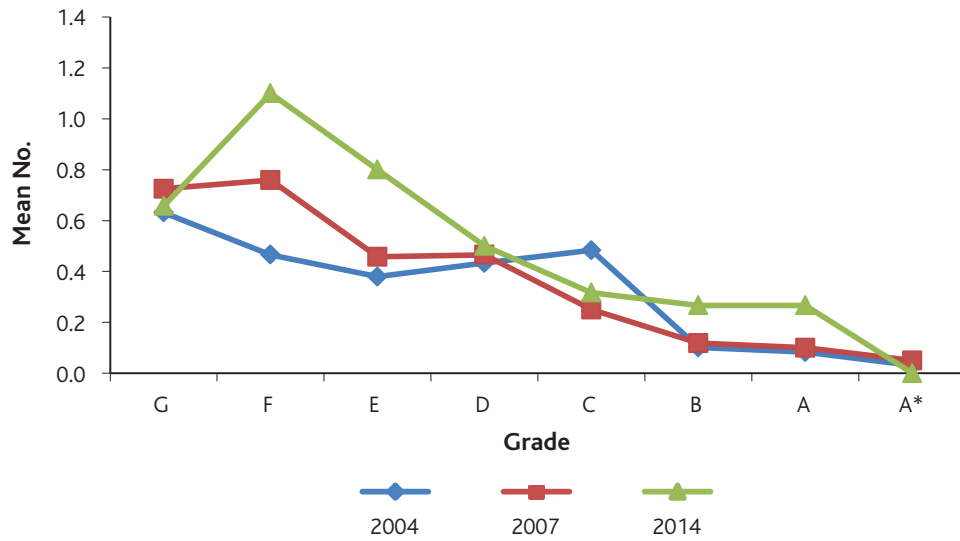


Figure 26: Incorrect/omitted apostrophes - abbreviation



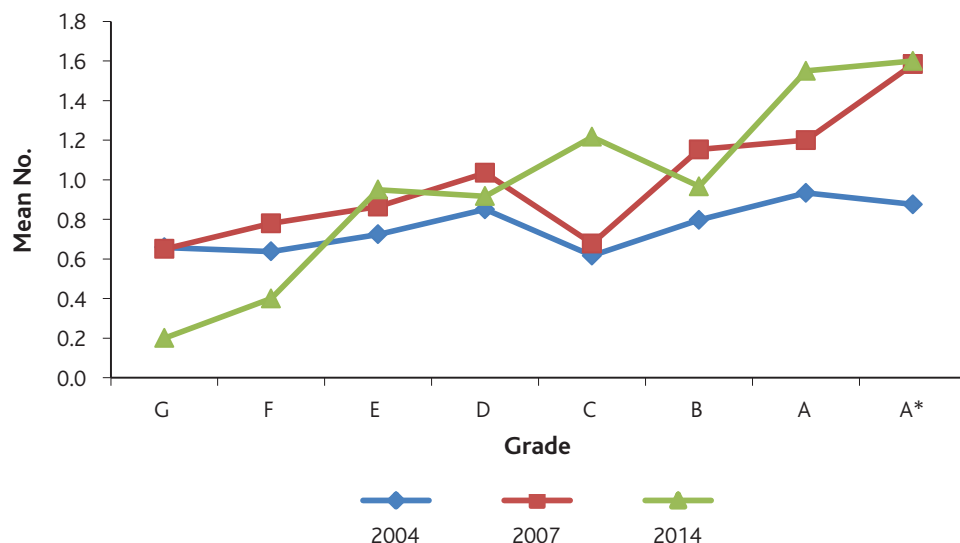
In 2014, higher attaining students' correct use of apostrophes to denote abbreviation increased compared to 2004 and 2007 (Figure 25). In general, there was a tendency for lower attaining students to use fewer correct apostrophes for abbreviation than higher attaining students.

Figure 26 shows a similar pattern emerging for incorrect use/omission of apostrophes to denote abbreviation – at higher levels of attainment there were fewer instances of this error than at lower levels of attainment. The amount increased for lower attaining students in 2014, although the final dip showed again that these writing samples may have featured a reduced use of punctuation generally.

Other punctuation

'Other punctuation' is a count of punctuation not covered by previous sections, (i.e., not stops, commas or apostrophes). Generally, in 2014, use of other punctuation follows a similar trend to previous samples, although the dip at the mid-range that occurred in previously sampled years was reversed in 2014. Compared to previous studies, the 2014 data showed an increase in the use of other punctuation by higher attaining students and a decrease by lower attaining students.

Figure 27: Other punctuation



In 2014, detailed data was collected on the number of times each of these types of punctuation was used. By far the most used type was inverted commas (including speech marks), commonly used at all levels of attainment. However, students used a variety of devices, particularly at mid- to higher level attainment ranges.

Incorrect tense and lack of subject-verb agreement

Figures 28 and 29 show the frequencies of incorrect use of tense and violation of subject-verb agreement. These two features present a similar pattern: the frequency of instances tended to increase as attainment declined. In 2014, the frequency of instances of incorrect tense decreased compared to 2007, but was higher compared to 2004. In the case of lack of subject-verb agreement, meaningful comparisons cannot be drawn because of the sparseness of the instances.

Figure 28: Incorrect tense

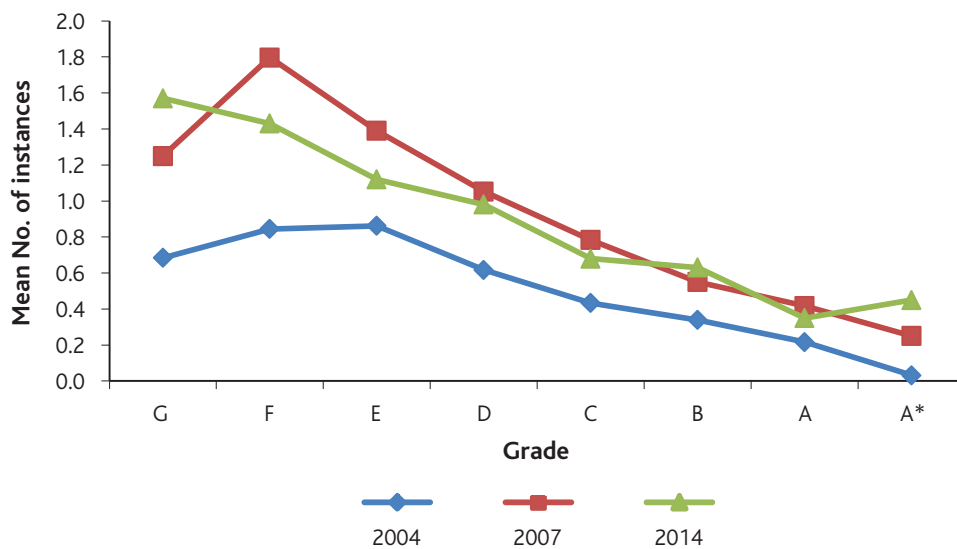
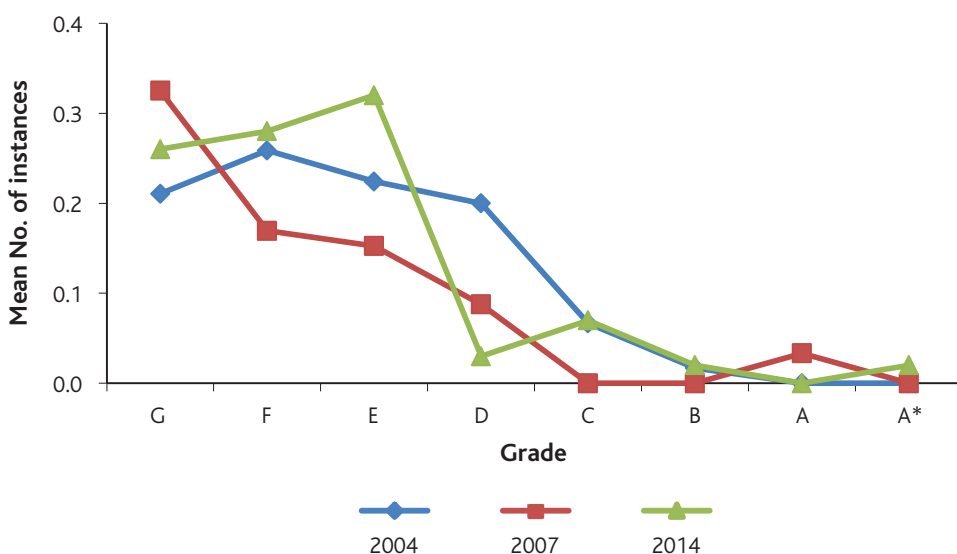


Figure 29: Lack of subject-verb agreement



Sentence structure

Simple and multiple sentences

Figures 30 and 31 indicate the frequency of simple and multiple sentences. While simple and multiple sentences did not seem to present a clear relationship with attainment, they displayed distinct patterns over time: simple sentences occurred with a higher frequency in 2014 compared to 2004, as opposed to multiple sentences, which were found to be less frequent in 2014 compared to both 2007 and 2004.

Figure 30: Simple sentences

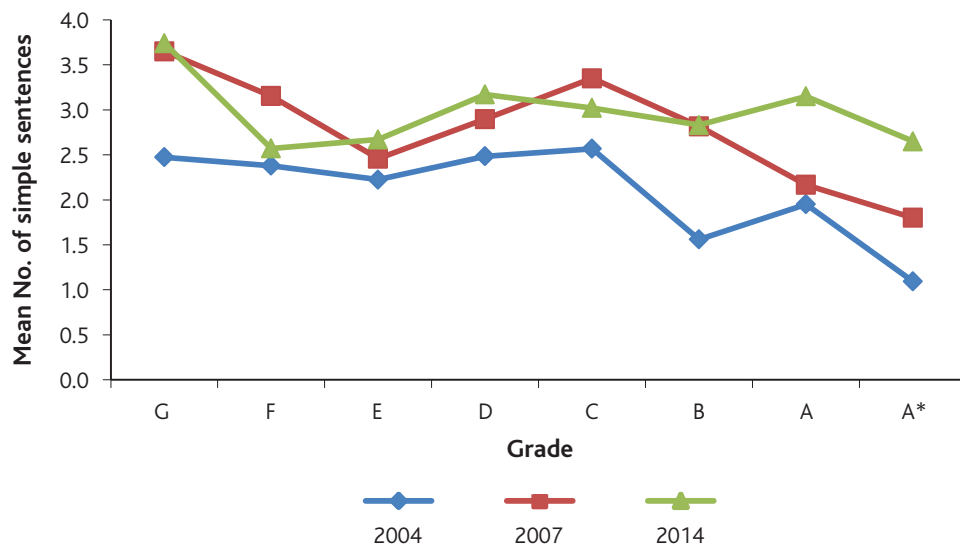
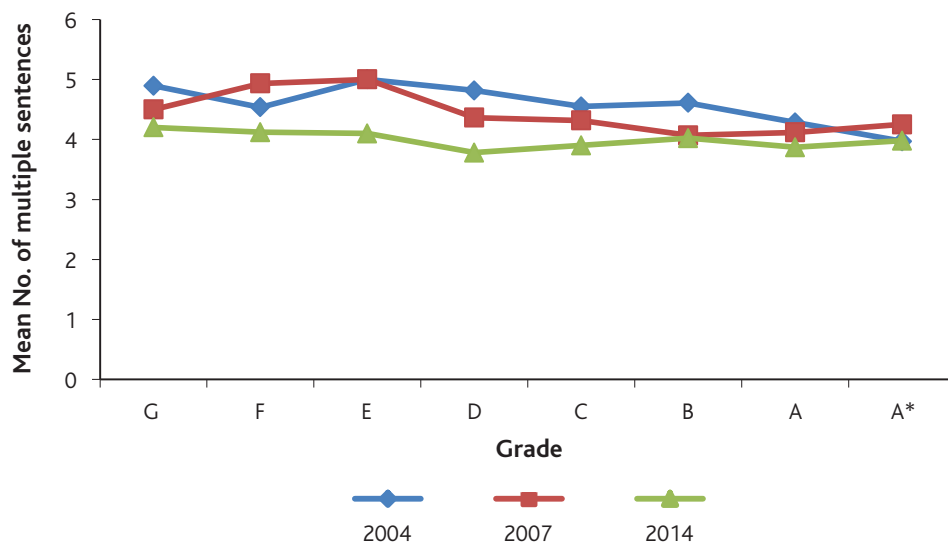


Figure 31: Multiple sentences



Coordination and subordination

Figures 32 and 33 show the instances of coordination and subordination. Coordination seems to have increased gradually as attainment declined, while subordination did not present a clear relationship with attainment. Compared to subordination, which displayed a general decline from 2004 to 2014, coordination exhibited smaller and less systematic fluctuations over time. The most noticeable difference in the frequency of coordination across the three cohorts was observed in the two ends of the attainment continuum, especially at the lowest end (see grade G).

Figure 32: Coordination

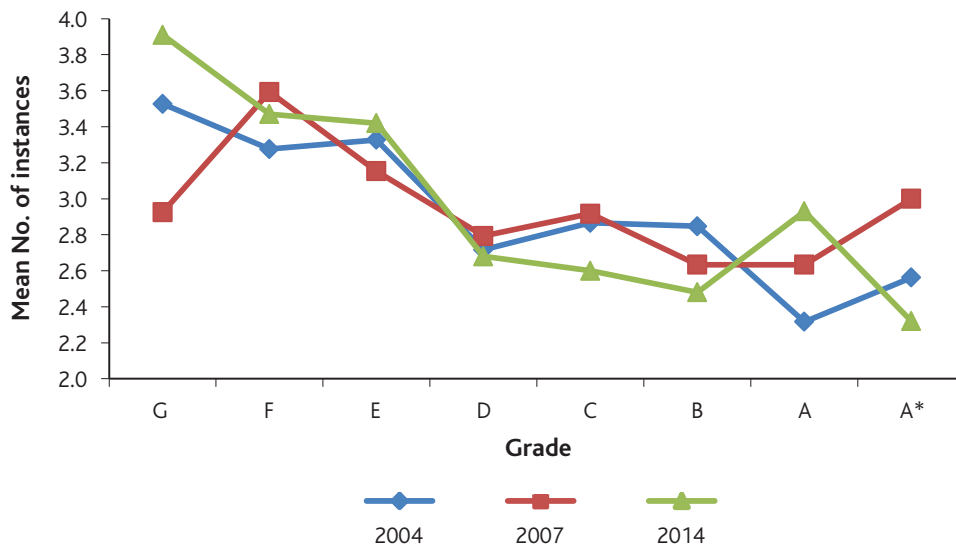
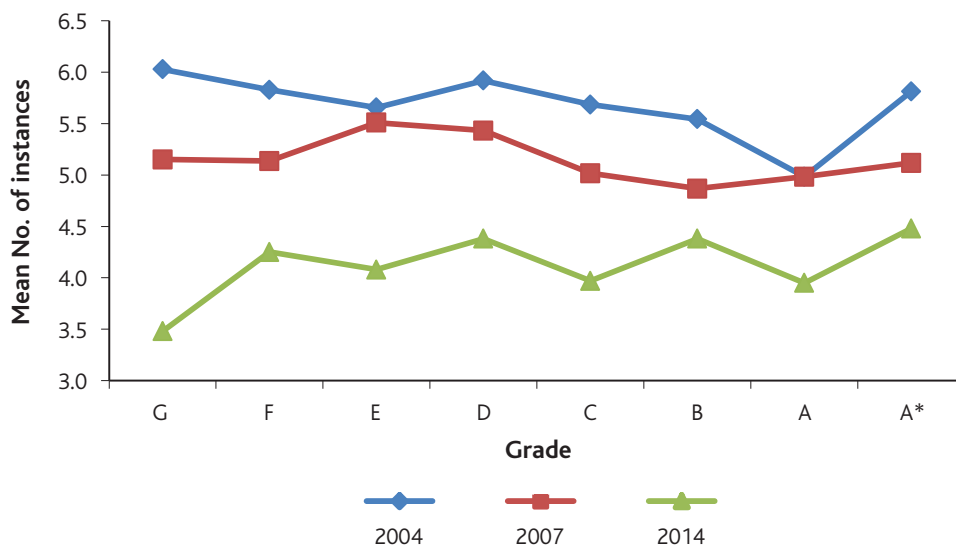


Figure 33: Subordination



Paragraphs

Figure 34 shows the mean number of paragraphs by grade for 2004, 2007 and 2014. The number of paragraphs used increased with attainment in all three years. In 2014, students at almost all levels of attainment used more paragraphs than in previous years.

Figure 35 shows the proportion of incoherent paragraphs by grade for 2004, 2007 and 2014. Whilst there were more paragraphs at most levels of attainment in 2014, the proportions of incoherent paragraphs were generally similar to those observed in previous years. There were more incoherent paragraphs at grade G in 2014, but this can mostly be attributed to three scripts which contained several incoherent paragraphs.

Figure 34: Number of paragraphs

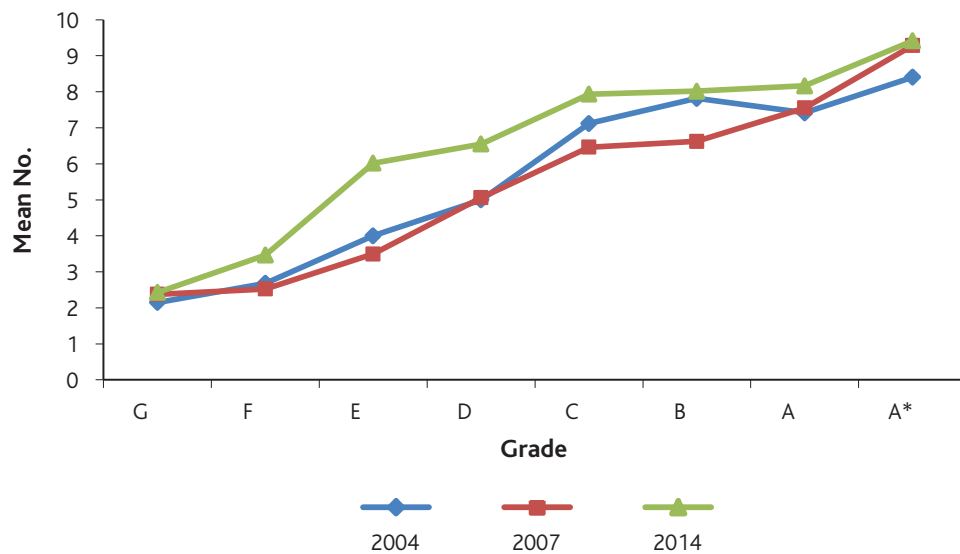


Figure 35: Proportion of incoherent paragraphs

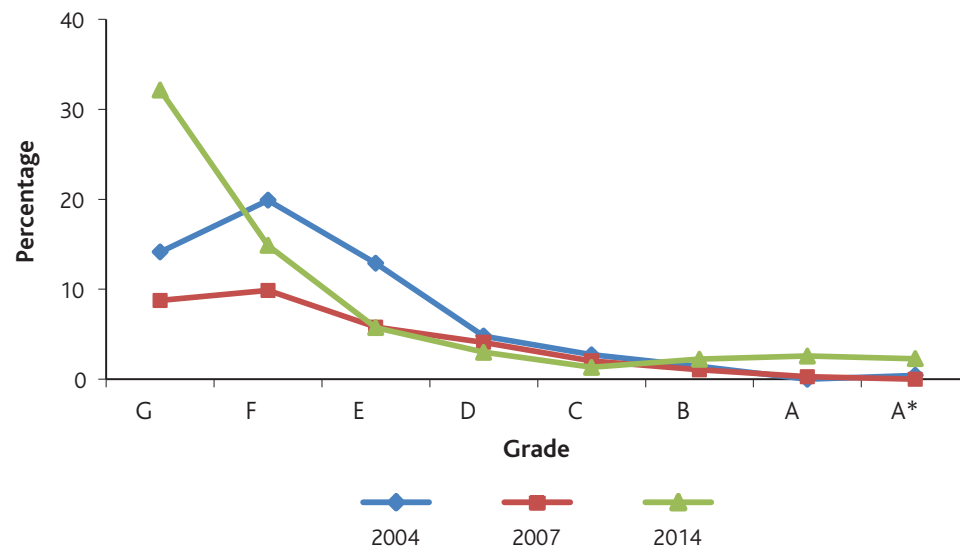


Figure 36 shows how appropriately paragraphs were used in 2014, 2007 and 2004. Coders judged the usage as *appropriate*, *absent*, *overused* (paragraph breaks inserted where they were not required) or *underused* (no paragraph break where one was required). In 2014, there was an increase in the appropriate use of paragraphs by most students. At grade A*, there was an increase in the overuse of paragraphs, and at grade G there was an increase in the underuse of paragraphs, and a decrease in the absence of paragraphs.

Figure 37 shows the extent of logical ordering of paragraphs in 2014, 2007 and 2004. There were high levels of logical ordering amongst higher attaining students in all years, although the proportion decreased slightly in 2014. There was an increase in the proportion of the lowest attaining students who ordered their paragraphs logically in 2014 compared to 2007, and a corresponding decrease in the proportion that had no logical ordering. In 2014, there was also an increase in the proportion of higher attaining students who did not use paragraphs. These were therefore coded as N/A.

Figure 38 shows the effectiveness of paragraph links in 2014, 2007 and 2004. Paragraphs were judged as *effective*, *partly effective* or *ineffective*. (Students who did not use paragraphs were not given a code.) There was a similar pattern of performance across most grades in all three years. However, in 2014 the highest attaining students had a larger proportion of paragraphs with partly effective links, and a lower proportion with effective links than in previous years.

Figure 36: Use of paragraphs

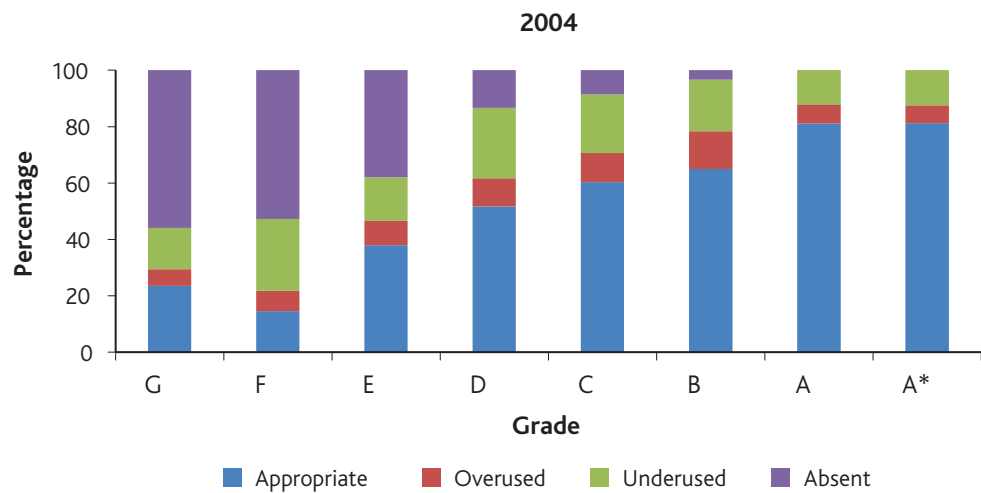
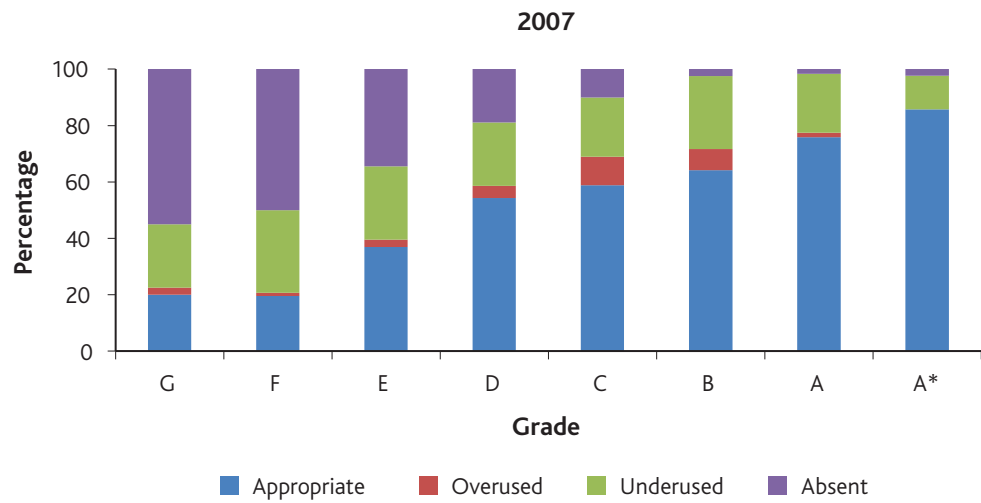
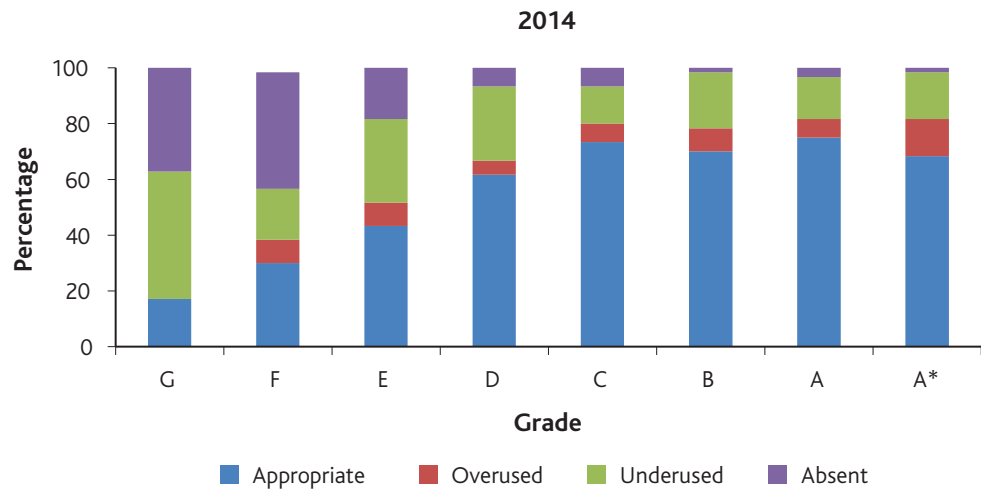


Figure 37: Logical ordering of paragraphs

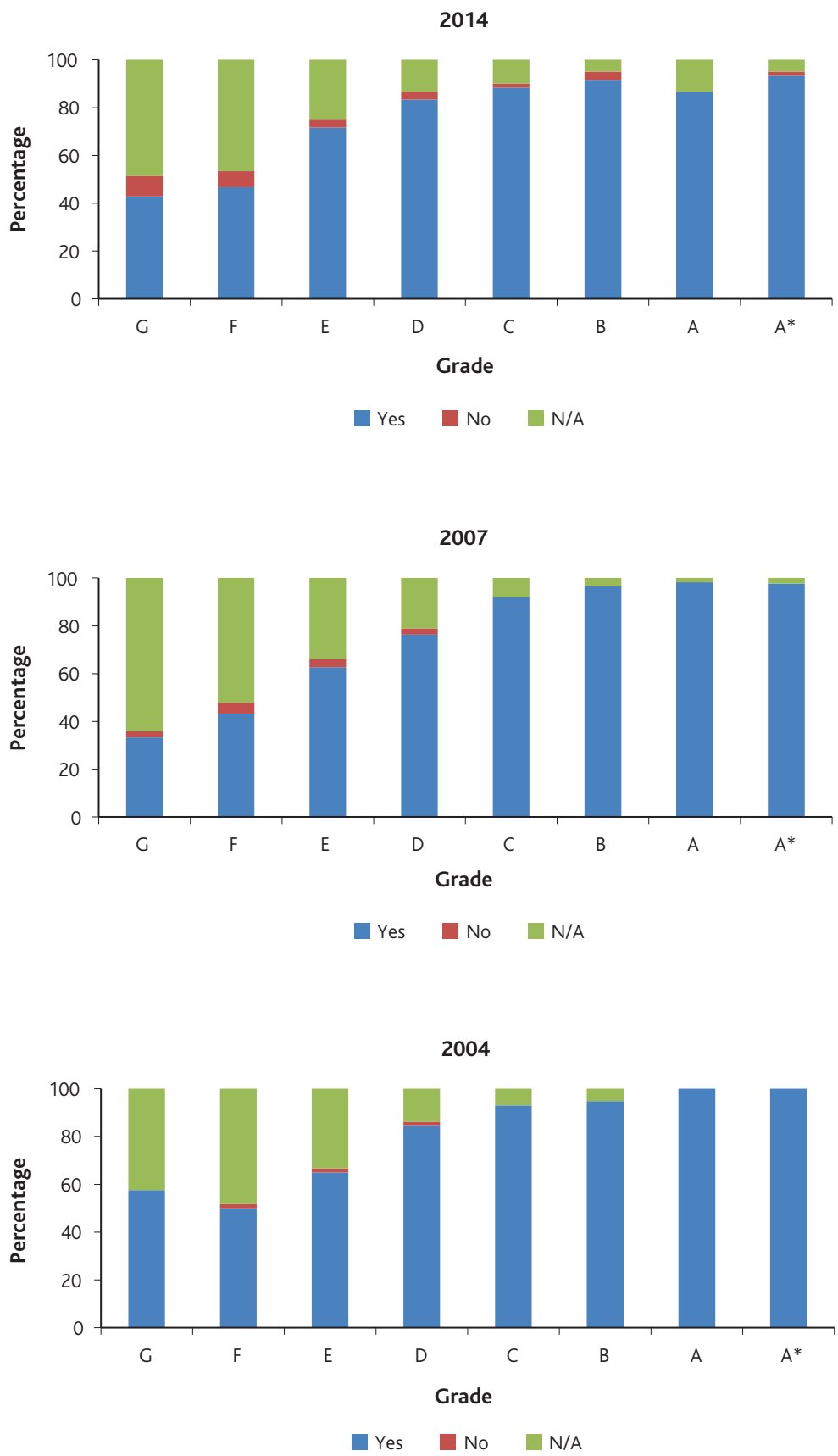
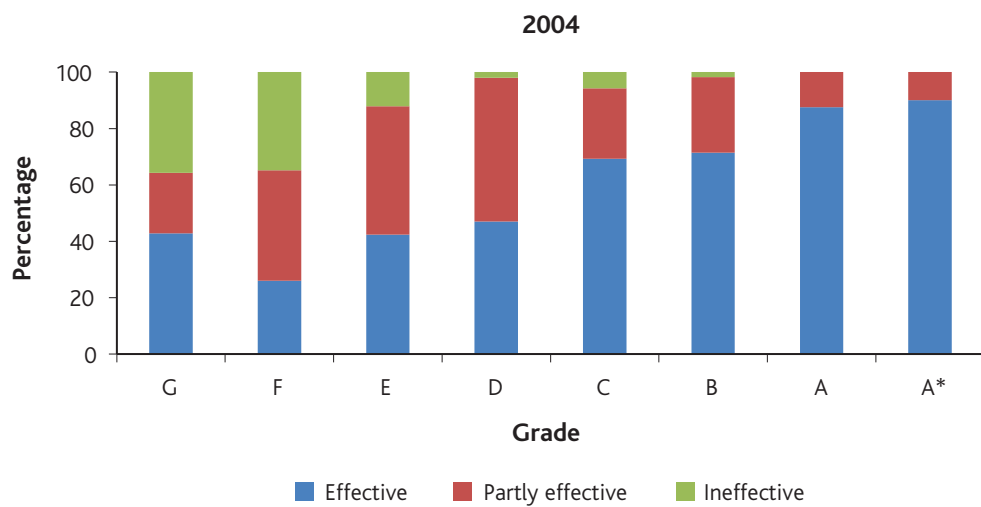
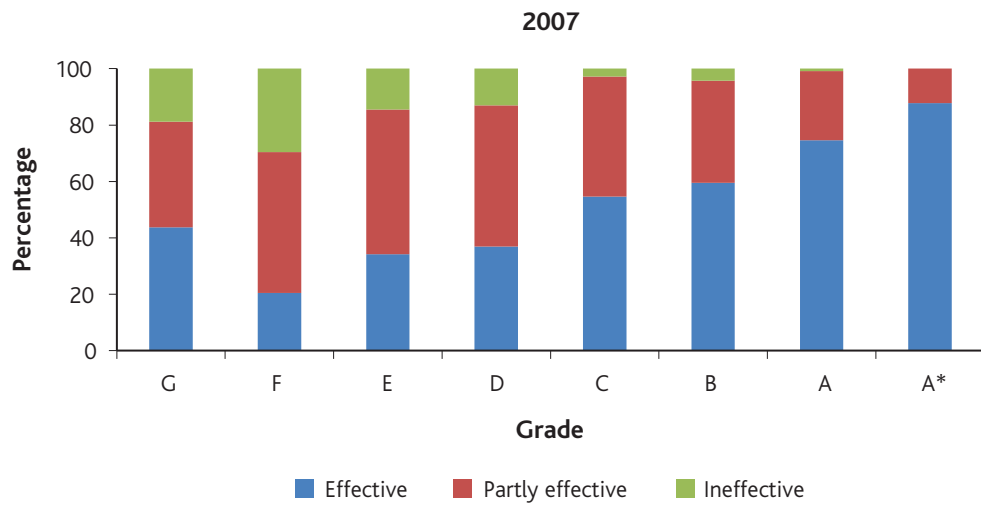
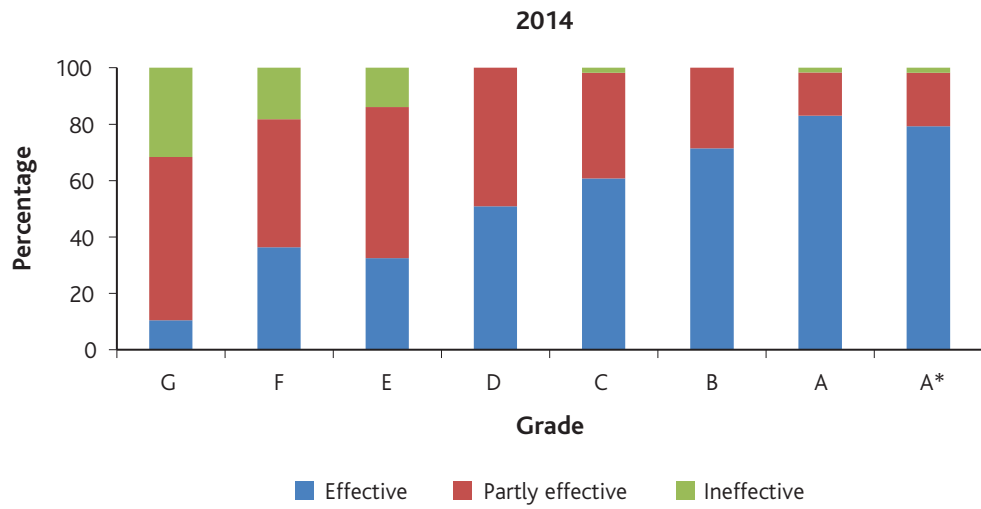


Figure 38: Effectiveness of paragraph links



Reader-writer relationship

Craftedness

Figure 39 shows the level of craftedness of the pieces and how they compare to previous years. In 2014, there was a considerable decrease in the quality of craftedness, with all levels of attainment returning a higher proportion of poorly-crafted pieces compared to both 2007 and 2004.

Pace

Figure 40 on page 44 shows how well-paced the pieces were judged to be in 2014, 2007 and 2004 respectively. In a similar manner to the results for craftedness, the 2014 results show a distinct drop in the proportion of papers judged to be well-paced for most levels of attainment compared to previous years.

Narrative perspective

Figure 41 on page 45 shows how, despite a slight overall drop in the consistency of the narrative perspective in 2014, the general trends of the past were maintained, with the majority of texts considered to be consistent at all attainment levels.

Figure 39: How crafted the piece feels

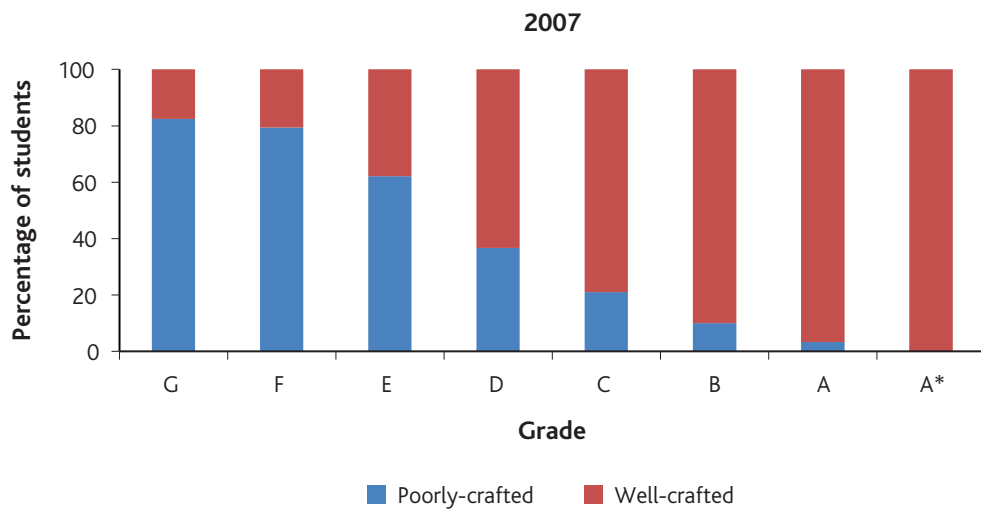
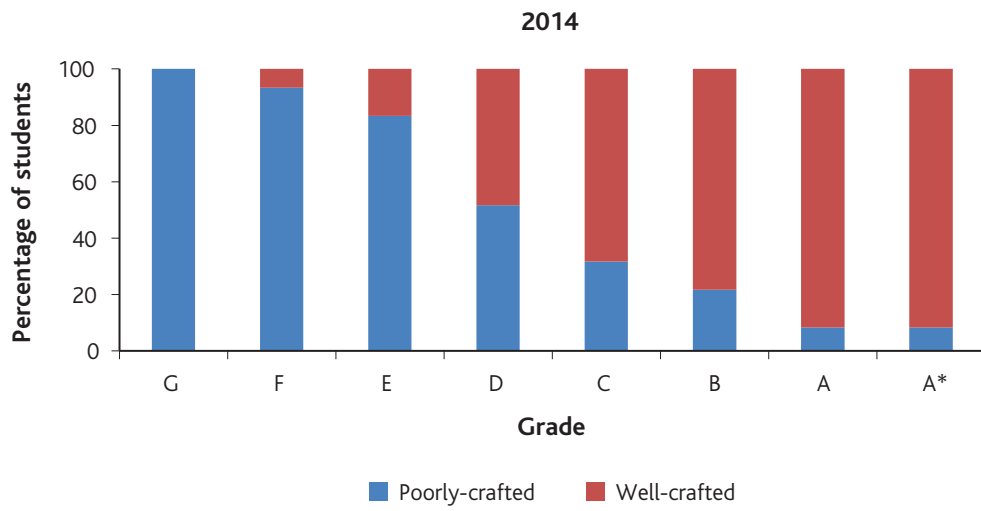


Figure 40: How well-paced the piece feels

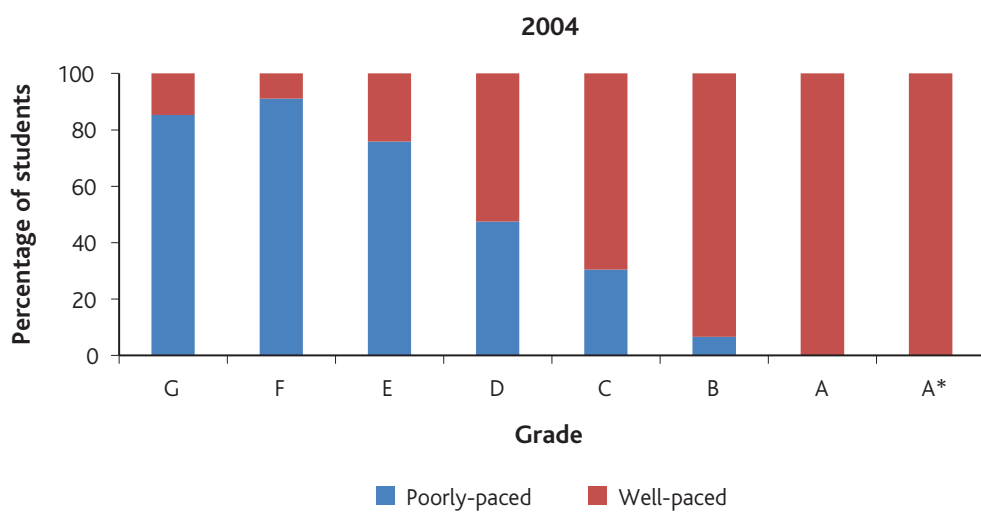
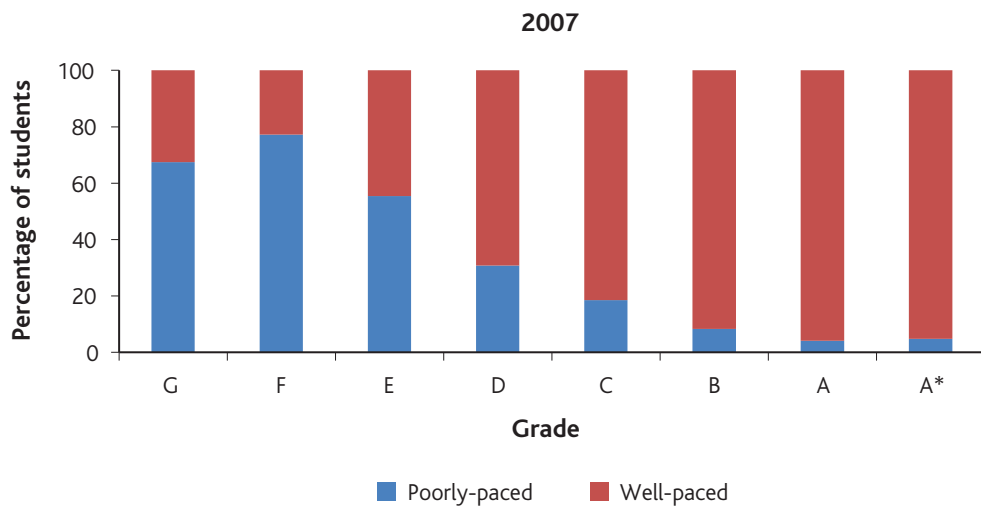
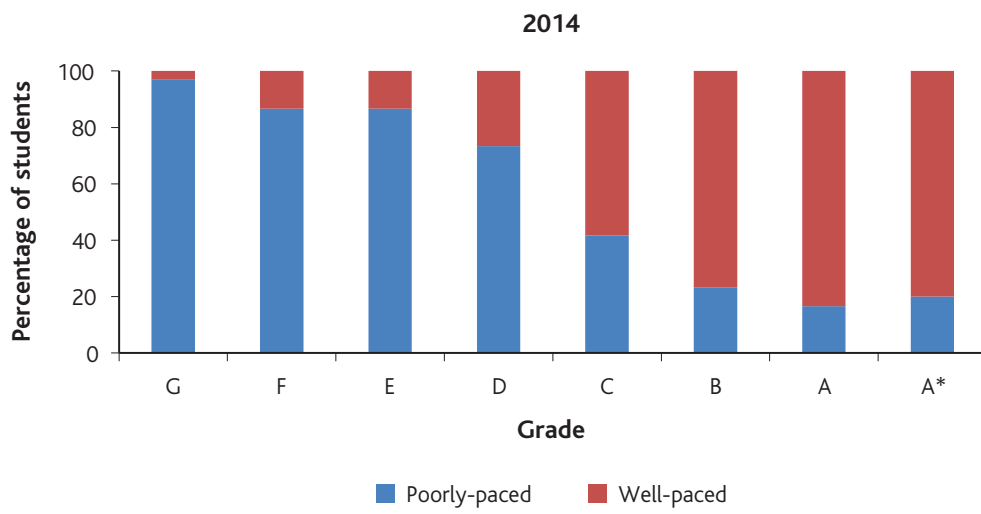
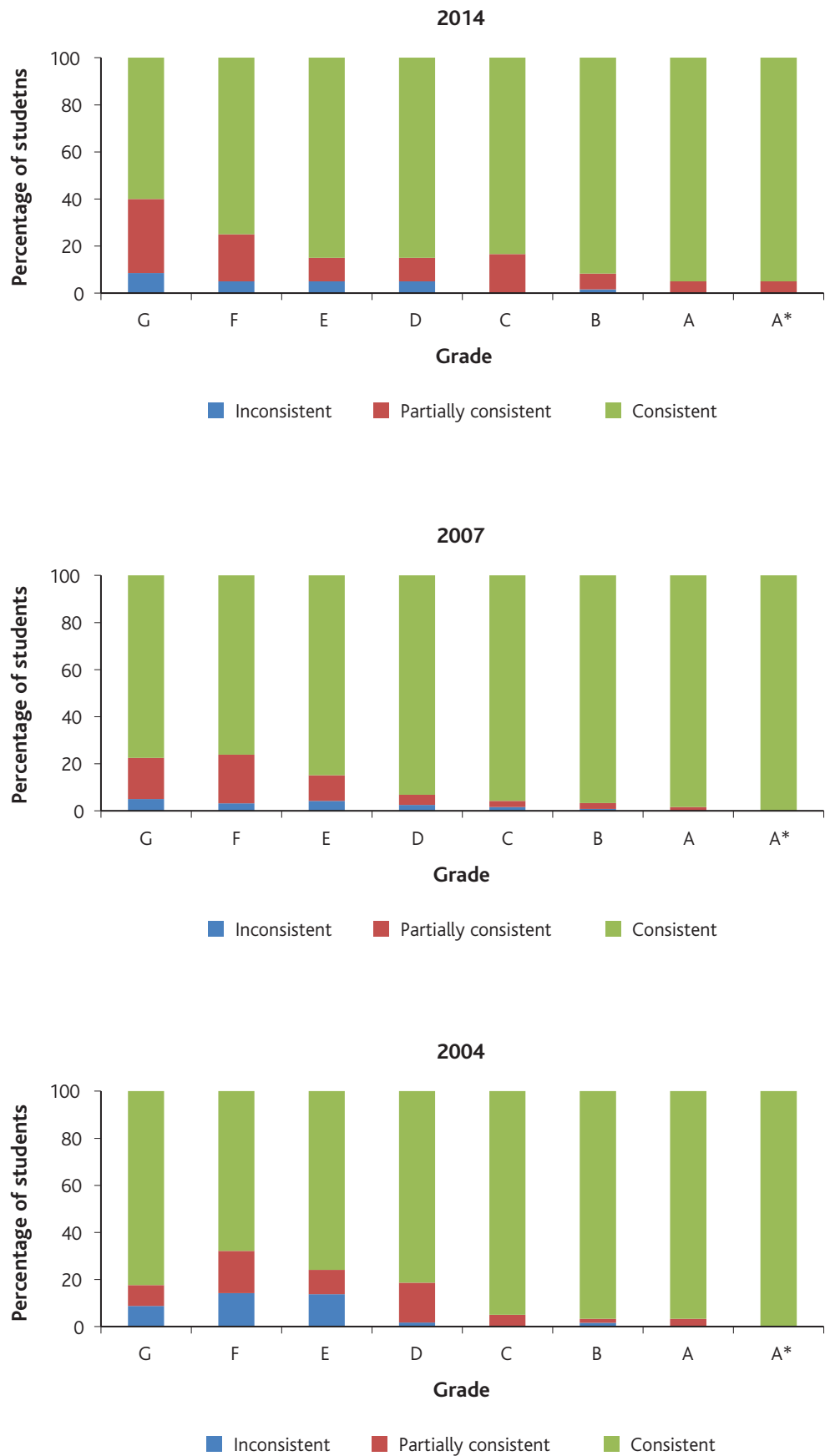


Figure 41: Consistency of the narrative perspective



Discussion and conclusions

This study has looked in close detail at the features of writing of a small sample of UK students in a high-stakes examination, and compared the results to those seen at various points in the past.

The study is, in some respects, limited. Purists would undoubtedly argue that the samples of writing across the years should be garnered from the same stimulus task, and in an ideal world, this would be so. However, *Aspects of Writing* is all about taking a corpus of material from a real-life context. We can be confident that the conditions under which the candidates produced their work are unchanged; during an invigilated, high-stakes examination, where students know that the accuracy of the features of writing investigated is important. It is also the case that the cohort of students changed with each phase of the study. Whilst broadly similar (UK students, from a representative breakdown of examination centres, of a similar age) the life experiences and scholastic environments of the cohorts are different. The advent of electronic media for much everyday writing, with its concomitant reliance on automatic checking and correction against conventions of writing, make the world of the 16-year old in 2014 very different from their counterparts in 1980. Language, too, has changed, as have conventions in speaking and writing. To some extent we break one of the fundamental rules of measuring change, by attempting to investigate something which is inexorably changing with time in any case. This is why it is better to regard *Aspects of Writing* as a monitor of the prevailing behaviours.

The method we have used complements other sources of information about written language features of school leavers, such as surveys of employers and HE institutions. The *Aspects of Writing* studies look at evidence of writing at age 16 atomistically, whereas other commentators base their judgements on a more holistic perception of writing attainment in HE or the workplace.

Three of the four coders engaged for the study had coded for us in 2007. Whilst laborious and time-consuming, the coders reported finding the work very interesting. In general, (with the notable exception of the subordination codings) the coders were confident in their approach. Importantly the coders were open with the research team about issues as they arose, enabling an effective collaborative approach to the data collection.

The 2014 study has highlighted a number of changes over time:

- It is noteworthy that, in the case of the highest attaining students, the proportion of scripts judged to contain *very sophisticated* vocabulary in 2014 increased considerably compared to 2007. However, this proportion did not reach the levels recorded in 2004.
- The range of 'other' punctuation marks (i.e., not stops, commas or apostrophes) used had increased amongst higher attaining students and decreased sharply amongst the lowest attainers.
- There is a tentative indication of generally improved usage of commas. There were fewer comma splices at most levels of attainment compared to 2004 and slightly fewer omitted commas. The incidence of correct use of commas had increased at the highest levels of attainment compared to 2004.

- The data indicates a marked increase in the use of simple sentences, combined with a lower incidence of multiple sentences. This, alongside less subordination, suggests that students were using less complex sentence structures.
- Students at most levels of attainment in 2014 used more paragraphs than their predecessors, with an increase in the number of lower attaining students ordering their paragraphs logically. At all but the lowest levels of attainment there was a very similar proportion of coherent paragraphs as seen previously in 2004 and 2007.
- The incidence of spelling errors changed very little amongst the mid- and higher attaining students. Further work is needed to establish whether the nature of spelling errors has changed since 2004. As in previous years, there was almost no evidence of candidates using 'text-speak' words in their work. There was just one instance – 'OMG' from a grade E female candidate.
- The sample of writing from 2014 included a higher incidence of proper nouns. The proportion of candidates correctly capitalising proper nouns was high. At the highest levels of attainment, this was similar to the proportion seen in 2004 and 2007. At mid- to low-attainment levels there was a noticeable increase in correct capitalisation in comparison to previous years.

Once again, *Aspects of Writing* has provided data from which others can draw evidence over time of changing patterns of language use. We have deliberately sought to avoid drawing judgemental conclusions in this report, in order that readers may examine the evidence through the lens of their own experiences and contexts.

Further research

This report presents the initial, broadest level of analysis of the data we have collected. As in previous phases of the study, further work will continue to drill down into the data and to interrogate features more closely. This will include studies focussed on:

- **Social media, Non-Standard English and informal language:** Given the increasing use of electronic means of communication by young people, it seems reasonable to hypothesise that students' writing may have become more oral and informal. A study is planned which will make use of some of the findings of the current project to examine whether the level of formality of the writing of 16-year-olds in the UK has changed over time.
- **Spelling:** A more detailed analysis of the nature of the spelling errors encountered in the 2014 sample is planned.
- **Gender:** Further analysis of the 2014 data for gender effects.

Acknowledgements

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Appendices

- **Appendix A:** Coding frames.
- **Appendix B:** Examples of the 100-word extracts at selected grades.
- **Appendix C:** Spelling errors encountered in the 2007 and 2014 samples of writing.

Appendix A: Coding frames

Aspects of Writing Coding Sheet 100-WORD-SAMPLE		Judge ID	Script number								
Sample: 2014		<table border="1" style="display: inline-table; width: 60px; height: 20px;"> <tr><td> </td><td> </td><td> </td><td> </td></tr> </table>					<table border="1" style="display: inline-table; width: 60px; height: 20px;"> <tr><td> </td><td> </td><td> </td><td> </td></tr> </table>				
<u>Punctuation</u>											
Stops (full stops, exclamation marks, question marks)											
Number of correct stops	<table border="1" style="width: 30px; height: 20px;"><tr><td> </td><td> </td></tr></table>			Number of missing stops	<table border="1" style="width: 30px; height: 20px;"><tr><td> </td><td> </td></tr></table>						
Number of inserted incorrect stops	<table border="1" style="width: 30px; height: 20px;"><tr><td> </td><td> </td></tr></table>			Number of comma splices	<table border="1" style="width: 30px; height: 20px;"><tr><td> </td><td> </td></tr></table>						
Commas											
Number of commas used correctly	<table border="1" style="width: 30px; height: 20px;"><tr><td> </td><td> </td></tr></table>			Number of commas omitted	<table border="1" style="width: 30px; height: 20px;"><tr><td> </td><td> </td></tr></table>						
Number of commas used incorrectly (ignore commas counted for comma splices)		<table border="1" style="width: 30px; height: 20px;"><tr><td> </td><td> </td></tr></table>									
Apostrophes											
Number of apostrophes correctly used to denote possession	<table border="1" style="width: 30px; height: 20px;"><tr><td> </td><td> </td></tr></table>			Number of apostrophes correctly used to denote abbreviation	<table border="1" style="width: 30px; height: 20px;"><tr><td> </td><td> </td></tr></table>						
Number of possessive apostrophes incorrectly used	<table border="1" style="width: 30px; height: 20px;"><tr><td> </td><td> </td></tr></table>			Number of apostrophes incorrectly used or omitted from abbreviation	<table border="1" style="width: 30px; height: 20px;"><tr><td> </td><td> </td></tr></table>						
Number of possessive apostrophes omitted	<table border="1" style="width: 30px; height: 20px;"><tr><td> </td><td> </td></tr></table>										
Other											
Indicate number of correct other punctuation:		Number of correct punctuation									
Semi colon	<table border="1" style="width: 30px; height: 20px;"><tr><td> </td><td> </td></tr></table>			Hyphen	<table border="1" style="width: 30px; height: 20px;"><tr><td> </td><td> </td></tr></table>						
Colon	<table border="1" style="width: 30px; height: 20px;"><tr><td> </td><td> </td></tr></table>			Inverted commas	<table border="1" style="width: 30px; height: 20px;"><tr><td> </td><td> </td></tr></table>						
Dash	<table border="1" style="width: 30px; height: 20px;"><tr><td> </td><td> </td></tr></table>			Ampersand	<table border="1" style="width: 30px; height: 20px;"><tr><td> </td><td> </td></tr></table>						
		Ellipsis	<table border="1" style="width: 30px; height: 20px;"><tr><td> </td><td> </td></tr></table>								
		Brackets	<table border="1" style="width: 30px; height: 20px;"><tr><td> </td><td> </td></tr></table>								
		Other	<table border="1" style="width: 30px; height: 20px;"><tr><td> </td><td> </td></tr></table>								
<u>Capitalisation</u>											
Number of capital letters used at the beginning of a sentence			<table border="1" style="width: 30px; height: 20px;"><tr><td> </td><td> </td></tr></table>								
Number of capital letters omitted from the beginning of a sentence			<table border="1" style="width: 30px; height: 20px;"><tr><td> </td><td> </td></tr></table>								
Number of capital letters used correctly for proper nouns			<table border="1" style="width: 30px; height: 20px;"><tr><td> </td><td> </td></tr></table>								
Number of capital letters omitted from proper nouns			<table border="1" style="width: 30px; height: 20px;"><tr><td> </td><td> </td></tr></table>								
Number of capital letters used incorrectly for non-proper nouns			<table border="1" style="width: 30px; height: 20px;"><tr><td> </td><td> </td></tr></table>								
<u>Grammar</u>											
Verbs											
Instances of incorrect tense	<table border="1" style="width: 30px; height: 20px;"><tr><td> </td><td> </td></tr></table>			Instances of lack of subject-verb agreement	<table border="1" style="width: 30px; height: 20px;"><tr><td> </td><td> </td></tr></table>						
Sentence structure											
Number of simple sentences	<table border="1" style="width: 30px; height: 20px;"><tr><td> </td><td> </td></tr></table>			Instances of coordination	<table border="1" style="width: 30px; height: 20px;"><tr><td> </td><td> </td></tr></table>						
Number of multiple sentences	<table border="1" style="width: 30px; height: 20px;"><tr><td> </td><td> </td></tr></table>			Instances of subordination	<table border="1" style="width: 30px; height: 20px;"><tr><td> </td><td> </td></tr></table>						



Aspects of Writing Coding Sheet **WHOLE TEXT ANALYSIS**

Sample: 2014

Judge ID

Script number

Paragraphing

Number of paragraphs

Script is heavily dialogue laden

Coherence within paragraph

Number of coherent paragraphs

Number of incoherent paragraphs

Use of paragraphs

Appropriate use of paragraphs

Paragraphing absent

Paragraphing overused

Paragraphing underused

Logical order of paragraphs

Is there a logical ordering of paragraphs?

Yes

No

N/A

Paragraph links: rating of their effectiveness

Effective

N/A

Partly effective

Ineffective

Reader-writer relationship

How crafted does the piece feel?

r

How well-paced does the piece feel?

r

Consistency of the narrative perspective

r

18714



Aspects of Writing
Instructions to coders

June 2016

Aspects of Writing Coding Sheets General Instructions

Please fill in the sheets clearly using pencil. If you make a mistake you should be able to rub it out.

In general:

- double boxes require a count 0 6
- single boxes with a small r above ^r 3 require a rating

* The rating scales are given in the instructions that follow e.g.

Rating scale for lexical sophistication:

1. unsophisticated
2. fairly sophisticated
3. very sophisticated

- and a set of small circles or squares should be filled or ticked.

Use of paragraphs

Appropriate use of paragraphs

Paragraphing absent

Paragraphing overused

Paragraphing underused

Logical order of paragraphs

Is there a logical ordering of paragraphs?

Yes

No

***** Before beginning to code, please mark up the grammatical sentences contained within the text. Use an orange pen to place a vertical line between each grammatical sentence.**

***** All marking should be done on the actual (scanned) script. The typed script should be used only for reference.**

Aspects of Writing Coding Sheet

100-WORD SAMPLE

Judge ID Insert 2 digit code + initials: Annabel – 01AC, Mig – 02MB,
Angela – 03AW, Tom – 04TJ

Script number Insert script number

PUNCTUATION

Stops

Number of correct stops (full stops, exclamation marks, question marks) – insert count

Number of inserted incorrect stops – insert count

Number of missing stops – insert count

Number of comma splices – insert count

Commas

Number of commas used correctly – insert count

Number of commas omitted – insert count

Number of commas used incorrectly (ignore commas counted for comma splices) – insert count

Apostrophes

Number of apostrophes correctly used to denote possession – insert count

Number of possessive apostrophes incorrectly used – insert count

Number of possessive apostrophes omitted – insert count

Number of apostrophes correctly used to denote abbreviation – insert count

Number of apostrophes incorrectly used or omitted from abbreviation – insert count

Other

All other punctuation devices used correctly: semicolons, colons, dashes, hyphens, inverted commas, ampersand, ellipsis, parentheses, other – insert count per punctuation device, and also total count.

CAPITALISATION

Number of capital letters used at the beginning of a sentence – insert count

Number of capital letters omitted from the beginning of a sentence – insert count

Number of capital letters used correctly for proper nouns – insert count

Number of capital letters omitted from proper nouns – insert count

Number of capital letters used incorrectly for non-proper nouns – insert count.

GRAMMAR

Verbs

Instances of incorrect tense – insert count

Instances of lack of subject-verb agreement – insert count

Sentence structure

Number of simple sentences – insert count

Number of multiple sentences – insert count

Instances of coordination – insert count

Instances of subordination – insert count.

VOCABULARY

Sophistication of words used

Rate the level of sophistication of words using the rating scale below, and insert the appropriate number in the box provided, e.g.

3

Rating scale:

1. unsophisticated
2. fairly sophisticated
3. very sophisticated

Instances of informal language

- List all instances of informal language used
- Indicate the type of informal language used. Insert 'N' in the 'Type' box to indicate 'Non-Standard English', and 'C' for any other instance which may be deemed as colloquial or inappropriate
- Insert count of instances of informal language.

SPELLING

- Insert count of incorrect spellings
- List all incorrect spellings in the 'incorrect' boxes – one word in each box. Identify the correct word by the context and write it in the adjacent 'correct' box, e.g.

List all incorrect spellings with correct word given where necessary

<i>Incorrect</i> becase	<i>Correct</i> because	<i>Incorrect</i> laterly	<i>Correct</i> lately
repply	reply		

Aspects of Writing Coding Sheet WHOLE TEXT ANALYSIS

Judge ID Insert 2 digit code + initials: Annabel – 01AC, Mig – 02MB,
Angela – 03AW, Tom – 04TJ

Script number Insert script number

PARAGRAPHING

Number of paragraphs – insert count

If the piece is heavily dialogue laden (and might thus include far more paragraphs than expected because of the use of dialogue, please indicate this in the box)

Coherence within paragraphs

Number of coherent paragraphs – insert count

Number of incoherent paragraphs – insert count

Use of paragraphs – fill appropriate circle

Logical order of paragraphs – tick appropriate box (Yes, No, N/A)

Rating of the effectiveness of paragraph links – fill appropriate circle, or tick N/A.

READER-WRITER RELATIONSHIP

Consider the following four elements before completing the ratings on reader-writer relationship:

- i. Revelation of details
- ii. Emotive vocabulary
- iii. Viewpoint of character/author
- iv. Interest/impact

How crafted does the piece feel?

Rating scale:

1. Poorly-crafted
2. Well-crafted

How well-paced does the piece feel?

Rating scale:

1. Poorly-paced
2. Well-paced

Consistency of narrative perspective

Rating scale:

1. Inconsistent
2. Partially consistent
3. Consistent

Additional guidance and examples

Punctuation

1. Determine where the *grammatical* end of each sentence occurs and mark the sentence boundary.
2. Once the *grammatical* sentence structure has been established, count and enter the occurrence or omission of the punctuation features using the sections on the coding scheme.

Stops:

- Where there is no full stop at the *grammatical* sentence boundary count the full stop as omitted.
- An incorrect full stop is a full stop in an inappropriate place, such as mid-sentence, or a comma used to splice together two sentences (comma splice).
- Once you have identified the number of incorrect full stops, count how many of these are comma splices and note in the appropriate box. Do not count a comma splice more than once.

Commas:

- Do not count comma splices again in this section as examples of comma usage.
- Count commas at the beginning or end of direct speech.
- Only classify a comma as omitted if there is **no doubt** about its omission - comma usage is partially a matter of personal taste.
- Count all the commas used correctly in a list - count each one individually. If there is an attempt to use commas parenthetically, but one is missing, this would be counted as omitted [Example of parenthetic commas: *'Mary and John, my cousins from New York, will be visiting us next week.'*]

Capitalisation

- Where there are no full stops but there is a correct capital letter after a sentence boundary, count the capital letter as correct.
- Where there are no full stops and no capital letters at sentence boundaries, do not count the capital as omitted.
- If the first word of a sentence is a capitalised proper noun, then code it both as 'capital letter used at the beginning of a sentence' and 'capital letter used correctly for proper nouns'.
- Ignore omitted capital letters in the first word of the sample. As we have determined the fourth *grammatical* sentence as the starting point, some students will not have ended their previous sentence at this point, and will thus have omitted the capital letter.

Grammar

- Do not penalise students for intentional stylistic choices (e.g. use of incomplete sentences as a literary device to create a certain effect).
- Instances such as *"we was running"* should be coded both as 'instances of subject-verb disagreement' and 'Non-Standard English'.

Examples:

Incorrect tense

John met his friend before he go home.

Lack of subject-verb agreement

Sally and Emma was late for school.

Simple sentence

A simple sentence is a one-clause sentence.

I gave the keys to Luke.

Multiple sentence

A sentence which can be broken down into more than one clause is a multiple sentence and can contain:

- Coordination: *Jane washed the red car and I washed the blue one.*
- Subordination: *Jane polished the car until it shone.*
- Both coordination and subordination: *Jane washed and polished the car until it shone.*

Coordination

The most common coordinators are: *and, but, or.*

Less common ones are: *(n)either...(n)or, not only...but also.*

I gave the keys to Luke and he opened the door.

Hilary went to Leeds but Mary went to York.

Ellipsis: *I saw a car and (I saw) a bus.*

You can eat now or (you can eat) later.

Co-ordinating comma: *I went up closer, I saw it was alive.*

Subordination

Subordinators express a much wider range of meaning than coordinators, especially in signalling adverbial clauses.

Common subordinators	Examples
<i>after, as, before, since, till, until, when, while</i>	<i>I arrived while you were out.</i>
<i>where, wherever</i>	<i>I know where he is.</i>
<i>if, unless, in case, as long as</i>	<i>I'll go if you come with me.</i>
<i>although, though, if, even if</i>	<i>I played cricket although I was injured.</i>
<i>because, since, for, as</i>	<i>I can't go because it's too expensive.</i>
<i>to, in order to, so as to</i>	<i>I left early in order to catch the train.</i>
<i>so, so that</i>	<i>He was tired so he went to bed.</i>
<i>as if, as though, like</i>	<i>It looks as if he's in.</i>
<i>rather than, sooner than</i>	<i>I'd walk rather than ride a horse.</i>

Spelling

- A misspelled word which appears in the text twice should be counted as two separate instances.

Note: Any dialogue or quotations in the text should be subject to the same punctuation and grammatical rules as the rest of the text.

Using the scanned scripts

- The start and finish of the 100-word extract is marked by yellow lines.
- Some students have a plan before their work, so the 100-word extract may not be on the first page.

Using the transcripts

- The scripts have been typed up and checked (and checked again!), but you are the judge, and handwriting/punctuation can be interpreted in different ways. If you disagree with the transcript, please follow **your** judgement of the scanned script. Please note any changes to the transcript in the margin.
- Any punctuation immediately after the final word in the 100-word sample should be captured as part of the sample. For example,

and they went,

he sighed...

Appendix B: Examples of the 100-word extracts at selected grades

A*/A

2004

Males Sure enough, no sooner had I seated myself, happily stretching my legs out, a man emerged from the bathroom, whose appearance I can only describe as shocking. He would be nothing out of the ordinary for this day and age, but at the time I experienced the event we were unaccustomed to these new fashions. He strolled happily towards me, deadlocks hanging from his head like so many hemp ropes and an expression that left you in no doubt that he thoroughly enjoyed my disgust. I looked helplessly about me for some escape, only to find my way blocked by

Five minutes later I was allowed in. I passed each bed glancing at its afflicted passenger but I had to walk a dozen or so yards before reaching my friend. I had prepared myself for the rather inevitable sight of apparent broken limbs; indeed, I had known that was what would await me when I received his mother's worried telephone call this morning, informing me of what had happened. Two broken arms, a fractured collar bone and torn knee ligaments revealed the scene, but I was relieved that he could recover. I had known Thomas for a long time and

Females The tension building up gave me the impression that I was among a class of eager schoolgirls waiting expectantly in a coach before a school trip. Their murmurs, although quiet seemed enthusiastic, bubbly and seemed to put forward a confidence which I knew that I myself could never show. Holding my breath, I slowly tried to enter the huddling mass of people, perched on the edges of their seats, in order to find the nearest ledge of chair, or piece of floor in order to make myself a little more comfortable, and found a small, relatively empty corner next to

How I wondered, would she be able to audition?
"Hiya! I'm Josey." I jumped at the sound of the young blonde's voice who had suddenly appeared next to me. She was extending her hand towards me with a warm smile.
"Hey, Im Lea." I said shaking her hand.
The pungent smell of smoke wafted its way to me. I looked at the old brass clock on the wall. Three thirty, my audition was at a quarter to four.
"So this your first audition?" Josey said with interest.
"No, my third." I replied. Yes my third! Still nothing, no work. I'd

2007

Males I looked out of my car window at what I would normally have considered a wonder. But now even the beauty of the countryside seemed to be against me, and I felt an urge for distraction. Fire! My life had been devastated – so why shouldn't other people's? Fire seemed like a way out. A way of getting revenge against the countryside that seemed to laugh at me. I managed to distance myself from my feelings. I was shocked – appalled! – by what I had become. Did I really wish to cause such distraction? Why did fire seem to hold such an

However the only thing my body seemed capable of doing was freezing on the spot! I began to feel delirious, as if the backstage environment surrounding me was spinning like a washing machine. I then gathered enough composure, though I was trembling immensely, to walk out on to the stage through the crimson velvet curtain, holding my head up high to put on a false impression of confidence. As I began to perform my rap that I had wrote when I was 16, I couldn't help but look at the eyes of the judges. Before me sat three of the

2007 (A*/A continued)

Females Who was I trying to fool? Just because you have been dancing for 16 years, it doesn't make you the best dancer. God, my feet felt like iron blocks, how was I supposed to dance like a beautiful, elegant swan if I couldn't lift my feet? It's just nerves, I told myself confidently, though my legs were shaking like wobbly jelly on a plate. I needed to remember why I was doing this and how proud I would make the people who cared for me the most.

When I was only 12 years old, I was in an horrific car

I shuffled from my cell, hearing the echoing jeers of the crowd even from this far away. I felt as though I was floating out of my body, watching myself be led out to the gallows. It was as if my spirit had left already and was waiting for the final, sickening jolt of that rope before it could go off to face whatever we face when we die.

I was hardly scared. I had been through my trial and then two weeks in jail panicking, unable to sleep at night. All the fear I had in me was spent

2014

Males Without hesitation, I opened the cover, and sought the recipe for the mushroom and chicken pie. A foolish move that I will live with for the rest of my life.

The ingredients were ready and all that was needed to be done was the pastry.

This is where it went down hill.

My first attempt had failed. An incorrect weighing was to blame; the consistency was not that of the suspiciously good picture in the book. The pressure was getting to me. I had mouths to feed and the oven was approaching required 200c. Time was nearly up. I had

It's always packed as the shop is right in the centre of town. You get days where it's busy and hectic; like today; and days where you'll only get a few customers.

The great advantage is that after I finish my shift on a Saturday morning I get to take some of the fruit and vegetables home for free! I thought to take advantage of this and invite my parents to Sunday lunch.

Disaster waiting to happen.

The smell of fresh fruit and vegetables is strangely quite nice, smells like soil. It sounds weird but if you've been working at

Females His voice was like silk dipped in tar; thick but seductive. His hair was naturally a light brown, but he regularly slicked it back as his short mop of hair was transformed into a fifties greaser's quiff. The first time I saw him I marvelled at how he looked like Danny Zuko, only to learn he was loving and romantic.

I'd later discovered that he played guitar, which made sense to me as his calloused thumbs traced my cheekbones and swept a stray lock of hair behind my ear. I'd fell so hard, like a toddler just learning how to

I screamed for her but there was nothing but silence and my wall staring blankly at me. I was missing her so much. We used to always cook together. Well, she cooked while I burnt myself, I chuckled at that thought, reminiscing my treasured memories with my nana. My face relaxed its muscles wiping the bitter smile off my face, upon realising she's gone.

My sentimental moment was interrupted by three knocks as loud as thunder on my door. I was startled and fell down my bed. It hurt so much that it felt like I fell from a 5

C 2004

Males I looked to the seat next to me as I sat down. I could see a vague outline of a male face. It looked scruffy and gave the impression that he had been waiting for years. The smell that came from him was awful, as if he had just come from rolling around in a puddle of mud and sewage mixed together. I hated the atmosphere in waiting room's. Always so dull and gloomy. Almost as if they were made especially for that purpose. In the centre of the room was a tiny table holding three magazines. I reached over

Looking around I noticed many different cap badges, one lad from the 'Para's', another from the Coldstream Guards, and two lad's from my own 'King's royal border regiment'. I knew I wasn't yet, but I somehow felt superior to them. They were just having a normal annual medical that every soldier has but I, I was having the SAS selection medical. If I passed this rigorous and careful examination, the Doctor would allow me to carry on selection. Soon enough, I was called in after a brief wait of 5 minutes and was subjected to poking, prodding and measuring by

Females She had brown curly hair and dark eyes, all sparkly with long eyelashes. I didn't want to smile at her because we were both going for the same audition, and she was one of my many competitors. I took a long, hard look around the room. Everyone looked so nervous, except for the 'pretty girl'. She looked so calm and pensive. She wasn't sweating, or biting her nails or even muttering to herself. She then looked up at me and caught my eye. She smiled and said "You nervous then?" "A bit", I replied, with a head dripping with sweat.

People wasn't even getting a chance to get out of their seat before some one was seated again. Patients were coming and going from all directions. I was becoming quite dizzy Just watching. "Paul Sanders" she shouted....."Paul sanders".... "No", OK errm let me see". Here it was, my turn, I sensed that It was going to be me next. "Amie Jones", as I walked over to the reception to give a few details, I could feel eyes burning, watching me as I walked. I gave my details, and I was told to go streight down the coridor and its the

2007

Males investment is a liable risk but after all, you either take it or leave it. I do not want to be depressed all my life and go round in circles like the moon orbiting the Earth; optimism is the key at this particular moment, time and place. 'Jamie did not pass the test ladies and gentlemen, so, who is going to be the lucky person' my heart is beating even more faster as he draws a name from the hat, 'John'. Now, I'm starting to think that I should never had gone for this. Let me just remind myself of

I knew that if I didn't beat the nerd, geek and snitch of the school whom everyone hated – then I'll be history, his name is James Nitch. As I was walking towards the stage I looked around me, and saw everyone gazing in to me as if I was a cheeseburger, I immediately became drowzy and felt a tonne of bricks on my shoulders. I began climbing the steps trying to waste every second I can, but with each step I took, the tension grew up even more, I began to sweat while taking my position and as the other

Females Why did I enter the X factor, What to humilate myself?. I Shouldn't of let my friends talk me into doing it, "you should enter they said you've got a great voice they said", Why did I listened to them. So I finished my song and awaited for the Judges feedback but then they asked me if I could Step out of the room while they have a discusion, there I was again pulling the big heavy cream double doors waiting outside, I questioned myself, " did I do good, no I didn't the auditon went awfull". there I was

I felt my heart stop, the whole world was falling on me. I was sweating and breathing heavily nervously. How can my friends and family to this to me? They knew how much I loved her, and how heartbroken I was when she decided to leave me three years ago. She was my high school sweet heart, the one, the only love of my life Natalie Castro. It was just a stupid gameshow called 'May the best one win'. It was about one male competing against a female. They both do all kinds of games. From arm wrestling to playing

Males I had seen people take this path before but I had never seen a soul come back through this path. I decided to take this path and hope it was a short cut. As I began my journey through the path the weather took a dramatic turn for the worst. It went from a brisk winter's morning to a thick shroud of fog which had an essence of mystery and wonder about it. The weather only added to my suspicion and a reluctance to leave this place so I carried on hoping it would end. Then all of a sudden

"Stop!" I heard every minute or so trying to make me give up. I couldn't. A turn was coming up. I got ready for the quick minuvure of the sharp jerk of the wheel. I turned. The wheels screeched for what felt like a lifetime. Then I saw it. The road block. Swat vans and police cars parked sideways blocking my exit. I turned to the right and the car sped and caught one of the officers who was launched onto the windshield sending a web of cracks through the glass. I couldn't see a thing. I could only see

Females The day before mum's birthday, we took a trip to the local supermarket to get the ingredients that we need. I had made a list of all the tasty things that we needed. It took us around an hour to find everything we needed. and I didn't realise how big supermarkets are! Mum's birthday is finally here. It suddenly dawned on me that neither my brother and I can cook! I have no idea why we thought that we could! Anyway we thought that we would give it a try. We set up the kitchen and started to prepare the

I sat up slowly, picked up my phone and rang my friend. I told her what had happened and asked for her advice, emotionally. She had kept me company for at least two hours whilst I was on the phone. "If you need me, I am always here", Came another voice in my head. I could have sworn it was my father but I didn't seem too sure. Without patience I crept quietly but as quickly as I could out of the house, I was still in my pyjamas though. After twenty minutes of walking, I came to my friend's door,

E

2004

Males He first told me his name which was Danial. He was 35 year old. I asked him where he came from which was a very bad area. In that area there was a gang fight with some rasterferians, who were killed and the police has not yet traced anyone.

I asked Danial what does he do for a living. He said "I work in a bank. I get good pay and I like the Job". When he told me that I did not believe him because he was hesitating to say where he was working and also he did not

As I found a seat I sat down and this man started to talk to me. I talked back and as the minutes went on I was getting more confident in a room with so many people. I was saying to the man why I was here and the man was saying positive things back to me. he said "it will be ok". I was scared that why. As the Nurse called my name out I was fine with the man but when I started to walk closer to the door I got very nervous again. I am very nervous because

Females I knew it was'nt his fault, and he wasn't well, but I knew I had to get out. I only came to see my sister, I didnt ask to be stuck in a hot closed in room with crying babies, and getting called mum from time to time. with all that trouble getting in to the hospital waiting room, I finily made my way out.

Thankfully I found a quite spot near the baby section, to have a seat hoping I would be able to see my baby ness in no time.

I was enjoying my peace

there was an old man sitting next to the door who appeared to be holding his chest very tightly, I say he was holding his chest tightly as he had his arms clinging to his chest and his arms had thick blue veins popping out of his skin despite how he looked I finally picked up the courage to say hi to this man the man responded with a nod of his head and carried on holding his chest thats when it hit me the smell of disinfectant I began to feel dizzy and sick again. We Finally found a

2007

Males Two days I got the letter saying 'you have made it on to the live show'. When I got the letter I was over the moon with it but as the time got closer I started to worry that I might do something wrong or say the wrong thing but I knew if he Just stick to the stuff that I rearest I would be alright. I was one of the four contestant trying out to be in the san antonia basket ball team.

As I heard my name read out by the announcer I thought shall I pull out

I Paced myself up the three steps leading to the stage savouring my final moments of dignity and self respect.

I then peeled back the heavy curtain, and there they where, what seemed countless eyes, glazed and staring. I opend my mouth to address the ravenous crowd, a few syllables escaped almost as if they where forced at gun point.

"I can't belive Im here" I thought to myself in disbelief, I then looked accross at the crowd, it seemed that their desire for entertainment had now turned into an eerie bloodlust for humiliation and degradation my heart now raced,

Females however I felt my heart beating as fast as an drum. As I was staring at the audience it made me feel bit happy because they were showing cheers to me and the people on stage. The only possible chance for me is to get my award and than show it to my fans out there who were wanting me to be myself, the girl next to me also wanted to have the award of singing her best which made me nervous because I know I have to get it right, as I was staring at the girl she said

every night I have the same dream and is I am in a black car and then paige call's out "our next roommate is JarJa Ridden" then I get out the car but my little brother keeps wakeing me up. It was my 18th birthday last week and I went all the way to london to ardision for big brother I got a number and I had to wait for my number to be called out I was number 1832 as I walked I got naves and scared very scared then I got weid increase they turn around and say

Males Suddenley! I asked them if they would want to come to my house for a meal, they said Yes! They was so excited about the meal, that I was gonna cook. However what I didn't realise was that i have never cooked be for! Shortley after that I phoned my parents to give me advice of what to do. Mom said I should go on the internet a pick a meal to cook. So I did, I choose a homemade Sunday dinner with, stuffing, brocciley, califlower, lamb, etc. However what I didn't realise again I did not have the correct

Us being brave and advenurus decided to explore further down the path. As we got further there was leaking sewage coming out the ceiling of the overgrown plantation. the floor that had indents in everwhere with rats fleeing everywhere it wasnt a good place to be, but we continued avoiding the dirty rotten rats we came to another stage of the path where the floor had completely collapsed and a slight edge to get past we soon came to realisation that there was no end to this undead path and what more could we want to witness in that claustraphobic

Females eventually all my friends and family have turned up, it is now the time to start making and wait for the meal attempt. I am called gorgina and I am very nervous on what my friends and family are gunna think of my first attempt at cooking a meal 'I really hope they enjoy it.' I have been waiting for this day to come for ages and now it has came I dont wanna cook no more. I will now tell you my friends names, Annie, Charlotte, Mellie and these are my best favourite friends I could ever have and

So I went shopping and got some stuff to make a three course meal for everyone. The plan was to make a small dish of home made Chips of Starters the main meal being Chinese Crisp noodle & Chicken with a nice Sweet and Sour Sause and for desert a Champagne and Chocolate Ice cream Sundae I had all the ingredience to make what I wanted. I went to sleep that evening feeling all happy & excited for the next day to come. A nice catch up with friends with some food & drinks. I woke up the next morning

G

2004

Males i though it can't be him it can't be i wiped my eye's thinking i was seeing things but i was'nt it was the refary in the England portagal match i was so tempted to pick up something hard to smash it round his face with his brown hair and blonde bear. He got me so angrey i was so tepted to kick off and start smashing up and then thing's got a bit worse. Have a gess which person was sat at the other side of the spare seat only my golden balls the most over rated play in

It started to get quite late so everyone was going home but the two girls stayed when everyone left. One of the girls had a good personality and the other did'nd so she just thought about herself. The girl with the good personality had blonde sandy hair, ice blue eyes and a nice body. The other one had choclate dark eyes brown hair and extrordanary body. There names were called Jodie and Sophie. Jodie the one with the good personality had started drinking beer she went in the fridge and drunk about 7 or 8 to herself. Sophie did'nd drink

Females by this time I felt really stupid so I picked the courge up stud up and walked over the reception as I walked over i didn't look at anyone I just kept my head high when I got to the reception to see my doctor I tried to speak but my words just kept coming out wrong finaly I got it out but the reception give me a funny look which made me feel worse as I turned round to go back to my seat and wait I realeased it had gone someone else had taken my seat so I

We was as sat waiting till are names were called Suddnly bryan came bursting through the doors we was all Nervos but bryan wasnt he stood beside kim we all started talking and then it was my name had been called, I didnt want to go in but I had to it was important, as I walked throu every one stared at me so I said to my self it will be ok, I went in to recive a brown envilope I went back, out, sat down opend it to find out my GCSE resolts and I faild but every

2007

Males Im 42 me me me" as I stand to walk down the frantic crowd I see what I can explan to be something ive never seen before something new to the game show: 'come on 42 get down hear and play our newist game TABLE TOP MAHEM!!! "what is this" as I walk on to the stage I sence something bad will happen not to me but to evry one waching" "now the rules of this gane is simple thers three tables each with a diffren wait from lighter to heaver You have to eat whats on the table then

Jhon was nearvous when the Judge said begin, Jhon was facing an up hill ramp as he pressed the acceliration he 'zoomed' out into the air, the crowd waited for he's landing, would it be perfect or would he land damaging hes body. He went for a landing and he was 'perfect' the crowed could not belive their eyes they were cheering for him that was the final act. When it came to the results Jhon was anxious as the 4 contestent waited to see who had what medals Judge said richared please step forward you have won the bronze

Females I wanted to know what this words mean and what is the wind trying to say to me. I just could not understand anything at all. I tried to ignore it. I got up off my bed as the wind ccalmed down to shut the windows. I tried to forget about the words but in my heart I thought something bad could happen. That night when I was fast asleep it was raining badley the windows that I had shutted made some wiered noses it was like a breeze or storm wanted to come in and get hold of me.

this time I got to the old house where people have been saying that a man hanged himself because his love was killed by a horrible man. So this very day that man has come back from his crave to finish of what he had started. So then I decided to go back home just to get away from the haunted house. I was lost I kept coming back to the old haunted house. My friends went out looking for me but they couldn't find me at all. I have decided that I should stay and help this ghost man

Males then she offered to cook a meal. They all turned up at Jordans house they were getting a long grate then Jordan made this meal with chicken and chips and bean then her friends eat the meal. they didn't like it after a week they got bored of her, she knew they were getting bored of her she tried to be nice to them but that didn't work. then they left her they wasn't friends anymore. She got upset because she found it hard to make friends but she did some cooking lessons to improve her cooking. when she improved

we kept on going to so wot it is macking the mod modry. Wen we startd to get ther the in he mod it started to get slipiyer and Biper boot we did not tern back to go Home. we kept on working till it got to a pognat that it is that uip we folow the fents wat I save and it led to nowhere boot I cept on gowing and gowing boot it was geting lat so me and my dog have'd to go back home boot the next day we went back to the path that led

Females As I walked down this path I heard foot steps behind Me I Stopped turned around really Slow and looked behind Me Nobody Was there! I Was Sceard I Started to run and Shouted Help! but Sadly Nobody could hear me, I then stopped running as I could See a big bright yellow light. ahead walk really fast to the light to see it was nothing, the light got dimmer and dimmer when I got closer and closer I didnt know what to do. I carred on walking it started to get darker and darker, as I was walking I

my legs and arms shaking like Jelly i slowly waked to my window.

There it was out of no where a bright path Just holowing throw the forest. I got my warm soft dressing gown on and slowly crept down sters.

I got to the back grabed the door handle i closed my eyes and tuch a beep breth and cerfally opend the door there was no nois jus siland.

I waked out sid the moon so big Just like a snowman all wight and round the stars shimarig in the sky like a buttyfull dimand.

I slowly waked to

Appendix C: Spelling errors encountered in the 2007 and 2014 samples of writing

Note: (?) denotes a lack of certainty about the intended word.

A*

2007

abruptley (abruptly)
 accomplass (accomplice)
 acheivement
 (achievement)
 alleyway (alleyway)
 aprehension
 (apprehension)
 asending (ascending)
 barreled (barrelled)
 beated (beat)
 blanc (blank)
 breif (brief)
 deafinigly (deafeningly)
 desperatly (desperately)
 devistated (devastated)
 dissappointed
 (disappointed)
 dissappointment
 (disappointment)
 distruction (destruction)
 eachother (each other)
 emminate (eminate)
 everyword (every word)
 fowl (foul)
 freinds (friends)
 grandure (grandeur)
 immitated (imitated)
 in-front (in front)
 knawing (gnawing)
 lengt (length)
 manaaged (managed)
 micro-phone
 (microphone)
 monstorous (monstrous)
 nonchalance (nonchalant)
 over whelming
 (overwhelming)
 over-whelmed
 (overwhelmed)
 panik (panic)
 proove (prove)
 rehersal (rehearsal)
 scene (seen)
 sence (sense)
 sequined (sequinned)
 shanti (shanty)
 smothered (smothered)
 some-where (somewhere)
 suppossed (supposed)
 surpresses (suppresses)
 traveler (traveller)
 un-noticed (unnoticed)
 un-yet (?)
 wildebeast (wildebeest)

2014

abnoxious (obnoxious)
 affect (effect)
 agknowledged
 (acknowledged)
 agua (aqua)
 apear (appear)
 argreable (agreeable)
 betwined (between)
 blood like (blood-like)
 calloused (calloused)
 chang (change)
 consistensy (consistency)
 defonition (definition)
 desperatly (desperately)
 down hill (downhill)
 earings (earrings)
 empty handed
 (empty-handed)
 indulged (indulged)
 everytime (every time)
 extra-ordinary
 (extraordinary)
 favorite (favourite)
 finaly (finally)
 flea (flee)
 foot path (footpath)
 forgotton (forgotten)
 grand parents
 (grandparents)
 grimely (grimly)
 guets (guests)
 habouring (harbouring)
 handome (handsome)
 her self (herself)
 hower (however)
 immediatey
 (immediately)
 incapeable (incapable)
 increasted (encrusted)
 initaly (initially)
 inseperable (inseparable)
 intensly (intensely)
 leisurly (leisurely)
 lighting (lightning)
 logicsey (Student intended
 to write 'logic-y' as in
 'mathsy')
 mosterous (monstrous)
 meter (metre)
 meters (metres)
 miss conception
 (misconception)
 moussy (mousy)
 mume (mum)
 my self (myself)
 neverending
 (never ending)
 occured (occurred)
 opened (opened)
 pastery (pastry)
 path way (pathway)
 pocket-full (pocketful)
 preperation (preparation)
 psuedo (pseudo)
 recieved (received)
 resebalance
 (resemblance)
 shouldiers (shoulders)
 shurely (surely)
 side walk (sidewalk)
 some how (somehow) x2
 thier (their)
 to (too)
 truely (truly)
 unexpectadly
 (unexpectedly)
 unfar (unfair)
 unfortuantly
 (unfortunately)
 vacancie (vacancy)
 vaccumed (vacuumed)
 were (where)
 wondered (wandered)

accidently (accidentally)
 afterall (after all)
 alchole (alcohol)
 all-to-loving (all-too-loving)
 aplication (application)
 awaiting (waiting)
 blinden (blind)
 carpark (car park)
 cheshire (Cheshire)
 choosen (chosen)
 coming (becoming)
 computor (computer)
 dialeted (dilated)
 distants (distance)
 elavated (elevated)
 embarassing
 (embarrassing)
 embarrassment
 (embarrassment)
 embarrasse (embarrass)
 embarrassingly
 (embarrassingly)
 everbody (everybody)
 exillerating (exhilarating)
 finaly (finally)
 fuled (fuelled)
 grey hound (greyhound)
 illfitted (ill fitted)
 make shift (makeshift)
 mumor (murmur)
 neoes (nervous?)
 obyss (abyss)
 occurring (occurring)
 of (off)
 off (of)
 positivity (positively)
 programed (programmed)
 pround (proud)
 recieved (received)
 ridiculous (ridiculous)
 ringed (rang)
 sle (aisle)
 suceed (succeed)
 their (there)
 though (thought)
 to (too)
 toke (took?)
 trepedation (trepidation)
 trunbling (?)
 unbarable (unbearable)
 un-nerving (unnerving)
 where (were)
 wrote (written)

abandoned (abandoned)
 afternon (afternoon)
 anymore (any more)
 approach (approach)
 arguements (arguments)
 arond (around)
 barly (barely)
 beams (beams)
 causious (cautious)
 center (centre)
 chisled (chiselled)
 coblestone (cobblestone)
 collegues (colleagues)
 comfirm (confirm)
 completly (completely)
 consistancy (consistency)
 corn-flakes (cornflakes)
 corse (course)
 coveres (covers)
 crison (crimson)
 debry (debris)
 definatly (definitely)
 delicatley (delicately)
 desperatley (desperately)
 dissapeared (disappeared)
 dissapears (disappears)
 dissapeered (disappeared)
 eachother (each other) x2
 embarising (embarrassing)
 entreed (entered)
 extrodianry
 (extraordinary)
 forhead (forehead)
 fueled (fuelled) x2
 giraffs (giraffes)
 hand writing
 (handwriting)
 hesitantly (hesitantly)
 highstreet (high street)
 icecream (ice cream)
 instinctivly (instinctively)
 intresting (interesting)
 invinsible (invincible)
 land lord (landlord)
 lisenca (licence)
 mesmorising
 (mesmerising)
 minster (minister)
 minuet (minute)
 my self (myself)
 never ending
 (never-ending)
 neverending
 (never-ending)
 no where (nowhere)
 non (none)
 onimous (ominous)
 out (our)
 paniked (panicked)
 pasted (passed)
 possesion (possession)
 precisley (precisely)
 prised (prized)
 privaliged (privileged)
 proceded (proceeded)
 quite (quiet)
 reccelection (recollection)
 relieve (relief)
 retched (wretched)
 reveil (reveal)
 rumaged (rummaged)
 secondry (secondary)
 seeked (sought)
 sine (since)
 stereotypicle
 (stereotypical)
 stucked (stuck)
 sufforcate (suffocate)
 sumit (summit)
 thier (their)
 thudder (?)
 tires (tyres)
 to (too) x2
 truely (truly)
 un-comprimising
 (uncompromising)
 univercities (universities)
 unto (onto)
 usally (usually)
 visable (visible)
 vulgur (vulgar)
 vunrable (vulnerable)
 wern't (weren't)
 who every (whoever)
 widdened (widened)
 women (woman)
 you'de (you'd)
 your (you're) x2
 zuzette (Suzette)

B

2007

admittedley (admittedly)
 adreniline (adrenaline)
 aggressively (aggressively)
 air condition
 (air-conditioning)
 apon (upon)
 aprehensive
 (apprehensive)
 asif (as if)
 atempts (attempts)
 atlast (at last)
 bear sized (bear-sized)
 bot (but)
 britan (Britain)
 center (centre) x2
 chandelliers (chandeliers)
 comfitorable (comfortable)
 compatition
 (competition)
 crowed (crowd)
 defintely (definitely)
 dream like (dream-like)
 emotionals (emotions)
 enourmous (enormous)
 enterance (entrance)
 eternatey (eternity)
 everyone (every one)
 experianced (experienced)
 extremly (extremely)
 extroadinarly
 (extraordinarily)
 fittered (?)
 fortunatly (fortunately)
 fury (furry)
 gameshow (game show)
 gameshows (game shows)
 grief stricken
 (grief-stricken)
 hadent (hadn't)
 happyness (happiness)
 hundreads (hundreds)
 infront (in front)
 inline (in line)
 is (it)
 my self (myself)
 new (knew)
 opponant (opponent) x2
 oppotunity (opportunity)
 oppurtunatity
 (opportunity)
 oppurtunity (opportunity)
 orignally (originally)
 pass (past) x2
 passed (past)
 peake (peak)
 persperation (perspiration)
 piped (pipped)
 potts (pots)
 preperation (preparation)
 responce (response)
 rockstar (rock star)
 rollar-coaster
 (rollercoaster)

Saber (sabre)
 scoul (scowl)
 severall (several)
 shot gun (shotgun,
 shot-gun)
 showding (showing)
 siezed (seized)
 stodd (stood)
 sucessful (successful)
 supposidly (supposedly)
 th (the)
 their (there)
 themeselves (themselves)
 thier (their)
 tiring (tiring)
 tripple (triple)
 unfortunely
 (unfortunately)
 ushared (ushered)
 vagely (vaguely)
 where (were) x4
 your (you're) x3

2014

abandond (abandon)
 accesecorised
 (accessorised)
 accross (across)
 aging (ageing)
 alreddy (already)
 ambused (ambushed)
 approches (approaches)
 arogent (arrogant)
 available (available)
 bar tender (bartender)
 been (being)
 bighting (biting)
 boney (bony)
 canneloli (cannelloni)
 causushly (cautiously)
 cautiosly (cautiously)
 combover (comb over)
 continueing (continuing)
 cross-road (crossroad)
 deschion (decision)
 desert (dessert)
 devastating (devastating)
 disgising (disguising)
 dissapointed
 (disappointed) x2
 donust
 (donuts/doughnuts)
 eachother (each other)
 eestemed (esteemed)
 embarrassed (embarrassed)
 encounered
 (encountered)
 endeveur (endeavour)
 entred (entered)
 ether (either)
 every (ever)
 everyday (every day) x2
 everynight (every night)
 flaied (flailed)
 freinds (friends)
 glissening (glistening)
 gotten (got)
 head lamps (headlamps)
 infueled (influenced)
 intreged (intrigued)
 knowledgaeable
 (knowledgeable)
 light house (lighthouse)
 lingured (lingered)
 luckily (luckily)
 meters (metres)
 monstrous (monstrous)
 moon light (moonlight)
 movment (movement)
 neccesarily (necessarily)
 new (knew)
 night time (night-time)
 nowhere (nowhere)
 oblivian (oblivion)
 occured (occurred)
 of (off) x3
 off (of)

out side (outside)
 over whelmed
 (overwhelmed)
 parnts (parents)
 patiently (patiently)
 pefectly (perfectly)
 plowing (ploughing)
 realized (realised)
 recieved (received) x2
 reconised (recognised)
 renoun (renowned)
 riverbrated (reverberated)
 sacrificised (sacrificed)
 scare (scarce)
 shaken (shook)
 sign posted (signposted)
 simpalistic (simplistic)
 so called (so-called)
 squekey (squeaky)
 startelled (startled)
 startitingly (startlingly)
 strided (strode)
 strollig (strolling)
 stutered (stuttered)
 sumaritan (Samaritan)
 surching (searching)
 surley (surely)
 swealtering (sweltering)
 teast (taste)
 tedious (tedious)
 testoustrone
 (testosterone)
 to (too)
 too (to)
 treassure (treasure)
 treking (trekking)
 trust-worthy
 (trustworthy)
 trutuefull (truthful)
 turrent (torrent)
 un easy (uneasy)
 unespected (unexpected)
 unrealist (unrealistic)
 unto (onto)
 Uraguay (Uruguay)
 Uragauys (Uruguay's)
 wat (what)
 well earned (well-earned)
 wen (when)
 whaling (wailing)
 where (were)
 where abouts
 (whereabouts)
 whir (whirr)
 wispered (whispered)
 wonderous (wondrous)
 your (you're)

a (I)
 abit (a bit)
 absoluley (absolutely)
 actually (actually)
 amoung (among)
 anounced (announced)
 asif (as if)
 atmospere (atmosphere)
 auditon (audition)
 awaited (waited)
 awfull (awful)
 back-stage (backstage, back stage)
 bargin (bargain)
 bass-line (bass line)
 battle ax (battle-axe)
 beated (beat)
 becine (bikini)
 beeming (beaming)
 been (being) x2
 being (been)
 breackdancing (break-dancing)
 breath (breathe) x2
 breathe (breath) x2
 bust (burst)
 butterflys (butterflies)
 center (centre)
 clamy (clammy)
 colleseum (Colosseum)
 comotion (commotion)
 compatition (competition)
 desparately (desperately)
 discusion (discussion)
 dissappear (disappear)
 drowzy (drowsy)
 dunbells (dumb-bells)
 eleminated (eliminated)
 embarresment (embarrassment)
 emperour (emperor)
 entertainment (entertainment)
 entertaing (entertaining)
 excroutiating (excruciating)
 experiance (experience)
 fast-thinking (fast thinking)
 finaly (finally)
 futher (further)
 gameshow (game show) x2
 game-show (game show)
 gob-smacked (gobsmaeked)
 goulsh (ghoulish)
 half way (halfway, half-way)
 havn't (haven't)
 headbanging (?)
 here (hear)

herse (hearse)
 humilate (humiliate)
 imaginaton (imagination)
 in tact (intact)
 in to (into) x2
 inforont (in front)
 infront (in front) x6
 interrupted (interrupted)
 isle (aisle)
 may be (maybe)
 minuities (minutes)
 my self (myself)
 new (knew)
 not (no)
 obsessed (obsessed)
 of (off) x2
 on (in)
 oppertunity (opportunity)
 over-whelmed (overwhelmed)
 preform (perform)
 preform (perform)
 probably (properly)
 regurlarly (regularly)
 raitings (ratings)
 rihno (rhino)
 rollercoast (roller coaster)
 saggey (saggy)
 scences (senses)
 self confidence (self-confidence)
 smokey (smoky)
 some where (somewhere)
 spot light (spotlight)
 staring (starring)
 stoped (stopped)
 sweet heart (sweetheart)
 talanted (talented)
 tenis (tennis)
 there (their)
 thourght (thought)
 throght (throat)
 through (thought)
 to (do)
 to (too)
 tock (?)
 too (to)
 underneathe (underneath)
 weathy (wealthy)
 weiry (wiry)
 wheather (weather)
 where (were)
 wimpered (whimpered)
 wobbly (wobbly)
 your (you're)

abit (a bit)
 accross (across)
 angle (angel)
 anniversery (anniversary)
 appera (appear)
 appropriaty (appropriately)
 armor (armour)
 arrieved (arrived)
 aswell (as well)
 atleast (at least)
 barly (barely)
 beggining (beginning)
 begining (beginning)
 bird song (birdsong)
 bosy (bossy)
 bubbeling (bubbling)
 cautiosly (cautiously)
 cheeck (cheek)
 chicken (chicken)
 chose (choose)
 cobble stone (cobblestone)
 corperation (corporation)
 coulered (coloured)
 coverd (covered)
 defibrillater (defibrillator)
 definatly (definitely)
 degress (digress)
 dent (don't)
 denty (dainty)
 desert (dessert)
 dessurt (dessert)
 deteeriated (deteriorated)
 diserted (deserted)
 down hill (downhill)
 drown (drove)
 easilly (easily)
 egale (eagle)
 engulting (engulfing)
 errie (eerie)
 essance (essence)
 falty (faulty)
 familys (families)
 fastforward (fast forward)
 favorite (favourite)
 feilds (fields)
 fimiliar (familiar)
 finnished (finished)
 frecles (freckles)
 futher (further)
 ganarld (gnarled)
 giiving (giving)
 golfballs (golf balls)
 goverments (governments)
 happyness (happiness)
 hault (halt)
 her self (herself)
 hevans (heavens)
 iccream (ice cream)
 in to (into)
 inbetween (in between)

infront (in front)
 ingrediants (ingredients)
 intreagued (intrigued)
 irratation (irritation)
 jaggeder (jagged)
 jus (just)
 layed (laid)
 lead (led)
 literally (literally)
 lives (livers)
 meters (metres)
 milimetres (millimetres)
 minuets (minutes)
 minuvure (manoeuvre)
 monstrus (monstrous)
 mutterd (muttered)
 my self (myself) x2
 mysef (myself)
 neve (never)
 never ending (neverending) x2
 no where (nowhere)
 occasionally (occasionally)
 of (off)
 on (one)
 openning (opening)
 otfro (?)
 other wise (otherwise)
 over grown (overgrown)
 over growth (overgrowth)
 over head (overhead)
 pareé (puree)
 possesion (possession)
 puled (pulled)
 questiong (questioning)
 quite (quiet)
 quiter (quieter)
 rawring (roaring)
 relised (realised)
 rembered (remembered)
 remenissing (reminiscing)
 repetative (repetitive)
 resucitation (resuscitation)
 russles (rustles)
 screeched (screeched)
 sensrive (sensitive)
 started (stared)
 sú (sous)
 suculent (succulent)
 sun (son)
 supermakets (supermarkets)
 suspition (suspicion)
 their (there)
 then (than)
 they're (their)
 thurst (thirst)
 to (too) x3
 too (to) x2
 trecked (trekked)
 truly (truly)
 unknow (unknown)

unreconisable
(unrecognisable)
unsurtent (uncertain)
un-welcomed
(unwelcomed)
upto (up to)
vinigar (vinegar)
whateve (whatever)
whiched (which)
your (you're) x2

abit (a bit)	expressed (express)	plates (plaits)
afterall (after all)	fantasic (fantastic)	poping (popping)
all ready (already)	feacture (feature)	pounding (pounding)
alot (a lot)	felling (feeling)	practiced (practised)
angles (angel's)	figue (figure)	pratically (practically)
anouncement	finnally (finally)	preecherman
(announcement)	flickt (flicked)	(preacher man)
anser (answer)	foot-steps (footsteps)	probabaly (probably)
ansered (answered)	forced open (force-open)	prodayd (paraded)
aplause (applause)	forgot (forgotten)	que (cue)
appered (appeared)	fourced (forced)	queezy (queasy)
as (has)	freind (friend)	quite (quiet)
aswell (as well)	gameshow (game show)	rains (reins)
atheps (attempts)	gangsta (gangster)	realized (realised)
attension (attention)	gawbreaker (jawbreaker)	ribben (ribbon)
audens (audience)	get (got)	sea wead (seaweed)
audiance (audience)	gotten (got)	sed (said)
avotion (ovation)	grib (grip)	see (saw)
batter (battery)	griping (gripping)	serching (searching)
beautiful (beautiful)	half way (halfway,	shaterd (shattered)
been (being)	half-way)	shinning (shining)
befoe (before)	head lights (headlights)	silant (silent)
befor (before)	hear (here)	snacthing (snatching)
beutiful (beautiful)	heart beat (heart-beat)	soming (something)
boo'd (booed)	herd (heard)	somtim (sometimes)
bount (bound)	imagin (imagine)	speachless (speechless)
breath (breathe)	infact (in fact)	stardem (stardom)
breth (breath)	infront (in front) x5	stareing (staring)
butterflise (butterflies)	island (island)	stated (started)
butterfly's (butterflies)	ladys (ladies)	stletoe (stiletto)
butterflys (butterflies)	layed (laid)	stomache (stomach)
chamaigne (champagne)	life changing	stumbling (stumbling)
cheared (cheered)	(life-changing)	stumoke (stomach)
cheek (check)	look (luck)	subconsiously
class mates (classmate,	lunch time (lunch-time)	(subconsciously)
class-mate)	luxorious (luxurious)	sucssesfu (successful)
clinged (clinging)	maskates (mistakes)	sun batheing
clozing (closing)	me (I) x2	(sun-bathing)
clucted (clutched)	mintes (minutes)	swithch (switch)
compeat (compete)	minuets (minutes)	their (there)
competion (competition)	my self (myself)	theirs (there's)
component (opponent)	Na (now?)	ther (there) x2
consiceness	narator (narrator)	thouhghts (thoughts)
(consciousness)	negitive (negative)	to (too)
constintivly	nerves (nervous)	tome (to me)
(instinctively ?)	nervus (nervous)	tride (tried)
contestent (contestant)	never ending	try (tried)
croud (crowd)	(never-ending)	tryed (tried)
cudnt (couldn't)	nevous (nervous)	tured (turned)
damit (damn it)	new (knew) x3	usuull (usual)
deliberatly (deliberately)	no (know)	weed (week)
deppressing (depressing)	num (numb)	weel (wheel)
didint (didn't)	nuvorse (nervous)	were (where)
dieing (dying)	of (off)	what ever (whatever)
dissapointed	old looking (old-looking)	where ever (wherever)
(disappointed)	one bedroomed	wimpered (whimpered)
drum roll (drum-roll)	(one-bedroomed)	windowsill (window-sill)
embarresed (embarrassed)	open'd (opened)	wining (winning)
enuf (enough)	over powering	women (woman)
errupted (erupted)	(overpowering)	worke (work)
everyday (every day)	panding (pounding)	wreak (wreck)
evryone (everyone)	pararing (preparing)	
excitely (excitedly)	pickt (picked)	

2014

abit (a bit) x2	hosbitels (hospitals)	struckles (struggles)
aggrisivaly (aggressively)	hurd (heard)	stu (stew)
agueng (arguing)	impared (impaired)	sudan (sudden)
alot (a lot)	impossible (impossible)	suden (sudden)
an (and)	indrigents (ingredients)	sujested (suggested)
anxiously (anxiously)	ingrediant (ingredient)	suppassed
any where (anywhere)	ingreedeients (ingredients)	(surpassed/supposed)
arn (our)	ingridiants (ingredients)	suprise (surprise) x2
arragent (arrogant)	kides (kids)	suspiciou (suspicious)
arrogent (arrogant)	libary (library)	syfi (sci-fi)
as (a)	listend (listened)	thought (thought)
aswell (as well)	look (took)	the (that)
atleast (at least)	luckly (luckily)	their (there) x3
becase (because)	managment (management)	there (their) x2
bed rooms (bedrooms)	marrige (marriage)	thought (thought)
beeming (beaming)	ment (meant)	threw (through)
begining (beginning)	metel (metal)	through out (throughout)
bitting (biting)	minites (minutes) x3	to (so)
bolognise (bolognese)	minuites (minutes)	to (too)
brought (bought)	my self (myself) x2	tommorow (tomorrow)
bussiness (business)	myelf (myself)	too (to)
can't (count)	myraid (myriad)	touch (touch)
cauciously (cautiously)	near by (nearby)	towared (toward)
ceriol (cereal)	news agents (newsagents)	towored (towered)
cobble stone (cobblestone)	non (none)	trecked (trekked)
compony (company)	notic (notice)	twerly (twirly)
continant (continent)	nursary (nursery)	unbelivably (unbelievably)
covernent (government)	of (off) x4	unberble (unbearable)
coving (covering)	offen (often)	usals (usual)
defienatly (definitely)	offerd (offered)	vegtables (vegetables)
delapidated (dilapidated)	on (one)	weather (whether)
desert (dessert)	panick (panic)	were (where)
differant (different)	parson (person)	where (were) x2
differnt (different)	path way (pathway)	wierd (weird)
dinning (dining)	pealings (peelings)	wiest (whilst)
disappered (disappeared)	petrafied (petrified)	wispering (whispering)
draged (dragged)	plain (plane)	woried (worried)
enitionals (initials)	preasure (pressure)	wre (were)
enother (another)	preformance (performance)	yer (yeah)
existant (existent)	prepaired (prepared)	your (you're)
exited (excited)	raggady (raggedy)	
exlamed (exclaimed)	recipie (recipe)	
exorsted (exhausted)	remeber (remember)	
exstreamly (extremely)	replied (replied) x2	
festivel (festival)	replys (replies)	
fill (feel)	resteront (restaurant)	
filling (feeling)	revesion (revision)	
fireing (firing)	rubbush (rubbish)	
flavars (flavours)	rumage (rummage)	
for ever (forever)	sansible (sensible)	
foward (forward)	scard (scared)	
fowards (forwards)	scream (scream)	
frew (through)	sed (said)	
gon (gone)	something (something)	
gradually (gradually)	sourroundings (surroundings)	
graffitti (graffiti)	spot light (spotlight)	
hault (halt)	staired (stared)	
head tourches (head torches)	storsy (stories)	
hes (his)	stright (straight)	
honey moon (honeymoon)		

a (and)	droppe (drop)	nurvous (nervous)	trofiys (trophys)
abit (a bit)	drum roll (drum-roll)	O (Oh) x2	uderestimate
abseled (obsessed)	eated (eaten)	of (off) x4	(underestimate)
accross (across)	embarrasing	ofcourse (of course)	unluky (unlucky)
adrenalin (adrenaline)	(embarrassing)	only (own)	upon (up on)
after noon (afternoon)	enterence (entrance)	opend (opened) x2	wakeing (waking)
allday (all day)	esctatic (ecstatic)	oppurtunity (opportunity)	wasen't (wasn't)
alldready (already)	especialy (especially)	opputtunity (opportunity)	way (was)
along side (alongside)	every one (everyone)	oprea (opera)	weid (worried)
alot (a lot)	everyday (every day)	over hand (out of hand)	when (went)
anouthere (another)	excitment (excitement)	overjoined (overjoyed)	where (were) x2
answearing (answering)	extatic (ecstatic)	parse (part)	whitsel (whistle)
answears (answers)	famouse (famous)	part time (part-time)	who ever (whoever)
answerd (answered)	fiffy (fifty)	prefered (preferred)	whole (hole)
anyways (anyway)	fifhteen (fifteen)	presure (pressure)	wich (which) x2
applie (apply)	frist (first)	probely (probably)	women (woman)
apponant (opponent)	frooze (froze)	realy (really) x2	x-boyfriend (ex-boyfriend)
approched (approached)	fury (fury)	reharest (rehearsed)	younge (young)
ardision (audition)	gonna (going to)	responsibility	your (you're)
arround (around)	grining (grinning)	(responsibility)	your self (yourself) x2
asif (as if) x2	gun point (gunpoint)	revange (revenge)	
aswell (as well)	happend (happened)	roomate (room-mate)	
audienc (audience)	he (hey)	routing (rooting)	
audince (audience)	hear (here)	sarch (search)	
audience (audience) x2	hip hop (hip-hop)	Satarday (Saturday)	
awohe (awoke)	hosiptal (hospital)	scatterd (scattered)	
baby grows (babygros)	hotseat (hot seat)	second (second)	
ballariner (ballerina)	hundrens (hundreds)	sed (said)	
basket ball (basket-ball)	imagin (imagine)	sequense (sequins)	
beedy (beady)	imbarised (embarrassed)	shal (shall)	
beeing (being)	in to (into)	sharpning (sharpening)	
befor (before)	incase (in case)	show (shows)	
belive (believe)	increase (in case)	shreiked (shrieked)	
biuld (build)	infront (in front)	shuck (shook)	
biulding (building)	insited (insisted)	singen (singing)	
botherd (bothered)	isen't (isn't)	skimed (skimmed)	
break dancing	isle (aisle)	smiling (smiling)	
(break-dancing)	judgeing (judging)	stairing (staring)	
butterflys (butterflies)	judgeing (judging)	stared (started)	
cach (couch)	juges (judges)	steak (stake)	
calender (calendar)	keybord (keyboard)	stering (staring)	
cheater (cheetah)	lankyness (lankiness)	stoped (stopped)	
compatition	latter (later)	straigh (straight)	
(competition)	listend (listened)	strated (started)	
compertition	loose (lose)	sung (sang)	
(competition)	lound (loud)	supose (suppose)	
components (opponents)	mean while (meanwhile)	tence (tension)	
confadent (confident)	ment (meant)	tha (then)	
consert (concert)	meself (myself)	than (then)	
consintrate (concentrate)	mid-wife (midwife)	thankyou (thank you)	
contestands (contestants)	millionair (millionaire)	thank-you (thank you)	
contesten (contestant)	my self (myself) x3	the (them)	
contestent (contestant)	naturaly (naturally)	theirfore (therefore)	
corps (corpses)	naves (nerves)	then (than)	
croud (crowd)	nervace (nervous)	there (their) x2	
crowed (crowd) x2	nervasly (nervously)	this (these)	
day dreaming	nerve racking	thoght (thought)	
(day-dreaming)	(nerve-racking)	thought (thought)	
dindt (didn't)	new (knew) x2	thirty (thirty)	
disbelife (disbelief)	nights (night)	tommorrow (tomorrow)	
distruct (destroy)	no (know) x4	totaly (totally)	
done (did)	nomatter (no matter)	traped (trapped)	
drenaling (adrenaline)	not longer (no longer)	trebaling (trembling)	

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adventerous (adventurous)	ever (either)	morning (mourning)	tresuaring (treasuring)
afterall (after all)	everwhere (everywhere)	my self (myself) x2	twards (towards)
alot (a lot)	evry (every)	needd (need)	unfortunatly
alough (although)	excitment (excitement)	nome (name)	(unfortunately)
alredy (already)	exitement (excitement)	noone (no one) x2	unthinkble (unthinkable)
alright (all right)	farther (father)	no-one (no one)	untill (until) x2
always (always) x2	favurute (favourite)	obiusly (obviously)	up stairs (upstairs)
an (and)	fead (feed)	odeniry (ordinary)	valentions (valentines)
anazing (amazing)	february (February)	offened (offend)	vanlea (vanilla)
any one (anyone)	figer (tiger)	okey (okay)	vegatable (vegetable)
aparently (apparently)	finall (final)	ollmelete (omelette)	vegatables (vegetables)
aperatly (apparently)	finaly (finally)	olmlette (omelette)	vegtables (vegetables)
appeard (appeared)	finele (finale)	omg (text abb.)	viscous (vicious)
appologies (apologies)	firs (first)	opend (open)	waked (walked)
apsolutly (absolutely)	fisst (first)	oth (other)	weake (weeks)
argument (argument)	fly's (flies)	otherside (other side)	wearnt (weren't)
around (around)	forrest (forest) x2	over grown (overgrown)	well built (well-built)
aswell (as well) x2	forrist (forest)	panicing (panicking) x2	were abauts
awile (a while)	gems (germs)	parth (path)	(whereabouts)
ballarena (ballerina)	girlfrend (girlfriend)	petatoes (potatoes)	where (were)
barly (barely)	gloryius (glorious)	pless (?)	wight (white)
be for (before)	goin (going)	posible (possible)	your (you'll)
beautifull (beautiful)	gotten (got)	preperation (preparation)	your (you're)
befor (before)	goveners (governors)	probley (probably)	
berying (burying)	grabed (grabbed)	properly (probably)	
bested (best/bestest)	grafull (graceful)	ratteling (rattling)	
bestfriend (best friend)	gran parents	reasearch (research)	
blisstering (blistering)	(grandparents)	reasearched (researched)	
brige (bridge)	gravey (gravy)	resturant (restaurant)	
brocaly (broccoli)	groning (groaning)	revicing (revising)	
brocciley (broccoli)	half way (halfway)	rotein (routine)	
broud (broad)	has (us?)	sape (sap)	
browght (brought)	hastle (hassle)	sargent (sergeant)	
brunett (brunette)	heird (heard)	sause (sauce)	
califlower (cauliflower)	herd (heard)	sereve (serve)	
callender (calendar)	highstreet (high street)	shortley (shortly)	
can not (cannot)	hillarious (hilarious)	sighn (sign)	
carret (carrot)	hourses (houses)	sone (some)	
carrets (carrots)	I (a)	spokes person	
caurse (course)	i'v (I've)	(spokesperson)	
celing (ceiling)	imedietly (immediately)	startled (started)	
center (centre)	infront (in front)	stomache (stomach)	
chuckeld (chucked)	ingrediant (ingredient)	stroy (story)	
claustraphobic	ingredians (ingredients)	sud (said)	
(claustrophobic)	ingredience (ingredients)	suddenley (suddenly)	
closeing (closing)	insure (ensure)	super market	
cluess (clueless)	juciey (juicy)	(supermarket)	
complexion (complexion)	jumpped (jumped)	suprise (surprise)	
contined (continued)	kiding (kidding)	suprised (surprised)	
countrysides (countryside)	knight (night)	suspiciously (suspiciously)	
coverd (covered)	know one (no one)	thaught (thought)	
day light (daylight)	knowhere (nowhere)	the (them)	
deapest (deepest)	land feild (landfill)	the (then)	
defently (definitely)	landend (landed)	theirs (there's)	
desert (dessert)	libry (library)	there (their)	
determind (determined)	lifes (lives)	thew (few)	
diseperd (disappeared)	loose (lose)	though (thought)	
eccoed (echoed)	magnificant (magnificent)	thout (thought)	
eles (else)	meters (metres)	throught (through)	
enterd (entered)	mints (mince)	thun (then)	
enyeone (anyone)	minuets (minutes)	to (so)	
enytthing (anything)	mist (midst)	to geather (together)	
esteem (esteem)	moning (moaning)	too (to) x2	

a (I)
 abit (a bit)
 about (about)
 acshully (actually)
 acteds (acts)
 acushaly (actually)
 ake (ache)
 akeing (aching)
 all though (although)
 alone (along)
 an (and)
 angar (anger)
 apearing (appearing)
 apponet (opponent)
 apsalupaly (absolutely)
 araved (arrived)
 ardishon (audition)
 arnea (arena)
 as (ask)
 as (at)
 atempt (attempt)
 audiance (audience)
 awaiting (waiting)
 axident (accident)
 bader (worse)
 beated (beat)
 been (be)
 been (being)
 befor (before)
 begining (beginning)
 belives (believes)
 berns (burns)
 bland looking
 (bland-looking)
 bodily (boldly)
 bullys (bullies)
 butiful (beautiful)
 carm (calm)
 celebilities (celebrities)
 center (centre)
 chance (change)
 chances (chance)
 chare (chair)
 chose (choose)
 clentched (clenched)
 cliffhanger (cliff-hanger)
 collapseing (collapsing)
 comense (commence) x2
 compleat (complete)
 confidant (confident)
 confidantd (confident)
 confident (confidence)
 contestent (contestant)
 convidence (confidence)
 cort (caught)
 coved (covered)
 croud (crowd) x2
 crowed (crowd) x2
 daddies (daddy's)
 dagree (degree)
 deezy (dizzy)
 diffrent (different)
 discribed (described)

dissappointed
 (disappointed)
 droped (dropped)
 ending (ended)
 every one (everyone)
 every thing (everything)
 every think (everything)
 evry one (everyone)
 fasted (fast)
 feading (feeding)
 feel (fell)
 fegot (forgot)
 fier (fire)
 fightened (frightened)
 figuters (fingers)
 fill (feel)
 final (finally)
 finaly (finally) x2
 finely (finally)
 fineshed (finished)
 fing (thing)
 finsished (finished)
 fort (thought) x2
 foughts (thoughts)
 foward (forehead)
 fridge freezer
 (fridge-freezer)
 frightening (frightening)
 furmly (firmly)
 gameshow (game show)
 giatic (gigantic)
 giveing (giving)
 glarering (glaring)
 goin (going)
 gonna (going to)
 good looking
 (good-looking)
 guesing (guessing)
 guide (guard)
 guiter (guitar)
 hapening (happening)
 happend (happened)
 happiest (happiest)
 hardely (hardly)
 havent (haven't)
 hear (here)
 heard (heard)
 heart beat (heart-beat) x2
 herd (heard) x2
 hopping (hoping)
 howling (howling)
 hundrads (hundreds)
 in to (into) x6
 incharge (in charge)
 infront (in front) x4
 insted (instead)
 intensivly (intensively)
 lv (I've) x3
 juges (judges)
 juging (judging)
 know (no)
 know one (no one)
 latter (later)

laught (laughed)
 liked (like)
 lisen (listen)
 listend (listened)
 lunatik (lunatic)
 me (my)
 meanlooking
 (mean-looking)
 meat (meet)
 micraphone (microphone)
 million-aire (millionaire)
 millionaire (millionaire)
 mintutes (minutes)
 minuit (minute)
 modeling (modelling)
 motor bikes (motorbikes)
 my self (myself) x6
 nausious (nauseous)
 nerve racking
 (nerve-racking)
 nervesly (nervously)
 nerv-raking
 (nerve-racking)
 new (knew) x2
 of (on)
 of (off) x5
 of (on)
 olnly (only)
 oponent (opponent)
 ordany (ordinary)
 oxe (ox)
 painfull (painful)
 palmes (palms)
 panniced (panicked)
 pardan (pardon)
 past (passed)
 peope (people)
 practist (practised)
 price (prize)
 quiet (quiet)
 quit (quiet)
 qwite (quiet)
 rasing (racing)
 reaf (ref)
 realized (realised)
 reconsied (recognised)
 refferey (referee)
 relised (realised)
 relive (relieve)
 rotion (routine)
 rues (rules)
 schreming (screaming)
 self conscious
 (self-conscious)
 sepret (separate)
 serouis (serious)
 shakeing (shaking)
 shotting (shouting)
 skered (scared)
 skeryost (scariest)
 snaped (snapped)
 some one (someone)

spokin (spoken)
 spot light (spotlight) x2
 stairing (staring)
 standed (stood)
 stoped (stopped)
 sturdy (steady)
 sucumbed (succumbed)
 sweating (sweating)
 tacken (taken)
 tallent (talent)
 thanks (thank)
 the (then)
 the (there) x3
 the (they)
 thearter (theatre)
 their (there)
 their (they) x2
 therd (third)
 there (their) x7
 though (thought)
 tine (time)
 to (too) x3
 tolet (toilet)
 toliet (toilet)
 too (to) x2
 too (two)
 totally (totally)
 tould (told)
 tring (trying)
 ture (true)
 turtte (turtle)
 unbelieveable
 (unbelievable)
 uncontous (unconscious)
 uteded (uttered)
 vegatables (vegetables)
 wach (watch)
 waitting (waiting)
 want (wants)
 was (were)
 watchin (watching)
 wating (waiting)
 wepons (weapons)
 were (where)
 whens (when)
 where (were) x2
 whistl (whistle)
 why (way)
 wisped (whispered)
 with in (within)
 wizzed (whizzed)
 women (woman)
 ya (you)
 yout (you're)

300meters (300 metres)
 a (and)
 a (at)
 ad (and) x2
 adventur (adventure)
 agains (against)
 agin (again)
 ags (ages)
 aliley (alley)
 all was (always)
 all ways (always)
 alot (a lot)
 aloud (allowed)
 an (and)
 angel (ankle)
 anoter (another)
 answer (answered)
 any thing (anything)
 any way (anyway)
 anyfaster (any faster)
 aplaying (applying)
 approached (approached)
 aproxmally
 (approximately)
 are (our) x3
 arive (arrive)
 aroud (around)
 asoon (as soon) x2
 atracted (attracted)
 aventually (eventually)
 awhile (a while) x2
 bady (baby)
 barly (barely)
 beanches (benches)
 beause (because)
 becace (because)
 becuse (because)
 beed (been)
 been (being)
 befor (before) x2
 begone (began)
 belied (believed)
 bend (bent)
 beoned (beyond)
 berrise (berries)
 bored (boarded)
 brigh (bright)
 brocoleu (broccoli)
 browine (brownie)
 bugers (burgers)
 buring (burning)
 cabbin (cabin)
 cach (catch)
 caled (called)
 chees (cheese)
 chesse (cheese)
 chicken (chicken)
 child-hood (childhood)
 chincken (chicken)
 cloths (clothes) x2
 cobbly (cobbley)
 cob-webs (cobwebs)
 collage (college)

collages (colleges)	fowards (forwards)	nervs (nerves)	serounding's (surroundings)	too (to)
colour-ful (colourful)	foxs (foxes)	no (know)	shaply (sharply)	tryed (tried) x2
cookeing (cooking)	freinds (friends)	no (none)	shiniyng (shinng)	turded (turned)
cookod (cooked)	frieds (friends)	no (not)	shinyng (shining)	turry (?)
corrots (carrots)	fulful (fulfill)	no where (nowhere)	shiverd (shivered)	twising (twisting)
corse (course)	giggleing (giggling)	noitced (noticed)	siad (said)	twited (twisted)
could (cold)	go (got)	no-more (no more)	sicter (sister)	untill (until) x5
coun't (couldn't)	grand parents (grandparents)	non (none)	so thing (something)	usally (usually)
criling (crying)	grimmed (grimaced)	none (no one)	some one (someone)	vase (vase)
cring (crying)	hade (had)	nowaton (nowhere?)	some thing (something) x2	vat (?)
cryin (crying)	happed (happened)	of (off) x6	some where (somewhere)	vegtable (vegetable)
cuplore (cutlery)	heavey (heavy)	off (of)	sourse (sauce)	voise (voice)
cusins (cousins)	helpt (helped)	on (one) x2	spicey (spicy)	vosie (voice)
cut of (cut off)	holing (howling)	otherway (other way)	spilt (split)	waking (walking)
deadend (dead end)	hoping (hoping)	our selfs (ourselves)	stak (steak)	walkin (walking)
dentention (detention)	houes (house)	out side (outside)	stake (steak)	wasent (wasn't) x2
desited (decided)	hous (house)	passe (pace)	stard (started)	wastnd (wasn't)
determing (determined)	hurd (heard)	pateose (potatoes)	starring (staring)	wat (what)
dever (deserve)	i'v (I've)	path way (pathway) x2	start (stairs)	water (waiter)
dicided (decided)	legnored (I ignored)	patway (pathway)	stat (start)	watter (water)
diedied (decided)	igo (I go)	peacfull (peaceful)	stoped (stopped)	wedsedy (Wednesday)
diner (dinner)	in doors (indoors)	peal (peel)	stoping (stopping)	week end (weekend)
dinnt (didn't)	incase (in case)	phylosofy (philosophy)	stored (started)	were (where)
dint (didn't)	increadents (ingredients)	picnick (picnic)	strainge (strange)	werid (weird)
disapeared (disappeared)	infact (in fact)	poding (pudding)	straped (strapped)	what ever (whatever)
diserpered (disappeared)	ingreadeants (ingredients)	poetoes (potatoes)	strat (straight)	when (went)
do (down)	intill (until)	poney (pony)	stresfull (stressfull)	wher (were)
door bell (doorbell)	investergate (investigate)	poped (popped)	stright (straight)	where ever (wherever)
draged (dragged)	it (I)	poreing (pouring)	strook (struck)	whet (went)
drifted (drifted)	keped (kept)	pot (put)	suddely (suddenly)	whet (with)
driting (drifting)	kicten (kitchen)	potatos (potatoes) x2	sudenly (suddenly)	will (we'll)
droped (dropped)	knok (knock)	potoes (potatoes)	sweet heart (sweetheart)	witch (which)
duble (double)	know (no)	praparing (preparing)	swet (sweat)	worrdering (wondering)
eachother (each other)	know where (nowhere)	professtion (profession)	taks (talks)	
ecoing (echoing)	konw one (no one)	puculier (peculiar)	te (the)	
ect (etc.)	ladr (louder)	pudel (puddle)	tearnd (turned)	
elelicity (electricity)	leafs (leaves) x2	purpel (purple)	teeams (teams)	
engrediens (ingredients)	lern (learn)	put (?)	tempreture (temperature)	
ennoying (annoying)	litte (little)	puyker (pukka)	thay (they)	
enough (enough)	live (life)	qoshton (question)	the (there)	
enterd (entered)	losted (lost)	quater (quarter)	then (than)	
entras (entrance)	lovley (lovely)	quiqly (quickly)	ther (there)	
evan (even)	luckly (luckily)	rair (rare)	there (their) x2	
evaning (evening)	mageritta (Margherita)	raod (road)	thers (there's)	
everwhere (everywhere)	maniged (managed)	rarr (rare)	thet (that)	
every thing (everything)	marshmellow (marshmallow)	read (ready)	they (there) x2	
everything (everything)	mats (mates)	ready made (readymade)	thoght (thought)	
everytime (every time)	meale (meal)	reall (really)	thogut (thought)	
exactly (exactly)	medeum (medium)	realy (really)	thoht (thought)	
exited (excited)	medoum (medium)	relese (release)	though (thought) x3	
expodition (expedition)	mentened (mentioned)	relized (realised)	though (through)	
feilds (fields)	mesterious (mysterious)	replied (replied)	through (thought)	
felw (follow)	mintues (minutes)	resturatam (restaurant)	through (threw)	
fever (further)	mish (?)	russel (rustle)	through (throw)	
fillits (fillets)	moody (muddy)	sain (said)	thy (they)	
findsed (finished)	mornin (morning)	same (seemed)	thyer (tyre)	
flours (flowers)	moruning (morning)	sauce pan (saucepan)	tied (tired)	
folloed (followed)	mouthes (months)	sausuges (sausages)	to (too) x2	
for getting (forgetting)	my self (myself) x3	sayin (saying)	to (two)	
forhead (forehead)	my selfe (myself)	scard (scared)	toldus (told us)	
forrest (forest)	near by (nearby)	scarde (scared)	tomateo (tomato)	
fountins (fountains)		sdoen (sudden)		
foward (forward)		secound (second)		

acceliration (acceleration)
 agen (again)
 aksed (asked)
 allready (already)
 alot (a lot)
 amigine (imagine)
 and (an)
 any ways (anyway)
 applogiles (apologies)
 arised (arose)
 arressted (arrested)
 at (to)
 audiance (audience)
 badley (badly)
 begain (began)
 belive (believe) x2
 billionare (billionaire)
 brought (bought)
 buged (bugged)
 calapts (collapsed)
 camras (cameras)
 carmed (calmed)
 carrid (carried)
 chearing (cheering)
 ciggarettes (cigarettes)
 come (came)
 comfterbul (comfortable)
 comming (coming)
 compeat (compete)
 confedence (confidence)
 cosetant (contestant)
 contepery (contemporary)
 contestent (contestant)
 crave (grave)
 crawds (crowds)
 crowed (crowd)
 diffren (different)
 easyer (easier)
 Elizibitian (Elizabethan)
 evry one (everyone)
 excitment (excitement)
 explan (explain)
 fort (thought)
 freinds (friends)
 gameshow (game show)
 gane (game)
 gigle (giggle)
 glaided (glided)
 gona (going to)
 gonna x2
 gosse bumpelly
 (goose bumps)
 grew (grown)
 gunna (going to)
 half way (halfway,
 half-way)
 has (as)
 he (hear)
 he (her)
 hear (here)
 heart beat (heart-beat)
 heaver (heavier)
 here (hear)

hes (his)
 he's (his)
 incase (in case)
 independtent
 (independent)
 infront (in front)
 is (his)
 js (?)
 kepted (kept)
 laying (lying)
 lightier (lighter)
 mahem (mayhem)
 manfion (mansion)
 manged (managed)
 mens (men)
 minutes (minutes)
 minuets (minutes)
 mumbels (mumble/
 mumbling)
 my self (myself)
 my self (myself) x3
 nearvous (nervous)
 nerus (nervous)
 nervice (nervous)
 nervis (nervous)
 nervs (nervous)
 neverous (nervous)
 new (knew) x2
 newist (newest)
 no (know)
 no (not)
 now (know)
 of (off) x2
 onava (another)
 onhouse (on horse)
 playstasion (PlayStation)
 preform (perform)
 proggame (programme)
 quit (quiet)
 realy (really)
 reapete (repeat)
 rele (really)
 relised (realised)
 replied (replied)
 sence (sense) x2
 shacking (shaking)
 shakieing (shaking)
 she'ed (she'd)
 show down (show-down)
 shutted (shut)
 sits (seats)
 some how (somehow)
 something (something)
 speach (speech)
 speachless (speechless)
 speek (speak)
 spelt (smelt)
 squeeke (squeaky)
 sriktd (strict)
 steard (stared)
 step (steps)
 stright (straight)
 stud (stood) x2

swetting (sweating)
 swety (sweaty)
 table top (table-top)
 television (television)
 the (that)
 the (then)
 the (there)
 then (than)
 there (they)
 there (they're)
 thers (there's)
 thew (few)
 thierr (there)
 this (these)
 thosands (thousands)
 though (thought)
 thunads (hundreds?)
 tied (tired)
 to (too) x4
 too (to)
 two (too)
 untill (until)
 up hill (uphill)
 vocie (voice)
 waching (watching)
 wait (weight)
 wasant (wasn't)
 wasent (wasn't)
 wat (what) x2
 we (when)
 weelchair (wheelchair)
 were (where) x2
 whatch (watch)
 wich (which)
 wiered (weird)
 wonderd (wondered)
 won't (want)
 word's (words)
 worst (worse)
 wried (?)

'marajuana' (marijuana)
 a head (ahead)
 a long (along) x2
 alot (a lot)
 a sleep (asleep)
 a way (away)
 abit (a bit) x2
 abte (about)
 agen (again)
 ake (asked)
 allywey (alleyway)
 alone (along)
 along (a long)
 an (and)
 anoter (another)
 anotha (another)
 any think (anything)
 anythink (anything)
 apoched (approached)
 aproched (approached)
 arand (around)
 are (and)
 are (our) x2
 arived (arrived)
 armer (armour)
 ase (race)
 at (and)
 bargers (burgers)
 barnr (burnt)
 bat (but)
 be case (because)
 beep (deep)
 befor (before) x2
 Biper (?)
 blacking (blocking)
 blte (belt)
 bnnlae (brown?)
 boot (but)
 bord (bored)
 bored (board)
 breakfast (breakfast)
 brekfest (breakfast)
 breth (breath)
 bule (blue)
 bult (but)
 but (put)
 buttyfull (beautiful)
 calld (called)
 cam (came)
 caped (kept)
 caris (carries)
 carred (carried)
 carrid (carried) x3
 cary (carry)
 cept (kept)
 cerfally (carefully)
 charichole (charcoal)
 cheus (cheers)
 chics (cheeks)
 chill (chilli)
 coched (coaches)
 coges (coaches)
 cogeses (coaches)

corma (Korma)	have'd (have)	nufink (nothing)	someoe (someone)	vegatabe (vegetable)
cormatit (combative)	he (him)	nuthing (nothing)	somethink (something)	wak (walk)
correy door (corridor)	head teater (headteacher)	oconsosh (unconscious)	sorce (sauce)	waked (walked)
cotch (cottage)	hear (here)	of (off) x4	sore (saw) x2	wakeing (waking)
coud (could)	heared (heard) x2	of (or)	sorty (sort of)	walkin (walking)
couldent (couldn't)	helpme (help me)	oldist (oldest)	sow (saw) x2	walkk (walk)
cryness (crisis?)	hered (heard)	onony (ordinary)	spegetti (spaghetti)	want (went)
cuboard (cupboard)	hod (hood)	opend (opened)	spegetti (spaghetti)	wards (words)
cudnt (couldn't)	hoddey (hoody)	out sid (outside)	spicness (spiciness)	wark (walk)
darek (dark)	hole (whole)	out side (outside)	stering (staring)	warking (walking)
deft (left)	holowing (hollowing?)	over night (overnight)	stoped (stopped)	was'ent (wasn't)
desandation (destination)	homlus (homeless)	pack (path)	storrt (thought?)	washin (washing)
deserts (desserts)	hors (horse)	pawnd (pound)	stret (street)	wat (what)
determind (determined)	i'v (I've)	pchone (phone)	striring (stirring)	wen (when)
difftent (different)	igot (I got)	pear (pair)	strng (strong)	were (wears)
different (different)	ime (I'm)	perfect (perfect)	suddny (sudden)	were (were)
dimand (diamond)	inchis (inches)	peir (pair)	sumthing (something)	when (went) x2
dind't (didn't)	indean (Indian)	pepers (peppers)	take at (take out)	whent (went) x3
donal (dull old?)	intill (until)	perae (puree)	talling (telling)	whera (where)
down stair (downstairs)	invation (invitation)	pich (pitch)	tat (that)	where (were) x2
down sters (downstairs)	is (his)	picknice (picnic)	techer (teacher) x2	whes (wears)
draind (drained)	jus (just)	pikaxe (pickaxe)	techers (teachers)	whisd (wizard)
dropping (dropping)	justed (just)	pipping (piping)	tees (these)	whithe (with)
dwafs (dwarves)	karid (carried)	plan (plain)	tern (turn)	whos (was)
eny (and he)	keeped (kept)	pognt (point)	ternd (turned)	whosent (wasn't)
epeal (appeal)	knif (knife)	pot (put)	th (the)	wierd (weird)
erly (early)	knowone (no one)	potion (portion)	tha (that)	wight (white)
esle (else)	kwn (know)	pownd (pound)	thas (that's)	withe (with)
every one (everyone)	lasanea (lasagne)	prepair (prepare)	that (than)	wock (woke)
every where (everywhere)	lasania (lasagne)	quiet (quite)	thaw (through)	woket (walked)
fagiathes (faggots?)	lat (late)	quiyot (quiet)	thay (they) x2	woking (walking)
fallung (fallen)	laught (laugh)	reey (ready)	the (them)	wondiw (window)
famails (families)	lesons (lessons)	responsibilitie	the (then)	wont (want)
fents (fence)	lether (leather)	(responsibility)	the (they) x2	wood land (woodland)
fgrow (grown)	live (leave)	rise (rice)	thefe (thief)	worke (woke)
firs (first)	loking (looking)	roge (rogue)	ther (there) x3	worng (wrong)
flied (fled)	lookd (looked)	rownd (round)	there (the)	wos (was)
flowered (followed)	macking (making)	runing (running) x2	thers (there's)	wot (what)
folled (followed)	maked (made)	sanding (standing)	thew (through)	woud (would)
folow (follow) x2	mawe (more)	sauages (sausages)	thir (there)	wouldent (wouldn't)
foot steps (footsteps) x2	ment (meant)	scead (scared)	thirst (first)	wounder (wonder)
fore (before)	mice (mince)	sceard (scared) x2	thort (thought) x3	yeerr (yeah)
forever (forever)	midall (middle)	sead (said) x2	thotght (thought)	your (you)
forist (forest)	minits (minutes) x2	seaid (said)	thought (thought)	
forrist (forest)	mixed (mixed)	sed (said) x2	thourt (thought)	
forsets (forest)	mod (mud)	sede (said)	throew (through)	
fort (thought)	modry (muddy?)	seent (seen)	throw (through)	
friends (friends)	monthes (months)	seid (said) x2	tiyud (tired)	
frined's (friends)	moring (morning)	sen (seen)	to (the?)	
frist (first)	mundeds (murders)	seperat (separate)	to (too) x4	
gay (guy)	munred (murderer?)	servg (serve)	tole (tall)	
geting (getting)	my self (myself) x6	shaltia (shouted)	tomoto (tomato)	
giph (give)	mychicken (my chicken)	shimarig (shimmering)	tookhe (took her)	
glumey (gloomy)	naw (now)	shine (sign?)	traci (trackie)	
gona (gonna)	nithg (knight)	showr (shower)	trainer (trainer)	
got (dog?)	no (know)	side (said)	traped (trapped)	
gow (go)	no (not)	siland (silence)	trun (turn)	
gowing (going)	no were (nowhere)	site (sight)	tryed (tried)	
grabed (grabbed)	no where (nowhere)	slipiyer (slippier)	tuch (took)	
grate (great)	nois (noise)	slitley (slightly)	twise (twice)	
hapanr (happened)	nome (normal)	som wer (somewhere)	uip (up)	
hata (had to)	now (know) x2	some one (someone)	up set (upset)	
hath (have)	nower (nowhere)	some where (somewhere)	upstiar (upstairs)	

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