

2016 national curriculum assessments

Key stage 1

2016 teacher assessment exemplification: end of key stage 1

English writing

Working at greater depth within
the expected standard: Ali

Annotated version

February 2016



Standards
& Testing
Agency

Contents

2016 teacher assessment exemplification: end of key stage 1 – writing	3
How to use the 2016 exemplification materials	4
Interim teacher assessment framework at the end of key stage 1 – writing	6
Exemplification	8

2016 teacher assessment exemplification: end of key stage 1 – writing

End of key stage 1 (KS1) writing teacher assessment (TA), using the interim TA frameworks, is statutory for 2016.

This document is part of a suite of materials that exemplifies the national standards for end of KS1 writing TA. The full suite, including the interim teacher assessment framework, pupil scripts and annotated versions, can be found at <https://www.gov.uk/STA>.

Each collection is available in unannotated and annotated versions. Tables at the end of this annotated version provide a check-list to demonstrate which statements have been met for each piece of work.

Each collection exemplifies one pupil's writing that meets the requirements for all of the statements within the interim teacher assessment framework for one of the following standards:

- working towards the expected standard
- working at the expected standard
- working at greater depth within the expected standard.

Purpose of the 2016 exemplification materials

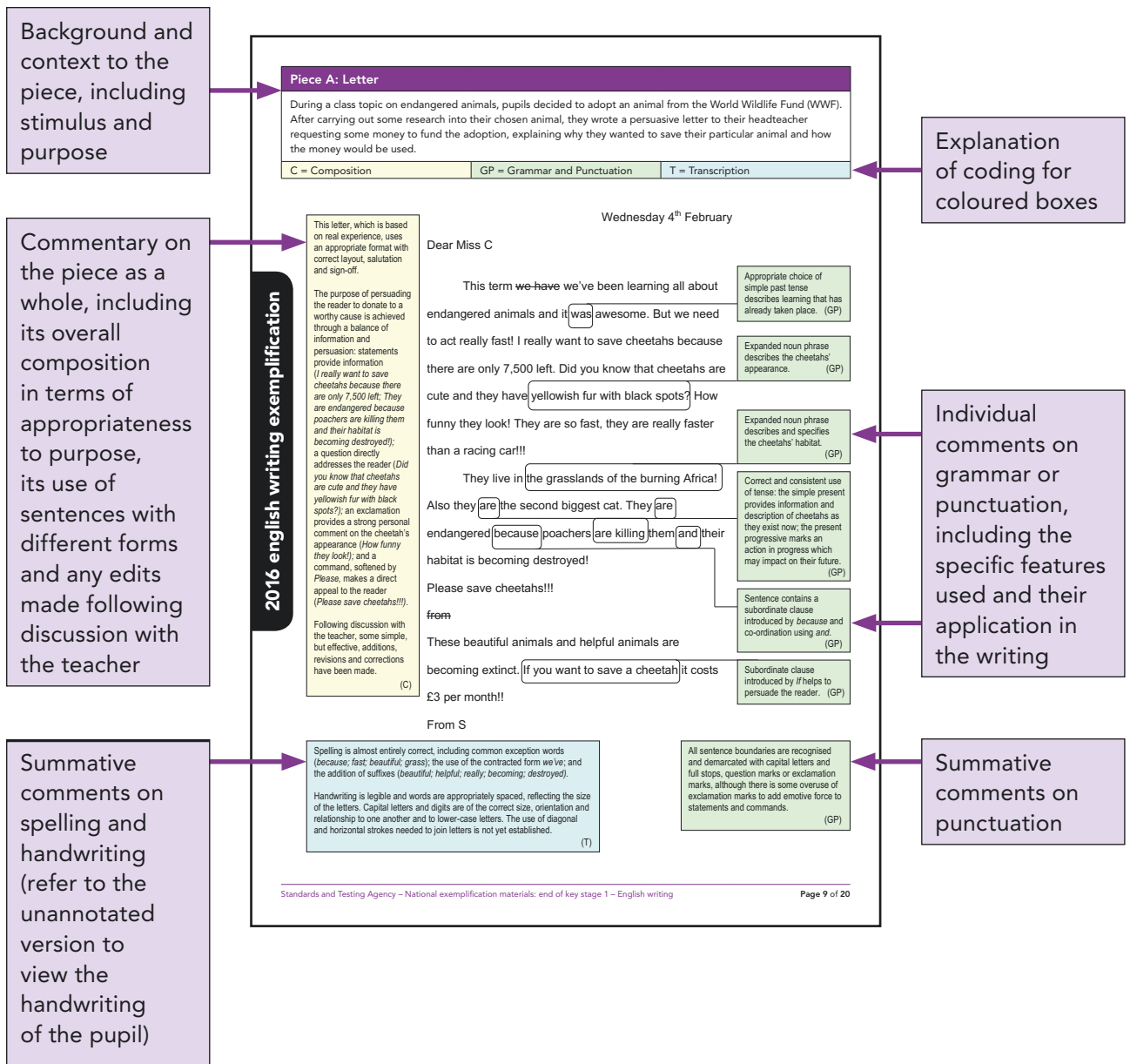
- Schools must use the interim TA frameworks and exemplification materials to ensure that their TA judgements are accurate.
- Schools must use the exemplification materials to ensure a secure understanding of national standards, as a point of reference for teachers when making their own TA judgements and to validate judgements across the school.
- Local authorities (LAs) must use the exemplification materials to ensure their moderation team has a secure understanding of national standards, and as a point of reference when validating a school's TA judgements.

How to use the 2016 exemplification materials

To meet a particular standard within the interim TA framework, a pupil must demonstrate attainment of **all** of the statements within that standard **and all** the statements in the preceding standard(s). The judgement as to whether a pupil meets a statement is made across a collection of evidence and not on individual pieces. However, there needs to be sufficient evidence of consistent performance across several pieces, in order to demonstrate the pupil's understanding and application of the statement.

The annotations in the exemplification materials are designed to help teachers interpret the statements of the interim TA frameworks accurately, and to apply them consistently, through use of the terminology required by the national curriculum 'English programmes of study: key stages 1 and 2'. Each annotated collection should be read in conjunction with its overall commentary and completed table.

How the annotation is set out



Each collection consists of a sample of evidence (typically 6 pieces), drawn from a wider range of one pupil's writing. However, teachers will have a considerably broader body of evidence from across the curriculum on which to base their judgements.

The frequency of evidence for the statements may vary across individual pieces within a collection. The exemplification materials illustrate how the statements containing qualifiers ('some', 'many', 'most') may be applied to a particular collection of work.

When making their TA judgements, teachers must:

- be familiar with the interim TA frameworks and exemplification materials
- ensure a broad range of evidence from across the curriculum is available for review
- for each pupil, check and record whether there is sufficient evidence for each of the statements, starting with those for 'working towards the expected standard' and, where appropriate, moving on to working at the 'expected standard' and 'working at greater depth'.

Teachers need to be aware of the distinction between those statements containing supplementary detail in the following two ways:

- as italicised examples, such as the 2 statements about suffixes at expected and greater depth, where acceptable evidence could include any of the suffixes referenced in the national curriculum KS1 programme of study
- as bracketed detail, such as the statement about co-ordination and subordination at the expected standard, where evidence must include some of those specified.

In 2016, teachers must include evidence from the KS1 grammar, punctuation and spelling test to inform their TA judgements.

Interim teacher assessment framework at the end of key stage 1 – writing

Key principles

- This statutory interim framework is to be used only to make a teacher assessment judgement at the end of the key stage following the completion of the key stage 1 curriculum. It is not intended to be used to track progress throughout the key stage.
- The interim framework does not include full coverage of the content of the national curriculum and focuses on key aspects for assessment. Pupils achieving the different standards within this interim framework will be able to demonstrate a broader range of skills than those being assessed.
- This interim framework is not intended to guide individual programmes of study, classroom practice or methodology.
- Teachers must base their teacher assessment judgement on a broad range of evidence from across the curriculum for each pupil.
- The evidence used must include the key stage 1 English grammar, punctuation and spelling test.
- Individual pieces of work should be assessed according to a school's assessment policy and not against this interim framework.

Each of the three standards within the interim framework contains a number of 'pupil can' statements. To demonstrate that pupils have met a standard within this interim framework, teachers will need to have evidence that a pupil demonstrates attainment of **all** of the statements within that standard **and all** the statements in the preceding standard(s).

Some of the statements contain qualifiers (some, many and most) to indicate that pupils will not always consistently demonstrate the skill required. However, where they have been used, they have consistent meaning with 'most' indicating that the statement is generally met with only occasional errors and 'some' indicating that the skill/knowledge is starting to be acquired, and is demonstrated correctly on occasion, but is not consistent or frequent.

Teachers should refer to the national curriculum programmes of study for items marked * (e.g. to exemplify the words that pupils should be able to spell). Where pupils have a physical disability that prevents them from being able to write, the statements relating to handwriting can be excluded from the teacher assessment. Where pupils are physically able to write and meet all of the statements except for being able to produce legible handwriting, they may be awarded the 'expected standard' but cannot be awarded the 'greater depth' standard. This refers to the final statements within 'working towards' and 'working at the expected standard'.

This framework is interim for the academic year 2015 to 2016 only.

Interim teacher assessment framework at the end of key stage 1 – writing

Working towards the expected standard

The pupil can write sentences that are sequenced to form a short narrative, after discussion with the teacher:

- demarcating some sentences with capital letters and full stops
- segmenting spoken words into phonemes and representing these by graphemes, spelling some correctly
- spelling some common exception words*
- forming lower-case letters in the correct direction, starting and finishing in the right place
- forming lower-case letters of the correct size relative to one another in some of the writing
- using spacing between words.

Working at the expected standard

The pupil can write a narrative about their own and others' experiences (real and fictional), after discussion with the teacher:

- demarcating most sentences with capital letters and full stops and with some use of question marks and exclamation marks
- using sentences with different forms in their writing (statements, questions, exclamations and commands)
- using some expanded noun phrases to describe and specify
- using present and past tense mostly correctly and consistently
- using co-ordination (or/and/but) and some subordination (when/if/that/because)
- segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly
- spelling many common exception words*
- spelling some words with contracted forms*
- adding suffixes to spell some words correctly in their writing, e.g. *-ment, -ness, -ful, -less, -ly**
- using the diagonal and horizontal strokes needed to join letters in some of their writing
- writing capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters
- using spacing between words that reflects the size of the letters.

Working at greater depth within the expected standard

The pupil can write for different purposes, after discussion with the teacher:

- using the full range of punctuation taught at key stage 1 mostly correctly
- spelling most common exception words*
- spelling most words with contracted forms*
- adding suffixes to spell most words correctly in their writing, e.g. *-ment, -ness, -ful, -less, -ly**
- using the diagonal strokes needed to join letters in most of their writing.

2016 teacher assessment exemplification: end of key stage 1 English writing

Working at greater depth within the expected standard: Ali

This collection demonstrates sufficient evidence that the pupil is able to produce writing that meets all the statements for 'working at greater depth within the expected standard'. A range of writing for different purposes, all undertaken independently, is included in the collection. In addition to two narratives, there are examples of a set of practical instructions, a factual recount of a trip to Porchester Castle, a book review, and a letter of apology written in the role of a cat.

Thoughtfully structured tasks enable the pupil to draw successfully on prior learning to devise, for many of the pieces, an appropriate format which supports the organisation of the material and demonstrates an awareness of the reader, e.g. the correct layout of a formal letter written by the delinquent cat, the sections and sub-headings for the recount of the school trip and the questions framed in the book review. Throughout, the pupil is able to adopt a level of formality appropriate to the purpose of the writing, e.g. by mirroring the language used in a traditional tale ('Poppy and the beanstalk') or a book read in class ('The Disgusting Sandwich'), or by employing the more formal structures and vocabulary of apology in 'Letter to Ellie's family'. Many pieces are also enhanced by the pupil's positive attitude towards writing, as is apparent in asides or direct address to the reader, the choice of vocabulary and use of humour.

Across the collection, the writing demonstrates consistent attainment of all of the statements within the 'working at greater depth standard' and all the preceding standards. Sentences with different forms are successfully integrated as appropriate to audience and purpose. Correct and consistent usage of past and present tense is maintained and subordination and co-ordination are well managed, often in ambitious structures.

The full range of punctuation taught at key stage 1 is used, in most cases, correctly. For example, in addition to the correct use of full stops and capital letters, exclamation marks are used both for emphasis in statements and commands, and to mark exclamations, commas are used to separate items in lists and apostrophes mark singular possession in nouns. Although questions feature only in the first narrative and the book review, there is multiple usage in those pieces and they are all consistently and correctly punctuated.

Spelling is mostly accurate, applying the rules and guidance for years 1 and 2. There is evidence of spelling common exception words, spelling words with contracted forms and adding suffixes to spell longer words correctly, e.g. *excitement*, *carefully*, *respectful* and *adventurous*. All of the statements relating to handwriting are met, including the use of the diagonal and horizontal strokes needed to join letters in most writing.

This collection meets the requirements for 'working at greater depth within the expected standard'.

2016 teacher assessment exemplification: end of key stage 1 English writing

Working at greater depth within the expected standard: Ali

- A Narrative
- B Recount
- C Procedural
- D Letter
- E Book review and character description
- F Narrative

Piece A: Narrative

After class reading and discussion of 'Jack and the Beanstalk', pupils were asked to use a story map to plan their own version of the tale and select one aspect to change in their re-telling.

C = Composition

GP = Grammar and Punctuation

T = Transcription

This retelling mirrors the main events of the original tale, apart from the aspect the pupil chose to change – the protagonist's gender. The purpose of the narrative to engage the reader is clear, and is achieved through drawing on features of the original tale, e.g. repetition (*colder and colder and colder; Creep... creep... creep*) and the writer's own elaboration (*a tricky, old and wooden house; the fluffy, white, cuddly clouds*).

An appropriately brisk style of narration, established in the opening lines, is maintained successfully throughout this detailed and extended piece; the conclusion is abrupt, but appropriate to a traditional tale.

Sentences with different forms are used appropriately throughout: much of the narration is achieved through statements, whereas questions (*Who are you? Can you sell Daisy..?*), a command (*Go to your room..!*) and an exclamation (*What a lucky escape that was!*) are all effectively incorporated into the dialogue.

(C)

Poppy and the beanstalk

Once upon a time there was a girl called Poppy who lived

with her poor mum. They lived in a tricky, old and

wooden house. They got there precious money by milking

their old, spotty cow (Daisy).

Expanded noun phrases give precise detail to the opening scene.

(GP)

Early the very next morning it was as sunny as a

sunshine. That very particular day Poppy's mum asked

Poppy,

"Can you sell Daisy because she is too old and in return get some money?"

"Sure," replied Poppy and set off in the dusty allaway.

Apostrophe marks singular possession.

(GP)

Subordinating conjunctions (*because; until*) extend sentences and add detail.

(GP)

On the dusty allaway she trotted until she met a stranger.

"Who are you?" whispered the stranger.

"I am Poppy," suggested Poppy.

"It does not matter, anyway I will give you five magic seeds for your cow," announced the stranger. Poppy

Correct and consistent choices of tense: the simple past for narration and the simple present for dialogue.

(GP)

thought it was an extraordinary idea, so she agreed and

took the five magic tiny seeds.

Later on she strode down the allyway and finally arrived

home. **When** she arrived, her mum was furious and she was so stubborn with Poppy. She threw the beans out of the glass delicate window as fast as a cheetah.

Subordinating conjunctions (*When; so*) extend sentences and add detail. (GP)

“Go to your room without any of **your favourite scrumptious dinner!**” Shouted Poppy’s mother. Poppy felt really miserable, **so** she went to her room without any of **her favourite scrumptious dinner.**

Expanded noun phrases give precise descriptive detail. (GP)

The next morning Poppy saw a massive and it was reaching into **the fluffy, white, cuddly clouds.** Poppy decided to climb it.

Up...up...up. It got colder and colder and colder. Poppy got really cold. Finally she arrived up to **the top of the massive beanstalk.**

Slowly, Poppy lifted her head and then she saw a humungous castle. Poppy was so amazed she couldn’t say anything. **When** she could speak she crawled to the **castle and knocked quickly but nobody answered.**

Use of subordination (*When*) and co-ordination (*and; but*) help convey essential information concisely and with dramatic effect. (GP)

Creep...creep...creep. Trembling, Poppy heard a booming voice. “FEE FI FO FUM!” roared the voice. “I SMELL THE BLOOD OF AN ENGLISHMAN!” As fast as Poppy’s legs could take her, she ran to an oven to hide and she was safe. Luckily the person went to sleep. Slowly Poppy sneaked out of the oven and realized that the person was an enormous giant! Then Poppy saw

some golden flowers on the table. Really quickly, Poppy grabbed the golden flowers as fast before you could say jump.

Carefully, Poppy scurried down the massive beanstalk and gave the golden flowers to her poor mum.

“Oh my!” cried Poppy’s mum happily.

“What a lucky escape that was!” thought Poppy.

Spelling is mostly correct, including most common exception words (*climbing; could; old; golden; fast*), most contracted forms (*couldn't; wasn't*), homophones (*there/their; bean*) and the addition of suffixes (*scrumptious; wooden; golden; dusty; cuddly; luckily*).

Handwriting is legible and words are mostly appropriately spaced, reflecting the size of the letters. Capital letters and digits are mostly of the correct size, orientation and relationship to one another and to lower case letters. Diagonal and horizontal strokes are used to join some letters.

(T)

All sentences are correctly demarcated with capital letters, full stops and question marks. Exclamation marks are used to add emotive force to commands (*Go to your room without....dinner!*) and statements (*...the person was an enormous giant!*), and to mark an exclamation (*What a lucky escape that was!*). The apostrophe is correctly used throughout for singular possession (*Poppy's mum*).

(GP)

Piece B: Recount

Following class discussion of a trip to Porchester Castle, pupils were asked to plan and write a recount of the visit. Pupils had previously learnt about the features of a recount, and devised their own format for this piece.

C = Composition

GP = Grammar and Punctuation

T = Transcription

This recount of a school visit effectively fulfils its purpose by combining an account of the day's events with a commentary on the pupil's exploration of the castle and a personal response to what was seen.

Most sentences are statements, using the simple past tense, with variation achieved through occasional apt use of the past progressive (*we were climbing*), and an exclamation at the dramatic moment when the highest point of the castle was reached (*How I wished you were there!*).

Material is well organised in sections, with subheadings that guide the reader around the castle, reflecting the writer's enthusiastic exploration of the site (*At the outer walls; Up the spiral; Down the spiral; At the top of the keep*).

The direct address to the reader in the final sentence (*I had a great day so I hope you have a favourite day of the year!*) provides a succinct yet effective ending.

(C)

Porchester Castle

Introduction

Yesterday I went to the old stoney Porchester Castle!

On the bus.

First I stepped on the coach with my partner Lxxx. On the

way we sang Wheels on the bus, The king is in the castle

and a little bit of Call me Maybe. I was really excited

because we were nearly there!

Comma used correctly to separate three songs in a list.

(GP)

Looking at the Outer walls.

Next we arrived and we saw the keep and it was soooo

tall! The other walls were protecting the inside of the

castle so attackers won't attack. I felt very eager because

I couldn't wait to see what we were going to do.

Subordination (introduced by 'because') explains the reason for the writer's excitement.

(GP)

Up the spiral.

After that we entered (on the pretend, wooden

drawbridge) and the first activity was going up the

spiral! When we were climbing, we had to hold our

clipboard on our left hand and hold on to a long rope on

our right hand. I felt surprised because it was a long way

Expanded noun phrase provides precise descriptive detail.

(GP)

Sentence incorporating subordination (introduced by 'when') and co-ordination (introduced by 'and') give concise description of this complicated manoeuvre.

(GP)

up to the top of the keep!

At the top of the keep.

A few minutes later we arrived at the top of the keep and we drew some of Porchester Castle. It was a great view! How I wished you were there! I **was clapping** my hands with excitement because I was so happy that I got at the very top of the keep.

Effective shift to the past progressive (*was clapping*) helps to convey intensity and excitement of the moment.
(GP)

Down the spiral.

Later that day I went down the spiral – but on the way we saw where the prisoners used to be and they drew something and their names are still there!! I felt happy because I wanted to explore more around the castle.

Lunch

After going down the spiral we had lunch and I had some sandwiches, grapes, carrots, apple slices and ~~se~~ a brioche. (I also had some water.) I was so hungry and then I sat with my mum making a daisy chain.

Commas used correctly to separate items in a list.
(GP)

At Porchester castle museum.

After lunch, we went to the museum and drew our artefact and wrote some facts about Porchester Castle. I felt hard at work because I had to lots of facts.

On the way back

Finally we hopped on the coach to go back to school and I felt sad to leave Porchester Castle because every day I want to go to Porchester everyday and everyday we do a new topic.

Sentence incorporating subordination (*because*) and co-ordination (*and; and*) conveys the pupil's mixed emotions at the end of the day. (GP)

Closing sentence

I had a great day so I hope you have a favourite day of the year!

Spelling is mostly correct, including most common exception words (*old; because; climbing; after*), most contracted forms (*won't; couldn't*), homophones (*there*) and the addition of suffixes (*excitement; nearly; wooden; spiral*).

Handwriting is legible and words are mostly appropriately spaced, reflecting the size of the letters. Capital letters and digits are mostly of the correct size, orientation and relationship to one another and to lower case letters. Diagonal and horizontal strokes are used consistently to join letters.

(T)

All sentences are correctly demarcated with capital letters and full stops, with some correct use of exclamation marks for emphasis (*It was a great view!*) and to mark an exclamation (*How I wished you were there!*). Commas are used to separate items in lists.

(GP)

Piece C: Procedural

After class reading and discussion of some examples of instruction writing and its features, pupils were asked to write their own instructions on how to make a paper windmill, using the set of photographs provided.

C = Composition

GP = Grammar and Punctuation

T = Transcription

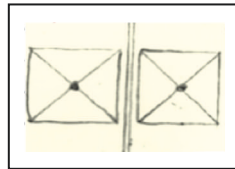
This set of instructions gives clear guidance to the reader on each stage of the windmill-making process.

In keeping with the purpose of the piece, most sentences are commands. Appropriate additional detail provides further clarity to avoid misunderstanding (*the not decorated bit*) or to give a reason for the procedure specified (*to make sure you have got both of them; so the bits that you fold don't explode and you have to do it again*).

Material is precise, concise and well organised with numbered points that help the reader through each stage of the process.

A few minor edits and corrections have been made at the point of composition or following discussion with the teacher.

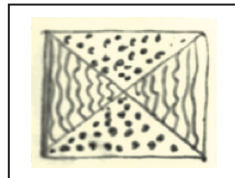
(C)



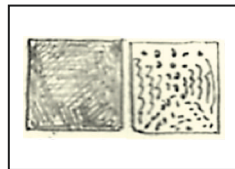
1. Get two pieces of paper **and** draw a box with an x cross with a dot in the middle of every line.

Co-ordination (*and*) introduces further instructions.

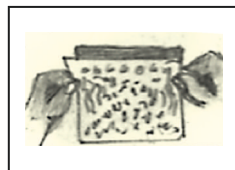
(GP)



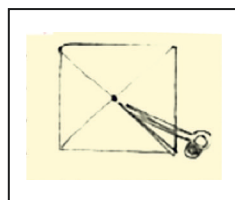
2. Draw some decorations on one side **and** on the other side leave it blank so how it is.



3. Put the two pieces in front of you to make sure you have got both of them.



4. Stick the decorated bit on front of the not decorated bit and stick it on.

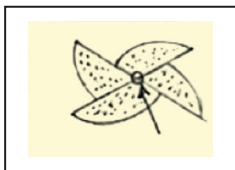


5. Cut **the lines of the cross** but only to the ~~line~~ dot you did in the middle and cut it to there. Also, cut the squares with it.

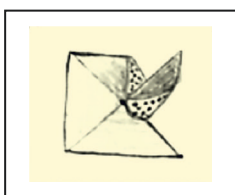
Expanded noun phrase clarifies precisely where to cut.

(GP)

How to make a Paper Windmill

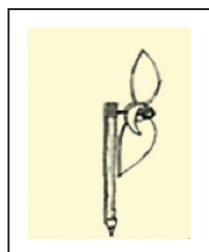


6. Fold these bits ~~that~~ carefully to the middle like this in the picture, so you get it right!



7. Put a pin in the middle so the bits that you fold don't explode and you have to do it again.

Concise sentence incorporating subordination (introduced by *so*) and co-ordination (introduced by *and*). (GP)



8. Get a pencil with a rubber bit and go through the rubber until it sticks.



9. Then you have got a paper windmill and when you twist it it turns around quickly!

Concluding sentence containing co-ordination (*and*) and subordination (*when*) provides succinct summary and a final flourish. (GP)

Spelling is correct, including some common exception words (*fold*), a contracted form (*don't*) and the addition of suffixes (*quickly*; *carefully*).

Handwriting is legible and words are mostly appropriately spaced, reflecting the size of the letters. Capital letters and digits are mostly of the correct size, orientation and relationship to one another and to lower case letters. Diagonal and horizontal strokes are used consistently to join letters.

(T)

All sentences are correctly demarcated with capital letters and full stops. An exclamation mark is used for emphasis in the final sentence.

(GP)

Piece D: Letter

After reading and discussing 'The Diary of a Killer Cat' by Anne Fine, pupils were asked to write a letter of apology from Tuffy, the killer cat, to his owners.

C = Composition

GP = Grammar and Punctuation

T = Transcription

This letter adopts an appropriate format with correct layout, salutation and sign-off, and a suitably formal style and contrite tone in keeping with its purpose.

Statements are used predominantly throughout to present Tuffy's case. The piece culminates with two polite commands (*Please accept...Please forgive*), effectively emphasising Tuffy's remorse.

Material is clearly organised throughout with frequent signposts for the reader. The direct address in the first section clearly states the letter's purpose, the second and third sections detail Tuffy's crimes and his contrition, and the final paragraph provides an effective summarising conclusion.

Expanded noun phrases provide both descriptive detail and a touch of humour (*normal pet cat behaviour; other disgusting things*), reflecting the pupil's obvious enjoyment of the original text.

Some minor but effective additions, revisions and corrections have been made at the point of composition or following discussion with the teacher.

(C)

Wednesday, 8th July

Correct and consistent use of the present tense, including appropriate choice of the present progressive (*am writing*) to describe an action in progress.

(GP)

Dear Ellie's family,

Apostrophe marks singular possession.

(GP)

I am writing to you because I want to apologise to you for

Subordination (introduced by *because*) provides the reason for the letter.

(GP)

what I have done to poor, old Thumper. I am going to

change my fierce behaviour to a normal pet cat

Expanded noun phrase describes and specifies Tuffy's desired transformation.

(GP)

behaviour.

First of all I am sorry for bringing Thumper into the carpet

with mud, grass stains and other disgusting things. Also, I

Comma separates items in a list.

(GP)

am sorry that the stains can not come off the carpet, and

the housekeeper ~~would~~ will be very dissapointed and

upset because of it.

Second of all from this day forward I will be a good

citizen, and be treated much better, because I am more

respectful. I will also try not to ~~scra~~ scratch any more

furniture like your favourite chair and the couch.

Across the piece, co-ordination (introduced by *and*) and subordination (introduced by *because*) provide elaboration and explanation.

(GP)

Please accept my apology because I feel so ashamed of
myself and so sad. I feel very guilty as well because I
bring dead animals into the house without any reason.
Please forgive me!!

Love from Tuffy

Spelling is mostly correct, including common exception words (*because; grass; old*) and the addition of suffixes (*respectful; guilty*).

Handwriting is legible and words are appropriately spaced, reflecting the size of the letters. Capital letters are of the correct size, orientation and relationship to one another and to lower case letters. Diagonal and horizontal strokes are used consistently to join letters.

(T)

All sentence boundaries are recognised and demarcated with capital letters and full stops. An apostrophe is used correctly to mark singular possession, and a comma to separate items in a list.

(GP)

Piece E: Book review and character description

After class reading and discussion of 'The Diary of a Killer Cat' by Anne Fine, pupils wrote these two companion pieces. Having written previous book reviews and character descriptions, pupils were given a few prompts to guide their planning of the book review, but then all writing of both pieces was independent.

C = Composition

GP = Grammar and Punctuation

T = Transcription

This book review and accompanying character description are based on the pupil's experience of reading 'The Diary of a Killer Cat'.

In the book review, the pupil has effectively constructed questions as sub-headings to introduce each section. Statements are appropriately used throughout the main text in order to answer these questions, presenting the writer's opinions about the book as a whole, and in particular about Tuffy, its main character. An exclamation is used appropriately to express the writer's positive reaction to the book (*What a great book that was!*).

In the character description, the pupil successfully captures Tuffy's mischievous, endearing personality. His character, appearance and behaviour are described in the 3 main paragraphs, and the piece concludes with a statement voicing the pupil's personal response to Tuffy.

(C)

Diary of Killer Cat

Did I enjoy the book?

What a great book that was! I loved the story. I also loved the sarcasim in it as well. The detail of it was great, and I loved the story language. How Tuffy lies and explains that he didn't do it makes me laugh, and how the dad describes Tuffy also makes me laugh.

Mostly correct and consistent use of the simple past tense to present the pupil's opinion of the book, and use of the simple present tense to describe some events and characters in the book.

(GP)

What was my favourite part?

I really enjoyed the whole book – but if I was to choose a favourite bæek part I would choose when the family pretended and acted that they didn't know that Thumper died and was like, "Oh no," and "Poor Thumper."

Who is my favourite character?

That is an easy question because it is very simple that it is Tuffy! I like adore Tuffy because every second that Tuffy speaks it makes me think that if I was an author when I grow up, I would be an author just like that.

Multiple subordination within a single sentence, introduced by a range of subordinating conjunctions (*because; that; if; when*).

(GP)

Statements are used throughout the second piece for description (*Tuffy has pointy ears that hear perfectly well...; He has eyes that can see everything around him...; Tuffy is a cat who creeps around quietly and then strikes...*). One humorous command effectively warns the reader to be on their guard (...*keep an eye on him...*).

Expanded noun phrases in the second piece describe both the cat (*a mischevios face on him all day*) and his victims (*a eull-cute, poor bird; a tiny miserable mouse thingy*).

(C)

How did I feel about the book?

I felt very excited from Friday because it said that they nailed up the cat flap, it left a real excitement of what was going to happen on Saturday.

Who would I recommend this to?

I would reccomend this to my sister because she is always talking to her friends on the laptop, so she can read for a while and forget about talking to her friends.

Tuffy

Tuffy is a stripy, mischievous cat who always kills animals and brings them into the house. He has killed a eull cute poor bird and a tiny miserable mouse thingy. When the owners tell him to do something he disobeys them, or he sometimes in ignores the owners.

Ambitious sentence contains subordination (*When*) and co-ordination (*or*), providing additional information and detail about Tuffy's habitual behaviour, and different responses to his owners' commands.

(GP)

Tuffy has pointy ears that hear perfectly well and he sniffs mysterios things that we can't smell. He is covered from head to toe in ginger stripes and has claws as sharp as knives and daggers. Tuffy has a mischevios face on him all day because he is always make making cunning plans. He has eyes that can see everything around him, so keep an eye on him, so he is not going to trip you up, or something else.

Correct and consistent use of the present tense, including the progressive form (*is...making*) to describe Tuffy's appearance and ongoing behaviour.

(GP)

Expanded noun phrase describes Tuffy's appearance.

(GP)

It is very hard to describe Tuffy's behavior, because he is
 always into trouble! Tuffy is a cat who creeps around
 quietly and then strikes – but not like any other cat
 because when he strikes he doesn't jump he pounces
 and traps it into his paws.

Subordination (*because; when*) and co-ordination (*but; and*) combine to highlight Tuffy's unique nature by contrasting his behaviour with that of other cats.
 (GP)

I would definitely like to be Tuffy's friend, no matter if he
 is up to mischief or not.

Apostrophe marks singular possession.
 (GP)

Spelling is mostly correct, including common exception words (*who; house; poor; because; something; eyes; everything; great; would*), most contracted forms (*didn't; can't; doesn't*) and the addition of suffixes (*stripy; killed; perfectly; making; quietly; definitely; excitement*). Errors are mostly in more challenging suffixes (*mysterios; behavior*).

Handwriting is legible and words are mostly appropriately spaced, reflecting the size of the letters. Capital letters and digits are mostly of the correct size, orientation and relationship to one another and to lower case letters. Diagonal and horizontal strokes are used consistently to join letters.

(T)

Sentence boundaries are recognised and demarcated with capital letters and full stops. Exclamation marks demarcate an exclamation and add force to some statements. Question marks are correctly used in sub-headings and apostrophes are correctly used for singular possession.

(GP)

Piece F: Narrative

After reading 'The Disgusting Sandwich' by Gareth Edwards, pupils were asked to write their own version of the story, imitating the style of the original. In preparation, pupils devised a story map and discussed the ingredients they would choose to put in their most disgusting sandwich.

C = Composition

GP = Grammar and Punctuation

T = Transcription

This narrative retelling closely follows the original, incorporating the main events of the plot and drawing, with obvious enjoyment, on some aspects of the language, such as vocabulary choice and repetition.

Narration relies exclusively on statements, predominantly in the past tense with occasional appropriate shifts to the past progressive for particular effect (*the crow was flying back*).

Some variety of sentences is achieved through the incorporation of dialogue using the present tense; the combination of subordination and co-ordination to describe more complex events concisely; and the use of short sentences for dramatic effect (*Then Badger ate up all the gross slugs*).

Throughout, expanded noun phrases provide detail and precise description of the characters (*that black and white badger*), the location (*some smelly, dirty bins*) and, above all, the sandwich, which is made to sound increasingly unappetising as the story progresses.

(C)

Once upon a time there was a badger who always was hungry, because he worked day and night picking up rubbish in the active, adventurous park.

Consistent and correct use of the simple past tense to move the narrative on, with appropriate shifts to the simple present for dialogue. (GP)

One early morning a boy came into the park with a ham sandwich. The starving, tremendously hungry badger gazed at the sandwich. Badger imagined how it would taste in his mouth.

Expanded noun phrase provides descriptive detail of the main character's motivation. (GP)

"Mmm," he thought, "This is what I call an outstanding sandwich." A boy came near the sandpit to take a big, humungous bite. There was a girl nearby on a ~~s~~ ~~r~~ dark, red slide when, oh no, the girl bumped into the boy and his delicious scrumptious sandwich fell in the sandpit!! "Oh we can't eat it now," muttered the girl, "It's disgusting."

Subordination (introduced by *when*) and co-ordination (introduced by *and*) describe the complex situation concisely. (GP)

The boy felt sad and so did that black and white badger.

Just then a squirrel ~~g~~ grabbed the sandwich covered with golden sand. She took it because she didn't mind the sand. The ginger squirrel brang it up to her tall, dark, tree to share with her pesky children. OH, NO!!! The children couldn't share properly, sooo the sandwich fell in the pond covered with, slimy, green seaweed.

Some minor but effective additions, revisions and corrections have been made at the point of composition or following discussion with the teacher.

(C)

“We can’t eat it now,” muttered the mother, ginger squirrel, “It’s disgusting.”

Suddenly a frog saw the sandwich and Badger leaped into the sparkling, clean pond. The slimy, dark, green frog fished out the sandwich. He didn’t mind the golden sand or the slimy, green seaweed. The bouncy frog was about to take a big, humungous bite when a scooter rushed and just wanted to get past, so there were black, squish marks on the sandwich.

Sequence of expanded noun phrases elaborates descriptive detail for emphasis and for contrast.

(GP)

“Oh, ~~we~~ I can’t eat it now,” muttered the frog, “It’s too disgusting!!!!”

Suddenly a crow saw the sandwich and peeled it off the light green, delicate grass to give it to her wealthy, beautiful mum. When the crow was flying back to the sticky nest he dropped it into an ants’ nest, because an electric aeroplane scared the daughter’s crow.

Ambitious sentence incorporates two subordinate clauses. The first (introduced by *When*) foregrounds the time of the mishap, whilst the second (introduced by *because*) provides the reason for it.

(GP)

“Oh, we can’t eat it now,” the crow mum muttered, “It’s disgusting!”

Apostrophe correctly used to mark singular possession.

(GP)

~~Luckily~~ Anyway there was a fox who grabbed the sandwich. He didn’t mind the golden sand or the slimy, green seaweed or the black squish, marks or the hundreds of ants. He got the sandwich ~~sæ~~ with the lady fox he liked. The fox was going to tell him how much he

Repetitive co-ordination (*or*) used effectively to separate a list of expanded noun phrases.

(GP)

liked her and cared for her, when he dropped ~~an~~ it into a pile of tickly feathers that somehow got there. "Oh, we can't eat it now," muttered the lady fox, "It's disgusting!"

So the lady fox kicked the sandwich into a flowerbed.

Then she worked through some smelly, dirty bins.

Subordinate clause (introduced by *when*) emphasises the fox's sudden loss of his sandwich. (GP)

Badger ran to the flowerbed. This time there were some slugs covering the sandwich with slime and oozy, grey, bubbles. Badger looked at the sandwich covered in golden sand, slimy, green seaweed, black squish marks, hundreds of ants, tickly feathers and slugs with slime and oozy, grey bubbles. Then Badger ate up all the gross slugs.

Commas used correctly to separate items in a list. (GP)

Spelling is mostly correct, including most common exception words (*because; children; beautiful; past; grass; couldn't*), most contracted forms (*couldn't; didn't; can't; It's*) and the addition of suffixes (*adventurous; tremendously; properly; sparkling; beautiful; oozy*).

Handwriting is legible and words are mostly appropriately spaced, reflecting the size of the letters. Capital letters and digits are mostly of the correct size, orientation and relationship to one another and to lower case letters. Diagonal and horizontal strokes are used consistently to join letters.

(T)

All sentences are correctly demarcated with capital letters and full stops. There is some correct use of exclamation marks for emphasis in statements (*It's disgusting!*). An apostrophe is correctly used for singular possession (*the daughter's crow*).

(GP)

The following tables contain the 'pupil can' statements for each standard from the interim TA framework. The tables provide a check-list to demonstrate which statements have been met for each piece of work and can be used as a cross-reference tool to help identify examples of statements across the collection of work.

End of key stage 1 statutory assessment – Working towards the expected standard							
Name: Ali	A	B	C	D	E	F	Collection
The pupil can write sentences that are sequenced to form a short narrative, after discussion with the teacher:	Narrative	Recount	Procedural	Letter	Book review	Narrative	
• demarcating some sentences with capital letters and full stops	✓	✓	✓	✓	✓	✓	✓
• segmenting spoken words into phonemes and representing these by graphemes, spelling some correctly	✓	✓	✓	✓	✓	✓	✓
• spelling some common exception words*	✓	✓	✓	✓	✓	✓	✓
• forming lower-case letters in the correct direction, starting and finishing in the right place	✓	✓	✓	✓	✓	✓	✓
• forming lower-case letters of the correct size relative to one another in some of the writing	✓	✓	✓	✓	✓	✓	✓
• using spacing between words.	✓	✓	✓	✓	✓	✓	✓

End of key stage 1 statutory assessment – Working at the expected standard

Name: Ali		A	B	C	D	E	F	Collection
The pupil can write a narrative about their own and others' experiences (real and fictional), after discussion with the teacher:		Narrative	Recount	Procedural	Letter	Book review	Narrative	
• demarcating most sentences with:	capital letters and full stops	✓	✓	✓	✓	✓	✓	✓
and with some use of	question marks	✓				✓		✓
	exclamation marks	✓	✓	✓	✓	✓	✓	✓
• using sentences with different forms in their writing:	statements	✓	✓	✓	✓	✓	✓	✓
	questions	✓				✓		✓
	exclamations	✓	✓			✓		✓
	commands	✓		✓	✓	✓		✓
• using some expanded noun phrases to describe and specify		✓	✓	✓	✓	✓	✓	✓
• using present and past tense mostly correctly and consistently		✓	✓		✓	✓	✓	✓
• using co-ordination (or / and / but)		✓	✓	✓	✓	✓	✓	✓
• using some subordination (when / if / that / because)		✓	✓	✓	✓	✓	✓	✓
• segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly		✓	✓	✓	✓	✓	✓	✓
• spelling many common exception words*		✓	✓	✓	✓	✓	✓	✓
• spelling some words with contracted forms*		✓	✓	✓		✓	✓	✓
• adding suffixes to spell some words correctly in their writing, e.g. <i>-ment, -ness, -ful, -less, -ly</i> *		✓	✓	✓	✓	✓	✓	✓
• using the diagonal and horizontal strokes needed to join letters in some of their writing		✓	✓	✓	✓	✓	✓	✓
• writing capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters		✓	✓	✓	✓	✓	✓	✓
• using spacing between words that reflects the size of the letters.		✓	✓	✓	✓	✓	✓	✓

End of key stage 1 statutory assessment – Working at greater depth within the expected standard

Name: Ali		A	B	C	D	E	F	Collection
The pupil can write for different purposes, after discussion with the teacher:		Narrative	Recount	Procedural	Letter	Book review	Narrative	
<ul style="list-style-type: none"> using the full range of punctuation taught at key stage 1 mostly correctly including: 	<ul style="list-style-type: none"> commas to separate items in a list 		✓		✓		✓	✓
	<ul style="list-style-type: none"> apostrophes to mark singular possession in nouns 	✓			✓	✓	✓	✓
<ul style="list-style-type: none"> spelling most common exception words* 		✓	✓	✓	✓	✓	✓	✓
<ul style="list-style-type: none"> spelling most words with contracted forms* 		✓	✓	✓		✓	✓	✓
<ul style="list-style-type: none"> adding suffixes to spell most words correctly in their writing, e.g. <i>-ment, -ness, -ful, -less, -ly</i> * 		✓	✓	✓	✓	✓	✓	✓
<ul style="list-style-type: none"> using the diagonal and horizontal strokes needed to join letters in most of their writing. 		✓	✓	✓	✓	✓	✓	✓



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