

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

Without annotation

February 2016



Standards
& Testing
Agency

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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 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 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.

Each collection is available in annotated and unannotated versions. The annotated version contains a check-list to demonstrate which statements have been met for each piece of work.

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

- 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.

Poppy and the beanstalk

Once upon a time there was a girl called Poppy who lived with her poor mum. They lived in a krickety, old and wooden house. They got there precious money by milking their old, spotty cow (Daisy).

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.

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 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 skubbant with Poppy. She threw the beans out of the glass delicate window as fast as a cheetah.

"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.

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.

Creep... creep... creep. Trembling, Poppy heard a booming voice. "FEEFI FO FUM!" roared the voice. "I SMELL THE BLOOD OF AN ENGLISH MAN!" 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.

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.

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!

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.
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 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 to the very top of the keep.

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 so a brioche. (I also had some water.) I was so hungry and then I sat with my mum making a daisy chain.

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!

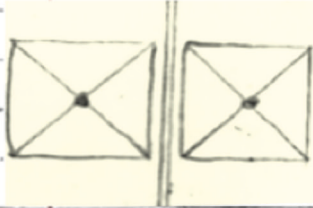
Closing Sentence

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

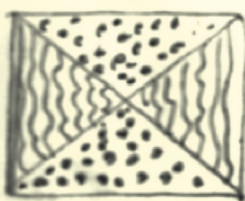
Piece C: Procedural

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.

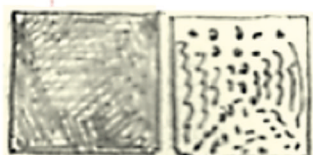
How to make a Paper windmill



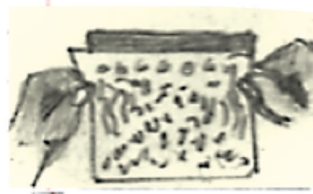
1. Get two pieces of paper and draw a box with an X cross with a dot in the middle of every line.



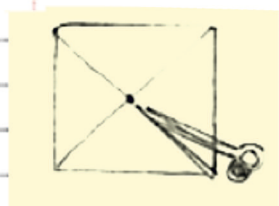
2. Draw some decorations on one side and on the other side leave it blank so how it is.



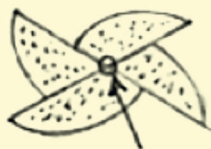
3. Put the two pieces in front of you to make sure you have got both of them.



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.



6. Fold these bits ^{carefully} ~~that~~ 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.



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!

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.

Dear Ellie's family,

I am writing to you because I want to apologise to you for what I have done to poor, old Thumper. I am going to change my fierce behaviour to a normal pet^{cat} behaviour.

First of all I^{am} ^{so} sorry for bringing Thumper into the carpet with mud, grass stains and other disgusting things. Also, I am sorry that the stains can not come off the carpet, and the housekeeper ~~would~~ ^{will} be very disappointed 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 scratch any more furniture like your favourite chair and the couch.

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

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.

Diary of Killer cat

Did I enjoy the book?

What a great book that was! I loved the story. I also loved the sarcasm 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.

What was my favourite part?

I really enjoyed the whole book - but if I was to choose a favourite book 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 love 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.

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

Tuffy has pointy ears that hear perfectly well and he sniffs mysterious 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 mischievous face on him all day because he is always 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.

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.

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

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.

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

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.

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

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

"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, death 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, squishy marks on the sandwich.
 "Oh, ~~we~~ 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.
 "Oh, we can't eat it now," the crow mum muttered, "It's disgusting!"

~~Lucky~~ Anyway there was a fox who grabbed the sandwich. He didn't mind the golden sand or the slimy, green seaweed or the black squishy marks or the hundreds of ants. He got the sandwich so with the lady fox he liked. The fox was going to tell him how much he liked her and cared for her, when he dropped 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.

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 squishy marks, hundreds of ants, tickly feathers and slugs with slime and oozy, grey bubbles. Then Badger ate up all the gross slugs.



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