

2016 national curriculum assessments

Key stage 1

2016 teacher assessment exemplification: end of key stage 1

English writing

Working at the
expected standard: Sam

Without annotation

February 2016



Standards
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Agency

Contents

| | |
|--|---|
| 2016 teacher assessment exemplification: end of key stage 1 | 3 |
| How to use the exemplification materials | 4 |
| Interim teacher assessment framework at the end of key stage 1 – writing | 6 |
| Exemplification | 7 |

2016 teacher assessment exemplification: end of key stage 1

Key stage 1 (KS1) English 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 English 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 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 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 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 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 to demonstrate the pupil's understanding and application of the statement.

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. 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.

Exemplification

Working at the expected standard: Sam

- A Letter
- B Narrative
- C Book review
- D Information
- E Narrative
- F Description

Piece A: Letter

During a class topic on endangered animals, pupils decided to adopt an animal from the World Wildlife Fund (WWF). After carrying out some research into their chosen animal, they wrote a persuasive letter to their headteacher requesting some money to fund the adoption, explaining why they wanted to save their particular animal and how the money would be used.

Wednesday 4th February

Dear Miss C

This term ~~we have~~ ^{we've} been learning all about endangered animals and it was awesome. But we need to act ^{really} fast! I really want to save cheetahs because there are only 7,500 left. Did you know that cheetahs are cute and they have yellowish fur with black spots? How funny they look! They are so fast, they are really faster than a racing car!!!

They live in the grasslands of the burning Africa! Also they are the second biggest cat. They are endangered because poachers are killing them and their habitat is becoming destroyed!

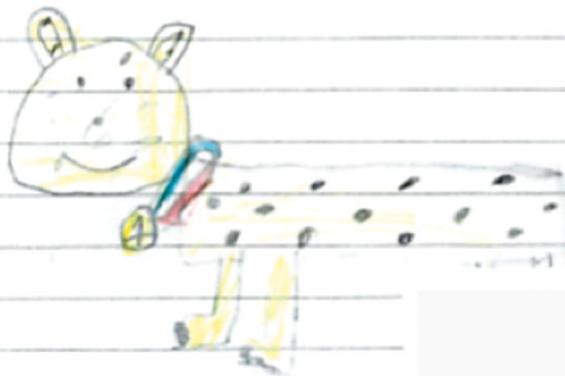
Please save cheetahs!!! ~~These~~ ^{These} beautiful ~~from~~ ^{from} animals and ~~from~~ ^{from} helpful animals are becoming extinct. If you ~~we~~ want to save a cheetah it costs £3 per month!!

From S

Piece B: Narrative

As part of a topic on endangered animals, pupils read some 'Just So' stories and watched video clips of 'Tinga Tinga Tales'. They then wrote their own version of a 'Just So' story, explaining how their chosen animal had come to be as it is.

How did the cheetah run fast?
You see there was once a time when cheetah was the slowest animal in the whole wide world. All the animals laughed and laughed and laughed but cheetah was upset. Then cheetah said to lion please gather all the animals for an important meeting. So the lion announced "animals come to me!" Then all the animals came and lion said "lets have a training competition and that means who ever does the most training goes to the final race!" Who ever wins will get the biggest mid night feast in their life!" So all the animals done training and cheetah and rhino won. So lion said "cheetah vs rhino" and lion again said "on your marks, get set, go. Rhino was in the lead and every was cheering for rhino but cheetah ran past rhino. Cheetah won the race for the midnight feast so cheetah was happy and that's how he became the fastest in the world.



Piece C: Book review

After reading several stories by Julia Donaldson, pupils were asked to choose their particular favourite. They then read and explored some examples of successful book reviews before writing their own review, to encourage other children to read their chosen story.

My favourite book from Julia Donaldson is *The Gruffalo's child*. Because the description is very good. Also the characters are good because there are two good Gruffalos and one small mouse. My favourite part is when the child tiptoes out in the cold forest and was brave.

The Gruffalo has shiny, sharp, white claws and has purple spikes. It has eyes like fire, has sharp teeth and has a green, gross spout on his nose. The mouse is so strong and it has a scaly tail. His eyes are like pools of fire and also his whiskers are stronger than wire.

The story is about when the adult Gruffalo told his child that no Gruffalo should ever set foot in the deep dark wood. But one cold night the child tiptoes out in the snow. He was nervous because he saw a trail in the snow. He thought it was the trail of the big bad mouse but it was the snake trail.

Piece D: Information

As part of a class topic on endangered animals, pupils researched an animal of their choice, using a range of sources including books and websites. Drawing on prior learning about information texts, pupils then planned and wrote about their chosen endangered animal.

Endangered lions
Lions have lots of problems.

Appearance
Lions have big furry manes but male lions have even bigger furry manes. They have lots of fur all around them and they have black hair underneath their tummies. All lions have long swishy tails and they have black hair at the end of their tail.



Habitat
Lions live in Africa and in Africa they live in lots of grasslands. The grasslands are very hot because it is near the equator and it is in Africa. He is happy because no one is killing him.

Why is it Endangered
Lions are in Endangered because ~~because~~ people ~~are~~ keep on killing their habitats and killing them.

Diet
Lions eat other animals so that means they are carnivores. Lions favourite food is medium sized animals.

How we can help them
We can help them by saving them and not killing them if they are a bad predator.

* Wow fact
Lions are great predators and they can smell very good.

* The wwf finds about the animals and why their endangered.

Piece E: Narrative

Following prior learning about using descriptive language, pupils watched a clip from the start of the Disney animation film, 'Up', as a stimulus for writing. Then, using the opening provided, they were given complete freedom to plan and write their own narrative.

The balloons floated upwards, higher and higher, lifting the house above the clouds. Looking through their bedroom window, the children gasped in amazement as they sped over land and sea, wondering where this adventure might end. Suddenly, with a loud hissing noise, the floating house began to descend rapidly from the clear, blue sky...

They fell down and zoomed, zoomed and zoomed all the way to the bottom. The house crashed and there were two boys! One was Ali and another was Devin. Ali said "where are we?" and Devin said "Look out of the window. We're in Africa! It was scorching, burning and hot. Devin was a bit nervous but Ali was excited! They were playing tag but suddenly we saw a strange looking button remote. Devin pressed the button but then we heard a lot angry and furious animals. They all surrounded us and we didn't know what to do. We tried to press the button but that didn't work so we tried to kill them with weapons and that didn't work. What a nightmare it was! Now Ali and Devin were really scared. We felt as we were in a dragon's cave with fire on top of it. Then we had a great idea. First Devin would do some karate while Ali will make a airplane out of sticks, stones and of course leaves. Then Ali made the airplane and they flew off.

Piece F: Description

After watching a clip from one of 'The Chronicles of Narnia' films, pupils engaged in a class discussion about the White Witch, including her character, appearance, behaviour and personality. They then wrote a story opening that introduced the witch by describing her character.

If you go into a snowy forest, you will see the most evil witch you have ever seen. She has a gold crown and it's sharp as shark teeth. She also has shimmering, silver clothes. How shiney she looks! Her heart is frozen ice because she lives in a freezing castle. Her palace is ice because she lives in the snowy forest. The White witch stomps because she is nasty and evil. Is the witch made out of ice? She talks very, very, very nicely but she is so evil, that she will break the whole city!





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