

2016 national curriculum assessments

Key stage 1

2016 teacher assessment exemplification: end of key stage 1

English writing

Working towards the expected standard: Charlie

Without annotation

February 2016



Standards
& Testing
Agency

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

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 key stage 1 (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 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 TA 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.

Key stage 1 writing teacher assessment: exemplification 2016

Working towards the expected standard: Charlie

- A Narrative
- B Information
- C Description
- D Description
- E Science investigation
- F Description

Piece A: Narrative

Following prior learning about recounts, and class discussion of story structure, pupils were asked to write a story of their own. Ideas and vocabulary from their discussions were available on the classroom wall; pupils also read and commented on their partner's work. The idea of the bonsai tree derived from paired discussion about unusual plants from around the world and how to make them do dramatic things.

A long time ago a boy called Jake he will stay there for 2 ~~weeks~~ weeks. They were only going there on holiday. He always wanted to see a bonsai on the way they saw a forest.

They went on a bullet train. Then when they got off the train they went in the forest. Jake ~~find~~ found a bonsai. Jake found an old house. He decided to live in it. Jake found it pretty cosy in it.

Suddenly Jake saw that a big huge scary bonsai monster. The bonsai monster was chasing Jake. Jake was scared he didn't know what to do. When Jake was running he found a tree he cut it down.

Then the monster fell down. ^{Next} ~~Then~~ out of nowhere a man with an axe sliced the bonsai. Next the bonsai came back to normal. What an amazing adventure!

Piece B: Information

In their topic on plants, pupils carried out plant-labelling activities and researched what plants and animals need in order to be healthy. They spent time in the environmental area observing plants and animals (e.g. frogs in the pond) before writing an information text about plants.

Plants

Did you know that some plants grow very fast? Have you ever wondered how seeds turn into plants? read this text to find out more.

Different types of plants
There are thousands of plants to explore. There are daisies, cactas, trees, rhomas, bushes, roses and dahals.

Plant around the world
In ~~Japan~~ Japan there is a huge blossom tree. In amricka in the sandy desert there are lots of captases (careful there pony).

Visit this websit (Plants.com) so you can know more about plants. How fascinating!

Piece C: Description

As part of their science work on insects, the class looked at the features of descriptive writing before jointly writing a character description of an insect, detailing its appearance, behaviour, character and desires. Using a similar format, pupils then worked with a talk partner to write their own character description of an insect of their choice.

Bob the butterfly

Bob is as shiny as a thousand fire flies. On his wings he has huge giganick spots. His wings are as glittery as 100 stars in the sky. When Bobs wing reflect off the sun they shine and glitter. How shiny!

Bob ~~love~~ loves to make magic scabboards when he bored so that's why he makes magic scabboards. Bobs one of the kapiion scabboards. Sometimes he makes diner for his family. ussally he makes some papper plats for his brother. How nice is bob!

Bob is as happy as a smily child How happy is that! ~~Bob~~ Bob is as lazy as a huge fat sloth.

Piece D: Description

Following earlier science work on insects and supported work on descriptive writing, pupils were asked, as an independent extension task, to choose a character to describe, detailing appearance, behaviour, character and desires. The pupil chose a character, Black Widow, from a film watched at home.

Black widow

Black widow has black clothes all in her closet. She has sparkling blue eyes. She always runs very fast if someone is chasing her. Black widow always knows what's best for the people. She knows when someone is in trouble. Black widow has big huge shoes on her tiny feet.

She always likes to save people. She has a car and she likes it.

Piece E: Science investigation

After class discussion of notes they had written about an earlier science activity, pupils worked in groups to carry out an investigation of bugs. They then wrote an account of their investigation, working with a talk partner to rehearse and edit their ideas.

First we Predicted about how many bugs ~~there~~ there were in the grass, woodchips, and path. Next we went to the envimented area so we could find some bugs. How fun!

Last week 2c desind an experiment. We went to the wildlife area to count bugs because we wanted to find the best habitat. How fun!

First we predicted what we thought might happen. I thought we would find most bugs in the long grass. Next we went to the wild life area (the wild life area is a great place. you can find lots of bugs in the wild life area.

After we did are prediction we ~~labeled~~ labeled to the wild life area. Once we got there we placed the hula hoops in different places. We ~~studied~~ studied the bugs.

After a while we returned to our classroom. When we got there we did are results and packed away the agment. Befor we even got there I was enrlept by the sound of birds singing one of the loudest songs ever.

Then we made are graph to see how many bugs where in the wood chips, ~~long~~ long grass and the path.

Piece F: Description

Following a guided reading activity, pupils were asked to speak about a character they had made up and then to write some sentences describing their invented character.

Lucky is as lazy as a old man
When he has nothing to do
Lucky is as happy as a clown. How
happy! Lucky is so lucky because he gets to
see the slow world go by. Lucky always
goes to visit the forest so he can see nature
When he is happy. When Lucky is bored he
he goes to see his insect friends for information
for him.



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