

2018 national curriculum assessment

Key stage 2

Teacher assessment exemplification: end of key stage 2

English writing

Working towards the
expected standard: Dani



Standards
& Testing
Agency

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Guidance

Using exemplification materials

- Exemplification materials provide examples of pupils' work to support teachers in making judgements against the statutory teacher assessment frameworks at the end of the key stage. If teachers are confident in their judgements, they do not need to refer to this document.
- Teachers should assess their pupils according to their school's own assessment policy, and use the statutory teacher assessment framework only to make a judgement at the end of the key stage. This judgement should be based on day-to-day evidence from the classroom which shows that a pupil has met the 'pupil can' statements within the framework.
- Exemplification materials illustrate only how 'pupil can' statements in the frameworks might be met. They do not dictate a particular method of teaching, or the evidence expected from the classroom, which will vary from school to school.
- Teachers should not produce evidence specifically for the purpose of local authority moderation. However, a sample of evidence from the pupil's classroom work must support how they have reached their judgements.
- Local authorities may find it useful to refer to exemplification materials to support external moderation visits. The materials show what meeting the 'pupil can' statements might look like. Moderators should not expect or require teachers to provide specific evidence similar to the examples in this document.
- This document is part of a suite of materials that exemplifies the national standards for key stage 2 English writing teacher assessment. The full suite is available on GOV.UK.

Using this writing exemplification

- This document contains a collection of work from a real year 6 pupil, Dani (whose name has been changed), that meets the requirements for 'pupil can' statements within the statutory teacher assessment framework for 'working towards the expected standard'. It shows teachers how they might judge whether a pupil has met the relevant standard.
- The collection consists of a sample of evidence (8 pieces) drawn from a wider range of the pupil's writing. Pieces have been selected specifically to exemplify the statements relevant to the 'working towards' standard at which Dani is working, but the pupil's wider range of writing will contain elements relevant to the other standards in the English writing framework.
- Teachers should base their teacher assessment judgement on a broader range of evidence than that shown in this document. Evidence will come from day-to-day work in the classroom and should include work from different curriculum subjects, although a pupil's work in English alone may produce the range and depth of evidence required. Teachers can also use pupils' answers to test questions as evidence to support their judgements.
- The evidence that teachers consider in English writing should be based on the pupil's independent work. The examples used in this document were produced independently, though the context for each piece explains where specific support was given (for example, certain vocabulary). Teachers should refer to STA's published teacher assessment guidance for further information on independent writing.
- Teachers can use their discretion to ensure that a particular weakness does not prevent an accurate judgement being made of the pupil's overall attainment in English writing. A teacher should still assess a pupil against all of the 'pupil can' statements within the standard at which they are judged, and a pupil's writing *should* meet all of the statements, as these represent the key elements of the national curriculum. However, a teacher's professional judgement takes precedence and this will vary according to each pupil.
- The frequency of evidence for 'pupil can' statements may vary across individual pieces within a collection of a pupil's writing, depending on the nature of the statement and the writing. For example, some evidence for the statement 'use verb tenses consistently and correctly throughout their writing' would be expected in almost all writing, whereas this would not always be the case for 'integrate dialogue in narratives to convey character and advance the action'.
- This document illustrates how the statements in the framework containing qualifiers ('some', 'many', 'most') may be applied to a particular collection of work. Where qualifiers are used, they have consistent meaning: 'most' indicates that the statement is generally met with only occasional errors; 'many' indicates that the statement is met frequently but not yet consistently; and 'some' indicates that the knowledge or skill is starting to be acquired and is demonstrated correctly on occasion, but is not yet consistent or frequent.

Key stage 2 English writing teacher assessment framework

Please also refer to the [Teacher assessment frameworks at the end of key stage 2](#) on GOV.UK, as the guidance for using the frameworks has not been duplicated here.

Working towards the expected standard

The pupil can:

- write for a range of purposes
- use paragraphs to organise ideas
- in narratives, describe settings and characters
- in non-narrative writing, use simple devices to structure the writing and support the reader (e.g. headings, sub-headings, bullet points)
- use capital letters, full stops, question marks, commas for lists and apostrophes for contraction mostly correctly
- spell correctly most words from the year 3 / year 4 spelling list, and some words from the year 5 / year 6 spelling list*
- write legibly.¹

Working at the expected standard

The pupil can:

- write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader (e.g. the use of the first person in a diary; direct address in instructions and persuasive writing)
- in narratives, describe settings, characters and atmosphere
- integrate dialogue in narratives to convey character and advance the action
- select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately (e.g. using contracted forms in dialogues in narrative; using passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility)
- use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs
- use verb tenses consistently and correctly throughout their writing
- use the range of punctuation taught at key stage 2 mostly correctly[^] (e.g. inverted commas and other punctuation to indicate direct speech)
- spell correctly most words from the year 5 / year 6 spelling list,^{*} and use a dictionary to check the spelling of uncommon or more ambitious vocabulary
- maintain legibility in joined handwriting when writing at speed.²

* These are detailed in the word lists within the spelling appendix to the national curriculum (English Appendix 1). Teachers should refer to these to exemplify the words that pupils should be able to spell.

[^] This relates to punctuation taught in the national curriculum, which is detailed in the grammar and punctuation appendix to the national curriculum (English Appendix 2). Pupils are expected to be able to use the range of punctuation shown here in their writing, but this does not mean that every single punctuation mark must be evident.

¹ At this standard, there is no specific requirement for a pupil's handwriting to be joined.

² The national curriculum states that pupils should be taught to 'use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined'.

Working at greater depth

The pupil can:

- write effectively for a range of purposes and audiences, selecting the appropriate form and drawing independently on what they have read as models for their own writing (e.g. literary language, characterisation, structure)
- distinguish between the language of speech and writing³ and choose the appropriate register
- exercise an assured and conscious control over levels of formality, particularly through manipulating grammar and vocabulary to achieve this
- use the range of punctuation taught at key stage 2 correctly (e.g. semi-colons, dashes, colons, hyphens) and, when necessary, use such punctuation precisely to enhance meaning and avoid ambiguity.[^]

[There are no additional statements for spelling or handwriting]

[^] This relates to punctuation taught in the national curriculum, which is detailed in the grammar and punctuation appendix to the national curriculum (English Appendix 2). Pupils are expected to be able to use the range of punctuation shown here in their writing, but this does not mean that every single punctuation mark must be evident.

³ Pupils should recognise that certain features of spoken language (e.g. contracted verb forms, other grammatical informality, colloquial expressions, long coordinated sentences) are less likely in writing and be able to select alternative vocabulary and grammar.

Dani: working towards the expected standard

Dani is working towards the expected standard. This collection demonstrates sufficient evidence that Dani's writing meets all of the statements for 'working towards the expected standard' at key stage 2 across work representing writing for a range of different purposes. Examples of Dani's work have been selected which help to exemplify the statements within the 'working towards' standard at which the pupil is working, but Dani has completed a wider range of writing in class, including writing for a range of audiences.

This collection consists of a first-person narrative based on Berlie Doherty's *Street Child*; a non-narrative account of the meaning of Remembrance Day; a fictional letter to 'Dear Princess'; a non-narrative critical piece on *Street Child*; an argument about whether mobile phones should be allowed in schools; a third-person narrative based on Roald Dahl's *James and the Giant Peach*; a biographical account of Mary Anning; a description of life on the Titanic. Some edits have been made by the pupil at the point of writing to improve clarity, accuracy and vocabulary choices. All writing is independent.

Dani shows moments of real strength, using language to communicate clearly or create a specific tone, for example, in the letter to 'Dear Princess' and also occasionally in the Titanic description. Punctuation is often accurate, including apostrophes for contraction, although there are slips when commas are used instead of full stops at the ends of sentences or when proper nouns are not always capitalised. This collection does not provide evidence that the pupil can use commas accurately in lists; the writing shown here did not require these. However, absence of this evidence should not get in the way of making the judgement that Dani is, overall, working towards the expected standard. The teacher is confident that Dani can use commas for this purpose, based on her knowledge of the pupil's other writing, including in tests, so the statement is met.

Dani is not yet able to maintain cohesion across a piece of writing, for example in the sentence, *In my opinion I agree with using phones in school*. This is one of the reasons why Dani was not judged to be 'working at the expected standard'. The consistent and correct use of verb tenses (an 'expected standard' requirement) is not secure, particularly as evidenced in the narrative and also in the biography; this also contributes to the lack of cohesion.

Joined handwriting is definitely not secure. Spelling is inconsistent across the collection and, while most words from the year 3 / year 4 spelling list (from the national curriculum appendices) that are used are correct, some common words are spelled incorrectly. Furthermore, Dani's attempts at spelling more ambitious words are not always phonically-plausible, suggesting that there are still gaps in Dani's phonic knowledge. Across the collection, the writing demonstrates consistent attainment of all of the statements within 'working towards the expected standard'. Considering the pieces in chronological order, as presented here, it is clear to the teacher that Dani has made very good progress across the year. Dani is learning English as an Additional Language (EAL) and a growing confidence in English has contributed to the pupil's

development as a writer, moving rapidly towards the expected standard at the end of key stage 2.

Dani: annotations

Piece A: Non-fiction	Key
After learning about Remembrance Day, the class was asked to write a short non-fiction text explaining its significance. In addition to focusing on communicating information to an audience, the pupils were asked to concentrate on using paragraphs to organise their writing. Thesauruses were made available for the pupils to use independently to find appropriate vocabulary. Some key vocabulary was shared with the class to support their writing ('Remembrance Day', 'Armistice Day', 'Flanders').	<p>[C] composition</p> <p>[GP] grammar and punctuation</p> <p>[T] transcription</p>

In this simple non-fiction text, Dani shares key information learnt about Remembrance Day. Dani shows some awareness of the needs of the audience, sharing key facts logically and systematically.

Although short, the 4 paragraphs organise information into different themes: an introduction, when Remembrance Day is held, how poppies came to be used as a symbol and the different types of poppies.

Within and across sentences, cohesion is achieved through the use of some pronouns (*It is known...; Their bright red colour*). Across paragraphs, there is some repetition of vocabulary, but this is limited to the nouns that provide the content of the writing (*Remembrance Day, poppies*), rather than a conscious effort to establish coherence to help the reader.

Cohesion across paragraphs is not evident: each short paragraph deals with a separate topic rather than building to a coherent whole.

[C]

This section is presented as a series of statements. A child working at the expected standard might have chosen to draw on different language structures to show an awareness of purpose: the use of a rhetorical question or sentences with subordinating clauses to join different ideas together into a meaningful whole (*White poppies are worn by pacifists because white is often used to symbolise peace*).

[C]

Remembrance Day

Remembrance Day is very important to us because of the soldiers that died in world war one. It is known as poppy Day or Armistice Day.

People celebrate Remembrance Day on the 11th hour of the 11th day of the 11th month.

People wear poppies as they were the first ones to bloom on the Battle fields of Flanders. Their bright red colour symbolises to blood that the soldiers lost in the war.

There are white and purple poppies. White poppies are worn by pacifists. White symbolise of peace and purple poppies are still produced by one charity called Animal Aid. It is not that soldiers lost the Life

Animals lost their Life to.

Capital letters, full stops, question marks and commas (where they are used) are mostly used correctly. There is some evidence of editing as the text has been written, although the piece has not been proofread to identify missing words or improve sentences where the sense is not clear.

[GP]

Handwriting is legible although not always joined. Inconsistencies in the size of some letters mean that it is not always clear if a word has been capitalised or not.

[T]

The text opens with a simple statement, positioning the writer and reader together with a shared view (*to us*). Appropriate use of a subordinating conjunction (*because*) links the clauses, explaining to the reader why this day is marked.

[GP]

The expanded noun phrase provides information and makes clear the link between the colour and the blood referenced later in the sentence.

[GP]

Use of the passive form matches the formality that might be expected in a non-fiction text (*are still produced*). However, possible opportunities for this have not been taken earlier in the text (*People celebrate... People wear...*), a feature that might be present in the work of a pupil working at the expected standard.

[GP] [C]

The final sentence attempts to communicate an important point that the reader may not be aware of and that is clearly important to Dani. However, a lack of clarity because of missing words (*It is not just soldiers that lost their life*), misused homophones (*their, too*) and incorrect capitalisation means that the impact of the point is lost.

[GP] [C]

Spelling of words from the year 3 / year 4 lists is mostly correct, although some common words are not spelled correctly. The choice between homophones is not always correct.

[T]

Piece B: Letter

Key

The class was asked to write a letter from the point of view of a soldier during the First World War. They were asked to empathise with the soldiers and explain their feelings in a letter to a relative. The focus of this session was on using appropriate vocabulary to fully explain their feelings.

[C] composition
[GP] grammar and punctuation
[T] transcription

In this informal letter, Dani writes in role as a soldier away fighting in a war. The structure of a letter is used appropriately, with the correct greeting and an appropriate closing.

Within the piece, Dani maintains a voice for the character, writing consistently as a concerned soldier fighting overseas.

Paragraphs divide into 2 sections: one longer paragraph that deals with the current situation and another, single-sentence paragraph, suggesting a plan for the future. A degree of cohesion is achieved through the use of adverbials (*when the war is over...*), determiners (*the war; his head*) and pronouns (*I, my, he, the twins*), although this is not successful enough to provide evidence that Dani is working at the expected standard.

[C]

Capital letters, full stops, question marks and commas (where they are used) are mostly used correctly. Names have capital letters (*George, Snow Ball*) but so do some words that do not need capitalisation (*Lucky, Holiday*).

[GP]

Dear Princess,

How is everyone? Is everyone all right? I am

over wellmed be fearful at the same time

because my friend George was brave for fighting

but he wasn't Lucky for surviving and got shot 5

time in his face Joshua nearly got shot in his

head. How are the twins Snow Ball and

Lightning Dust? How is the cat Tom? Still fat? I

miss you him terribly. What about you my love,

how are you? I think of you every day and every

night.

When the war is over we will go on Holiday

somewhere.

That is all for tonight.

Love from,

Terrell

Dani's choices of vocabulary (*my love, terribly*) and the reference to *When the war is over* all help to show the letter is from a different time.

[C]

Rather than choosing to bring the letter to a close with one of the earlier pronouncements of love, the pupil uses a simple statement which gives a rather abrupt ending, slightly undermining the good work earlier and reinforcing the judgement that Dani is not yet working at the expected standard.

[C]

Opening with 2 repeated questions provides an effective way of showing the writer's concern and worry, immediately setting the scene for the letter. Further questions effectively continue this theme.

[C]

Although they are not always spelled correctly, Dani has made good vocabulary choices to convey the strength of the character's emotion.

[C]

While not entirely realised, Dani has attempted to use repetition of verbs (*for fighting...for surviving*) here for effect and cohesion.

[GP]

Although the choice of verb is not precise - 'was shot' might be more accurate when writing in this role - it might be considered an appropriate choice for a letter to a relative.

[GP]

Spellings of more ambitious vocabulary choices are mostly phonically-plausible (*over wellmed*) or correct (*fearful, surviving*).

[T]

Handwriting is legible although mostly not joined.

[T]

Piece C: Prediction

Key

As part of a unit of work based on *Street Child* by Berlie Doherty, the pupils were asked to make a prediction about what might happen to the protagonist Jim Jarvis next in the story. Thesauruses were made available for the pupils to use independently to find appropriate vocabulary. Predictions were discussed as a class to support the writing.

[C] composition
[GP] grammar and punctuation
[T] transcription

Written in the first person, this short piece makes detailed predictions about what will happen next in the book. The writing closely matches the given task, focusing on Jim Jarvis and suggesting plausible events in chronological order.

The writing contains some appropriately informal language, sharing personal ideas (*I think...*), although this can become too colloquial (*this man named Nick*).

[C]

The text is organised chronologically, although paragraphing would have made it easier for a reader to follow.

Adverbials provide some cohesion, showing the reader the order in which Dani expects events to unfold (*Then; next; When it gets dark; After that*).

[C]

Correct punctuation of direct speech.

[GP]

Spelling is often correct, including words that might have caused problems (*friend, dancing*), but the homophone *their / there* is not. The words *continue* and *although* from the year 3 / year 4 list are correct.

[T]

What will happen to Jim Jarvis?

I think that the street child call Jim Jarvis will leave the white house and try to find Emily and Lizy before it get's dark and has to sleep on the streets till it is morning ~~again~~ again. Then The street child will find a dog which he will call ~~sa~~ him snipe, and they will become friends although he misses his friend Tip. Next Rosie will find Jim and will take him to her house. Jim will find his friend (shrimp) who he will dance ~~for~~ with so the people will buy Rosie's seafood. When it gets dark (at night) Jim will go ~~and~~ outside and play with Shimp. Jim and Shrimp will start dancing for a crowd of People. Rosie will complrment them by saying, "You both should go to a show and dance for a crowd but ~~wh~~ watch out for the police." This man named ~~ni~~ Nick will come and everyone will run for there lives. After that Jim will ~~come~~ continue to dance, until he mee meet a kind doctor called Doctor Bernardo.

Dani attempts to use subordinating conjunctions to build cohesion (*until he meet a kind doctor called Doctor Bernardo*), but does not yet show the control of language required to do this at the standard to provide evidence of working at the expected standard.

[GP] [C]

Many capital letters, full stops and commas are used correctly, but *People* and *The* are capitalised unnecessarily, while occasional proper nouns are not (e.g. *snipe* and *shrimp*). The direct speech is punctuated correctly.

[GP]

Dani's use of verbs, including modal verbs, is consistent, although the continued use of 'will' suggests certainty in terms of prediction. A child working at the expected standard might show greater variety – and more sensitivity – in using modal verbs (*may, might, could*), particularly in writing that requires prediction, to capture degrees of possibility.

[GP]

Brackets are used appropriately to provide additional information, showing good awareness of what the reader may not know.

[GP]

Apostrophe for possession used accurately here, unlike *get's* above.

[GP]

Dani usually uses pronouns accurately to support cohesion (*he, it*), although these are underused so that the names of characters are repeated often and perhaps unnecessarily. Writing that is at the expected standard might make greater use of pronouns or noun phrases (for example, 'the friends' for 'Jim and Shrimp') to add variety.

[GP]

Handwriting is legible (although barely joined). Inconsistencies in the size of some letters – part of the key stage 1 programme of study – mean that it is not always clear if a word has been capitalised or not.

[T]

Piece D: Description

Key

As part of the unit based on *Street Child* by Berlie Doherty, the class was given a picture of a street scene from Victorian London. Using this image, their knowledge of the book and their own ideas, the pupils were asked to write in role as Jim Jarvis, describing the scene as he walks along the road. The focus in this session was on the use of language, especially using adverbs to start a sentence. Adverbs were practiced orally – using them to start various sentences – before the pupils began writing.

[C] composition
[GP] grammar and punctuation
[T] transcription

This short first-person narrative describes a Victorian street scene from the perspective of Jim Jarvis, a young boy who has escaped from the workhouse.

The piece attempts to paint a picture of the scene, although the focus is often on the feelings of the character rather than a description of the scene itself.

Cohesion is achieved mostly through adverbials (*Immediately; As I rapidly rushed down the street*), although these are less evident in the later paragraphs, meaning cohesion falters as the writing proceeds.

[C]

Dani's attempts to use precise vocabulary to communicate specific ideas vary in their success. On occasion, specific words convey an exact meaning (*trotting* [trotting]; *rapidly* [rapidly]), but other words are not always used in a context where they make sense (*the kaos* [chaos] streets). Through reading and trying out words in this way, sometimes getting it wrong and receiving feedback, Dani's vocabulary will develop over time.

[C]

The words from the year 3 / year 4 and year 5 / year 6 lists that are used in this piece are usually spelled correctly (e.g. *breath, women, immediately*) but not always (e.g. *hard* [heard], *biludings*).

The spelling of words that should have been secured in previous years is inconsistent, including some spelling work from key stage 1, such as aspects of phonics such as as vowel digraphs (*hard* for *heard*), doubled consonants (*trotting, rapidly*), the -ed suffix and some homophones (*there / their*). Securing these aspects of phonics and spelling will need to be a focus for Dani in the future.

The teacher has determined, however, that the gaps in spelling from previous years are not a limiting factor that prevent Dani from being judged to be working towards the expected standard overall.

[T]

Handwriting is legible but rarely joined.

[T]

Immediately, I smeelt the **goodness** of bread fresh bread and salty fish salt fish as I walk ~~done~~ down the kaos street's. As I **rappidly** rushed down the street, I hid carefully so the police-man ~~de~~ did not see me s or ~~he don't~~ send me back To the work house and the smoke.

Hardly out of breath, I ~~walking~~ walk ~~done~~ down the wet ~~path~~ pathment past the dog and hard the horses troting across the brick ~~rods~~ ~~rodes~~

~~Path Path Pat~~ paths and **the nosie of two** women having a argument about somthing that I don't even k know about.

I feel really scard because my mother isn't with me and nevus because some one ~~could snat~~ or ~~snach me like~~ the police could snach me and take me to there house or take me to g Jail till I get older and let me out.

The sight that I see are shops, biludings, people and structures like **the shard, the Big ben and the spear.**

While it is positive that Dani has used existing knowledge to describe the setting, the inclusion of modern buildings jars with the world of the story, affecting the cohesion of the piece overall, something that might be avoided in the writing of a pupil working at the expected standard.

[C]

While Dani uses adverbs to good effect to build cohesion and add detail across the piece, these are sometimes overused, as in this case where *rapidly* is unnecessary as we already know Jim is rushing.

[C] [GP]

Dani adds small details to bring the scene to life effectively, using expanded noun phrases to describe the scene in detail for the reader (*the wet pathment; the brick paths*).

[C]

While Dani remains consistently in character, sharing Jim's feelings well, the sentence structure in this paragraph has become confused, combining too many ideas together in one sentence. This makes it difficult for the reader to follow. Dani is still learning to select grammatical structures to make meaning clear in order to share ideas with the reader.

[GP]

The use of verb tenses is not consistent, alternating between past tense (*smelt* [smelled]; *rushed*) and present (*as I walk; I feel*). A pupil working at the expected standard should 'use verb tenses consistently and correctly throughout their writing'.

[GP]

Many capital letters, full stops and commas (including for fronted adverbials) are used correctly, but not consistently. The apostrophe for contraction is correct (*isn't*) but the apostrophe is also used where it is not needed (*street's*).

[GP]

Piece E: Balanced argument

Key

Pupils discussed the use of mobile phones in schools, sharing different views. They debated and wrote about the topic in various ways. Having learnt about the features of argument, they then presented a balanced argument in writing. The focus of the session was being able to structure their writing into paragraphs 'for' and 'against' and to use words from different word classes to start sentences.

[C] composition
[GP] grammar and punctuation
[T] transcription

This short balanced argument presents 2 contrasting views about the use of mobile phones in school, before concluding with Dani's own opinion.

Short paragraphs deal broadly with one specific topic or idea, although they skip from topic to topic, not managing to create a sense of coherence across the argument.

The more formal tone that would be appropriate for this type of writing is reflected in the choice of technical and specific vocabulary (*communicate, technology, dependent, emergencies*), as well as some vocabulary that might be expected in a balanced argument (*however, in my opinion*), although this is underdeveloped, preventing Dani from establishing a consistently authoritative and balanced tone.

[C]

In this new world, humans developed and continue developing technology (something that would change people's mind). Technology was invented a long time ago and now you can see everyone becoming dependent of it. Technology mainly involves, computers (laptops, tablets, I pads), televisions and the most popular of them all are the mobile phones.

People use phones to communicate faster like to call and text a friend which is too far, as it is very convenient and efficient.

Nearly, everyone prefers texting and calling people rather than sending a letter by mail as it will take too long.

Should mobile phones be allowed in schools?

Yes and no. There are advantages like using them for emergencies or if you need to contact your parents as well as for independence research. However the schools must be careful with students so they don't get distracted or get stolen. So it's important to be sure that everyone uses them properly without upsetting anyone.

A question acts as a sub-heading, moving the content on from a general discussion about mobile technology to the specific topic of mobiles in schools.

[C]

While this short sentence answers the question succinctly before going on to expand on the topic in subsequent sentences, the opportunity to introduce the idea that different people would hold different views is missed here. This piece presents the writer's thoughts rather than communicating the different views held by others. The phrase *if you need to contact your parents* shows Dani is writing from a personal point of view.

[C]

Contracted forms are used and punctuated correctly, however, they jar with the formal tone required.

[GP]

The conclusion directly addresses the question in this section, expanding the answer with another independent clause joined with the coordinating conjunction (*but*).

[GP]

In my opinion I agree with using phones in school but there should be some rules so everyone will use them correctly.

Capital letters, full stops and commas are used correctly. The apostrophe for possession, a feature of punctuation at key stage 2, is omitted (*peoples*).

[GP]

Spelling of words from the year 3 / year 4 and year 5 / year 6 lists is mostly correct (*important, continue, communicate, develop / ed / ing*) as is the spelling of many key terms.

[T]

Handwriting is legible. Inconsistencies in the size of some letters mean that it is not always clear if a word has been capitalised or not.

[T]

Piece F: Narrative

Key

After reading *James and the Giant Peach*, the pupils were asked to re-tell the start of the story and focus on setting the scene and describing the characters. The pupils practised using figurative language to describe appearance and personality. Thesauruses were made available for the pupils to use independently to find appropriate vocabulary.

[C] composition
[GP] grammar and punctuation
[T] transcription

In the opening to this narrative, Dani retells the opening of *James and the Giant Peach* by Roald Dahl.

Dani shows an awareness of the reader, using well-chosen adjectives (*colossal*) and expanded noun phrases (*bristly black whiskers; golden sand*) to describe the characters and setting.

Although the spelling and punctuation are sometimes inconsistent, Dani uses a range of grammatical structures to share information clearly with the reader and builds cohesion through accurate use of pronouns (*he, his*) and noun phrases (*the old man, the man*); and the use of adverbials (*Until one day; When James met the old man*).

[C]

Expanded noun phrases are used to great effect to describe both the scene and the characters (*very deep voice; emaraled green things moving slowly*)

[C] [GP]

In this big house there lived a rich and lovely family (Mum dad and a little boy, called James Trotter). James lived near the seaside where he could play in the golden sand and swim in the blue sea. If he wasn't at the beach he was playing with his friends having fun, however his life was about to change. He had the happiest life that a child can have. Until one day, when his parents whent to London to do some shopping sadly a rino ate them up unde 40 seconds. Unforunetly James was still alive but he had to go and stay with his Anties (Antie sponge and Antie spiker in a colossal, dull house on top of a high hill.

When James met the old man, suspiciously he was Frightened to death. The old man with bristly, black wiskers and a bold head was pointing to James to tell him to come closer to him, so he could tell him a secret that nobody knows. Leaning on his stick and staring at James, He spoke in a very deep voice and put his hand into his small pocket then pulled out something in a brown, paper bag. James

Use of colloquial constructions (*this big house; thought what the use*) slightly jar with the tone of a storyteller used so well elsewhere (*however his life was about to change*), resulting in a loss of cohesion across the story.

[C]

Brackets are used well to share additional information for the reader.

[GP]

Use of modal verbs to communicate is not yet accurate, resulting in a loss of meaning.

[GP]

While Dani has made some excellent vocabulary choices across the piece (*faint rusling; the golden sand*), word choice is not always accurate as Dani is still developing as a writer, trying out unfamiliar words and learning their meaning. Some ambitious choices in this piece (*suspiciously he was frightened to death; a bold head; unforunetly James was still alive*) do not convey the meaning Dani is seeking.

[C]

thought what might it be inside the paper bag
but James thought whats the use of guessing
because it might be the rong answer. The old
man shows what is inside the bag; the emaraled
green things moving slowly and the faint russling
sound comming from inside the bag. The old
man tells James what to do with the green thing.
you add: add the fingers of a young monkey the
gizzard of a pig, the beak of a green parrot, the
Juice of a porkipine, three spoons...

Dani's control of
verb tenses is not
yet secure.
[GP]

Capital letters and full stops
are mostly used accurately,
although some capitals are
used when they are not
required (*Frightened*) and
are missing at the start of
the final sentence. The use
of commas (including for
fronted adverbials) is not
always consistent. The
apostrophe for contraction is
correct (*wasn't*).

[GP]

The spelling of words from
the year 3 / year 4 lists that
are used here is correct
(*thought*). Good attempts
have been made to spell
unusual words, including *rino*
and *porkipine*, as well as
wiskers, *emaraled* and
russling; these spellings are
phonically-plausible.

[T]

The handwriting is legible and
progress in joined handwriting is
clear. More letters are being
joined in this piece than at the
start of the collection
(Remembrance Day). Words
such as *there*, *family*, *little*,
called, *James* and *he* in the
opening paragraph all show
good joining strokes. Letters
between which joins are not
necessary are also sometimes
done well, such as in *playing*.

[T]

Piece G: Biography

Key

After learning about influential female scientists, the class chose one to research and write about in detail. This biography describes the life of the famous British fossil hunter and paleontologist, Mary Anning. The pupils had to organise their research into logical sections using paragraphs. They also had to use various cohesive devices to link sentences and paragraphs.

[C] composition
[GP] grammar and punctuation
[T] transcription

Mary Anning

Mary Anning was born on 21st May 1847 and she is great fossil hunter and a paleontologist. Because Mary was so famous someone wrote a Tounge twister about her: "she sells sh sea shells by the sea shore." Joseph was mary's brother, she was a fossil hunter, a collector and a paleontologist.

Mary lived by the seaside. One day Mary and her two friends needed to get freash air so they went outside.

They next thing you know it started to rain so they went to find a shelter underneath a tree. A bolt of ray structed them all so they passed away except Mary.

Everyday, throughout the week Mary, her father and her brother would stroll to the seaside and collect fossils. The father would tell her to be careful when operning the rocks to avoid or damage to the fossils.

Happily, Mary carefully place down the fossils on the table and sold each of them for one pence. later on a lady called, Elizabeth Philopt came to have a look at the fossils and she found them very intresting, so she invited Mary to her home to see all of her own collection Mary was fascinated!

Unfortunately, one day Mary's father had a great accident. After that he never recovered so he died Mary was only 12 years old Mary had to continue her fossils' hunting so she could have more money to get on with her life.

This piece of biographical writing about the scientist and fossil hunter Mary Anning draws on independent research and makes links to history and science lessons.

Historical information has been précised to provide background.

The ideas are organised into a series of clearly-defined paragraphs, each with a clear topic. After an introduction, these tell Mary's story in chronological order.

As with the previous piece, Dani has attempted to use vocabulary to reflect the tone the writing requires. This is mostly achieved successfully, making good use of technical vocabulary (*paleontologist, scientist, lethyosaurus* [Ichthyosaur]); accurate use of conjunctions (*so, because, and*); and no contractions.

[C]

Fronted adverbials provide information at the start of the sentence, setting the tone for the information that follows.

[GP]

The formal and detached tone of a biography is sometimes undermined by colloquial turns of phrase (*the next thing you know; came to have a look; have a good look at*).

[C]

Across the piece, a wide range of different sentence structures are used, often to good effect, to convey meaning. While this is not always done with enough control to judge that Dani is working at the expected standard, the pupil has made significant progress over the 7 months since the first piece in the collection, 'Remembrance Day'.

[GP]

While Dani has used adverbs to add additional detail for the reader, this is not always successful, with 2 different adverbs giving a confused image of the scene.

[GP]

One day Mary was searching for fossils when she came across something black which, was a big slab of slate. After looking at it she thought it was quite important. Then she asked help. two men and took it home At home patiently and carefully she chipped it away and discovered a skull of a great creature.

Once she got it home, straight away she started to chip the slate bit by bit. each day carefully and patiently. It took her months and months till she found out that it was a skull of a great creature.

Adverbs (*carefully, patiently*), adverbials of time (*bit by bit, each day*) and repetition (*months and months*) combine to good effect to communicate Mary's careful work.
[GP]

As she didn't know what to do she called Elizabeth and a scientist, who were fascinated by what they saw. Mary got paid £25 from the scientist. the skull belonged to a dead creature called "lethtyosaurus".

Relative clause adds further information.
[GP]

Once Elizabeth and the scientist had a look at the creature (lethtyosaurus) it was taken to the British Museum so more scientists could have a good at the creature.

Mary continued to search for more fossils and collected them, later on they were taken to the museum. unfortunately, on one really took notice of mary's discoveries, or gave any credit. However much later many man scientists used her fossils to do great work. Suprisingly she also became a great fossil hunter of all time.

A slight lack of control over the structure of the conclusion means that Dani's message that Mary's value as a scientist wasn't recognised at the time is slightly lost.
[C]

Capitals are used mostly accurately, including for most proper nouns (*British Museum*). Full stops and exclamation marks are also used mostly accurately, but not always, particularly in longer sentences (e.g. in the fourth paragraph). Apostrophes for possession are inconsistent.
[GP]

Spelling of words from the year 3 / year 4 lists is mostly correct (*continue, important, famous, through[out], interest[ing], straight[away]*) but not always (*Suprisingly*).
[T]

Handwriting is legible and showing progress towards a joined hand.
[T]

Piece H: Description

Key

After learning about the voyage of the Titanic in history, the class was asked to use their knowledge of the vessel to write descriptions. The pupils were given photographs to support their writing and encouraged to use figurative language. A dictionary was used to check the spelling of key words, including some of the ambitious adjectives.

[C] composition
[GP] grammar and punctuation
[T] transcription

In this short description, Dani paints a picture of the scene on the Titanic just before it sets sail.

While spelling and punctuation are inconsistent, this piece shows good control over a range of grammatical structures and excellent vocabulary choices, both of which combine to create cohesive and engaging writing. Occasionally, the tone slips: (*which were name brands*). There is, however, a good awareness of the purpose of this task and the needs of the reader. This piece testifies to how far Dani has developed as a writer over the year.

Dani alternates between describing the scene in the third person and speaking directly to the audience, describing the scene as if the reader were there, on board. Control of tense and verbs forms is not always entirely consistent, however (*Once you look up; While you look down*).

The difference in the experience on board for those travelling in different classes is a theme that is shared across the 3 paragraphs through the detailed recording of small details (*bunk bed all squashed; golden buttnes*); the effective choice of adjectives (*beautiful; expensive; well spoken*); and the idea, in the final sentence, that it was still going to be a positive experience for all travellers.

Cohesion is achieved through a range of devices, including pronouns and chains of reference (*wealthy people; ladies and gentlemen; the poor; the ones who were not so lucky; they*); use of adverbials (*On the blue safire water; On the other side; however*); and through repetition of ideas and structure (*Once you look up; while you look down*)

[C]

On the blue safire water was a colossal ship called the Titanic It had distinctively 1st and 3rd class.

Wealthy people smiled at their beautiful and expensive accomodation while the poor threw their bags on their bunk bed all squashed.

Multi-clause sentence joined with subordinating conjunction (*while*) highlights the difference between the experience for rich and less-affluent travelers.
[GP]

Once you look up you would see the gigantic, elegant towers touching the white colds in the blue sky. While you look down on the floors and look on the walls and chairs you could see

Expanded noun phrase shares detail in a concise way.
[GP]

a sparkly clear reflection of yourself. It was so clean you could kiss the floor. Expensive

Control of modal verb to convey subtle difference in meaning (*could*).
[GP]

clothes and jewellery (which were name brands) were brought to them by well spoken ladies and gentelmen strolling in the deck. The smartly dressed captin wore a blue blazer with golden buttnes and blue Trousers with a plain black and blue hat. His name was captin

The comma used to join 2 independent clauses, rather than a conjunction or semi-colon, shows that Dani's control of punctuation is still developing, but excellent vocabulary choice and appropriate construction show a good awareness of audience.
[GP] [C]

smith, he looked impecable! On the other side there were the ones, who were not so lucky so they slept in ordinary bedrooms and they had their meals in the cantine. However they enjoyed themselves and had time to dream about their fulure in a new country.

Spelling of words from the year 3 / year 4 lists is mostly correct (*ordinary*). A dictionary has been used to check the spelling of key words, including some of the ambitious adjectives.
[T]

Capitals are used mostly accurately, although they are missing from some proper nouns (*captin smith*). Full stops and exclamation marks are also used accurately.
[GP]

Handwriting is legible; joins are often evident, more so than in the first piece in this collection ('Remembrance Day').
[T]

Dani: evidence check

The following tables show how Dani's work has met the 'pupil can' statements across the collection for 'working towards the expected standard', as well as how they have not yet shown sufficient evidence for 'working at the expected standard'.

There is no expectation for teachers to produce such tables, or anything similar. These simply help to illustrate where Dani's work has demonstrated the 'pupil can' statements in these 8 examples.

As stated in the framework guidance, individual pieces of work should not be assessed against the framework.

End-of-key stage 2 statutory assessment – working towards the expected standard								
Name: Dani	A	B	C	D	E	F	G	H
The pupil can	Non-fiction	Letter	Prediction	Description	Balanced argument	Narrative	Biography	Description
• Write for a range of purposes	✓	✓	✓	✓	✓	✓	✓	✓
• Use paragraphs to organise ideas	✓	✓		✓	✓	✓	✓	✓
• In narratives, describe settings and characters	n/a	n/a	n/a	✓	n/a	✓	n/a	✓
• In non-narrative writing, use simple devices to structure the writing and support the reader (e.g. headings, sub-headings, bullet points)	✓	✓	✓	n/a	✓	n/a	✓	n/a
	Despite the limited range of structural features in some pieces, there is sufficient evidence of using simple devices at this standard							
• Use capital letters, full stops, question marks, commas for lists and apostrophes for contraction mostly correctly	✓	✓	✓	✓	✓	✓	✓	✓
	Commas for lists have not been used in these pieces							
• Spell correctly most words from the year 3 / year 4 spelling list, and some words from the year 5 / year 6 spelling list	✓	✓	✓	✓	✓	✓	✓	✓
	Gaps in spelling from previous years do not preclude achievement at this standard							
• Write legibly	✓	✓	✓	✓	✓	✓	✓	✓

End of key stage 2 statutory assessment – working at the expected standard

Name: Dani	A	B	C	D	E	F	G	H
The pupil can:	Non-fiction	Letter	Prediction	Description	Balanced argument	Narrative	Biography	Description
<ul style="list-style-type: none"> • Write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader (e.g. the use of the first person in a diary; direct address in instructions and persuasive writing) 								✓
<ul style="list-style-type: none"> • in narratives, describe settings, characters and atmosphere 	n/a	n/a	n/a		n/a	✓	n/a	✓
<ul style="list-style-type: none"> • integrate dialogue in narratives to convey character and advance the action 	n/a	n/a	n/a		n/a		n/a	
<ul style="list-style-type: none"> • select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately (e.g. using contracted forms in dialogues in narrative; using passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility) 							✓	✓
<ul style="list-style-type: none"> • use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns and synonyms) within and across paragraphs 								✓
<ul style="list-style-type: none"> • use verb tenses consistently and correctly throughout their writing 	✓		✓					
<ul style="list-style-type: none"> • use the range of punctuation taught at key stage 2 mostly correctly (e.g. inverted commas and other punctuation to indicate direct speech) 	The range of punctuation is not being used and the correct use of other punctuation is inconsistent							
<ul style="list-style-type: none"> • spell correctly most words from the year 5 / year 6 spelling list, and use a dictionary to check the spelling of uncommon or more ambitious vocabulary 					✓			
<ul style="list-style-type: none"> • maintain legibility in handwriting when writing at speed 						✓	✓	

Dani: pupil scripts

Piece A: Non-fiction

Remembrance Day

Remembrance Day is very important to us because of the soldiers that died in world war one. It is known as poppy Day or Armistice Day.

People celebrate Remembrance Day on the 11th hour of the 11th day of the 11th month.

People wear poppies as they were the first ones to bloom ~~out~~ on the battle fields of Flanders. Their bright red colour symbolises the blood that the soldiers lost in the war.

There are white and purple poppies. White poppies are worn by pacifists. White ~~sim~~ symbolise of peace, and purple poppies are still produced by one charity called Animal Aid. It not that soldiers lost the life animals lost there life to.

Piece B: Letter

Dear Princess,

How is everyone? Is everyone all right? I am over, well I'd be fearful at the same time because my friend George was brave for fighting but he wasn't lucky for surviving and got shot 5 times in his face Joshua nearly got shot in his head. How are the twins Snow Ball and Lightning Dust? How is the cat Tom? Still fat? I miss you him terribly. What about you my love, how are you? I think of you every day and every night.

When the war is over we will go on Holiday somewhere. That is all for tonight.

Love from,
Terrel?

Piece C: Prediction

What will happen to Jim Jarvis?

I think that the street child called Jim Jarvis will leave the white house and try to find Emily and Lizy before it gets dark and has to sleep on the streets till it is morning again. Then The street child will find a dog which he will call ~~sa~~ him Snipe, and they will become friends although he misses his friend Tip. Next Rosie will find Jim and will take him to her house. Jim will find his friend (Shrimp) who he will dance for with so the people will buy Rosie's seafood. When it gets dark (at night) Jim will go outside and play with Shrimp. Jim and Shrimp will start dancing for a crowd of people. Rosie will compliment them by saying, "You both should go to a show and dance for a crowd but watch out for the police." This man named Al Nick will come and everyone will run for their lives. After that Jim will ~~continue~~ continue to dance, until he ~~mea~~ meet a kind doctor called Doctor Bernardo.

Piece D: Description

Immediately, I smell the goodness of ~~bread~~ ^{fresh} bread and Salty ~~fish~~ ^{fish} Salt fish as I walk ~~down~~ ^{down} the Kaos street's. AS I rappidly rushed down the street, I hid Carefully so the police-man ~~do~~ did not see me & or ~~he don't~~ send me back to the work house and the smoke.

Hardly out of breath, I ~~walking~~ walk ~~down~~ ^{down} the wet ~~path~~ ^{pathment} past the dog and heard the horses trotting across the brick ~~roads~~ ~~roads~~ ~~paths~~ ~~paths~~ ~~paths~~ and the noise of two women having a argument about something that I don't even X know about.

I feel really scard because my mother isn't with me and news because some one ~~could~~ ^{or} snatch ~~me~~ ~~like~~ the police could snatch me and take me to there house or take me to jail till I get dder and let me out.

The Sight that I See are shops, biladings, people and Structures like the Shard, the Big ben and the spear.

Piece E: Balanced argument

In this new world, humans developed and continue developing technology (something that would change people's mind). Technology was invented a long time ago and now you can see everyone becoming dependent of it. Technology mainly involves, computers (laptops, tablets, I pads), televisions and the most popular of them all are the mobile phones.

People use phones to communicate faster like to call and text a friend which is too far, as it is very convenient and efficient.

Nearly everyone prefers texting and calling people rather than sending a letter by mail as it will take too long.

Should mobile phones be allowed in schools?

Yes and no. There are advantages like using them for emergencies or if you need to contact your parents as well as for independence research. However the schools must be careful with students so they don't get distracted or get stolen. So it's important to be sure that everyone uses them properly without ~~pro~~ upsetting anyone.

In my opinion I agree with using phones in school but there should be some rules so everyone would use them correctly.

Piece F: Narrative

In this big house there lived a rich and lovely family (Mum, dad and a little boy, called James Trotter). James lived near the Seaside where he could play in the golden sand and swim in the blue sea. If he wasn't at the beach he was playing with his friends having fun, however his life was about to change. He had the happiest life that a child can have. Until one day, when his parents went to London to do some shopping, sadly a rino ate them up under 40 seconds. Unfortunately James was still alive but he had to go and stay with his Aunties (Auntie sponge and Auntie spiker) in a colossal, dull house on top of a high hill.

When James met the old man, suspiciously he was frightened to death. The old man with bristly, black whiskers and a bald head was pointing to James to tell him to come closer to him, so he could tell him a secret that nobody knows. Leaning on his stick and staring at James, he spoke in a very deep voice and put his hand into his small pocket then pulled out something in a brown, paper bag. James thought what might it be inside the paper bag but James thought what's the use of guessing because it might be the wrong answer. The old man shows what is inside the bag; the emerald green things moving slowly and the faint rustling sound coming from inside the bag. The old man tells James what to do with the green thing. you add: add the fingers of a young monkey, the gizzard of a pig, the beak of a green parrot, the juice of a porcupine, three spons...

Piece G: Biography

Mary Anning

Mary Anning was born on 21st May 1847 and she is great fossil hunter and a paleontologist. Because Mary was so famous someone wrote a tongue twister about her: "She sells str sea shells by the sea shore". Joseph was Mary's brother, she was a fossil hunter, a collector and a paleontologist.

Mary lived by the seaside. One day Mary and her two friends needed to get fresh air so they went outside. The next thing you know it started to rain so they went to find a shelter underneath a tree. A bit of ray struck them all so they passed away except Mary.

Everyday, throughout the week Mary, her father and her brother would stroll to the seaside and collect fossils. The father would tell her to be careful when opening the rocks to avoid or damage to the fossils.

Happily, Mary carefully place down the fossils on the table and sold each of them for one pence. Later on a lady called, Elizabeth Philopt came to have a look at the fossils and she found them very interesting, so she invited Mary to her home to see all of her own collection Mary was fascinated!

Unfortunately, one day Mary's father had a great accident. After that he never recovered so he died. Mary was only 12 years old. Mary had to continue her fossils' hunting so she could have more money to get on with her life.

One day Mary was searching for fossils when she came across something black which, was a big slab of slate. After looking at it she thought it was quite important. Then she asked help two men and took it home. At home patiently and carefully she chipped it away and discovered a skull of a great creature.

Once she got it home, straight away she started to chip the slate bit by bit. Each day carefully and patiently. It took her months and months till she found out that it was a skull of a great creature.

As she didn't know what to do she called Elizabeth and a scientist, who were fascinated by what they saw. Mary got paid £25 from the scientist. The skull belonged to a dead creature called "Ichthyosaurus".

Once Elizabeth and the scientist had a look at the creature (Ichthyosaurus) it was taken to the British Museum so more scientists could have a good at the creature.

Mary continued to search for more fossils and collected them, later on they were taken to the museum. Unfortunately, no one really took notice of Mary's discoveries, or gave any credit. However much later many men scientists used her fossils to do great work. Surprisingly she also became a great fossil hunter of all time.

Piece H: Description

On the blue sapphire water was a colossal ship called the Titanic. It had distinctively 1st and 3rd class. Wealthy people smiled at their beautiful and expensive accommodation while the poor threw their bags on their bunk bed all squashed.

Once you look up you would see the gigantic, elegant towers touching the white clouds in the blue sky. While you look down on the floors and look on the walls and chairs you could see a sparkly clear reflection of yourself. It was so clean you could kiss the floor. Expensive clothes and jewelry (which were name brands) were brought to them by well spoken ladies and gentlemen strolling in the deck. The smartly dressed captain wore a blue blazer with golden buttons and blue trousers with a plain black and blue hat. His name was Captain Smith, he looked impeccable!

On the other side there were the ones, who were not so lucky so they slept in ordinary bedrooms and they had their meals in the canteen. However they enjoyed themselves and had time to dream about their future in a new country.



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