2018 national curriculum assessment

Key stage 1

Teacher assessment exemplification: end of key stage 1

English writing

Working towards
the expected standard: Jamie

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 frameworks 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 frameworks.
- 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 1 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 2 pupil, Jamie (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 (6 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 Jamie 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 the 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 'demarcate some sentences with capital letters and full stops' would be expected in almost all writing, whereas this would not be the case for 'write about real events, describing these simply and clearly'.
- 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 1 English writing teacher assessment framework

Please also refer to the Teacher assessment frameworks at the end of key stage 1 on GOV.UK, as the guidance for using the frameworks has not been duplicated here.

Working towards the expected standard

The pupil can, after discussion with the teacher:

- write sentences that are sequenced to form a short narrative (real or fictional)
- demarcate some sentences with capital letters and full stops
- segment spoken words into phonemes and represent these by graphemes, spelling some words correctly and making phonically-plausible attempts at others
- spell some common exception words*
- form lower-case letters in the correct direction, starting and finishing in the right place
- form lower-case letters of the correct size relative to one another in some of their writing
- use spacing between words.

Working at the expected standard

The pupil can, after discussion with the teacher:

- write simple, coherent narratives about personal experiences and those of others (real or fictional)
- write about real events, recording these simply and clearly
- demarcate most sentences in their writing with capital letters and full stops, and use question marks correctly when required
- use present and past tense mostly correctly and consistently
- use co-ordination (e.g. or / and / but) and some subordination (e.g. when / if / that / because) to join clauses
- segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonically-plausible attempts at others
- spell many common exception words*
- form capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters
- use spacing between words that reflects the size of the letters.

Working at greater depth

The pupil can, after discussion with the teacher:

- write effectively and coherently for different purposes, drawing on their reading to inform the vocabulary and grammar of their writing
- make simple additions, revisions and proof-reading corrections to their own writing
- use the punctuation taught at key stage 1 mostly correctly^
- spell most common exception words*
- add suffixes to spell most words correctly in their writing (e.g. –ment, –ness, –ful, –less, –ly)*
- use the diagonal and horizontal strokes needed to join some letters.

* 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 within the grammar and punctuation appendix to the national curriculum (English Appendix 2).

Jamie: working towards the expected standard

Jamie is working towards the expected standard. This collection demonstrates sufficient evidence that Jamie's writing meets all but one of the statements for 'working towards the expected standard' at key stage 1. Although the pupil's spelling meets the statements in relation to spelling only partially, all the other statements have been met. The spelling can therefore be considered a particular weakness, but the judgement that Jamie is 'working towards the expected standard' overall can be made.

The collection illustrates a range of writing for different purposes: two narratives (both based on class stories), a letter from Florence Nightingale, a set of instructions about training a dragon, and two descriptions: one of an animal and the other a character from the class story. An example of writing about real events has not been included in this collection, since it is designed to illustrate specifically the features of the writing of a pupil who is 'working towards the expected standard'. Jamie had, however, done such writing in class.

In addition to meeting the requirements for 'working towards', the pupil is close to meeting some of the statements for 'working at' the expected standard. The sentences in Piece B are sequenced to form a complete, albeit short, narrative and the pupil uses some narrative features appropriately. Piece C, The Florence Nightingale letter, also works as a short but simple, coherent narrative. Some vocabulary and grammar from the stories that the pupil has heard in class or read at home are evident in the writing, as is the pupil's imaginative turn of phrase: *the toll clift neeyer the see* (Piece A); *His barc is that loud the barc can moov the haws* (Piece E)*; his sord is shinyer then gold* (Piece F).

Grammar and punctuation are developing well. Sentences are mostly demarcated correctly with full stops (and, occasionally, with exclamation marks or a question mark). Across all 6 pieces, the pupil uses the present and past tense mostly correctly and almost always consistently. The control of tenses is done skilfully in the Florence Nightingale letter. The present tense is maintained well in the two descriptions. The forms of past tense verbs are almost always correct, even if not spelled correctly.

Co-ordination (using 'and') rather than subordination characterises the pieces in this collection. However, a subordinate clause is used effectively as an adverbial in the closing paragraph of the Florence Nightingale letter (*As I write*…), followed by a main clause (*the sun is seting*). A subordinate clause is also used precisely in the instructions: *If you wont to make yor dragon to stay you poot yor hand in frun of you and say stay.* The lack of breadth in coordinating conjunctions (*or* and *but,* as well as *and*) and the limited use of subordination to join clauses, however, are key reasons why Jamie is not yet working at the expected standard.

The writing shows the pupil's developing phonic knowledge and skill. Jamie is usually able to segment spoken words into their individual phonemes and represent these by graphemes, sometimes correctly, but does not always identify all the individual sounds

in words. Knowledge of grapheme-phoneme correspondences is mostly secure and Jamie applies this knowledge thoughtfully to attempt to spell unknown or less familiar words. Where the grapheme chosen is not correct, it is often phonically-plausible. Jamie's knowledge of suffixes is sometimes applied to support spelling, often successfully. Many of the common exception words for year 1 in the national curriculum are correct in this collection. While the pieces use few of the common exception words for year 2, the teacher can see in other class work, and from class spelling tests, that the pupil can currently spell only some of these. Although Jamie needs to improve spelling, the foundations for it are firmly in place.

The quality of Jamie's handwriting lags behind the quality of the composition, and this is a further reason why this pupil is judged to be 'working towards' rather than 'working at' the expected standard. Lower-case letters are formed in the correct direction, starting and finishing in the correct place. However, Jamie shows some difficulties in forming lower-case letters of the correct size relative to one another and in relation to capital letter forms, particularly 's'. Improving handwriting should continue to be a target for this pupil, moving into key stage 2.

Jamie: annotations

Piece A: Short narrative	Key
This was part of a topic based on *How to Train Your Dragon* by Cressida Cowell. Jamie had discussed the ideas as part of whole-class work and with the teacher before writing. The title of the writing was given to the class and is replicated in the narrative.	[C] composition [GP] grammar and punctuation [T] transcription

Standing on the toll clift neeyer the see and theair was a seemoster. I Called the boys owver and tolld them my fiendishly, clever plan.

Fuerst I will need fever bothboms. To make a fever bothbom you need fevers from a part. I flid and then I sor the seedrago and then the boys said drop the bothboms. His tung felt tingly and ticley.

He had swmd awye and We said awer plan wuct.

The 7 sentences comprising this short sequence (75 words) form a simple narrative.

An expanded noun phrase sets the scene – *the toll clift neeyer the see* – for the sighting of the *seemoster* and the 'fiendishly clever plan'. The other characters are introduced concisely: the boys and the sea-monster/sea-dragon. There is a good sense of the interaction between the narrator and the boys, achieved through dialogue.

The narrative is moved forward through the use of adverbials such as 'first' and 'then'. Inserted into the narrative, with a gesture towards the reader, are instructions for how to make 'feather bathbombs'. The narrative includes direct speech, although this is not punctuated as such: *the boys said drop the bothboms* and *We said awer plan wuct.*

The conjunction 'and' is the only one used in this piece. This lack of variety is one of the reasons why this pupil is judged to be 'working towards the expected standard'.

[C] [GP]

All sentences are demarcated by capital letters and full stops.

[GP]

Dialogue is integrated into the narrative, although not shown with inverted commas.

[C] [GP]

Although the past tense of 'fly' is not correct ('flied' should be 'flew'), the pupil has chosen the correct tense. This is consistent with the rest of the narrative.

[GP]

Although the past participle form of the verb is not correct ('swimmed' should be 'swum'), the pupil has used the past perfect tense correctly at this point.

[GP]

The spacing between words is secure.

Lower-case letters are well formed, starting and finishing in the right place. Many of them are the correct size relative to one another. This is particularly evident in words where the pupil seems confident of the spelling (*on, the, need, you, and*) and can pay attention to handwriting. In words where the spelling is copied (*fiendishly*) or in words that are more challenging for the pupil to spell (*Fuerst*), the size of the letters is less consistent. Capital letters are sometimes used unnecessarily.

[T]

Spoken words are segmented into phonemes almost always accurately. Many of these words are correctly spelled: *standing, boys, will, need.* Where the graphemes are not correct, the attempts are usually phonically-plausible and it is clear that the pupil has listened closely to identify the individual sounds in the words: *neeyer, tung, wuct*. Words that have not been segmented accurately into phonemes contain more than one syllable and are possibly less common: 'sea monster', 'sea-dragon', 'parrot'.

The pupil's pronunciation is evident in some mis-spellings: *fever* (feather) and *both* (bath), as is the lack of knowledge of some past tense forms: *flid* (flew) and *swmd* (swam).

Many common exception words from year 1 are correct (*the, was, a, I, my, he*). The word 'told', a common exception word from year 2, is not correct in the second sentence.

[T]

Piece B: Short story	Key
This was part of a topic based on one of the *Traction Man* stories by Mini Grey. Jamie had discussed the ideas as part of whole-class work and with the teacher before writing.	[C] composition [GP] grammar and punctuation [T] transcription

There was once a brave soldier who helped anyone and everyone in need. His name was Traction Man!

Traction Man had a morning swim. It was only a quick one. Suddenly Traction man heard someone screaming Help! Help! He flew upstairs to see what was going on.

He youst all his strenth to cick open the door: He finley got in side thair.He saw the spung geting hert a lot.

The Spung was riley sad and angrey too.Traction M saw that the evll tap was runing all over the Spung

So Traction Man tund on the shawer on to cold and sprayd it at the evll tap. ~~I wund~~ and sayvd the day. I wuner what ~~we~~ you wood do to morow?

The 13 sentences that make up this simple narrative are sequenced very effectively. Using storybook language, the pupil introduces 'Traction Man' in the opening sentence: *There was once a brave soldier.*

The events unfold quickly as he hears someone screaming: *Help! Help!* The language of a storybook continues with *He youst all his strenth*. Traction Man rescues the Sponge from the assault by the *evll tap* and *sayvd the day* – again, a phrase used of brave protagonists.

Verbs are chosen well for effect. Traction Man *flew upstairs* and kicked open the door. He *sprayd* the shower at the *evll tap.*

The narrative concludes with a direct address to the reader: 'I wonder what you would do tomorrow?' It is as if the reader is invited to reflect on his or her likely behaviour if faced with a similar cry for help and an opportunity for brave acts.

[C]

The past tense of 'fly', spelled as *flid* (flied) in Piece A, is correct here: *flew*.

[GP]

The present tense here ('I wonder…') is effective, reflecting on what the reader would do. The modal verb ('you would…') is also correct.

[GP]

The spacing between words is secure.

Lower-case letters are well formed, starting and finishing in the right place. Many of them are the correct size relative to one another. This is particularly evident where the pupil seems confident of the spelling (*and, in, need, all, over, on, to*) and can therefore pay attention to handwriting. In the letter 's', there is frequently little distinction between the lower-case and capital forms, as in *Spung, shawer, sprayed* and *sayvd.*

[T]

Spoken words are segmented into phonemes almost always accurately. Many of these words are correctly spelled: *helped, need, name, morning, swim, quick, sad, upstairs.* Where the graphemes are not correct, the attempts are phonically-plausible and it is clear that the pupil has listened closely to identify the individual sounds in the words: *youst* [used], *strenth* and *Spung.* Spellings such as *hert, cick, sprayd, sayvd* and *thair* [there] show the pupil applying good knowledge of consonant digraphs and vowel digraphs.

Some mis-spellings appear to reveal the pupil's pronunciation: *finley* (finally) and *waner* (wonder).

Most common exception words from year 1 are correct (*There, was, once, a, some, one),* as well as some from year 2 (*every, cold*).

[T]

Almost all sentences are demarcated by capital letters and either full stops, exclamation marks or (in the final sentence) a question mark. Although, technically, that sentence is a statement and not a question, it is clear from this punctuation that the pupil expects it to be said or read with a questioning tone.

[GP]

Piece C: Letter	Key
This letter was part of a topic on Florence Nightingale. Jamie had discussed the ideas as part of whole-class work and with the teacher before writing. The class was given some vocabulary: 'arrived', 'bandages', 'soldiers', 'mother', 'father', 'nurses', as well as the address and date for the letter.	[C] composition [GP] grammar and punctuation [T] transcription

The Barracks Hospital
Satari Turkey 1st Decerbe
1854

Dear Mother and Father

I am writing to tell you I have arived saifly.

When I arived there was a bad smell. There were no ~~d~~beds and no clean bandages. There were lots of rats scattling around the woonid sois. I worked hard to help the woonid soldiers the nurses helped me too.

As I write the sun is seting and I am going to say good nite to the soljs.

Lots of love

florence.

This short but effective letter narrates Florence's arrival in Scutari. The letter is organised into paragraphs: the safe arrival; the condition of the hospital; the close of the day (and the letter).

Clauses are controlled well: subordinate clauses function as adverbials and support the sequence of the narrative: *When I arrived, As I write*. Present and past tenses are both used correctly and consistently. The pupil moves from the present tense of Florence's current situation (*I am writing*) to describing what she found (*When I arrived, There were lots of rats*) in the past tense. The writer returns to the present tense (*As I write the sun is seting*) before using the present tense to indicate future time (*I am going to say good nite*).

The choice of vocabulary adds cohesion across the letter: *no beds/no clean bandages, worked hard to help/thenurses helped me.* Repetition also adds cohesion: *woonid sois, woonid soldiers/soljs*, *arrived saifly/When I arrived*.

The absence of *beds* and *clean bandages* is contrasted with the presence of *lots of rats.*

[C] [GP]

All but one of the sentences are demarcated by capital letters and full-stops. The pupil has used a full-stop after 'beds', perhaps thinking it would be the end of the sentence, before going on to add more information after the main clause. The full stop after 'florence' is not needed.

[GP]

The spacing between words is secure.

Lower-case letters are well formed, starting and finishing in the right place. Inconsistencies in the size of letters relative to one another are particularly marked. However, where the pupil seems confident of the spelling (*were, to, is*) and can devote attention to handwriting, its evenness improves.

[T]

Spoken words are segmented into phonemes almost always accurately. Many of these words are correctly spelled: *When, bad, smell, clean, hard, help, sun, rats, good, write, and, too, going.*

Where the graphemes are not correct, the pupil attempts to build these up phonically, although does not always hear individual sounds accurately enough. However, it is clear that the pupil has tried to listen closely to identify the individual sounds in words such as: *soljs* [soldiers] – a word on the year 5/6 word list]. The spelling in this piece shows the pupil applying what has been learnt, including knowledge of vowel digraphs (*saifly, nite*) and suffixes (*saifly, scattling, seting*).

Most common exception words from year 1 are correct (*I, to, you, was, There, were, no, me, love),* as well as *Father* from year 2.

[T]

Piece D: Instructions	Key
This was part of a topic based on *How to Train Your Dragon* by Cressida Cowell. Pupils were asked to write four more instructions to help Hiccup and Fishlegs to train their dragons. Jamie had discussed the ideas as part of whole-class work and with the teacher before writing.	[C] composition [GP] grammar and punctuation [T] transcription

1. look in the dragoniys eyes and sey sit

2. lie down you get a treet and put it in yor hand and clows yor hand plays it down and say liy down and then give the tree to mum then.

3. If you wont to make yor dragon to stay you poot yor hand in frun of you and say stay.

4. I put My one finger up and tund it rawd and rawd and the dragon tund arald and he did it.

Although this is a set of instructions rather than a narrative, the sentences are sequenced well. The instructions are numbered and deal with different aspects of training a dragon: getting it to sit (1), lie down (2), stay (3) and turn around (4). The instructions begin with an imperative verb (*look...*) but the pupil finds it difficult to maintain this form in the rest of the instructions. Nevertheless, point 3 in particular is written effectively and clearly: it opens with a subordinate clause (*If you wont to make your dragon to stay...*), followed by two main clauses joined by 'and'.

[C] [GP]

The co-ordinating conjunction ('and') joins 2 main clauses effectively here. The same conjunction, however, becomes repetitive in the following instruction (4).

[C] [GP]

Some of the sentences are demarcated by capital letters and full stops, but fewer than in the other pieces in this collection.

[GP]

Spoken words are segmented into phonemes, often accurately. Many of these words are correctly spelled: *look, in, sit, lie, down, get, hand, and, then, give, make, did, finger, up, dragon, did, it.*

Where the graphemes are not correct, the attempts are sometimes phonically-plausible and it is clear that the pupil has listened closely to try to identify the individual sounds in words such as: *clows* ('close') and *plays* ('place').

Most common exception words from year 1 are correct (*the, you, a, one, my, I*), as well as *eyes* from year 2. Although the word *put* (year 1) is not always correct, the pupil's spelling (*poot*) is phonically-plausible (cf. *soot, wood, good*) and shows the application of good phonic knowledge.

[T]

The spacing between words is secure.

Lower-case letters are well formed, starting and finishing in the right place. The size of letters relative to one another is secure in some words (*in, and, give, you*) but is not consistent across the writing as a whole.

[T]

Piece E: Description	Key
Pupils were asked to choose a very ordinary object or pet and use descriptive vocabulary, including expanded noun phrases and similes, as well as a range of punctuation. Jamie had discussed the ideas as part of whole-class work and with the teacher before writing. Some vocabulary was provided: 'dangerous' and 'cheetah'.	[C] composition [GP] grammar and punctuation [T] transcription

Jamie has responded effectively to this task. All 6 sentences describe the dangerous dog. Some use similes (*as fast as a cheetah, sharp as a nif*) and a metaphor (*that lawd the barc can moow the haws*). The pupil describes the different aspects of the dog (his running, *his bak, the sharpis nails, His teeth, His barc,* his digging). The present tense for the description is maintained throughout; nouns and pronouns are used well (*Dangerous dog, His, He*). Both these aspects contribute to the fluency and cohesion of this short piece.
[C] [GP]

The Dangerous dog. The Dangerous dog can run as fast as a cheetah.

The Dangerous dog can run as fast as a cheetah. His bak is flufee. Dangerous dog has the sharpis nails. His teeth are sharp as a nif. His barc is that lawd the barc can moowf the haws. He digs a big howl in one secnd.

The number (plural) and tense (present) of the verb 'to be' are correct and consistent.
[GP]

All the sentences are demarcated by capital letters and full stops.
[GP]

The spacing between words is secure.

Lower-case letters are well formed, especially the letter 'g', starting and finishing in the right place. The size of letters relative to one another is secure in some words such as *barc, run* and *moowf.* As noted elsewhere in this collection, the pupil finds the letter 's' difficult to control, whether at the beginning, middle or end of a word (as in *sharp, fast* and *digs*).
[T]

Spoken words are segmented into phonemes almost always accurately. Many of these words are correctly spelled: *dog, can, run, nails, digs, teeth, sharp.*

Where the graphemes are not correct, the attempts are usually phonically-plausible and it is clear that the pupil has listened closely to identify the individual sounds in words such as: *bak, flufee, nif, secnd* and *howl* (hole), as well as distinguishing between the sounds in *bak* (back) and *barc* (bark) in spelling these two words. However, the pupil does not always identify all the sounds in words, as in *sharpis* [sharpest] and *moowf* [move].

Most common exception words from year 1 are correct (*His, is, has, the, are, He, one*) except for *house*. The common exception word *fast* from year 2 is correct.

Unusually in this collection, the pupil's spelling of 'house' as *haws* is not phonically-plausible, although a vowel digraph has been used in the right place. The same one has also been used incorrectly in spelling 'loud' (*lawd*). This vowel digraph needs consolidating.
[T]

Piece F: Character description	Key
This was part of a topic based on *How to Train Your Dragon* by Cressida Cowell. Pupils were asked to write a character description of Hiccup using expanded noun phrases. Jamie had discussed the ideas as part of whole-class work and with the teacher before writing.	[C] composition [GP] grammar and punctuation [T] transcription

Hiccup has scruf bawn hair and it is short. He has a sheel because if he is in dayjer. Hiccup can fite them baca. also he has sparcley brit green iys. He yowis his sord to fit bad gise. Hiccup is smol. Hiccup is a nise pusn. Hiccup has flufey boots. he has a flufey Jacit. Hiccup is a lovley boy. Hiccup is cering and hafl. Hiccup has the shinee sord and it is sharp. Hiccup has a darc green teeshert. He orso is wering blac jeens to and he looks warm. He has a pege leg. Hiccup has a cleen shell and his sord is shinyer then gold. His sheell has patns on his sheell to.

The pupil's character description focuses more on Hiccup's clothing and weapons than on his character, but it is detailed and precise, down to the *patns on his sheell*. There are some attempts to sum up his character: *Hiccup is a nise pusn, Hiccup is a lovley boy*, *Hiccup is cering and hafl* [helpful].

Much of the piece consists of single-clause sentences. Main clauses in multi-clause sentences are joined only by 'and'. There are some attempts to join sentences in other ways, such as using 'Also': *Also he has...* and *He orso is wering...*

Jamie maintains the present tense consistently throughout this description.

[C] [GP]

The expanded noun phrase responds to the teacher's direction to use expanded noun phrases.

[GP]

The pupil uses both 'because' and 'if' here for subordination. The sentence should read: 'He has a shield <u>because</u>, <u>if</u> he is in danger, Hiccup can fight them back.' The pupil knows what they want to say and the subordination is clear. However, the full-stop after *dayjer* makes the clauses difficult to read.

[GP]

The noun phrase has been expanded very effectively through the addition of the adjective *sparcley,* the adverb *brit* (used to describe what sort of *green* it is) and the adjective *green*.

[GP]

All the sentences are demarcated by full stops, and almost all by capital letters.

[GP]

This is one of the many expanded noun phrases in this piece.

[GP]

Coordinating conjunction (and) joins the two main clauses.

[GP]

Spoken words are segmented into phonemes almost always accurately. Many of these words are correctly spelled: *hair, short, them, green, his, bad, boots, boy, sharp*, *looks and warm.*

Where the graphemes are not correct, the attempts are usually phonically-plausible and it is clear that the pupil has listened closely to identify the individual sounds in words such as: *gise* [guys]*, flufey, lovley, fite, jacit, shinee, sord, teeshert, jeens, cleen and shinyer.* In some words, the pupil has not always heard all the sounds, such as in *bawn* [brown], *hafl* [helpful] and *shell/sheell* [shield], although the latter is likely to be an unfamiliar word.

Because of the vocabulary of this piece, only a small number of year 1 common exception words are used; these are correct (*is, a, has, the, to, are, He*). The common exception words *because* and *gold* from year 2 are also correct, but the plural of 'eye' is not correct, spelled as *iys*.

[T]

The spacing between words is secure.

Lower-case letters are well formed, especially the letters 'g' and 'y', starting and finishing in the right place. The size of lower-case letters relative to one another is secure in some words such as *cering, and* and *then.* As noted elsewhere in this collection, the pupil finds the letter 's' difficult to control, although it is done well in 'because' and sometimes also in 'is'. The lack of control of this letter is a key contributor to the unevenness of the handwriting.

[T]

Jamie: evidence check

The following tables show how Jamie'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 Jamie's work has demonstrated the 'pupil can' statements in these 6 examples.

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

End-of-key stage 1 statutory assessment – working towards the expected standard							
Name: Jamie	**A**	**B**	**C**	**D**	**E**	**F**	Collection
The pupil can, after discussion with the teacher:	Narrative	Short story	Letter	Instructions	Description	Character description	
• write sentences that are sequenced to form a short narrative (real or fictional)	✓	✓	✓	n/a	n/a	n/a	✓
• demarcate some sentences with capital letters and full stops	✓	✓	✓	✓	✓	✓	✓
• segment spoken words into phonemes and represent these by graphemes, spelling some words correctly and making phonically-plausible attempts at others	Partially	✓	Partially	Partially	Partially	Partially	Partially met
• spell some common exception words	✓	✓	✓	✓	✓	✓	✓
• form lower-case letters in the correct direction, starting and finishing in the right place	✓	✓	✓	✓	✓	✓	✓
• form lower-case letters of the correct size relative to one another in some of their writing	✓	✓	✓	✓	✓	✓	✓
• use spacing between words	✓	✓	✓	✓	✓	✓	✓

End-of-key stage 1 statutory assessment – working at the expected standard							
Name: Jamie	**A**	**B**	**C**	**D**	**E**	**F**	Collection
The pupil can, after discussion with the teacher:	Narrative	Short story	Letter	Instructions	Description	Character description	
• write simple, coherent narratives about personal experiences and those of others (real or fictional)	✓	✓	✓	n/a	n/a	n/a	
• write about real events, recording these simply and clearly	n/a	n/a	n/a	n/a	n/a	n/a	
• demarcate most sentences in their writing with capital letters and full stops, and use question marks correctly when required	✓	✓	✓		✓	✓	
• use present and past tense mostly correctly and consistently	✓	✓	✓		✓	✓	
• use co-ordination (e.g. or / and / but) and some subordination (e.g. when / if / that / because) to join clauses			✓	✓		✓	
• segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonically-plausible attempts at others							
• spell many common exception words							
• form capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters							
• use spacing between words that reflects the size of the letters							

Jamie: pupil scripts

Piece A: Short narrative

Standing on the tall clift nexjer
the see and theair Was a SeeMoster.
I Called the boys owver and tolld
them my riendishly, clever plan.

Fuerst I Will need fever bothboms.
To make a fever bothbom
you need fevers from a
part. I flid and then I sor
the Seedrago and then the boys
said drop the bothboms.
His tung felt tingly and tickey.
He had swmd awye and we
said awer plan wuct.

Piece B: Short story

There was once a brave Soldier who helped anyone and everyone in need. His name was Traction Man!

Traction Man had a Moming Swim. It was only a quick one. Suddenly Traction man heard Someone Screaming Help! Help! He flew upstairs to See What was going ~~on~~ on.

He goust all his Streath to cick open the door. He finley got in Side thair. He Saw the Spug getting hert a lot.

The Spugg was riley Sad and angrey Go Traction M Saw that the evil tap was running all over the Spugg

So Traction man turid on the Shower on to cold and Sprayed it at the evil tap. ~~I blood~~ and Sagvid the day. I Wunder What ~~we~~ you Wood do to moraw?

Piece C: Letter

The Barracks Hospital
Satari Turkey 1st Decembe
1854

Dear Mother and Father

I am writing to tell you I have arived
saifly.

When I arived there was a bad smell. There
were no beds and no clean bandages. There
were Lots of rats scatting around the woonid
sois. I worked hard to help the woonid Soldiers
the nurses helped me too.

As I write the sun is seting. and I am
going to say good nite to the soljs.

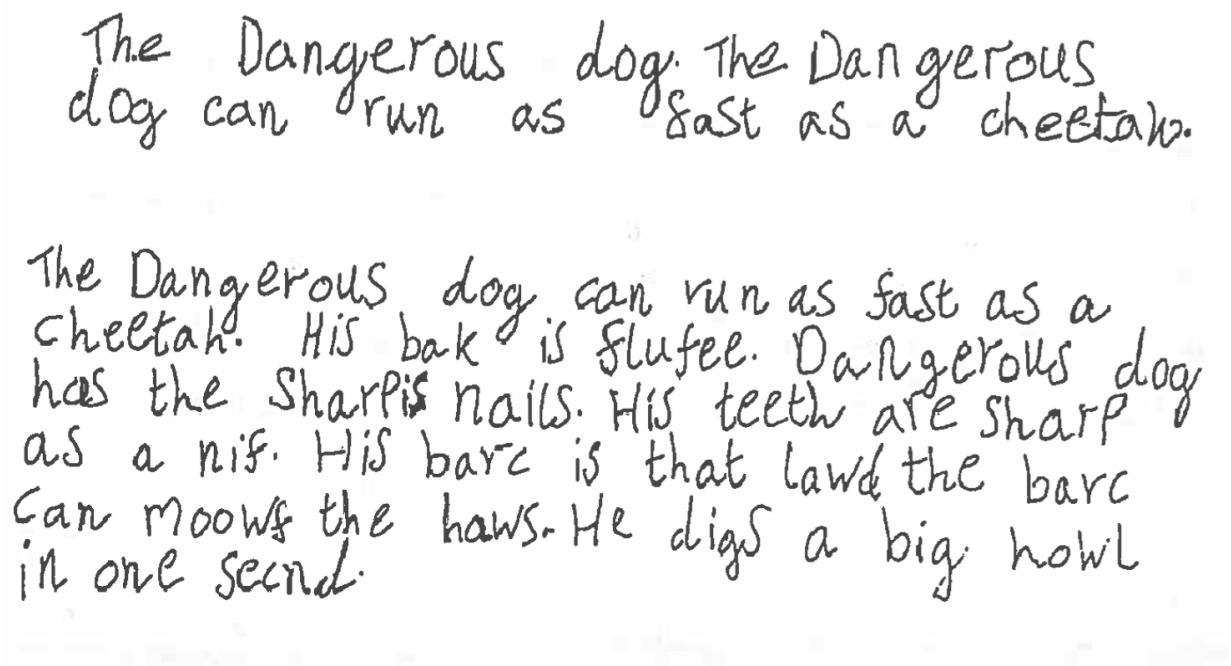
Lots of Love

florence

Piece D: Instructions

1. look in the dragoniys eyes and Sey Sit
2. Lie down you get a treet and PUt it in yor hand and Clows yor hand Plays it down and Say liy down and then give the tree to mum then.
3. If you wont to make yor dragon to stag you Poot yor hand in frun of you and Say. Stay.
4. I Put My one finger up and tund it raud and raud and the dragon tUrd arald and he did it.

Piece E: Description



The Dangerous dog. The Dangerous dog can run as fast as a cheetah.

The Dangerous dog can run as fast as a cheetah. His bak is flufee. Dangerous dog has the Sharpis nails. His teeth are sharp as a nif. His barc is that lawd the barc can moows the haws. He digs a big howl in one secnd.

Piece F: Character description

Hiccup has Scruf bawn hair and it is short. He has a sheel because if he is in dayjer. Hiccup can fite them baca. also he has Sparcley brit green iys. He yowis his Sord to fit bad gise. Hiccup is Smol. Hiccup is a nise Pusn. Hiccup has flusey boots. he has a flufey Jacit. Hiccup is a lovtey boy. Hiccup is cering and hasl. Hiccup has the shinee Sord and it is Sharp. Hiccup has a dark green teeshet He orso is wering blac jeens to and he looks warm. He has a plge leg. Hiccup has a cleen Shell and his Sord is Shinyer then gold. His Sheell has Patns on his Sheell to.



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