

# English Writing Exemplar

## Pupil K

### Year 4 - Low Level 4

#### **Collection of K's work:**

A letter to an evacuee

A front page news report

Describing settings – Dungeon

How to make a Christmas bauble

An advertisement: 'Googles 4 Fish'

Story opening: Homer and the Mobile

Work on poetry

## Assessment opportunity 1

### A letter to an evacuee

This was an independent piece of writing where children were given the choice of writing either from the viewpoint of an evacuee or that of a child who had remained at home. Letter writing had been a feature previously for the class but was not modelled before this activity. A writing frame was not provided.

## A letter to an evacuee

Address supplied

27<sup>th</sup> June 1941

Dear Imogen,

It's still quite busy at school, but some people are staying at home because there are quite a lot of bombs going off still. When I get home, mum is always in our Anderson shelter - she's really scared. Dad's factory has shut down so he's trying to find a new job. It's really hard for everyone. We've put Black-out curtains up. Anyway, who ~~are~~<sup>were</sup> you put with? ~~He~~ Is he/she nice? Are you having a good time? Do you miss me? I miss you! Please write back! How long did your journey take? ↴

Best wishes,

x x x x  
Name supplied

x x x x

**Assessment summary**

Child H chose to write a letter from the viewpoint of a child remaining at home. It is a brief letter which starts off well and includes appropriate content (AF1 L3 b1). At the beginning of the letter, she maintains purpose and style (AF2 L3 b1 b2 b3), but towards the end, ideas are not developed beyond a series of questions (AF1 L3 b3).

Ideas are grouped into two main sections – the situation at home, followed by questions to Imogen (AF3 L3 b1) - and simple letter opening and closing conventions are signaled (AF3 L3 b2). Simple links are made using pronouns (AF4 L3 b2).



Subordination is evident in the first two sentences (AF5 L4 b2) but all other sentences are simple or compound (AF5 L3 b1 b2). Punctuation is a strength as sentences are correctly demarcated with capital letters, full stops, exclamation marks and question marks (AF6 L4 b1). The comma is used to mark clauses and a possessive and omissive apostrophes are used correctly (AF6 L4 b3). Spelling of common grammatical function words and most content words is accurate (AF8 L4).

Overall evidence suggests high Level 3 even though there is some indication of Level 4 criteria.

**Assessment opportunity 2**

**A front page news report**

The class looked at features of newspapers and news reporting. They had a visit from a journalist who drew attention to the features of news reports. The children were asked to report on an event from World War 2, designing their own front page.

<h1>The Daily Mirror</h1>		
<p>Monday 30<sup>th</sup> April 1945</p>		<p>1p</p>
<h2>Hitler Dead! Whopse!</h2>		
<p>Hitler is dead but Suck reser is plening to carry on Hitlers rain.</p>	<p>they could not belive what a fool he was! All those years that he had shared plans, secrets and plots and then out of just mibery he had shot himself and his fionce.</p>	<p>for it meant the war had ended! But unfortunately he is wrong. For successer, as you already know is in action.</p>
<p>Earlier Today Hitler was found dead with his girlfriend and his 2 dogs. He had a shot- gun in his hand. Doenitry, Hitlers succesor had has a plan of action already. A group of Hitlers friends said that they were shocked that what their leader had done. They were discussing the matter when reporters swarmed into their house. Some of the friends were to worried to speak! The five friends, Ben (21), Mark (21), Tom (30), Aidan (27) and John (33) said</p>		<p>Do YOU THINK THIS IS TRUE?</p> 
<p>and John (33) said of Hitlers death,</p>	<p>mark and Ben had been pilots in spitfires and had scarcly seen or had time with their much missed friend, Hitler. Aidan, who lived next door to Hitler said he had heard a BANG, BANG! and then a scream. 2 hours later a British soldier was interveiwed and unsuprisingly said he was glad</p>	<p>Reported by <i>W. W. W. W. W.</i></p>

## Assessment summary

Kylie shows an understanding of the appropriate form and layout of a front page with the use of headlines, columns and illustrations and uses a variety of font styles for impact. The purpose of reporting Hitler's death and his possible successor is generally clear to the reader with an appropriate style being maintained, apart from the final column (AF2 L4 b1 b2). Different viewpoints, including her own, have been used to make this report more effective (AF1 L4 b3) and content is relevant to the headline (AF1 L4 b1). Adverbials (*surprisingly, out of just misery, scarcely, unfortunately*) and expanded noun phrases (*their much missed friend Hitler*) adds to the detail (AF1 L4 b2). Together with the effective selection of verbs (*shocked, swarmed, shared*) and phrases (*too worried to speak, a plan of action, for it meant*), these are indications of deliberate word and phrase choices (AF7 L4 b1).

Although openings and closings are signalled, the introduction focuses on a successor to Hitler whereas the main content reports Hitler's death and people's reactions. The final column, including the inappropriate question, does not reflect the quality of the main body of writing (AF3 L3 b2). However, ideas are reported in logical order (AF3 L4 b3) and there is some evidence of paragraphing to organise the report (AF4 L4 b1).

Sentence beginnings and lengths vary, with some use of additional phrases and clauses (AF5 L4 b1). Although most connectives are simple (AF5 L3 b2) occasionally subordinating connectives have been used. Punctuation is a strength of this work and Kylie correctly punctuates sentences, also using commas, exclamation marks, question marks and brackets (AF6 L4 b1 b3).

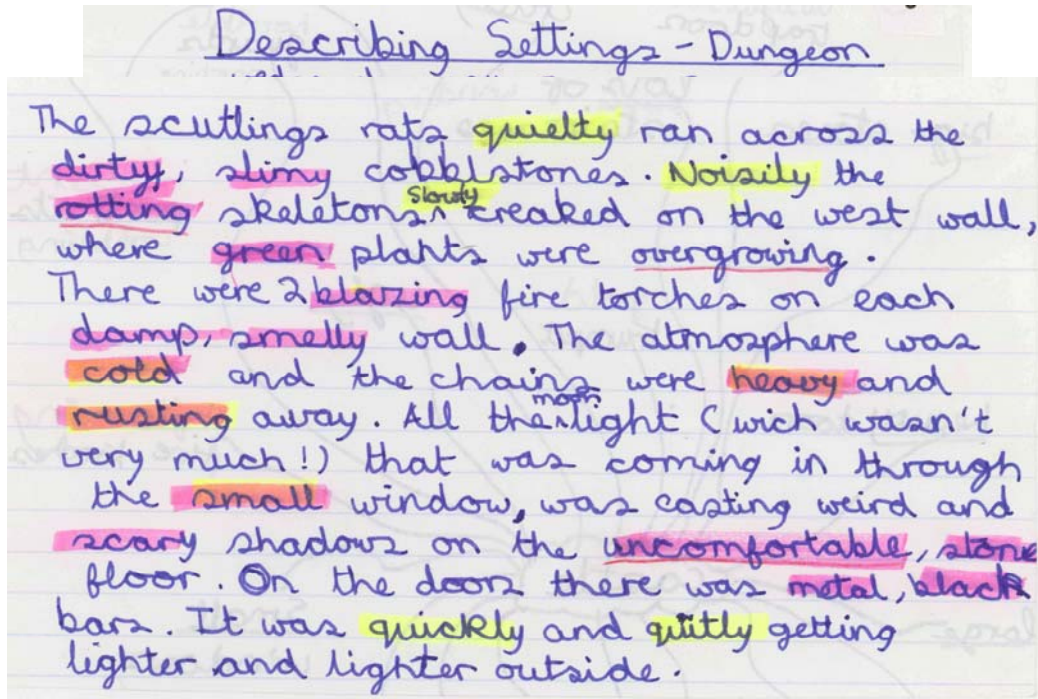
Spelling is generally accurate (AF8 L4).

Overall the evidence suggests low Level 4.

### Assessment opportunity 3

#### Describing settings – Dungeon

After looking at a variety of settings in shared reading, children were asked to describe the setting of either a castle or a dungeon to include a range of adjectives.



#### Assessment summary

The descriptive purpose is maintained throughout the paragraph and Kylie attempts to use an appropriate style (AF2 L4 b1 b3). Adverbial and expanded noun phrases enhance the description (eg *quietly ran across the dirty ...*, *blazing fire torches*) (AF1 L4 b2), but occasionally these are too elaborate to be convincing (eg *Noisily the rotting skeletons slowly creaked...*).

The vocabulary is chosen to create a picture of the dungeon in the reader's mind (AF7 L4 b2), although apart from some brief reference to sounds (eg *creaked*) opportunities to develop senses beyond what the narrator sees have been missed (AF2 L3 b2).

Overall, the ideas are listed without internal links (AF4 IE).

Some variety in sentence structures, including the use of complex sentences and connectives such as *which* and *where*, indicates AF5 L4 b2. Sentence demarcation is accurate and with commas possibly overused (AF6 L4 b3).

## Assessment opportunity 4




### How to make a Christmas bauble

Children were set the task of writing instructions on how to make something that could be sold at the school's Christmas fair. The children had previous teaching about instructional writing but on this occasion the text type was not modeled and children could choose what they were going to make.

How to make a Christmas  
bauble




Thursday 8<sup>th</sup> December 2005

What you will need AF3 openings closings  
L3 b2 clear

- a bauble 
- PVA glue 
- different colours of glitter 

AF1 some attempt to  
L3 b2 elaborate on basic  
information


What you will do straightforward sentences  
no full stop usually demarcated  
accurately

1. Fetch your bauble 
2. Carfully glue patterns all over the bauble.
3. Get the glitter. 
4. Sensibly roll your gluey bauble in the glitter so it sticks. 
5. When dry - hang on your christmas tree!
6. Get some string and put through the hole.

AF6 L3 b1 AF5 L3 b1 - reliance on  
simple sentences with  
some variations in length

AF3 L3 b3 some attempt to  
sequence ideas logically AF2 L3 B3 appropriate style  
maintained mostly

needed to  
have this  
pointed out to  
her. AF8 Spelling mostly correct  
errors: Colours  
carefully  
Sensibly



**Assessment summary**

The writing fulfils the main purpose of instructing the reader about decorating and hanging a Christmas bauble. The form and style used are appropriate in this short piece of writing (AF2 L4 b3). However, the second instruction 'carefully glue patterns' is unclear and the list of 'what you will need' omits mention of the string (AF2 L3 b1 b2). The vocabulary is generally appropriate, with use of precise verbs (*fetch, roll, glue, get*) and some adjectives and adverbs that clarify meaning (*gluey, carefully, sensibly*) (AF7 L3 b1 b2, AF1 L3 b2).

The two sub-headings support the layout (AF3 L3 b1) and Kylie attempts to sequence the instructions logically. After the teacher reminded pupils to check their work, Kylie reversed the order of 5 and 6 with arrows (AF3 L3 b3).

As appropriate for this task, clarity in the use of predictable sentence types is maintained with minimal variation (AF5 L4 b1 b2). Imperative and modal verbs are consistently used (AF5 L4 b3). Demarcation of sentences is accurate, adopting the conventions of lower case and minimal punctuation in bullet pointed lists (AF6 L4 b1).

Overall the writing is more typical of high level 3 performance.



## Assessment opportunity 5

### An advertisement: 'Googles 4 Fish'

An independent piece of writing where children were given an open choice for writing an advertisement. The class had previously worked on the main features of a variety of advertisements in shared writing sessions.

**AF3 L3 b1, 2, 4**

- ideas with related points next to each other
- openings + closing clear

**AF5 L3 b1 b2**

- reliance still on simple sentences with some variation in length/structure
- and but common connectives

**AF6 L3 b1 b3**

- Sentences demarcated accurately with capital letters, full stops, question marks, exclamation marks
- some limited use of speech punctuation (goggles that even...)

**AF1 L3 b1, 2, 3**

- appropriate ideas + content
- some attempt to elaborate on basic info
- attempt to adopt a viewpoint (your poor eyes)

Do your eyes get sore when you go for a swim?  
Do they turn blood red, swell and bulge? Yes?

Well no more! S.E.A (Special Equipment for Animals)  
Has discovered a new pair of underwater goggles that even include an exclusive set of wind-screen-wipers!

Scientists have found out that the salt mixed with sea water engulf and infect your poor eyes and make them bulge and itch!

**AF4 L3 b3**

- movement between paragraphs abrupt (but fit for purpose here?)

Freddy Fish says: "My eyes were nearly popping out of their sockets but then I bought these new goggles and I was back to normal in minutes!"

**AF2 L3 b1 b3**

- some attempt to establish purpose
- some attempt to establish appropriate style (illustrations would benefit from labels)


**AF7 L3 b2**

- some attempt to use words for effect (Well no more!)

**AF8 L3**

Most writing correct spelling but careless spelling of goggles in heading

Goggles 4 Fish  
don't need a wish!  
If you go to S.E.A  
you get them free!



## Assessment summary

This is an engaging piece of persuasive writing, showing an ability to adapt many features of the text type, including leading questions to the reader, benefits of the product, a rhyming slogan, a user's viewpoint and imaginative wordplay (S.E.A.) (AF2 L4 b2). Ideas are developed by expanded noun phrases (*an exclusive set of wind screen wipers, blood red, new pair of underwater goggles*) and adverbials (*when you go for a swim, out of their sockets, nearly*) (AF1 L4 b2). The overall persuasive viewpoint (*Well no more! Your poor eyes*) is enhanced by the 'endorsement' from Freddy Fish (AF1 L4 b3). A main feature of this writing is the use of words for maximum impact (*swell, bulge, itch, exclusive, engulf, infect*) (AF7 L4 b1).

The writing is loosely sectioned within the frame of illustrative sketches (AF3 L3 b1). Connections between ideas is implicit, following the question and answer structure (AF4 L3 b3).

Some variety in sentence structure is achieved with questions and exclamations, but common connectives (*but, and*) are generally used (AF5 L3 b2). A range of punctuation is correctly used (AF6 L4 b1 b2) and spelling – apart from the misspelling in the title ('googles') – likewise accurate (AF8 L4). There is a slip in the subject/verb agreement in the final sentence (AF5 L3 b3).

Overall, mainly evidence of level 4 across different AFs.

## Assessment opportunity 6

### Story opening: Homer and the Mobile

The children were introduced to traditional tales and for this task were invited to create a modern setting which incorporated some of the features of a traditional tale.

Homer and the Mobile  
Tuesday 27<sup>th</sup> June 2006

"this is such a jolly job!" chuckled Homer as he sped along in his royal mail van. Homer was the rightfull head of the royal mail - the Queen had just hired him three weeks ago. He had just finished his round and was driving home to his evil Aunt Uzular who he loathed. Some of Homer's friends wondered how he managed to stay cheerful living with such an evil person. Uzular wanted everything for herself and she was very rich! Uzular loved letters (if they were for her!) and she wanted to be the head of the royal mail and so she could boss everyone about and see if there were any letters for her before any other postman could get ~~thier~~ their hands on them. Uzular had everything you could ever want - except the latest mobile phone wich was encrusted with diamonds and cyratalz. All of her wealthy friends had it, and she was jealos. As soon as Homer burst through the door into their modern and fashoinable home with a cheerful expression.

"Hrrmmmm," Uzular wondered with a wicked grin on her heavily make - upped face.

"Homer," she bellowed, "I want your job. You can have it back if you go and find the last crystal encrusted mobile for

me."

"Wh - wh - what?," ~~stammered~~ Homer in amazement, "what did you say Aunt?"  
 "Go and find the crystal mobile," Ursula repeated through gritted teeth, a growl rising from the back of her throat.  
 "Oh dear, oh dear, oh dear," whispered Homer to himself. But, never-the-less, he did not want to anger his Aunt.

The very next day Homer set out to the train station to get a train ticket for his journey.  
 on the way back from the station he suddenly thought of something. He was going to need help <sup>for</sup> his journey would be dangerous! Homer ran to the nearest phone box and phoned Bat-man, Super-man and the Incredibles. They all said they would help except Super-man who was on another duty that day.

### Assessment summary

In this story opening, Kylie's writing uses and adapts the main features of traditional narratives in imaginative ways: the evil Aunt Ursula and Homer's quest to find the last crystal mobile are combined with modern transport, phones and popular superheroes (AF2 L4 b1 b2). Relevant ideas and descriptions are elaborated through the use of adverbials and expanded noun phrases (*extremely, repeated through gritted teeth, modern and fashionable home, encrusted with diamonds and crystals*) (AF1 L4 b1 b2). A range of verbs describe actions effectively (*loathed, chucked, sped, burst*) (AF7 L4 b1 b2).

Ideas and events are developed in logically, and linked through time: *the very next day, as he sped along, on the way back, that day* (AF3 L4 b1 b3). Sectioning of dialogue and a paragraph break (*The very next day...*) help to organise content but the numerous indents interfere with the overall layout and structure (AF4 L3 b3).

Some use of subordinating connectives (*which, before*) and the variety of sentence structures indicate some security in AF5 at L4, but the use of 'and' as the most common connective suggests AF5 L3 b2 as the more appropriate assessment. Sentence demarcation and the placing of speech marks and commas are generally accurate throughout (AF6 L4)

Apart from a few errors (*cyrstals, jealos, amazment, exept, extremly*), spelling of both grammatical function and content words is accurate (AF8 L4).

Overall the writing has sufficient features to indicate level 4 performance.

## Assessment opportunity 7

### Work on poetry

During the year the children were given opportunities to write poetry, thinking about rhyme and rhythm as well as free verse. Kylie's work shows rhyming couplets and later attempts at free verse. In each case, the choice of subject matter was independent.

### From a ships porthole.

chuggedy - chug, chuggedy chug,  
 The captain drinking tea from his mug.  
 Look out the porthole, theres miles of sea,  
~~and~~ the seagulls are staring down at me!

### My Bot

My magic bot is fashioned <sup>from</sup> out of glass  
 and silver and crystals. ✓  
 With jewels on the lid and fairy-dust in  
 the corners. Its <sup>hinges</sup> are made of an  
 elephant's trunk.

My chocolate bot is made from chocolate and  
 sugar and lollies.  
 With sweets on the lid and chocolate buttons  
 in the corners.  
 Its hinges are made from bendy Haribos. ✓

### No title

I shall skate in my Bot  
 on the frozen waters of the wide  
 Lake Lacrymose,  
 then shuffle ashore on to  
 white grass,  
 the colour of snow.

✓ Fantastic - you've used  
 our shared text as a  
 model.

**Assessment summary**

Use of rhyming couplets and attempts at keeping to a rhythm are features of the first poem, but the result is rather superficial (AF2 L3 b1). The work in free verse style appears to offer more scope for developing meaning, although the mixture of magical qualities and reference to commonplace sweets is awkward (AF1 L3 b1). The third short poem, more obviously based on a literary model, shows development of suggestive imagery (*frozen waters of wide lake lachrymose*) and greater control of formal features, for example the sound patterning of 'lachrymose/grass/ snow' (AF1 L4 b1; AF2 L4 b2).

Overall, some appropriate vocabulary has been chosen (*porthole, fashioned, crystals*) (AF7 L3 b1) and there is some use of expanded nouns and adverbials (*bendy Haribos, miles of sea, frozen waters, white grass/ from his mug, down at me*) (AF1 L3 b2).

Pronominal links connect subject matter (*my, its*) (AF4 L3 b2).

Sentences have some variation within the given structures (AF5 L4 b1) and sentence demarcation and use of the comma are largely accurate (AF6 L4 b1 b3).

Spelling is accurate throughout (AF8 L4).

## Assessment summary for Kylie

Across the collection of writing, Kylie demonstrates different levels of performance. The strongest (Level 4) evidence comes from the news report, the advertisement and the story opening. Of particular note is her ability to adapt and play with given text types, supported by a wide ranging vocabulary and considerable security in sentence structure and accuracy of punctuation.

The two narrative pieces (story setting and story opening) clearly fulfilling the set purpose, but a complete story – or more sustained work in poetry - would have contributed further evidence for AF3 and AF4. When Kylie is given some freedom to develop a story opening this is handled well with apt choices of words and phrases to enhance the description. This contrasts sharply with the brief story setting task when the main purpose of adding adjectives does not always work and the writing is less effective or convincing. In non-narrative the success of the advertisement, which contains a variety of persuasive features and detail, is clearly stronger than the instructional writing which is limited for the purposes of assessment.

On balance, across all seven tasks, this writing meets the criteria for low level 4.

K Y4

Class/Group: Y4

Child's name: \_\_\_\_\_

**Writing assessment guidelines: levels 3 and 4**

	AF5 - vary sentences for clarity, purpose and effect	AF6 - write with technical accuracy of syntax and punctuation in phrases, clauses and sentences	AF3 - organise and present whole texts effectively, sequencing and structuring information, ideas and events	AF4 - construct paragraphs and use cohesion within and between paragraphs	AF1 - write imaginative, interesting and thoughtful texts	AF2 - produce texts which are appropriate to task, reader and purpose	AF7 - select appropriate and effective vocabulary	AF8 - use correct spelling
<b>L4</b>	<p>Across a range of writing</p> <ul style="list-style-type: none"> <li>some attempt to vary length, structure and subject of sentences</li> <li>use of some subordinating connectives, e.g. <i>if, when, because</i> throughout the text</li> <li>some variation, generally accurate, in tense and verb forms</li> </ul>	<p>Across a range of writing</p> <ul style="list-style-type: none"> <li>sentences demarcated accurately throughout the text, including question marks</li> <li>speech marks to denote speech generally accurate, with some other speech punctuation</li> <li>commas used in lists and occasionally to mark clauses, although not always accurately</li> </ul>	<p>Across a range of writing</p> <ul style="list-style-type: none"> <li>ideas are organised by clustering related points or by time sequence</li> <li>ideas are organised simply with a fitting opening and closing, sometimes linked</li> <li>ideas or material generally in logical sequence but overall direction of writing often not clearly signalled</li> </ul>	<p>Across a range of writing</p> <ul style="list-style-type: none"> <li>paragraphs / sections help to organise content, eg <i>main idea usually supported or elaborated by following sentences</i></li> <li>within paragraphs / sections, limited range of connections between sentences, eg <i>over-use of 'also' or pronouns</i></li> <li>some attempts to establish simple links between paragraphs / sections not always maintained, eg <i>firstly, next</i></li> </ul>	<p>Across a range of writing</p> <ul style="list-style-type: none"> <li>relevant ideas and content chosen</li> <li>some ideas and material developed in detail, eg <i>descriptions elaborated by noun phrases</i></li> <li>straightforward viewpoint generally established and maintained, eg <i>writing in role or maintaining a consistent stance</i></li> </ul>	<p>Across a range of writing</p> <ul style="list-style-type: none"> <li>main purpose of writing is clear but not always consistently maintained</li> <li>main features of selected form are clear and appropriate to purpose</li> <li>style generally appropriate to task, though awareness of reader not always sustained</li> </ul>	<p>Across a range of writing</p> <ul style="list-style-type: none"> <li>some evidence of deliberate vocabulary choices</li> <li>some expansion of general vocabulary to match topic</li> </ul>	<p>Across a range of writing correct spelling of</p> <ul style="list-style-type: none"> <li>most common grammatical function words, eg <i>you, because, although</i></li> <li>most adverbs with -ly formation</li> <li>egs of likely errors:                             <ul style="list-style-type: none"> <li>homophones of common grammatical function words, eg <i>they, their/there; of/have/off</i></li> <li>occasional phonetically plausible spelling in content words, eg <i>board, accept, hungry, trying</i></li> <li>occasional inflected words, eg <i>-es, -ed, -ies, -led, -er, -est, -er, -est, -ing</i></li> </ul> </li> </ul>
<b>L3</b>	<p>In most writing</p> <ul style="list-style-type: none"> <li>reliance mainly on simple sentences, variation with support</li> <li><i>and, but, so</i> are the most common connectives, others occasionally or with support</li> <li>some limited variation in use of tense and verb forms, not always secure</li> </ul>	<p>In most writing</p> <ul style="list-style-type: none"> <li>straightforward sentences usually demarcated accurately with full stops, capital letters, question and exclamation marks</li> <li>some, limited, use of speech punctuation</li> <li>comma splicing evident, particularly in narrative</li> </ul>	<p>In most writing</p> <ul style="list-style-type: none"> <li>some limited attempt to organise ideas with some related points placed next to each other</li> <li>openings and closings usually signalled</li> <li>some attempt to sequence ideas or material logically, not always successful</li> </ul>	<p>In most writing</p> <ul style="list-style-type: none"> <li>some paragraphs / sections, often lacking internal structure, eg <i>one-sentence paragraphs or ideas randomly organised</i></li> <li>within paragraphs / sections, some limited attempt to link sentences, eg <i>use of pronouns, often inconsistent, or of adverbials</i></li> <li>movement between paragraphs/sections abrupt or disjointed</li> </ul>	<p>In most writing</p> <ul style="list-style-type: none"> <li>some appropriate ideas and content included</li> <li>some attempt to elaborate on basic information or events, eg <i>nouns expanded by simple adjectives</i></li> <li>attempt to adopt viewpoint, though often not maintained or inconsistent, eg <i>attitude expressed, but with little elaboration</i></li> </ul>	<p>In most writing</p> <ul style="list-style-type: none"> <li>some attempt to establish purpose, though often superficial</li> <li>some features of selected form are signalled to the reader</li> <li>some attempt to establish appropriate style but not always consistent or sustained</li> </ul>	<p>In most writing</p> <ul style="list-style-type: none"> <li>simple, generally appropriate, vocabulary used, though often limited in range</li> <li>some attempt to use words for effect</li> </ul>	<p>In most writing</p> <ul style="list-style-type: none"> <li>correct spelling of, sometimes, common grammatical function words, eg <i>with, could</i></li> <li>egs of likely errors:                             <ul style="list-style-type: none"> <li>frequent phonetically plausible spelling in content words, e.g. <i>trabel, pich, bridges, anser, corse, thorr, perswade</i></li> <li>frequently in inflected endings, eg <i>-es, -ed, -ies, -led, -er, -est, -er, -est, -ing</i></li> </ul> </li> </ul>
<b>B3</b>								
<b>IE</b>								
Overall assessment (tick one box only)								Below 3
								Low 3
								Secure 3
								High 3
								Low 4 ✓
								Secure 4
								High 4