# Writing standards file Mikki – secure level 4

Traditional story opening

Writing from character's viewpoint based on Fair's Fair

Play script based on everyday incident

Mythical story

Presentation on pollution in local environment

# Traditional story opening

Children used their knowledge of a traditional story to write the opening of an updated version. They talked about ways of introducing their new hero/heroine and how the character could be developed through speech and actions. Mikki's writing was based upon the tale of Rapunzel.

Opening sets scene and establishes main characters and some description. Style has informal elements but generally appropriate to (AF2 L4 b2 and b3)

Once upon a time, there was a poor milkman who was very sad and gelt like everyone hated him. He had a cousin who was very poor too. One really sunny day, he invited his cosing cousin to help him deliver the milk. She was very happy because usscilly she would sit down and stare at the clock. So she gareed to go with her cousin. A

Fitting opening establishing main fairy tale character. narrative follows her actions to a plausible if abrupt ending (AF3 L4 b2)

Some subordinating

connectives in

narrative, as well as and, and then

(AF5 L3 b2)

Commas divide clauses in speech and narrative. sometimes over-used

(AF6 L4 b3)

dialogue (AF5 L4 b3)

Paragraphs/ sections help to

organise content (AF4 L4 b1)

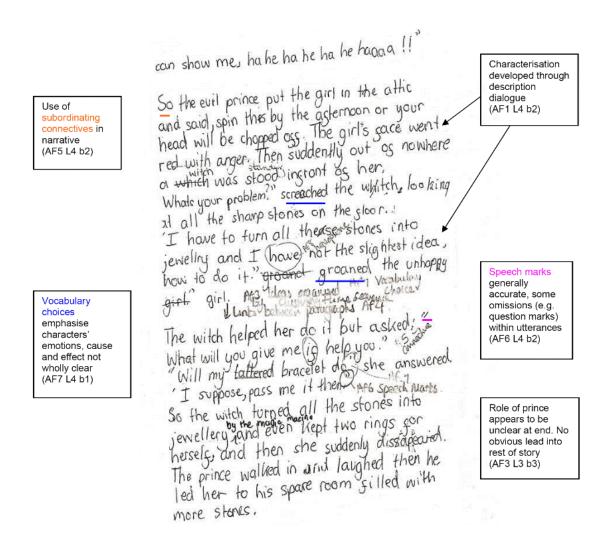
Secure control

of tenses in

narrative and

Expansion in noun phrases and adverbials develop characters (AF1 L4 b2)

Their last stop was at the princes house. The prince was a very boastful, and selfish man. The milliman, rang on his doorbell, and a tall, orvel looking man opered the cloor. He stared down at the milkman. This is gor you, it is your milk, sir mumbled the milkman, shyly. Then suddenly he shouted "My daughter cousin can turn stones into all rare from types 65 jewellery!" The girl stewend at her all cousin for she could not turn stones into jewellery. Afe homphone "Ran she? I'll put her in my attic then and she

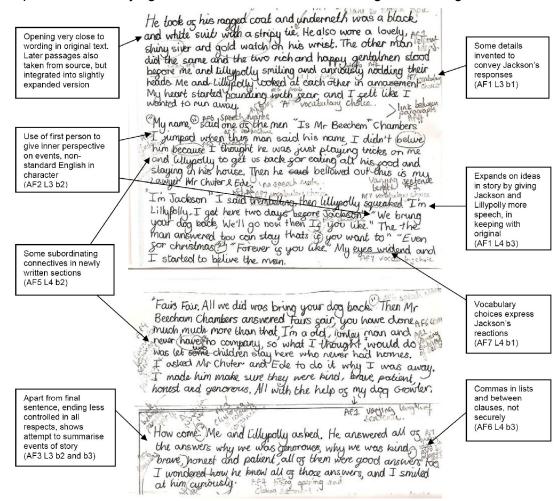


# **Assessment summary**

In this story opening, several features of traditional storytelling are identifiable (AF2) from the opening 'Once upon a time...' and the rapid appearance of conventional characters ('a poor milkman', 'the prince', 'the witch'). Once in motion, the chain of events has a sequence, but the motivations for characters' actions are not fully explained, despite some ambitious description and engaging use of dialogue (AF1). Paragraphs segment the narrative into main blocks, but connections between them are largely implicit, and it is not clear to the reader how the rest of the story might develop. Sentences are constructed around repeated subjects ('the witch', 'the prince', 'the girl') and vary in length and structure (AF5), with punctuation generally used to clarify meaning (AF6). The use of simple subordinating connectives to narrate and explain tends to fade as the piece progresses, giving way to 'and' or 'and then' (AF5). Spelling of an appropriate range of vocabulary exceeds the level 4 criteria. Overall, there is evidence that this piece meets many of the level 4 criteria.

#### Writing from character's viewpoint based on Fair's Fair

The class had been reading *Fair's Fair* by Leon Garfield. In this writing example children were asked to rewrite from Jackson's point of view the episode where Jackson meets his future benefactor. Children were reminded to write in the first person, with an emphasis on conveying the emotions Jackson feels during the meeting.



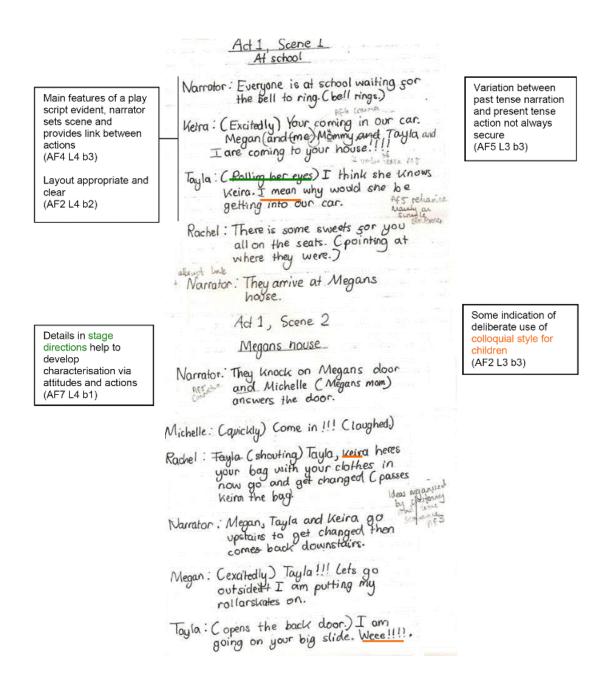
# **Assessment summary**

This piece is a faithful recount of events in the story rather than offering a different version of events from Jackson's perspective. Within a largely derivative scenario, adaptations can be seen in the creation of additional dialogue and expanded descriptions of Jackson's state of mind.

With much of the text reproduced from *Fair's Fair*, it is not possible to make a valid assessment of many of the AFs. Some of the newly created elements show skills in descriptive writing evidence for level 4 in aspects of AFs 1 and 2, but the piece tails off at the point of writing a new summary ending, suggesting attainment more at level 3 in AFs 5 and 6.

# Play script based on everyday incident

As part of a unit of work focusing on play scripts, children wrote their own play script based on incidents in everyday life. This followed reading and discussion of play script layout and conventions, and ways of using dialogue to convey actions.



Use of subordinating connectives help to develop ideas (AF5 L4 b2)

Some time

adverbials

help shape

events

sequence of

(AF4 L4 b3)

Megan: (comes oviside) heira! dont go
to gast on that swing because is you go too high it will
come out the ground!!! (Screaming
quickly) had a contained
(Taylor James picks upt the
gootball.)

Taylor (Megans brother): Ha Ha, Ha I am
going to throw the ball at you!!!

Megan: (Screaming) ahhh!!! no! Taylor

Commas are used in lists and within speech (AF6 L4 b3) Exclamation marks in appropriate

places, but overused (AF6 L3 b1)

Narrator: Megan, Taylor, Keira and Taylor
were playing outside for about 1
hour until Taylors han came to
pick him up.

Coling dong)

Michelle: Taylor get ready yournans here. Copens the door) Hello Betty come in!

Taylor: Crunning excitedly) Nonacannomon

Betty: Ccalm) Hello darling !!! Hello Meg!

B Michelle: Claughing) That's not Megan its Taylor.

Betty: Cdeep voice) oh Hello Tayla! Tayla: Cshyley) Hello.

(Megan comes into the Litchen)

Megan: Hello Betty!!! Betty: Hello Meg!!!

Narraton: soon after Betty went home

Punctuation and spacing conventions demarcate speech of each character from stage directions, some omissions in capitalisation (AF6 L4 b2)

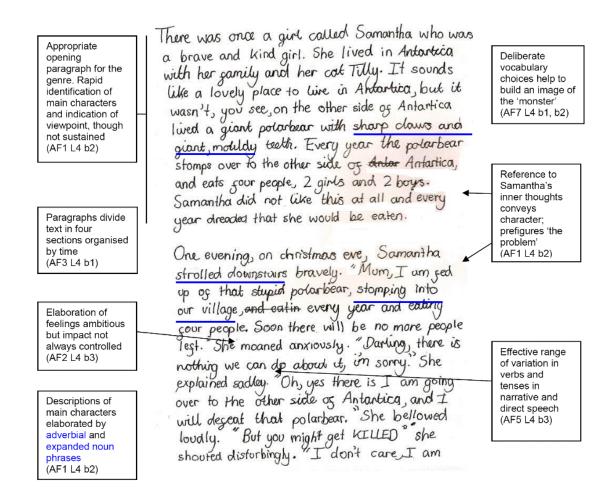
# **Assessment summary**

This simply plotted play script about friends staying at a classmate's house until they are collected demonstrates an understanding of the main features of the given text type (AF2). The basis of the 'drama' is a short recount of events (AF1). The style of writing is generally appropriate to the content, although there is heavy reliance on the stage directions for characterisation and moving the action along (AF1), and establishing time sequence as the organising device (AF3). The use of simple sentences and sentence fragments conveys the nature of informal conversational exchanges and there is also some evidence of effective use of complex sentences (AF5). Commas are used within lists, and appropriate play script punctuation – brackets and colons – is accurate.

Overall, the piece shows competence in some of the technical features of script writing (level 4), but is less successful at developing ideas (borderline level 3/level 4).

# **Mythical story**

The task was to write a myth involving a hero or heroine dealing with a problem involving an evil character. This followed class work in myths and legends.



not going to let any more people die she demanded. "Oh, whatever you say, just be caregul." She muttered. "MEOW" Her cat Tilly held out har paw. Samanta Samantha touched it gently. Then suddenly Samanth could sly and she was invisible, also she had a shing, silver sword in her honds.

Commas divide words, phrases and clauses accurately (AF6 L4 b3)

Direct speech accurately demarcated, including punctuation within utterances (AF6 L4 b2) Samantha set of sor her journey to the polar bear. She was quite joick getting there because she was on wings. She glew into the polar bears cowe, and he was asleep suddenly a glass jar smashed on the gloor and the polarbear woke up. "ARRRRR" should the polarbear. Then as quick as she could she cut his arm. The polarbear gell to the gloor as a sparkling trana. Samantha picked up the tiara, and set of backbleas home.

Most narrative sentence openings are subject and verb. Across the piece, variation comes through use of direct speech, maintaining interest and cohesion (AF5 L4 b1 and AF4 L4 b1)

Conclusion relates to opening (AF3 L4 b2) She flew as quick as she could and hard everyone counting down to christmas as they do in Antartica "10, 9, 8, 7, 6, 5, 4, 3, 2, I Horray!!!". They screamed. Then everyone screamed again when Samantha was not connected invisable and they could see her. Her mum and cat stepped sorward "Merry Xmas" she shouted joyfully. And placed the crown on her daughters head.

# **Assessment summary**

This writing provides more evidence of an ability to use the main features of a given form effectively, with some adaptation to the reader (AFs 1 and 2). The piece starts promisingly and maintains a logical coherence through the chronology of actions (AF3). The confrontation element is only briefly dealt with, weakening a key feature of the text type, and impact trails off towards the end of the tale. Paragraphs help divide episodes in the tale, and within them content is generally well organised (AF4), with clearer links between them than was seen in Mikki's earlier work. Dialogue and description are again used in an attempt to convey a vivid emotional drama (AF1, AF7). Control of sentence types and grammatical punctuation, including in speech, is generally secure (AF6, AF5) until the concluding section. Overall, the piece shows evidence of attainment at level 4.

#### Presentation on pollution in local environment

Children watched a video on pollution around the world then drafted a presentation about problems in their own area. The aim was to make others consider how to look after their local environment.

#### <u>Litter</u>

Sentences and questions are demarcated accurately with some correct use of question marks (AF6 L4 b1)

'Also' used as main way of connecting ideas within and between paragraphs (AF4 L4 b2 and AF3 L3 b1)

Attempts to introduce each topic but no overall opening or closing (AF3 L3 b2)

Subheadings indicate main sections (AF3 L4 b1)

Some awareness of the reader through rhetorical questions (AF2 L4 b3) In my area there is too much litter. When you drop litter, rats will come. This situation could be improved by not dropping litter on the floor, or posters could be put up to make people not drop rubbish as well. We also need more bins in busy places such as town centres, playgrounds and near schools because then people will not drop their litter on the ground.

Also, when dogs go to the toilet in the street, some people leave it there. Owners should clean up after them with a bag and then put it in the special bins or they could take it home to put in a bin.

#### **Air Pollution**

The air pollution around here is not so bad but fumes do go around everywhere when people keep driving cars, buses and lorries. You could keep the air fresh by asking people not to use cars so much and use bicycles or walk to places near to their houses. How many of us walk to school?

There is also a lot of noise pollution from shouting, screaming and mini motorbikes. You could ban mini motorbikes and the police should stop people shouting and screaming in the evening. How would you like it if your neighbour did?

Straightforward viewpoint is established, begins with first and ends with second person address (AF1 L4 b3)

Subordinating connectives develop ideas (AF5 L4 b2)

Range of modal verbs express possibilities (AF5 L4 b3)

Some variation in subject and structure of sentences (AF5 L4 b1)

#### Assessment summary

Mikki succeeds in raising awareness of a number of issues in her neighbourhood that cause pollution and makes relevant suggestions about what might be done (AF1). The piece shows a good sense of audience, establishing purpose and viewpoint (AF2) despite the lack of an introduction or formal conclusion. The use of subheadings and paragraphing assists with the organisation and coherence of content (AF3). Within paragraphs ideas are linked mainly by topic (AF4). Sentence structure and punctuation is accurate (AF6) and the use of subordinators such as 'when' and 'because' extends some meanings and helps to vary emphases (AF5).

There is evidence for the AFs at both levels 3 and 4 and there are sufficient aspects of level 4 to warrant an overall judgement of level 4.

#### Overall assessment summary for Mikki

This collection demonstrates skills across the range of AFs in several types of writing. The strongest evidence comes from imaginative fiction, although there is an argumentative piece about litter and a play script based on an account of everyday experience. Mikki's writing is notable in its use (sometimes overuse) of words and phrases to depict emotions and describe characters. While the protest piece about litter shows that she is able to sustain and develop an argument logically, in some of her narrative writing, pace is less well controlled with a tendency for abrupt endings or underdeveloped plots. She shows generally sound control of sentence grammar and punctuation, including sentence-internal punctuation in speech and narration. Sentence types are varied in different forms of writing, again generally effectively, particularly in final sentence endings.

Overall this collection of work is best described as meeting the criteria for secure level 4, with more evidence needed of work that is less closely tied to models of writing given by the teacher.

	ing assessmen	Mikki		Class / Group	) YS	Date		National Stra	ategy OCA
	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	Handwriting and presentation
evel 4	Across a range of writing  some variety in length, structure or subject of sentences  use of some subordinating connectives, eg if, when, because throughout the text some variation, generally accurate, in tense and verb forms	Across a range of writing  sentences demarcated accurately throughout the text, including question marks speech marks to denote speech generally accurate, with some other speech punctuation commas used in lists and occasionally to mark clauses, although not always accurately	Across a range of writing  ideas organised by clustering related points or by time sequence  ideas are organised simply with a fitting opening and closing, sometimes linked  ideas or material generally in logical sequence but overall direction of writing not always clearly signalled	Across a range of writing  argraphs / sections help to organise content, eg main idea usually supported or elaborated by following sentences  within paragraphs / sections, limited range of connections yetween sentences, eg over-use of 'also' or pronouns  some attempts to, establish simple finks between paragraphs / sections not always maintained, eg firstly, next	writing relevant ideas and content chosen some ideas and material developed in detail eg descriptions	Across a range of writing  main purpose of writing is clear but not always consistent maintained  main features of selected form are clear and appropriate to purpose  style generally appropriate to task, though awareness of reader not always sustained	Across a range of writing  some evidence of deliberate / vocabulary choices  some expansion of general vocabulary to match topic	Across a range of writing  correct spelling of most common grammatical function words, including adverbs with -ly formation regularly formed content/lexical words, including those with multiple morphemes most past and present tense inflections, plurals  likely errors homophones of some common grammatical function words cocasional phonetically plausible spelling in content/lexical words	
evel 3	In most writing  reliance mainly on simply structured sentences, variation with support, eg some complex sentences  and, but, so are the most common connectives, subordination occasionally  some limited variation in use of tense and verb forms, not always secure	In most writing  straightforward sentences usually demarcated accurately with full stops, capitel letters, question and exclamation marks some, limited, use of speech punctuation comma splicing evident, particularly in narrative	In most writing  some attempt to organise ideas with related points placed next to each other  openings and closings usually signalled  some attempt to sequence ideas or material logically	In most writing  some internal structure within sections of text eg one-sentence paragraphs or ideas loosely organised  within paragraphs / sections, some links between sentences, eg use of pronouns or of adverbials  movement between paragraphs / sections sometimes abrupt or disjointed	In most writing  some appropriate ideas and content included  some attempt to elaborate on basic information or events, eg nouns expanded by simple adjectives  attempt to adopt viewpoint, though often not maintained or inconsistent, eg attitude expressed, but with little elaboration	In most writing  purpose established at a general level  main features of selected form sometimes signalled to the leader  some attempts at appropriate style, with attention to reader	In most writing simple, generally appropriate vocabulary used, limited in range some words selected for effect or occasion	In most writing  correct spelling of some common grammatical function words common content/lexical words with more than one morpheme, including compound words  likely errors some inflected endings, eg past tense, comparatives, adverbs some phonetically plausible attempts at content/lexical words	In most writing  legible style, shows accurate and consistent letter formation, sometimes joine
3L									
E									
vera	all assessment (tick o	ne box only)	Low 3	Secure 3	High 3	Low	4	Secure 4	High 4