

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.

<p>Opening sets scene and establishes main characters and some description. Style has informal elements, but generally appropriate to genre (AF2 L4 b2 and b3)</p>	<p style="text-align: right; margin-right: 20px;"><small>AF5 (missed) how often</small></p> <p>Once upon a time, <u>there</u> was a poor milkman who was very sad <u>and</u> felt like everyone hated him. He had a cousin who was very poor too. One really sunny day, he invited his east cousin to help him deliver the milk. She was very happy <u>because</u> usually she would sit down <u>and</u> stare at the clock. <u>So</u> she agreed to go with her cousin. It</p>	<p>Fitting opening establishing main fairy tale character, narrative follows her actions to a plausible if abrupt ending (AF3 L4 b2)</p>
<p>Paragraphs/ sections help to organise content (AF4 L4 b1)</p>	<p>Their last stop was at the prince's house. The prince was a <u>very boastful, and selfish man</u>. The milkman rang on his doorbell, and a <u>tall, cruel looking man</u> opened the door. He stared down at the milkman. "This is for you, it is your milk, sir" mumbled the milkman, shyly. Then suddenly he shouted "My daughter ^{using a magic machine which is very rare from all types of} cousin can turn stones into all types of jewellery." The girl stared ^{stared} at her cousin ^{and} for she could not turn stones into jewellery. ^{AF6 homophone}</p> <p>"Can she? I'll put her in my attic then and she</p>	<p>Some subordinating connectives in narrative, as well as <u>and</u>, <u>and then</u> (AF5 L3 b2)</p>
<p>Secure control of tenses in narrative and dialogue (AF5 L4 b3)</p>		<p>Commas divide clauses in speech and narrative, sometimes over-used (AF6 L4 b3)</p>
<p>Expansion in noun phrases and adverbials develop characters (AF1 L4 b2)</p>		

can show me, ha he ha he ha he haaaaa !!”

So the evil prince put the girl in the attic and said, spin this by the afternoon or your head will be chopped off. The girl's face went red with anger. Then suddenly out of nowhere a ^{witch} ~~witch~~ was ^{standing} stood in front of her. What's your problem?" screached the witch, looking at all the sharp stones on the floor. "I have to turn all these stones into jewellery and I have not the slightest idea, how to do it." groaned groaned the unhappy girl." girl. ^{AF3} ^{idea, arranged} ^{AF4} ^{Vocabulary choice}

The witch helped her do it but asked: "What will you give me to help you." ^{AF5} ^{connective} "Will my tattered bracelet do?" she answered. "I suppose, pass me it then." ^{AF6} ^{speech marks}

So the witch turned all the stones into jewellery ^{by the magic machine} and even kept two rings for herself, and then she suddenly disappeared. The prince walked in and laughed then he led her to his spare room filled with more stones.

Use of subordinating connectives in narrative (AF5 L4 b2)

Vocabulary choices emphasise characters' emotions, cause and effect not wholly clear (AF7 L4 b1)

Characterisation developed through description dialogue (AF1 L4 b2)

Speech marks generally accurate, some omissions (e.g. question marks) within utterances (AF6 L4 b2)

Role of prince appears to be unclear at end. No obvious lead into rest of story (AF3 L3 b3)

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.

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.

Main features of a play script evident, narrator sets scene and provides link between actions (AF4 L4 b3)

Layout appropriate and clear (AF2 L4 b2)

Act 1, Scene 1
At school

Narrator: Everyone is at school waiting for the bell to ring. (bell rings.)

Keira: (Excitedly) Your coming in our car. Megan (and me) Mommy and Tayla and I are coming to your house!!!!

Tayla: (Rolling her eyes) I think she knows Keira. I mean why would she be getting into our car.

Rachel: There is some sweets for you all on the seats. (pointing at where they were.)

+ Narrator: They arrive at Megans house.

Variation between past tense narration and present tense action not always secure (AF5 L3 b3)

Details in stage directions help to develop characterisation via attitudes and actions (AF7 L4 b1)

Act 1, Scene 2
Megans house

Narrator: They knock on Megans door and Michelle (Megans mom) answers the door.

Michelle: (quickly) Come in!!! (laughed)

Rachel: Tayla (shouting) Tayla, Keira heres your bag with your clothes in now go and get changed (passes Keira the bag)

Narrator: Megan, Tayla and Keira go upstairs to get changed then comes back downstairs.

Megan: (excitedly) Tayla!!! Lets go outside I am putting my rollerskates on.

Tayla: (opens the back door) I am going on your big slide. Weeee!!!!

Some indication of deliberate use of colloquial style for children (AF2 L3 b3)

QCA

© Crown copyright 2008

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

Megan: (comes outside) Keira! dont go to east on that swing because ^{off} is you go too high it will come out the ground!!! (screaming quickly) ^{APL adverb}

(Taylor James picks up the football.)

Taylor (Megan's brother): Ha, Ha, Ha I am going to throw ~~the~~ ball at you!!!

Megan: (screaming) abhh!!! no! Taylor dont.

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

Exclamation marks in appropriate places, but overused (AF6 L3 b1)

Narrator: Megan, Tayla, Keira and Taylor were playing outside for about 1 hour until Taylors ^{teacher} nan came to pick him up.

(ding dong)

Michelle: Taylor get ready your nans here. (opens the door) Hello Betty come in!.

Taylor: (running excitedly) Nnnnaannnnnnn yyyyy!!!!!!

Betty: (calm) Hello darling!!! Hello Meg!

B Michelle: (laughing) Thats not Megan its Tayla.

Betty: (deep voice) oh Hello Tayla!

Tayla: (shyly) Hello.

(Megan comes into the kitchen)

Megan: Hello Betty!!!

Betty: Hello Meg!!!

Narrator: soon after Betty went home

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

Some time adverbials help shape sequence of events (AF4 L4 b3)

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.

Appropriate opening paragraph for the genre. Rapid identification of main characters and indication of viewpoint, though not sustained (AF1 L4 b2)

Paragraphs divide text in four sections organised by time (AF3 L4 b1)

Elaboration of feelings ambitious but impact not always controlled (AF2 L4 b3)

Descriptions of main characters elaborated by adverbial and expanded noun phrases (AF1 L4 b2)

Deliberate vocabulary choices help to build an image of the 'monster' (AF7 L4 b1, b2)

Reference to Samantha's inner thoughts conveys character; prefigures 'the problem' (AF1 L4 b2)

Effective range of variation in verbs and tenses in narrative and direct speech (AF5 L4 b3)

There was once a girl called Samantha who was a brave and kind girl. She lived in Antarctica with her family and her cat Tilly. It sounds like a lovely place to live in Antarctica, but it wasn't, you see, on the other side of Antarctica lived a giant polarbear with sharp claws and giant, moltdy teeth. Every year the polarbear stomps over to the other side of ~~Antar~~ Antarctica, and eats four people, 2 girls and 2 boys. Samantha did not like this at all and every year dreaded that she would be eaten.

One evening, on christmas eve, Samantha strolled downstairs bravely. "Mum, I am fed up of that stupid polarbear, stomping into our village, and eatin every year and eating four people. Soon there will be no more people left. She moaned anxiously. "Darling, there is nothing we can do about it, im sorry." She explained sadly. "Oh, yes there is I am going over to the other side of Antarctica, and I will defeat that polarbear." She bellowed loudly. "But you might get KILLED" she shouted disturbingly. "I don't care, I am

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

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

Direct speech accurately demarcated, including punctuation within utterances (AF6 L4 b2)

Samantha set off for her journey to the polar bear. She was quite quick getting there because she was on wings. She flew into the polar bears cave, and he was asleep suddenly a glass jar smashed on the floor and the polar bear woke up. "ARRRRRR" shouted the polar bear. Then as quick as she could she cut his arm. The polar bear fell to the floor as a sparkling tiara. Samantha picked up the tiara, and set off back 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 heard everyone counting down to Christmas as they do in Antarctica "10, 9, 8, 7, 6, 5, 4, 3, 2, 1 Horray!!!" They screamed. Then everyone screamed again when Samantha was not invisible and they could see her. Her mum and cat stepped forward "Merry Xmas!" she shouted joyfully. And placed the tiara 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.

Litter

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

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.

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

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

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.

Subordinating connectives develop ideas (AF5 L4 b2)

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

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?**

Range of **modal verbs** express possibilities (AF5 L4 b3)

Subheadings indicate main sections (AF3 L4 b1)

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?**

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

Some awareness of the reader through **rhetorical questions** (AF2 L4 b3)

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.

Writing assessment guidelines: levels 3 and 4

Primary National Strategy



Pupil name Mikki Class / Group Y5 Date

	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
Level 4	<p>Across a range of writing</p> <ul style="list-style-type: none"> some variety in length, structure or subject of sentences ✓ use of some subordinating connectives, eg <i>if, when, because</i> throughout the text ✓ some variation, generally accurate, in tense and verb forms ✓ 	<p>Across a range of writing</p> <ul style="list-style-type: none"> 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 ✓ 	<p>Across a range of writing</p> <ul style="list-style-type: none"> 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 ✓ 	<p>Across a range of writing</p> <ul style="list-style-type: none"> paragraphs / sections help to organise content, eg <i>main idea usually supported or elaborated by following sentences</i> ✓ within paragraphs / sections, limited range of connections between sentences, eg <i>over-use of 'also' or pronouns</i> ✓ some attempts to establish simple links between paragraphs / sections not always maintained, eg <i>firstly, next</i> ✓ 	<p>Across a range of writing</p> <ul style="list-style-type: none"> relevant ideas and content chosen ✓ some ideas and material developed in detail, eg <i>descriptions elaborated by adverbial and expanded noun phrases</i> ✓ straightforward viewpoint generally established and maintained, eg <i>writing in role or maintaining a consistent stance</i> ✓ 	<p>Across a range of writing</p> <ul style="list-style-type: none"> main purpose of writing is clear but not always consistently maintained ✓ main features of selected form are clear and appropriate to purpose ✓ style generally appropriate to task, though awareness of reader not always sustained ✓ 	<p>Across a range of writing</p> <ul style="list-style-type: none"> some evidence of deliberate vocabulary choices ✓ some expansion of general vocabulary to match topic ✓ 	<p>Across a range of writing</p> <ul style="list-style-type: none"> correct spelling of <ul style="list-style-type: none"> most common grammatical function words, including adverbs with <i>-ly</i> formation ✓ regularly formed content/lexical words, including those with multiple morphemes ✓ most past and present tense inflections, plurals ✓ likely errors <ul style="list-style-type: none"> homophones of some common grammatical function words ✓ occasional phonetically plausible spelling in content/lexical words ✓ 	
Level 3	<p>In most writing</p> <ul style="list-style-type: none"> reliance mainly on simply structured sentences, variation with support, eg <i>some complex sentences</i> ✓ <i>and, but, so</i> are the most common connectives, subordination occasionally ✓ some limited variation in use of tense and verb forms, not always secure ✓ 	<p>In most writing</p> <ul style="list-style-type: none"> straightforward sentences usually demarcated accurately with full stops, capital letters, question and exclamation marks ✓ some, limited, use of speech punctuation ✓ comma splicing evident, particularly in narrative ✓ 	<p>In most writing</p> <ul style="list-style-type: none"> 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 ✓ 	<p>In most writing</p> <ul style="list-style-type: none"> some internal structure within sections of text eg <i>one-sentence paragraphs or ideas loosely organised</i> ✓ within paragraphs / sections, some links between sentences, eg <i>use of pronouns or of adverbials</i> ✓ movement between paragraphs / sections sometimes abrupt or disjointed ✓ 	<p>In most writing</p> <ul style="list-style-type: none"> some appropriate ideas and content included ✓ some attempt to elaborate on basic information or events, eg <i>nouns expanded by simple adjectives</i> ✓ attempt to adopt viewpoint, though often not maintained or inconsistent, eg <i>attitude expressed, but with little elaboration</i> ✓ 	<p>In most writing</p> <ul style="list-style-type: none"> purpose established at a general level ✓ main features of selected form sometimes signalled to the reader ✓ some attempts at appropriate style, with attention to reader ✓ 	<p>In most writing</p> <ul style="list-style-type: none"> simple, generally appropriate vocabulary used, limited in range ✓ some words selected for effect or occasion ✓ 	<p>In most writing</p> <ul style="list-style-type: none"> correct spelling of <ul style="list-style-type: none"> some common grammatical function words ✓ common content/lexical words with more than one morpheme, including compound words ✓ likely errors <ul style="list-style-type: none"> some inflected endings, eg <i>past tense, comparatives, adverbs</i> ✓ some phonetically plausible attempts at content/lexical words ✓ 	<p>In most writing</p> <ul style="list-style-type: none"> legible style, shows accurate and consistent letter formation, sometimes joined ✓
BL									
IE									

Overall assessment (tick one box only) Low 3 Secure 3 High 3 Low 4 Secure 4 High 4