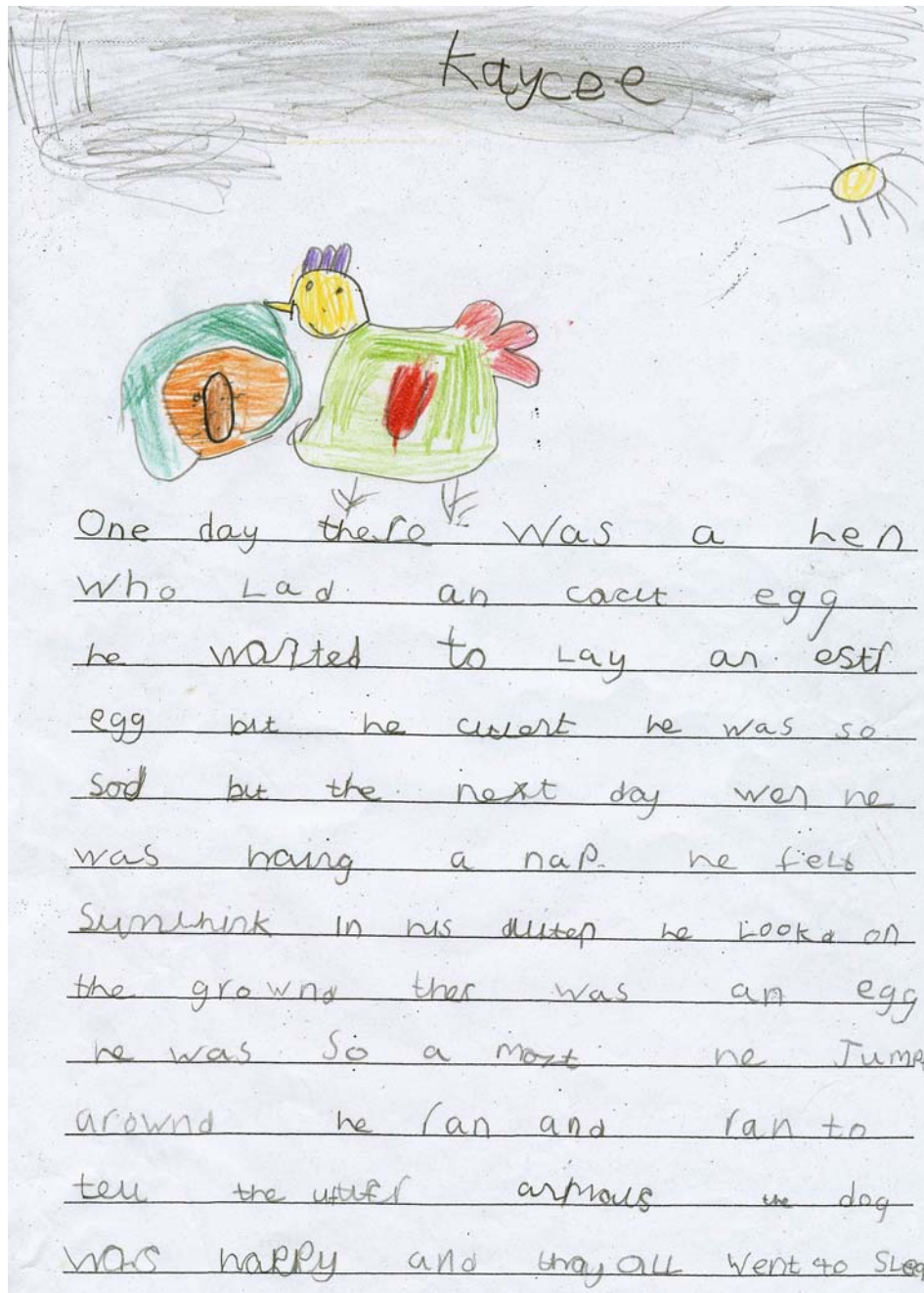


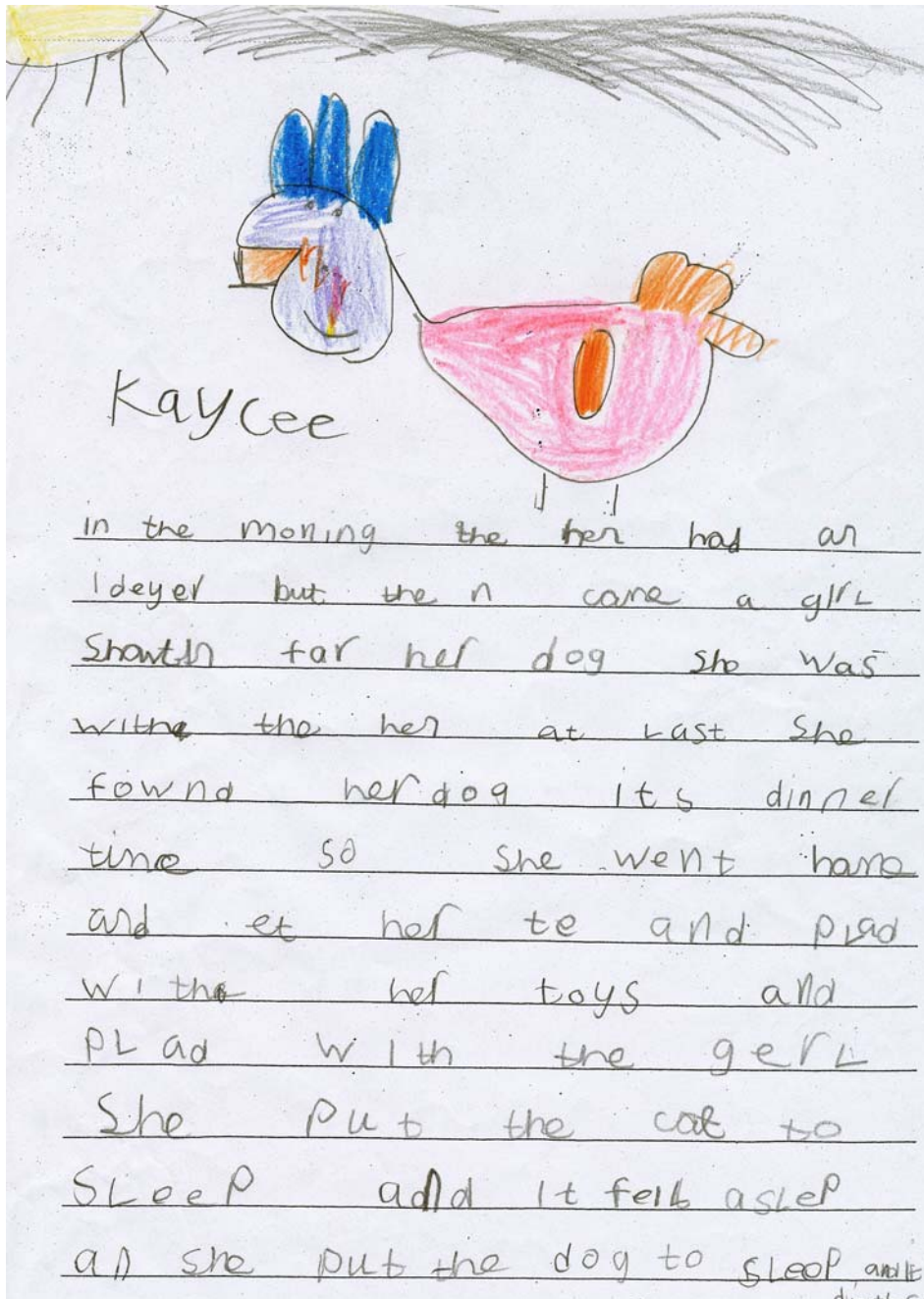
Kaycee Year 2 Low level 2

Writing standards file

Story writing: The Hen Who Wanted to Lay Easter Eggs

This story was written as part of the Stories from Other Cultures unit. Kaycee was given a copy of a story from France. She read the story twice through for herself before writing the story in her own words. She began by making a story map and was able to retell the story accurately using this for reference.





Assessment commentary

- Time connectives provide variation in the openings, otherwise structured in a simple pattern for example 'One day', 'the next day', 'in the morning' (AF5 L2 b 1). Kaycee uses mainly simple sentences with 'and' used as the main clause connector, for example 'its dinner time so she went home and ate her tea and played with her toys and played with the girl' (AF5 L2 b2).
- The clause structure in the writing is mainly grammatically correct (AF6 L1 b1). There is no use of full stops and capitalisation is only used at the start (AF6 below level 1).

- There is an attempt to organise overall using time-related words, for example 'One day...', 'Next day...', 'In the morning...' (AF3 L2 b1).
- There is an apparent time order to the events. Pronouns relate to the main idea but are sometimes overused without reference back to the original noun (AF4 L1).
- Some descriptive language is used, for example 'a chocolate egg'. There are some examples of more interesting verb choices, for example 'shouting for her dog', 'jumped around' (AF1 L1 b2). The piece begins with the viewpoint of the hen, but it alters after the girl has been introduced (AF1 L2 b3).
- Some features of a story are present, demonstrating an awareness of basic purpose (AF2 L2 b1 and b2).
- A simple retelling with some descriptive language used, for example 'He was so amazed he jumped around' (AF7 L2 b1).
- There is usually correct spelling of high-frequency words and common content words, for example 'next', 'dog', 'sleep' (AF8 L2 b1 and b2).
- Letters are generally correctly shaped but there are still inconsistencies in size (Handwriting AF2 L2 b1).

Narrative writing: Twits Tricks

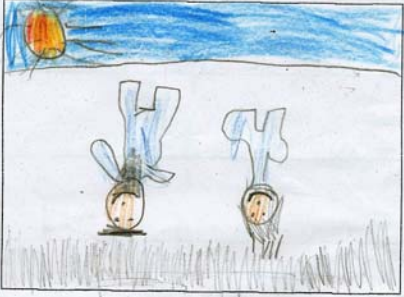
This piece of work was written at the end of the Primary Framework unit, Stories by the Same Author. The children read stories by Roald Dahl and then devised a narrative describing another trick that the Twits might play on each other.

Kaycee began by making her story using a storyboard which she read to another pupil.




Kaycee's story

Twits Trips



by Kaycee

Once upon a time there was
Mrs Ewit and Mr Ewit.
They had just got up and
their pet tiger got up to.
Mrs Ewit just went to feed
it but it suddenly ran. She
put the key in the cabinet
and went to bed. She screamed
she ran up into the loft



but she forgot to shut the door there was a spider on her chair
~~door~~. The snake got into she screamed as low as
the loft she ran down stairs she could go she ran
went into the living room up stairs and down stairs
but she forgot to shut she ran out of the door
the loft door and there was the tiger

Mr Twit lost it out
but he got it then
he lost it up but they
got to class he got
etc

this story is about
a man and a lady
called Miss Twit
and a man called
Mr Twit and a
tiger



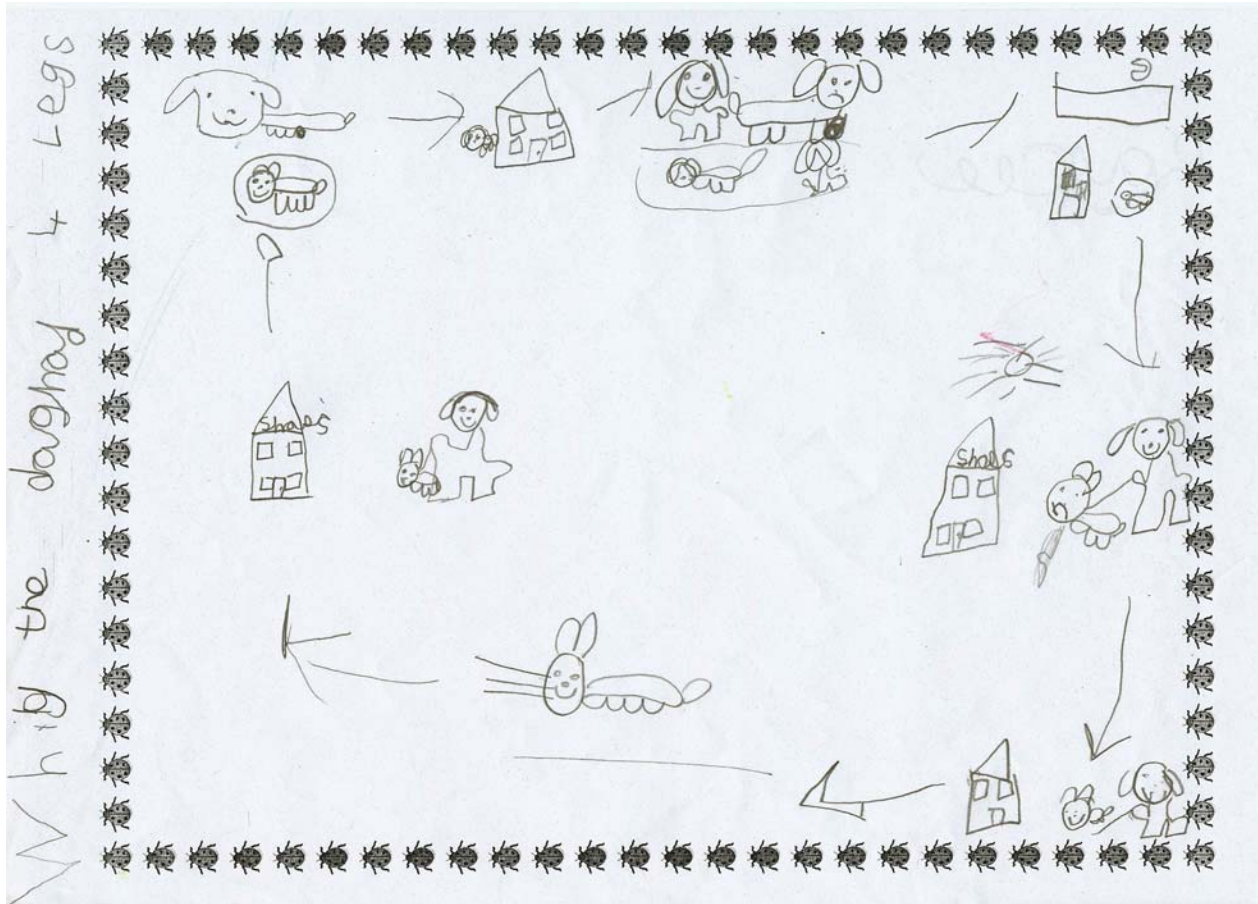
Assessment commentary

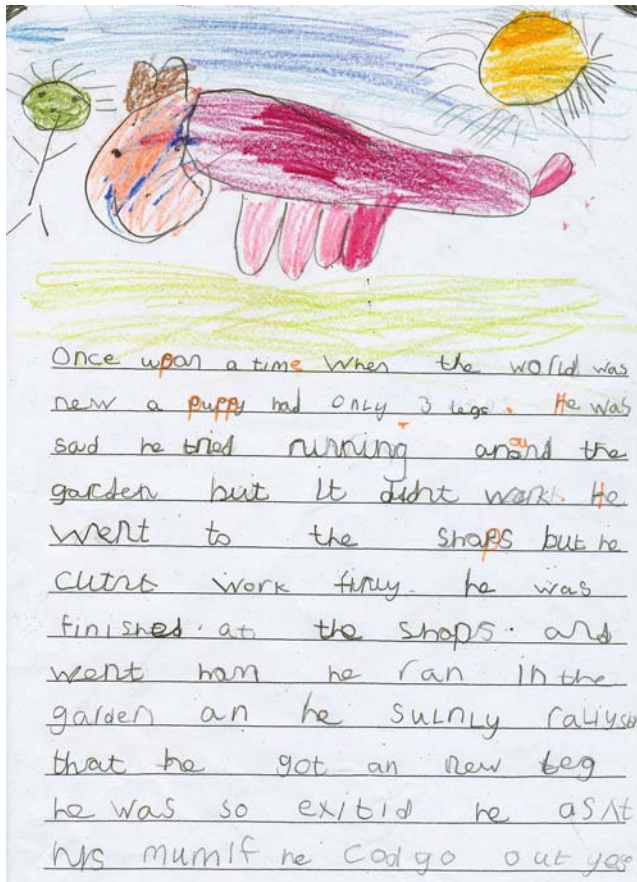
- There is evidence of different sentence openings, for example 'Once upon a time' and 'She put the key in the cupboard and went to bed'. Again, sentences are mainly joined with 'and'. Consistent use of past-tense forms; some variation makes time reference more precise: 'had just got up', 'went' (AF5 L3 b1, b2 and b3).
- The clause structure is mainly grammatically correct, and some sentences are correctly demarcated with full stops and capital letters on the first page but this is not maintained (AF6 L1 b1 and b2).
- The writing is sequenced by the events highlighted, the reader can trace cause and effect, for example in the significance of leaving the loft door open (AF3 L2 b1).

- Simple pronouns are used to link references to main characters (AF4 L1 b1).
- There is evidence of some apt word choices being used to create interest, for example 'She skreemed (screamed) as lowd (loud) as she could' (AF1 L2 b2).
- Kaycee focuses on the events from Mrs Twit's perspective, highlighting dilemmas and an attempt at solution (AF1 L2 B1 and b3).
- The booklet also shows that Kaycee has used features of book form, for example blurb on the back, and has established the basic purpose (AF2 L2 b1 and b2).
- Vocabulary choices are mainly speech-like with some attempts to move beyond repetition, for example 'suddenly', 'screamed' (AF7 L2 b1).
- The piece shows usually correct spelling of simple and high-frequency words, for example 'once', 'time', 'there', 'had', 'just', 'got', 'up', 'went', 'feed', 'ran', 'loft', 'forgot', 'and', 'but' (AF8 L2 b1).
- The letters are usually correctly shaped but again there is inconsistency in size (Handwriting L2 b1).

Narrative writing: Why the Dog Has Four Legs

This work was an independent task undertaken during Stories from Other Cultures, unit 2. Initially the children worked on creation stories from the book *Why Bear has a Stumpy Tail* by Ann Pilling. The work is based on the story 'Why Snake Has No Legs.' The brief was to write a similar story choosing a different animal character. Kaycee chose to write Why the Dog Has Four Legs and made a story map from which she was able to read to the class, before writing.



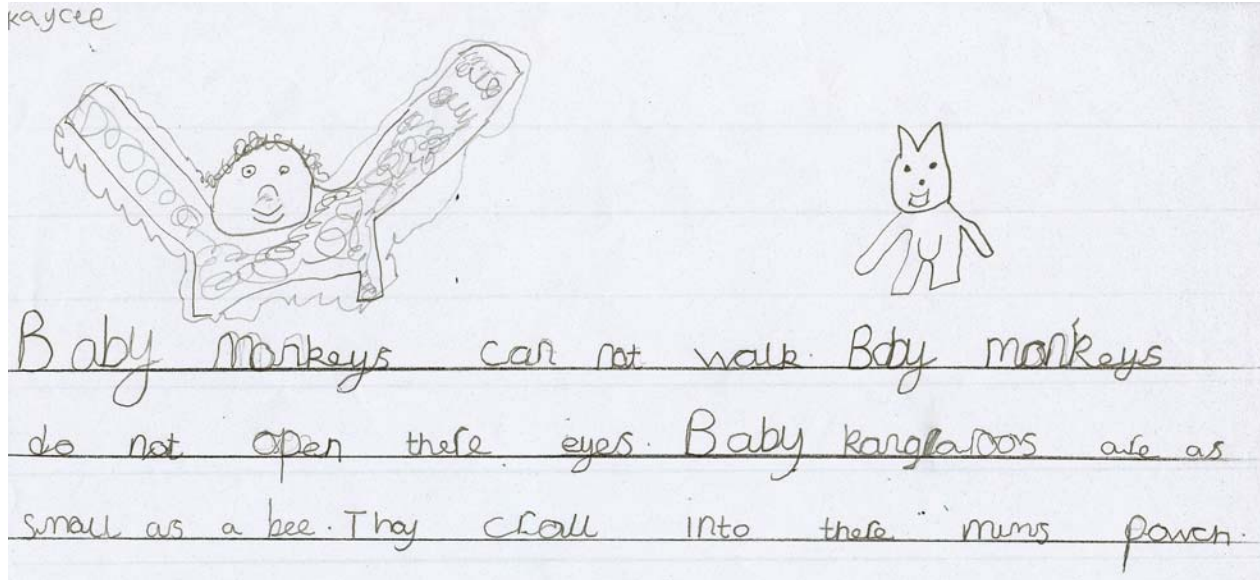


Assessment commentary

- The opening of the writing uses an adverbial clause, echoing other stories read in class. Sentences are mainly simple or extended through the use of 'and' or 'but' and there is consistent use of the past tense (AF5 L2 b2 and b3). Apart from the opening sentence there is little variation in the sentences, most following the subject/verb/object pattern (limited evidence for AF5 L2 b1).
- There is no evidence of full stops in this writing. However, when Kaycee edited the beginning of her work with an adult she was able to say what was missing (AF6 L1 b2).
- The openings and closings are simply signalled, for example 'Once upon a time', 'He was so excited' (AF3 L2 b2).
- Ideas are connected through the use of pronouns (AF4 L1), although these are overused and as a consequence sentences lose variety.
- This simple tale attempts to convey relevant ideas with brief comment (AF1 L2 b1 and b3).
- There is some attempt to adopt an appropriate style, for example 'He suddenly realised that he got a new leg' and the main features of the story are evident (AF2 L2 b1 and b3).
- The spelling is mainly correct or phonetically plausible (AF8 L2 b1).

Non-narrative writing: based on an information text

Kaycee wrote independently after reading a non-fiction text, *Wild Baby Animals*. Her writing summarises what she has learned.

**Assessment commentary**

- Sentences are repetitive, mostly starting with 'Baby'. In this piece, the simple present tense is used correctly (AF5 L2 b3).
- Sentence demarcation is accurate. Each sentence begins with a capital letter (AF6 L 2 b2).
- The text is linked to the illustrations, although the layout does not make this explicit. Each drawing is explained by two sentences of information (some evidence for AF3 L2 b1). The two sentences are connected by either the repetition of the noun or the use of the pronoun (AF4 L1 b1).
- The content is brief, but minimal detail conveys interest, for example 'small as a bee' (AF1 L1 b1).
- This text is appropriate to the task in that Kaycee has written in a factual style (some evidence of AF2 L2 b1 and b2).
- Simple, speech-like vocabulary is used to convey meaning (AF7 L2 b1 and b2).
- Mostly correct spellings with phonetic attempts at vowel digraphs, for example thay (they), as well as some errors in grammatical function words, for example there (their) (AF8 L2 b1).
- Ascenders and descenders are distinguished and letters are clearly formed (Handwriting L2 b2).

Assessment summary

AF5

There is some attempt at variation in Kaycee's sentence openings, especially when she has a written text as a model, but her sentences are usually connected by the repeated use of 'and'. She generally uses the past and present tense correctly (AF5 level 2).

AF6

Kaycee's more extended pieces of narrative writing show her ability to construct grammatically correct clauses in sentences, identifying level 2. However, the non-fiction piece on monkeys is the only one that consistently demonstrates the accurate use of capital letters and full stops to demarcate sentences (AF6 level 1).

AF3

The events in the Hen story and Twits Tricks are sequenced clearly using time-related words and Kaycee also shows that she can signal simple openings and endings in her stories (AF3 level 2).

AF4

Although there is evidence of repeated nouns being used to connect ideas (the Baby Monkey piece), Kaycee is not yet grouping ideas by content in her narrative and non-narrative writing (AF4 level 1).

AF1

This collection of work shows that Kaycee can convey ideas and content which is mostly relevant, although this is often of a repetitive nature. She is beginning to think about word choices in her writing which will create interest. Her writing suggests that she is beginning to be aware of viewpoint, maintaining a narrative which focuses on a particular character, for example in the writing about the Twits (just AF1 level 2).

AF2

There is an indication of basic purpose in Kaycee's writing and she is beginning to make use of features of different forms. When writing stories in particular, she attempts to adopt an appropriate style (AF2 level 2).

AF7

The vocabulary which Kaycee selects to show her meaning is often speech-like and she needs encouragement to develop more adventurous word choices in her writing (AF7 level 2).

AF8

Kaycee usually spells high-frequency grammatical words, and also common content words, accurately. She makes phonetically plausible attempts at more complex words (AF8 level 2).

Handwriting and presentation

Kaycee's last piece of writing on monkeys shows her development in this area. Throughout her work, her letters are usually correctly shaped but are sometimes inconsistent in size. Ascenders and descenders are clearly distinguished (Handwriting and presentation level 1).

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 Primary Framework for literacy and mathematics, Kaycee writing

Writing assessment guidelines: levels 1 and 2

Pupil name **Kaycee**

Class/Group **Year 2**

Date **Summer term**

	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 2	<p>In some forms of writing:</p> <ul style="list-style-type: none"> some variation in sentence openings, e.g. not always starting with name or pronoun mainly simple sentences with <i>and</i> used to connect clauses past and present tense generally consistent 	<p>In some forms of writing:</p> <ul style="list-style-type: none"> clause structure mostly grammatically correct sentence demarcation with capital letters and full stops usually accurate some accurate use of question and exclamation marks, and commas in lists 	<p>In some forms of writing:</p> <ul style="list-style-type: none"> some basic sequencing of ideas or material, e.g. time-related words or phrases, line breaks, headings, numbers openings and/or closings sometimes signalled 	<p>In some forms of writing:</p> <ul style="list-style-type: none"> ideas in sections grouped by content, some linking by simple pronouns 	<p>In some forms of writing:</p> <ul style="list-style-type: none"> mostly relevant ideas and content, sometimes repetitive or sparse some apt word choices create interest brief comments, questions about events or actions suggest viewpoint 	<p>In some forms of writing:</p> <ul style="list-style-type: none"> some basic purpose established, e.g. main features of story, report some appropriate features of the given form used some attempts to adopt appropriate style 	<p>In some forms of writing:</p> <ul style="list-style-type: none"> simple, often speech-like vocabulary conveys relevant meanings some adventurous word choices, e.g. opportune use of new vocabulary 	<p>In some forms of writing:</p> <ul style="list-style-type: none"> usually correct spelling of <ul style="list-style-type: none"> high-frequency grammatical function words common single morpheme content/lexical words likely errors: <ul style="list-style-type: none"> inflected endings, e.g. past tense, plurals, adverbs phonetic attempts at vowel digraphs 	<p>In some forms of writing:</p> <ul style="list-style-type: none"> letters generally correctly shaped but inconsistencies in orientation, size and use of upper/lower case letters clear letter formation, with ascenders and descenders distinguished, generally upper and lower case letters not mixed within words
	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>
Level 1	<p>In some writing, usually with support:</p> <ul style="list-style-type: none"> reliance on simple phrases and clauses some sentence-like structures formed by chaining clauses together, e.g. series of ideas joined by repeated use of 'and' 	<p>In some writing, usually with support:</p> <ul style="list-style-type: none"> mostly grammatically accurate clauses some awareness of use of full stops and capital letters, e.g. beginning/end of sentence 	<p>In some writing, usually with support:</p> <ul style="list-style-type: none"> some formulaic phrases indicate start/end of text, e.g. once upon a time, one day, the end events/ideas sometimes in appropriate order, e.g. actions listed in time sequence, items numbered 	<p>In some writing, usually with support:</p> <ul style="list-style-type: none"> simple connections between ideas, events, e.g. repeated nouns, pronouns relate to main idea 	<p>In some writing, usually with support:</p> <ul style="list-style-type: none"> basic information and ideas conveyed through appropriate word choice, e.g. relate to topic some descriptive language, e.g. colour, size, simple emotion 	<p>In some writing, usually with support:</p> <ul style="list-style-type: none"> some indication of basic purpose, particular form or awareness of reader, e.g. story, label, message 	<p>In some writing, usually with support:</p> <ul style="list-style-type: none"> mostly simple vocabulary communicates meaning through repetition of key words 	<p>In some writing, usually with support:</p> <ul style="list-style-type: none"> usually correct spelling of simple high-frequency words phonetically plausible attempts at words with digraphs and double letters sufficient number of recognisable words for writing to be readable, including use of letter names to approximate syllables and words 	<p>In some writing, usually with support:</p> <ul style="list-style-type: none"> most letters correctly formed and orientated spaces between words upper and lower case sometimes distinguished use of ICT, e.g. use keyboard to type own name
		<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>					
BL									
IE									

Overall assessment (tick one box only) Low 1 Secure 1 High 1 Low 2 Secure 2 High 2

Making a level judgement

Evidence for Kaycee's writing comes from different points in the second half of the summer term. She is in a Year 2 class and her work is based on Primary Framework units of work on stories from a range of cultures, stories by the same author and information texts.

Kaycee's writing was assessed using the L1/L2 assessment guidelines. Her writing was judged to be level 2 in AF5, AF3, AF1 and AF2. For AF6, AF4, AF7 and Handwriting, the level 1 criteria were judged to be the best fit.

Using the flow chart for completing the assessment guidelines in writing, it is clear that Kaycee's writing meets the minimum requirements for level 2. The evidence for her writing is not wide ranging, developed chiefly from narrative fiction. Only one brief piece represents non-fiction work. Although Kaycee has exercised some choice over subject matter, the type of writing is prescribed for her.

Overall, her writing is judged to be low level 2. She achieved a similar level (2C) on the writing assessment as part of the year statutory assessments.

Next steps

Kaycee needs to continue to improve her grasp of purpose and awareness of audience for writing in both narrative and non-narrative forms. Kaycee needs to make her own decisions about form and purpose when creating and shaping texts (Strand 9). This should include adapting language to create particular effects when writing independently in a range of genres, exploring wider vocabulary to support the development of more imaginative texts.

She needs to continue to have opportunities to read her writing aloud in order to identify basic errors and improve her technical accuracy in writing. Opportunities to reread and edit her work should be given frequently. Kaycee should then move on to widen her use of punctuation marks, using question marks, exclamation marks and commas to clarify meaning in her work. Consistency in the size and proportion of letters should be emphasised in all Kaycee's written texts.