

Child D

Low Level 3

Sample 1: Diary Entry as Mr Fox

Sample 2: Recount of 'The Fisherman's Wife' from point of view of the Fisherman's Wife

Sample 3: Character Description

Sample 4: Poem about Wycoller

Sample 5: Description of Habitats

Wednesday 11th February The Fox's Diary
 One bright sunny morning I was sleeping in my bed then the alarm rang I went downstairs and looked in the cupboard there was nothing to eat I was FAMISHED! So I put my coat and scarf on.
 I decided to go to the shops in the shops there were cakes, vegetables and meat. "Where is your money?" So I looked in my purse but there were no money I thought to look somewhere else.
 As I was walking on I saw a gingerbreadman I whispered "that looks tasty." I thought of a plan that will really trick him and laughed in an evil way so I went next to the

gingerbreadman and exclaimed "would you like to come to my house?" "Yes please" giggled the gingerbreadman. So he went to my house there was a gingerbreadman door and a fox's door he could not reach. So he went up the ^{my} head and the I gobbled him down.

CONTEXT
 After reading "The Gingerbreadman" we looked at a cartoon strip of "The Fox's Day." We discussed what had happened to the fox which made him act as he did. The children wrote a diary entry as if they were the fox.

One bright sunny morning I was in my bed then the alarm rang, I went downstairs and looked in the cupboard there was nothing to eat I was FAMISHED! So I put my coat and scarf on.

I decided to go to the shops in the shops there were cakes, vegetables and meat.

"Where is your money?" So I looked in my purse but there were no money I thought to look somewhere else.

As I was walking on I saw a gingerbreadman I whispered "that looks tasty." I thought of a plan that will really trick him and laughed in an evil way so I went next to the gingerbreadman and exclaimed would you like to come to my house?" "Yes please" giggled the gingerbreadman. So he went to my house there was a gingerbreadman door and a fox's door he could not reach. So he went up my head and the I gobbled him down.

Teacher's Comments

After reading "The Gingerbreadman" we looked at a cartoon strip of "The Fox's Day." We discussed what had happened to the fox which had made him act as he did. The children wrote a diary entry as if they were the fox.

Wednesday 25th February 2009

One bright sunny morning my husband went to find some fish in the sea where he saw a strange fish it was strange because it could talk and then my husband knew it was magic.

My husband told me the fish was magic so I yelled "I am really bored living in a hut!" I wanted to live in a house. So my husband went to the fish and told it "my wife wants to live in a house please can you grant us the wish?"

So the magical fish granted the wish a flash of orange light appeared with a zap they got a house. But... then I changed my mind "I want a mansion."


Then my husband went to the magical fish this time the fish was really cross but he just granted the wish.

And they got a mansion but I was not even satisfied a little bit so I changed my mind "I want a palace!" I screeched.

Again my husband went to the fish "can we get a palace?" he exclaimed! Quietly the fish got crosser and crosser. But he the fish did grant the wish!

And I groaned "I want to be Emperor of the whole earth my husband exclaimed "well you can't grant that wish. But he just had to go when he got there he whispered "she wants to be Emperor now!" "I'll show her what she wants to be!" So the magical fish made me and my husband live in a hut again and I promised I will

never be selfish, mean, greedy and nasty.



Context
 After reading "The Fisherman's Wife" the children wrote a recount of the events of the story as if they were the Fisherman's wife. They drew up their own success criteria, which included using the first person pronoun and writing in the past tense.

One bright sunny morning my husband went to find some fish in the sea where he saw a strange fish it was strange because it could talk and then my husband knew it was magic.

My husband told me the fish was magic so I yelled "I am really bored living in a hut!" I wanted to live in a house. So my husband went to the fish and told it "my wife want's to live in a house please can you grant us the wish."

So the magical fish granted the wish a flash of orange light appeared with a zap they got a house. But...then I changed my mind "I want a mansion."

Then my husband went to the magical fish this time the fish was really cross but he just granted the wish. And they got a mansion but I was not even satisfied a little bit so I changed my mind "I want a palace"! I screeched.

Again my husband went to the fish “can we get a palace” he exclaimed! quietly the fish got crosser and crosser. But the fish did grant the wish!

And I groaned “I want to be Emperor of the hole earth and my husband exclaimed “well you can’t grant that wish. But he just had to go when he got there he whispered “she want’s to be Emperor now”. “I’ll show her what she want’s to be.” So the magical fish made me and my husband live in a hut again and I promised I will never be selfish, mean, greedy and nasty.

Teacher’s Comments

After reading “The Fisherman’s Wife” the children wrote a recount of the events of the story as if they were the Fisherman’s wife. They drew up their own success criteria, which included using the first person pronoun and writing in the past tense.

Wednesday 22nd April 2009 Abdul
Appearance: (The way you appear)
Abdul has hair which is smooth and soft, he has curved eyebrows and black eyes. His personality is to be kind and true. Although Abdul does not listen he is still very good. He loves wearing a blue shirt with a star which is a medium sized star it is right at the top of his shirt. He also likes to wear shoes with laces. His complexion is light brown.
Personality (How you are inside).
Abdul helps everyone when they are in trouble. Abdul is also brave especially when we went somewhere called Wycoller he went to the WICKED WITCHES'S house and explained to not capture a fairy called Wanda. He never lies and is a true friend. If only I was his friend he would be ever so kind.

CONTEXT

Hafsah wrote a character description of Class 5's puppet Abdul. Our puppet has many adventures and the children have written stories about his adventures.

Abdul

Appearance: (The way you appear)

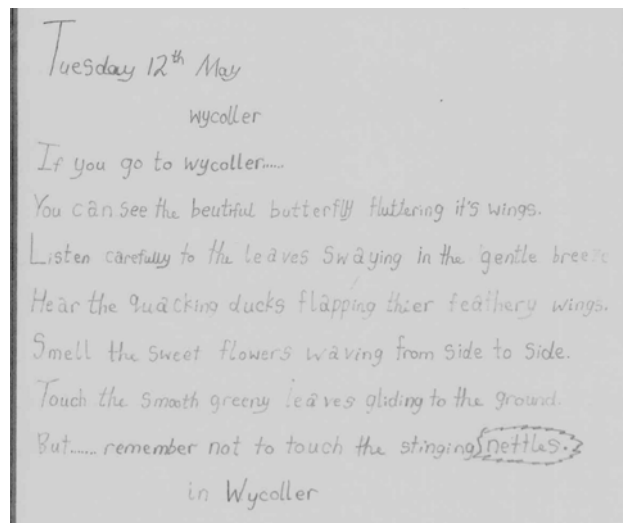
Abdul has hair which is smooth and soft. He has curved eyebrows and black eyes. His personality is to be kind and true. Although Abdul does not listen he is still very good. He loves wearing a blue short with a star which is a medium sized star it is right at the top of his shirt. He also likes to wear shoes with laces. His complexion is light brown.

Personality (How you are inside)

Abdul helps everyone when they are in trouble. Abdul is also brave especially when we went somewhere called Wycoller he went to the WICKED WITCHES'S house! and explained to not capture a fairy called Wanda. He never tells lies and is a true friend. If only I was his friend he would be ever so kind.

Teacher's Comments

Child E wrote a character description of Class 5's puppet Abdul. Our puppet has many adventures and the children have written stories about his adventures.



Wycoller

If you go to Wycoller.....

You can see the beautiful butterfly fluttering it's wings.

Listen carefully to the leaves swaying in the gentle breeze.

Hear the quacking ducks flapping thier feathery wings.

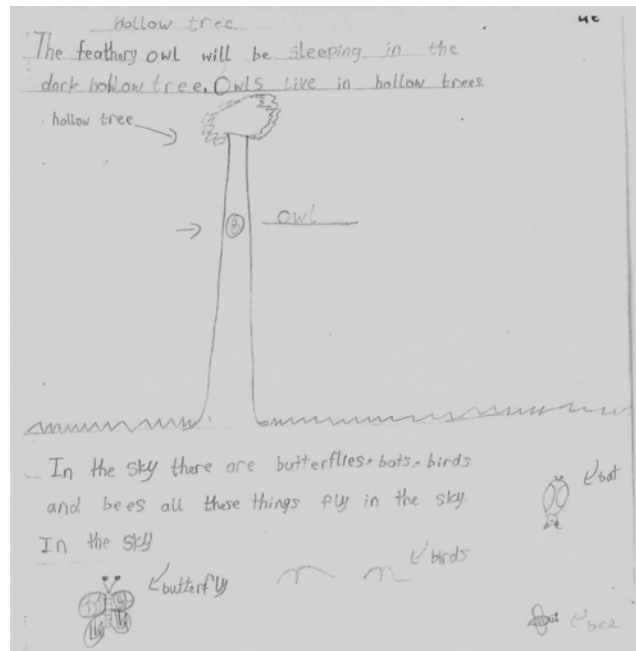
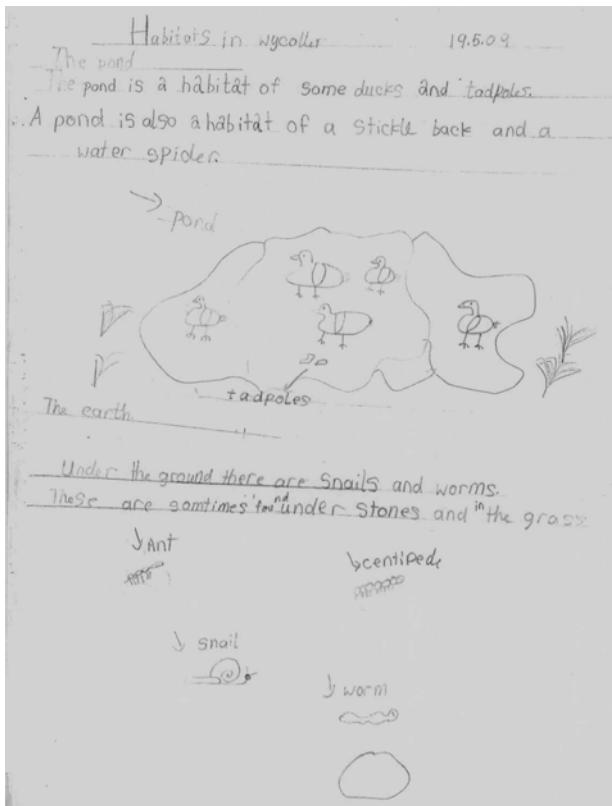
Smell the sweet flowers waving from side to side.

Touch the smooth greeny leaves gliding to the ground. But.....remember not to touch the stinging nettles.

in Wycoller

Teacher's Comments

We visited Wycoller and worked with an environmental artist and a musician. While we were there, we explored the habitats of daytime and night time animals suing our sense. The children write a poem about Wycoller describing what they could see, touch or smell.



Habitats in wycoller

The pond

The pond is a habitat of some ducks and tadpoles. A pond is also a habitat of a stickle back and a water spider.

(child included a diagram here)

Under the ground there are snails and worms. These are sometimes found under stones and in the grass. (ant, snail, centipede and worm)

Hollow tree

The feathery owl will be sleeping in the dark hollow tree. Owls live in hollow trees.

(child included a diagram here)

In the sky there are butterflies, bats, birds and bees all these things fly in the sky.

I think the hollow tree is a good habitat because when it is daytime the owl can go to sleep in the hollow tree. Even when a predator comes thinking that the owl will be his prey but the owl can hide in the dark hollow tree. When the owl wants to look down for it's prey, it can look through the hole in the hollow tree.

Teacher's Comments

After our visit to Wycoller, children chose four different animal habitats. They drew pictures of the habitats and briefly described what they would find there. Child E chose one habitat and described why it was a suitable habitat for an owl.

Writing assessment guidelines: levels 2 and 3

Pupil name Chud D Class/Group 2 Date

Level	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 3	<ul style="list-style-type: none"> reliance mainly on simply structured sentences, variation with support, e.g. 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 	<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 	<ul style="list-style-type: none"> some internal structure within sections of text e.g. one-sentence paragraphs or ideas loosely organised within paragraphs/sections, sentences, e.g. use of pronouns or of adverbials movement between paragraphs/sections sometimes abrupt or disjointed 	<ul style="list-style-type: none"> some appropriate ideas and content included some attempt to elaborate on basic information or events, e.g. nouns expanded by simple adjectives attempt to adopt viewpoint, though often not maintained or inconsistent, e.g. attitude expressed, but with little elaboration 	<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 	<ul style="list-style-type: none"> simple, generally appropriate vocabulary used, limited in range some words selected for effect or occasion 	<ul style="list-style-type: none"> 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, e.g. past tense comparatives, adverbs some phonetically plausible attempts at content/lexical words 	<ul style="list-style-type: none"> legible style, shows accurate and consistent letter formation, sometimes joined
Level 2	<ul style="list-style-type: none"> some variation in sentence openings, e.g. not always starting with name or pronoun mainly simple sentences with and used to connect clauses past and present tense generally consistent 	<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 	<ul style="list-style-type: none"> ideas in sections grouped by content, some linking by simple pronouns 	<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 	<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 	<ul style="list-style-type: none"> usually correct spelling of words high frequency grammatical function words common single morpheme content/lexical words likely errors inflected endings, e.g. past tense, plurals, adverbs phonetic attempts at vowel digraphs 	<ul style="list-style-type: none"> some forms of writing simple, often speech-like vocabulary conveys relevant meanings some adventurous word choices, e.g. opportune use of new vocabulary 	<ul style="list-style-type: none"> some forms of writing 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
BL								
IE								

Key: BL – Below level IE – Insufficient evidence

Overall assessment (tick one box only)

Low 2
 High 2
 Low 3
 Secure 3
 High 3

2a