

# **West Sussex Teacher Assessment Exemplification: End of Lower Key Stage 2 (Non-statutory)**

## **English writing**

Working at expected standard

**Unannotated version**

Autumn 2016

# Lower Key Stage 2

## Key principles

- The non-statutory West Sussex interim framework is to be used only to make a teacher assessment judgement at the end of lower key stage 2, following the completion of the year 3/4 curriculum. It is not intended to be used to track progress throughout the key stage.
- The West Sussex interim framework does not include full coverage of the content of the national curriculum and focuses on key aspects for assessment. Pupils achieving the different standards within this interim framework will be able to demonstrate a broader range of skills than those being assessed.
- The West Sussex interim framework is not intended to guide individual programmes of study, classroom practice or methodology.
- Teachers must base their teacher assessment judgement on a broad range of evidence from across the curriculum for each pupil.
- Individual pieces of work should be assessed according to a school's assessment policy and not against this interim framework.

Some of the statements contain qualifiers ('some', 'most') to indicate that pupils will not always consistently demonstrate the skill required. However, where they have been used, they have consistent meaning with 'most' indicating that the statement is generally met with only occasional errors and 'some' indicating that the skill/knowledge is starting to be acquired, and is demonstrated correctly on occasion, but is not consistent or frequent.

The collection is unannotated. There is a second version of this collection that is annotated in a similar layout to national materials.

## **Working at the expected standard: Year 4 collection**

This collection demonstrates evidence that the pupil is able to produce writing that meets all the statements for the “working at the expected standard” of the West Sussex Interim end of lower key stage 2 framework across a range of tasks. Each of which is adapted for purpose and audience.

The collection is presented in chronological order and demonstrates the progress and embedding of skills.

The collection includes:

- Science Non-Chronological Report: How The Heart Works
- Reading Journal Reviews: Harry Potter and The Midnight Folk
- Diary Entry: Developing Characterisation
- Persuasive Advert: Seaman For Antarctica Voyage
- Ship’s Log: Antarctic Journey
- Narrative: Grendel’s Attack
- Opening to First World War Narrative

Writing comes from a range of curriculum experiences including science, class reading and research, role play/drama and exploration of different text types. Most pieces have been discussed with the class teacher and peers, planned, drafted, proofread and edited over several sessions. Some edits have been made through the writing process and include peer discussions and self-assessment to improve clarity and impact on reader with different vocabulary choices. All writing is independent.

**Piece A: Non-chronological report.**

As part of a project on human life, pupils were asked to research and create a fact sheet of body organ of their choice (list created by class) The pupils were able to take notes from information books. The class discussed how they had created information texts in year 3 to reinforce use of textual features and support purpose. The information was accompanied with a labelled diagram

C = Composition

GP = Grammar and Punctuation

T = Transcription

**How Your Heart Works**  
Our Blood Cells

○ = Deoxygenated blood  
 ● = Oxygenated blood

A <sup>red</sup> blood cell picks up oxygen and delivers it to the lungs. White get rid of germs by swallowing them. A drop of blood contains 7000 white blood cells. Some patrol the body like soldiers. Others produce chemicals that stick to germs and make them easier to kill.

44% Parts of 100 are red blood cells, 1% is white blood cells, and 55% are plasma.

The Heart:  
 Blood is pumped around your body by your heart. The heart is a powerful muscular pump that never stops beating. The right side sends blood only to the lungs to get oxygen.

**The Heart**

Fun Fact!  
 your heart only stops when you're dead. It carries on pumping at night.

A clear, accurate diagram.

## Piece B: Reading Journal and Library Recommendation.

Pupils are continually questioned about book choices and encouraged to explore more challenging texts. The children are provided with personal book journals to note/write in as they progress through texts; some cue questions are provided to broaden reflection. The school library is always in use and displays include recommendations from pupils; these were discussed as children had seen them in book shops and on websites.

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Harry Potter And The Order Of The Phoenix by J.K. Rowling

I would like to meet Hermione Granger (Patrick asked me at lunch today) because she's clever (she reads lots of non-fiction books) and she's always wanting to go with Harry. Some where dangerous I would ask her to bring Crookshanks to my house and see if he and my cats, ~~would~~ played together and if so, we would play with them, but if not then we would just talk and try to keep them away from each other.

This book is based on sixteen year-olds going to a school of witchcraft and wizardry called Hogwarts, got the 5th year. I'm still reading it, I'm only on Chapter six out of thirty-eight and twelve per cent/12% into the book.



What an excellent response!

I ~~re~~ recommend this book to people who like witchcraft and wizardry.

I'm reading this on a Kindle.

*[Signature]*

The Midnight Folk by John Masefield

The story is full of action, adventure and magic. Kay is the main character in the story and his great grandfather's treasure was stolen and hidden. Hener Brown and the witches - the villains - against Kay and the midnight folk are both trying to find the stolen treasure.



Kay's parents are dead so he has a gardener in, great old, visits every now and then he lives in his great grandfather's house with: Ellen (the maid/housekeeper), the evil governess (the tutor for Kay), Nibbles (the household cat on the good side), Grey Maltese (the household cat on the witches' side) and Black Maltese (another household cat on the witches side).

Kay is lonely because he doesn't go to school, he gets taught by his governess at home. He has no human friends.

He is also honest because if he finds the treasure he will return it to where it rightfully belongs - the Santa Barbara priests.

### Piece C: Diary.

Following a class English unit on the books of Roald Dahl, pupils were hot-seated in role to become a character of their choice and questioned about a key event they had been involved in.

Following this activity, pupils were asked to produce a short diary excerpt to recount events and emotions. There was a class discussion about why people keep diaries and possible key features of the text.

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Dear diary,

Even though today has been quite dreadful, I and my family and Budger dug up through the wooden floorboards of Bunce's basement of his duck and goose farm. I was gobsmacked by how many ducks and geese he had.

We took a dozen of ducks, geese, ham and babbling bacon. When we got back down the hole, I heard foot steps on the steps to the basement. I looked up and saw Bunce's wife. "Get down the hole!" I ~~whispered~~ <sup>whispered</sup>. Then ~~when~~ <sup>we</sup> we made a massive underground ~~hole~~ room and left all the food on the ~~table~~ table and went on the search for Beans' farm. All the food smelled mouth-watering including Boyggis' chickens.

We swiftly ran across our hole until we got to the end and dug up ~~and~~ <sup>and</sup> we got to ~~buy~~ Beans' turkey and apple ~~farm~~.

## Piece D : Advert

This task was part of the class unit on Shackleton's visit to Antarctica. The children were asked to create a newspaper advertisement/poster for the recruiting of seamen. Children were encouraged to be persuasive and broaden vocabulary choices.

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Able Seaman Needed For The Endurance!

Picture (Endurance)

Picture ("We need you!")

**SKILLS**  
Bravery, navigation, good eyesight, strength, and stamina, motivation and inventiveness we will be leaving at Plymouth on the 31<sup>st</sup> January 1915. It will be very dangerous.

You will go on a dangerous adventure!

You may not come back alive (~~you may not come back alive~~)

This expedition is about walking across Antarctica FOR THE FIRST TIME!

You need to be <sup>20</sup> + to sign up because it's going to be dangerous!

The deadline for signing up is the 15<sup>th</sup> of September 1896. So hurry! 1913 is a real year.

adventure

This may go down in the history books.

~~you~~ You will get to see polar animals!

No Stragglers

## Piece E : Narrative recount

As part of a class topic on Shackleton's trip to Antarctica and survival, the class looked at BBC online resources and Meredith Hooper's book Ice Trap: Shackleton's Incredible Expedition. Children were encouraged to note down key facts during the unit and utilise the class working wall. The children were provided with the choice of writing a journal or a series of letters to family to recount their adventures. This task reinforced/further developed the diary writing from earlier in the term.

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I could definitely not believe what Shackleton had suggested. Surely this was ~~an~~ an act of recklessness? Were we really going to ~~walk~~ <sup>hike</sup> 800,000 paces to South Georgia to cry and get assistance? When Shackleton told us his plan, he said I was picked, so I was surprised! I was picked to go on the rescue mission!

We took the strongest boat, the James Caird, ~~and~~ ~~set~~ ~~sailed~~ our most prized belongings and enough food for six meals in our boxes and set sail.

As we worked our way through the terrific waves, the water bubbled and splashed like a waterfall gushing over the top of us. After what seemed like months, an unexpected hurricane blew out in front of us out of nowhere and swept us off course. The boat tipped back and forth, and we were being thrown around like a paper plane caught in a gale.

As we eventually got to shore, we weren't ~~expecting~~ <sup>anticipating</sup> as much damage to the James Caird. It was destroyed, like an earthquake had struck a house.

When we arrived to see what obstacle Mother Nature had set up for us because she was against us, ~~the~~ <sup>we saw a</sup> mischievous mountain.

As we hiked up the mountain, we needed to find a flat piece of land coming out of the mountain so we could sleep.

Apostroph  
contracti  
possessio  
mostly c  
GP

## Piece F : Narrative

The class had focussed upon Beowulf by Kevin Crossley-Holland as a literacy unit. The key focus had been to develop the use of quality vocabulary to help develop atmosphere and characterisation. This writing unit was an opportunity for the children to demonstrate the various writing skills they had been developing over previous tasks. Upon completion, the children were going to read their excerpts to others developing appropriate intonation to create suspense. The writer undertook proofreading and editing through the process; alone and with a learn partner.

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### Grendel's Attack on The Great Hall

A blackening mist gathered around his legs as the vile creature Grendel rose out of his cave to get revenge on the people inside of the Great Hall of Heorot because of all of the happiness and laughter. The midnight darkness struck. Grendel wanted revenge! The loathsome creature could hear nothing but the hateful sound of laughter and happiness ~~but~~ <sup>and</sup> the occasional sound of snoring mostly, that edged him closer to murdering everyone inside of the Great Hall. He arrived.

With his bedrock-like fists, he smashed open the diamond-studded doors and snatched up sixty men in each arm and, before anyone could harm him, he ran off.

Why tell you all of this when I haven't told you what Grendel ~~looked~~ <sup>was</sup> like? Anyway, his hair was long, dark, knotty, bloodstained and dirty, as if he hadn't had it washed. His eyes were yellow, vast and hypnotizing. The skin of his kind was wrinkled, scar-like and boney. His claws were nine centimeters long and had blood pouring ~~off~~ <sup>from</sup> of them.

Inside of his cave, Grendel saw one Greatish Sentry, screaming, Handsco, he was called, and plucked him off of the ground, Grendel ~~carve~~ <sup>simply</sup> Handsco apart, bolting his flesh in great handfuls, gnawing and gnashing on his bones, stripping the meat off of him, sucking his veins out like spaghetti until ~~to~~ <sup>nothing</sup> was left of the poor, helpless Handsco, not a hand on his arm, not a foot on his legs, not even a nail on his ~~feet~~ <sup>feet</sup> or hands. Everyone gasped. The same happened to the other sixty-nine people like an infection that was started by Handsco. Then there was a loud snore as Grendel slept.

The following night, the same happened. ~~Grendel~~ Grendel took sixty more Sentries and ripped them to pieces in his cave. Popping their eyes out like a jack-in-the-box, sucking out their veins like pot-noodles and crunching their bones like eating a cookie. And that carried on for twelve whole years.

## Piece G: Opening of a narrative

This is the final piece of work produced at the end of year 4. The pupil was fascinated by a discussion about the centenary events of World War 1 and following personal research and reading of War Game by Michael Foreman asked if he could write his own narrative based about the recruitment of a soldier. The excerpt below is the opening of the tale and shows how the learner is developing their use of characterisation through dialogue and building up the scene through thematic vocabulary. The pupil typed the work. No spell or grammar check was used.

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The Battle Of The Somme

**Recruitment**

As he looked towards the Recruitment Officer, Percy nervously dragged his limbs towards the desk. The Officer shouted "NAME?" Percy didn't know what he was talking about, so he said "Pardon? I don't know what you mean."

"I mean WHAT'S YOUR NAME!" His voice boomed back.

"Oh, Bill Starling." Replied Percy.

"AGE!" shouted the Officer. He thought about what to say. Percy knew the age restriction was around 18 years old but was unsure. He was fiddling with the pencil that was in his pocket. "I-I-I'm 18 years old." He lied.

"HOW TALL ARE YOU? YOU LOOK A BIT SHORT." shouted the Recruitment Officer." I HAVEN'T SEEN SUCH A SMALL RECRUIT."

"I'm 6' sir" he had obviously lied but the Officer still let Percy through.

"YOU'RE THROUGH! WELL DONE PRIVATE PERCY STARLING, HERE'S THE KING'S SHILLING! TRAINING BEGINS ON THE 30TH OF JUNE."

It was the 28th of June 1916.

Private Percy Starling was in basic training at his army camp. It was the first and last time he would receive any training before he went off to France and it was nearly finished. He grabbed his rifle and his bayonet, because his platoon was practicing how to put it on. But Percy's bayonet just wouldn't fit on to his rifle. It was either because he wasn't pushing hard enough, or because his bayonet was too small. He didn't know, so he shouted in panic "My bayonet doesn't fit on to my rifle!" But no one could hear him, because they were all too engrossed in attaching their own bayonets. Before he knew it, it was the end of training. They were heading to France.