

SERVICES FOR SCHOOLS

Hampshire Assessment Model - Exemplification

Year 1 - Isabel

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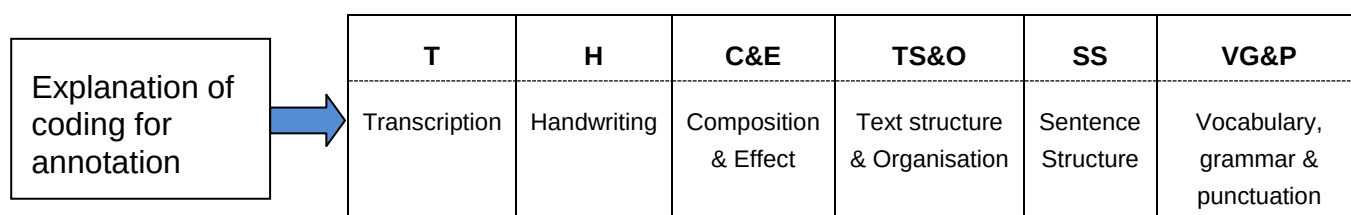
- Milestone 1 – Phase 1
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How to use the HAM exemplification materials

The exemplification materials are annotated to help teachers interpret the phase statements outlined in the Hampshire Assessment Model (HAM) materials.

The collection comprises writing evidence from one pupil; drawn from a full range covering the entire academic year. Key pieces have been selected to exemplify specific phase statements at each Milestone.

How the annotation is set out



Example of Milestone 3

Isabel – Y1, March 2016

Task: Write the story 'Little Red Riding Hood'

Once upon a time there livd a **yung gerl** corld Little Red Riding Hood and hse careed a barscat of food. Then she met a woolf. **Were are you going sed the woolf?** And I now a short cut. Thancyoow. yor welcom sed the woolf and the woolf ran **to** granmars hous and got **in** bed the **yung gerl** caim Owe gramar ~~wot~~ what **big iys** you hav. All the beter to see you ~~w w~~ with said the woolf. gGranmar ~~wot~~ what **big tteeth** you hav. aAll the ~~beter~~ beter to eet you with. help! help! then she bump t inoteine a wood cuter. ‡There is a woolf in my **granmars houuse**. ‡Then the wood cuter chopt his hed of.

Phase 1 'Expert'	VG&P: Use capital letters for names VG&P: Punctuate sentence with a capital letter and full stop C&E: word choice conveys information – use of story vocabulary
Phase 2 'Competent'	VG&P: join cluases using 'and' SS: simple sentence with subject verb agreement C&E: select ideas and content linked to purpose TS&O: sentences form a short narrative

VG&P: punctuate sentence with a question mark

C&E: simple prepositions

VG&P: use simple noun phrases; use of exclamation mark

Evidence of new learning i.e. 'apprentice skills' is identified across different domains.

Evidence of developing mastery through 'competent' and 'expert' linked to previous phase statements

Layers of proficiency:

Apprentice

Has a working understanding, tends to see actions as a series of steps, can complete simpler tasks without supervision.

‘Applying with support’

Competent

Has a good working and background understanding, sees actions at least partly in context, able to complete work independently to a standard that is acceptable though it may lack refinement

‘Applying in independent work with some inconsistency in familiar contexts’

Expert

Has an authoritative, deep and holistic understanding, can achieve to a high standard routinely and deals with matters intuitively

‘Give reasons and make conscious and consistent decisions about the choices I make in unfamiliar contexts’

Exemplification summary

Working at Age Related Expectations (ARE): Year 1 – Isabel

This collection demonstrates the attainments and deepening of statements with the Hampshire Assessment Model for writing in Year 1. This pupil is working within the age related expectations.

The writing collection consists of narratives, description, letters, instructions and recounts. The pupil has written for a range of purposes and audiences throughout the year and has sufficient evidence of fiction and non-fiction writing. Key pieces have been selected to demonstrate the different assessment statements.

Correct spelling is not always applied with an over reliance at times of phonic strategies. Evidence for the transcription strand was often found in evidence outside of the collection.

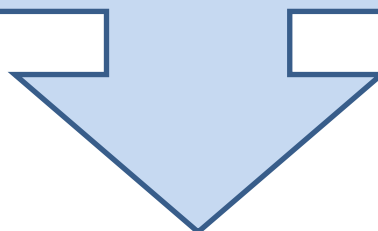
Year 1	WRITING					
	Transcription	Handwriting	Composition: Composition and Effect	Composition: Text Structure and Organisation	Composition: Sentence Structure	Vocabulary, grammar and punctuation
Phase 1	- Spell words <i>containing each of the 40+ phonemes already taught</i> - Spell common exception words <i>that have been taught</i> - Name the letters of the alphabet in order - Use letter names to distinguish between alternative spellings of the same sound - Use –ing and –ed, where no change is needed in the spelling of root words	- Sit correctly at a table, holding a pencil comfortably and correctly - Begin to form lower-case letters in the correct direction, starting and finishing in the right place - Form capital letters - Form digits 0-9 - Understand which letters belong to which handwriting ‘families’ (i.e. letters that are formed in similar ways) and practise these.	- Say out loud what they are going to write about - Discuss what they have written with the teacher or other pupils - Use simple word choice that helps to convey information and ideas, e.g. story or topic related vocabulary	Has an awareness that ideas can be organised into a sequence	- Compose a sentence orally before writing it - Write a simple sentence starting with a personal pronoun - Write a simple sentence starting with a noun/proper noun	- Leave spaces between words - Use capital letter for names - Use capital letter for the personal pronoun ‘I’ - Begin to punctuate sentences using a capital letter and a full stop - Join words using ‘and’
Phase 2	- Spell the days of the week - Use the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs - Begin to spell words using contracted forms		- Select basic ideas and content linked to the purpose of a task - Re-read what they have written to check that it makes sense	Sequence sentences to form short narratives	Write a simple sentence with straight forward subject/verb agreement	- Begin to punctuate sentences using a question mark - Join clauses using ‘and’ - Use a capital letter for days of the week
	- Can use the prefix un– - Can add prefixes and suffixes using –er and –est where no change is needed in the spelling of root words - Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far		Use simple prepositions	Begins to organise ideas/events using simple time related words, numbers, ordering of pictures/captions	Write reliably formed simple and compound sentences	- Begin to punctuate sentences using an exclamation mark - Use simple noun phrases (adjective + noun) - Can use the following terminology from Appendix 2 to discuss their writing: letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark, exclamation mark

Milestone 1 – Phase 1

To be “on track” at...	Phase 1	Phase 2	Phase 3
Milestone 1 (November)	Apprentice	Not yet introduced	Not yet introduced

APPRENTICE WRITER

- Copies words and phrases directly from models into own writing
- Relies heavily on the model text to shape their own writing
- Uses SC as a checklist
- Relies upon scaffolds and frames to support writing structure
- Relies upon adult guidance and reminders to include essential elements of writing
- Writing is functional
- Makes inappropriate choices at word, sentence and text level
- Makes choices based heavily on previous successes



was a upon a tim
tht livd thee
bairt and seeaix the
bais went f

Daddy Bear
is a tiger.

Mummy Bear
is Kih b

Baby Bear
is sub

Isabel – Y1, September 2015

Task: Retell the story of Goldilocks and the Three

Bears (talking tin used)

SS: Compose a sentence orally before writing it

Wos a upon P a tim

C&E: Simple word choice – story related vocabulary

thr livd thee

bairr and egeeeail the bai

VG&P: Spaces between words; joining words using

baiswentf

T: Use of phonemes taught – ai / ea / ee

Once upon a time there lived three bears
and girl the bears went f...

H: Beginning to form lower-case letters in the correct direction, starting and finishing in the right place; Form capital letters

Task: Write a caption for each of the Three Bears

Daaddy Bear is angreer

SS: Simple sentence starting with a proper noun

Mummy Bear is kinb

Baby Bear is sab

VG&P: Spaces between words; Use of capital

Once upon
 a time that
 lived. they
 little pigs.
 When little pig.
 made a wood
 house of straw
 the other two pigs
 made his house
 out of wood here
 woods have a peep
 the other pig
 made his house
 out of wood
 have a peep.
 the wolf
 could blow the house
 down.

Isabel – Y1, October 2015

Task: Retell a traditional tale - Three Little Pigs

T: Use of phonemes taught – ai / ow / ee

Once upon a time thairr lived. thry liitl pigs.

C&E: Simple word choice – story related vocabulary

wun litl qig. mad a wood hows of stro the uthre x

pig made his hows wotof wood hee woos h a peey

hte uthre pig maide his hows wotov woods ha

xapeey.

TS&O: Awareness that ideas can be organised into a sequence e.g. one little pig, the other pig, the wolf

the woolf blaod the hows down coodnd blao the

hwos dwwon.

VG&P: Beginning to punctuate sentences using a full stop

Once upon a time there lived. three little pigs.
one little pig. made a wood house of straw
the other pig made his house out of wood he
was happy the other pig made his house out
of was happy. the wolf couldn't blow the
house down.

The ^{butterfly} but flis
wer in the sci
~~and the~~ but fl
is wer on the
flower s.

The ^{children} t t i l t h
wer ^{happy} ha gy
and the flowa
s wer go in.
^{wed done the} ^{growing}

Isabel – Y1, October 2015

Task: Write a sentence about the picture

The but flis were in the sci T and the the butfl is wer
on the flowers.

The triirn wer hagy and the flowoos wer gro in.

VG&P: Punctuating
with a capital letter
and a full stop;
joining words using
'and'

The butterflies were in the sky and the
butterflies there on the flowers.

The children were happy and the flowers
were growing.

He is yeleo
and He Has
horns.

The dragn
is happy and
s Poty.

~~The~~ The dragn
has horns
and He is
Happy.

He lics to eo
fliein in the
skie ~~skie~~ and rily high.
He is flighin
high in ~~X~~ the
skigh.

He is happy
wen the
sun cms
out.

Isabel – Y1, November 2015

Task: Orally rehearse and write sentences to describe

Little Dragon

He is yeled and He Has horns.

The dragn is hapy and spoty.

The dragn has horns and He is Hapy.

He lics to eo fliein in the skie skie and rily highy.

He is flighin hieh in the skigh.

He is hapy wen the sun cms out.

SS: Compose a sentence orally before writing it; a simple sentence starting with a personal pronoun

C&E: Simple word choice – topic related vocabulary

VG&P: joining words with 'and'; spaces between words; punctuating sentences with capital letter and full stop;

T: Use of phonemes taught – or/ ie / igh / y

H: Beginning to form lower-case letters in the correct direction, starting and finishing in the right place; Form capital letters

He is yellow and he has horns.

The dragon is happy and spotty.

The dragon has horns and he is happy.

He likes to go flying in the sky and really high.

He is flying high in the sky.

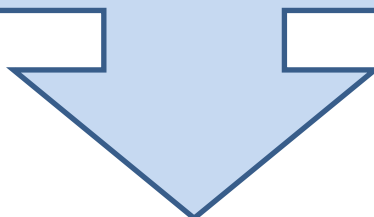
He is happy when the sun comes out.

Milestone 2 – Phase 1 and Phase 2

To be “on track” at...	Phase 1	Phase 2	Phase 3
Milestone 1 (November)	Apprentice	Not yet introduced	Not yet introduced
Milestone 2 (February)	Competent and	Apprentice	Not yet introduced

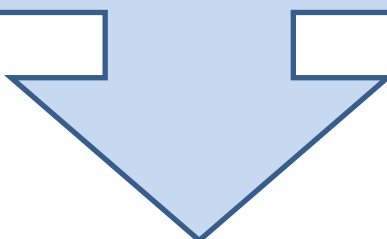
APPRENTICE WRITER

- Copies words and phrases directly from models into own writing
- Relies heavily on the model text to shape their own writing
- Uses SC as a checklist
- Relies upon scaffolds and frames to support writing structure
- Relies upon adult guidance and reminders to include essential elements of writing
- Writing is functional
- Makes inappropriate choices at word, sentence and text level
- Makes choices based heavily on previous successes



COMPETENT WRITER

- Draws upon model texts as a guide to shape their own writing
- Writes intentionally rather than functionally
- Is aware of differences in genres and/or forms of writing
- Is able to make appropriate choices of features and organisation according to the genre and/or form
- Can make increasingly appropriate choices at word, sentence and whole text level
- Is able, at least some of the time, to adapt choices based on previous successes to the needs of the current task



~~My~~^M Name is Isabel
~~X~~ and I am ~~5~~ 5.
~~X~~ May I have Pens
that don't have
Papu. and a Scat
bord. and a ~~prey~~ foan.

Isabel – Y1, December 2015

Task: Write a letter to Santa using a compound sentence

My name is Isabel and I am 5.

VG&P: Join clauses using 'and'

T: plural marker -s; beginning to use contracted forms

May I have pens that dont have papu. and a skateboard. and a phone.

C&E: content relevant to purpose; re-read and check it makes sense

My name is Isabel and I am 5.

May I have pens that don't have paper. and a skateboard. and a phone.

Demonstrating 'competent' at:		
Phase 1 statements	•	SS: Simple sentence beginning with a personal pronoun
	•	VG&P: Spaces between words
	•	VG&P: Use of capitals for names

Monday 4th January 2016
I Luvd Scayt bord Ixng
witmi My Sistu. and play
ing my gaym weve and I bid
Safty wen I Play
on miy Scayt bording.

~~I am~~ I am six years old
and I love sport.
I like to play
football and I am a fast
runner. I scored three
goals and I felt happy.

Isabel – Y1, January 2016

Task: Recount a favourite day in the holidays

Monday 4th January 2016

I luvd scayt bordleng witmi my sistu. and **playing** my

gaym we. ~~we~~ and I bid safty wen I ~~pley~~ play on miy

scayt **bording**.

VG&P: Capital letter for days of the week; capital letter for personal

SS: Simple sentence with subject verb

T: use –ing where no change is needed in the spelling of the word

I loved skateboarding with my sister. and
playing my game we. and I did safely when I
play on my my skateboarding.

Task: Write sentence about myself

I am six years old and **I** love sport.

I lickke to play football and **I** am a fast runner.

I **scored** thee goals and I felt happay.

VG&P: capital letter for personal pronoun 'I'

SS: Simple sentences with subject verb

T: use –ed where no change is needed in the spelling of the word

Demonstrating 'competent' at:

Phase 1 statements	• SS: Simple sentence beginning with a personal pronoun • VG&P: Begin to punctuate sentences using a CL & FS • VG&P: Use of capital letter for the personal pronouns 'I' • VG&P: join words using 'and'
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First we got on the coach
and then we put all
are stuff to geth.
then we all got of
the ~~X~~ couch and then
we ~~g~~ went in the
rain forest. then we see
all of the animals.
then we got bac from
the rain forest.

Isabel – Y1, February 2016

Task: Recount trip to the Living Rainforest

First we got on the coach and then we put all our stuff together. then we all got out of the coach. and then we went in the rain forest. then we saw all of the animals. then we got back from the rain forest.

TS&O: Sequence sentences to form short narrative

First we got on the coach and then we put all our stuff together. then we all got out of the coach. and then we went in the rainforest. then we saw all of the animals. then we got back from the rainforest.

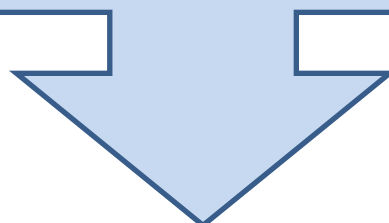
Demonstrating 'competent' at:	
Phase 1 statements	• C&E: Simple word choice to convey information and ideas • VG&P: Begin to punctuate sentences using a CL & FS • VG&P: join words using 'and' • H: Form lower-case letters in the correct direction, starting and finishing in the right place

Milestone 3 – Phase 1, Phase 2 and Phase 3

To be “on track” at...	Phase 1	Phase 2	Phase 3
Milestone 1 (November)	Apprentice	Not yet introduced	Not yet introduced
Milestone 2 (February)	Competent and	Apprentice	Not yet introduced
Milestone 3 (April)	Expert and	Competent and	Apprentice

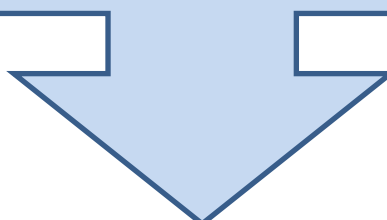
COMPETENT WRITER

- Draws upon model texts as a guide to shape their own writing
- Writes intentionally rather than functionally
- Is aware of differences in genres and/or forms of writing
- Is able to make appropriate choices of features and organisation according to the genre and/or form
- Can make increasingly appropriate choices at word, sentence and whole text level
- Is able, at least some of the time, to adapt choices based on previous successes to the needs of the current task



EXPERT WRITER

- Uses awareness of intended outcome to drive choices made
- Choices made when writing are based on the breadth of experience of model texts to date
- Writing is developed effectively to match the purpose
- Can select an appropriate form or genre of writing to effectively communicate in a given situation
- Draws upon the range of experiences they have had and makes appropriate word, sentence and whole text level choices, especially when writing for familiar purposes, genres or forms



Once upon a time there
lived a young girl
could little red riding
horse carried a basket
of food. Then
she met a wolf.
were are you
going see the wolf?
and I now a short
cut.

Thank you. you were
welcome see the wolf
and the wolf ran
to grandmother's
house and got
in bed. The
young girl came

and grandmother what
big eyes you have.
all the better to see
you with said
the wolf. Grandmother
What big teeth
you have. All the
better better to eat
you with. help!
help! then she
bumped into a wood
cutter. There is a
wolf in my grandmother's
house. Then the wood
cutter chopped his head
off.

Isabel – Y1, March 2016

Task: Write the story 'Little Red Riding Hood'

Once upon a time there livd a **yung gerl** corld Little

Red Riding Hood and hse careed a barscat of food.

Then she met a woOLF. **Were are you going sed the**

woOLF? And I now a short cut. Thancyoow. yor

welcoom sed the woOLF and the woOLF ran **to**

granmars hous and got **in** bed the **yung gerl** caim

Owe gramar ~~wot~~ what **big iys** you hav. All the beter to

see you ~~w w~~ with said the woOLF. gGranmar ~~wot~~ what

big tteeth you hav. aAll the ~~beter~~ beter to eet you

with. help! help! then she bumpd inoteine a wood

cuter. ‡There is a woOLF in my **granmars houuse**.

‡Then the wood cuter chopt his hed of.

VG&P: punctuate sentence with a question mark

C&E: simple prepositions

VG&P: use simple noun phrases; use of exclamation mark

Demonstrating 'expert' at:		
Phase 1 statements	•	VG&P: Use capital letters for names
	•	VG&P: Punctuate sentence with a capital letter and full stop
	•	C&E: word choice conveys information – use of story vocab
Demonstrating 'competent' at:		
Phase 2 statements	•	VG&P: join cluases using 'and'
	•	SS: simple sentence with subject verb agreement
	•	C&E: select ideas and content linked to purpose
	•	TS&O: sentences form a short narrative

Dear Blue Fish
I ~~am~~ am very sorry
that ~~I~~ I have been so
unkind and I fiteel
very very very ^{so} sorry
I ~~went~~ ^{far} away in the ~~distorm~~ ^{distance}
~~sed~~ ^{te} ~~seid~~ ^{clists} giv away my
Scals ~~I~~ I was filing
lick I shoold be the
the byetfisl.

Isabel – Y1, May 2016

Task: Write a letter from the Rainbow Fish

T: Can use the prefix -un

Dear Blue Fish

I ~~am~~ am very sorry that ~~i~~ I have been so unkind and I

~~fi~~feel very very very ~~so~~ri-sorry.

SS: reliably formed simple and compound

I ~~wen~~et far away in the ~~distoon~~ distns to a octpi. He

~~sed~~ seid giv away my scals € I was filing lick I shood be

the the byetfilst.

Demonstrating 'expert' at:		
Phase 1 Expert	•	VG&P: Use capital letters for names; use of personal pronoun 'I'
	•	SS: Simple sentence starting with a personal pronoun
	•	VG&P: Punctuate sentence with a capital letter and full stop
	•	C&E: choice conveys information – use of letter and story vocab
Demonstrating 'competent' at:		
Phase 2 Competent	•	C&E: Re-read to check it has made sense
	•	VG&P: join clauses using 'and'
	•	TS&O: sequence sentences to form short narrative

End of Year

To be “on track” at.....	Phase 1 objectives	Phase 2 objectives	Phase 3 objectives
Milestone 1 (November)	Apprentice	Not yet introduced	Not yet introduced
Milestone 2 (February)	Competent and	Apprentice	Not yet introduced
Milestone 3 (April)	Expert and	Competent and	Apprentice
End of Year Age related expectations	Expert and	Expert and	Competent / Expert

~~If you~~ follow this
instructions ~~and you~~ will
have a crab.

How to make an
clay crab.

- First roll a clay
crab's body • ~~Then~~
paint the ^{plastic} spoons and
then push the 4
Spoons in softly
- Add a smile
fas. • ~~Then~~ let it
dry. • ~~Then~~ paint it orange
Can you make these?

Isabel – Y1, June 2016

Task: Instructions to make a crab

If you follow this instructions and you will have a crab.

How to make a clay crab.

- First roll a clay crab's body. * Then paint the plastic spoons and then push the 4 spoons in softly.
- Draw a smile face. * Then let it dry. Then paint it orange.

Can you make these?

Demonstrating 'expert' at:	
Phase 1 statements	• H: lower-case letters formed in the correct direction • C&E: discuss what they have written with the teacher • TS&O: awareness that ideas can be organised and sequenced • VG&P: leave spaces between words; punctuate with a CL & FS
Phase 2 statements	• T: use the spelling rule for adding -s as a plural marker • C&E: select basic ideas and content linked to purpose • Re-read and check it has made sense • SS: simple sentence with subject / verb agreement • VG&P: begin to punctuate with a question mark; join clauses using 'and'
Demonstrating 'competent' at:	
Phase 3 statements	• TS&O: Begin to use simple organisational devices • SS: write reliably formed simple and compound sentences • VG&P: use simple noun phrases (adjective + noun)