

SERVICES FOR SCHOOLS

Hampshire Assessment Model - Exemplification

Year 3 - Eva

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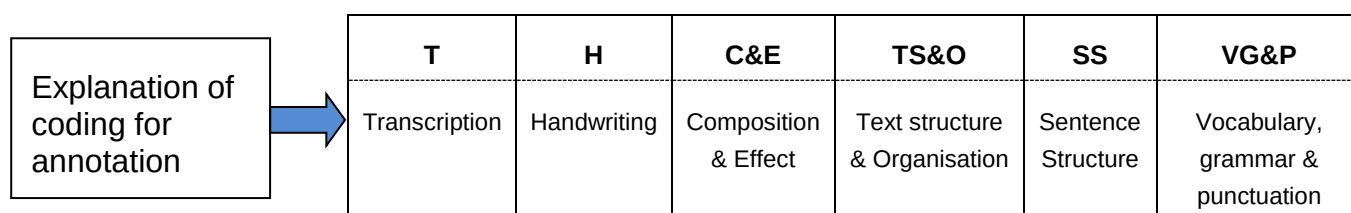
End of Year

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 wolff. **Were are you going sed the wolff?** And I now a short cut. Thancyoow. yor welcoom sed the wolff and the wolff ran **to** granmars hous and got **in** bed the **yung gerl** caim Owe gramar ~~wet~~ what **big iys** you hav. All the beter to see you ~~w w~~ with said the wolff. gGranmar ~~wet~~ what **big tteeth** you hav. aAll the ~~beter~~ beter to eet you with. help! help! then she bumpst inoteine a wood cuter. ‡There is a wolff 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

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

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 3 – Eva

This collection demonstrates the attainment and deepening of statements within the Hampshire Assessment Model for writing in Year 3. This pupil is working within age-related expectations.

The pupil has written for a range of purposes and audiences throughout the year. Some extended pieces have been written over a series of sessions with regular opportunities to orally rehearse, edit, improve and evaluate work. Writing was planned using a variety of methods, including: story mapping, 'skeleton' planning frames and 'boxing up'. Eva writes competently within all the strands but her spelling of homophones is not always accurate.

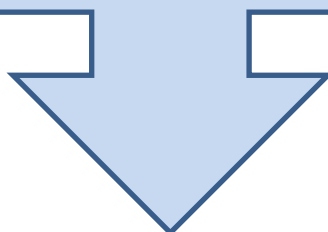
Year 3	WRITING					
	Transcription	Handwriting	Composition Composition and Effect	Composition Text Structure and Organisation	Composition Sentence Structure	Vocabulary, grammar and punctuation
Phase 1	- Use further prefixes and suffixes and understand how to add them (English Appendix 1) - Spell words that are often misspelt (English Appendix 1) - Use the first two or three letters of a word to check its spelling in a dictionary	- Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined - Increase the legibility, consistency and quality of their handwriting	Writing is clear in purpose - Plan their writing by discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar - When planning, discuss and record ideas - Compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary - Evaluate and edit by assessing the effectiveness of their own and others' writing and suggesting improvements	Organise writing into logical chunks and write a coherent series of linked sentences for each Select nouns and pronouns to provide clarity for the reader Use simple organisational devices, e.g. headings and subheadings	- Draft and write an increasing range of sentence structures (simple and compound) Use some variation in sentence types (statement/ command/ question/ exclamation)	<i>Use conjunctions to express time, place and cause</i> - Use adverbs and prepositions to express time, place and cause <i>Use inverted commas to punctuate direct speech</i> <i>Know when to use 'a' and 'an'</i> <i>Proof-read for spelling and punctuation errors</i> Use irregular simple past-tense verbs e.g. awake / awoke
Phase 2	- Form nouns using prefixes e.g. super, anti, auto - Spell further homophones and understand their meanings		<i>In narratives, creates settings, characters and plot</i> Vocabulary choices move from generic to specific e.g. from 'dog' to 'terrier'	<i>Organise paragraphs around a theme</i> Vary nouns and pronouns to avoid repetition	Extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although (complex)	<i>Use the present perfect form of verbs in contrast to the simple past tense e.g. he has gone out to play, he went out to play</i> - Indicate possession by using the possessive apostrophe with plural nouns - Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences
Phase 3	- Explore and accurately use word families based on common words, showing how words are related in form and meaning e.g. solve, solution, solver, dissolve, insoluble - Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far		Expansion of detail / events may be supported through vocabulary (technical, vivid language) and explanation	Uses varied nouns and pronouns for cohesion		- Use fronted adverbials - Use commas after fronted adverbials - Use and understand the grammatical terminology in English Appendix 2 in discussing their writing: <i>preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter, vowel, vowel letter, inverted comma</i>

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



The big pot with delicious soup was cooking on the hot ^{crackling} fire. The lady was cooking whilst others in the family were scrubbing, sweeping and mending the ^{round} house. The room was covered in smoke with ^{thick black} smoke filling the air. You can hear mining outside the house ^{and} you can smell the delicious soup boiling on the ^{hot} fire. Crops were grown and were ready for ^{boiling} cooking. The people in the house were ^{sweating} very hot because of the fire but they still didn't give up! The cooking pot was bubbling with delicious soup smelling brilliant. In front of the door were people chopping up crops ready to put in the soup. Sheep were ^{woolly} baaing ^{noisily} outside the ^{smokey} hot hut with the farmers farming food for the ^{tribe}. The ^{tribe leaders} people who were mining the weapons are hammering so loud you could hear ^{them} a mile away! In the house the lady was still cooking and ~~mining~~

Eva – Y3, September 2015

Task: Write a description of a setting in the Iron

Age

H: Handwriting is joined, deliberately not joining capital letters but some minor inconsistencies where some letters are left un-joined

C&E: Evaluating and editing own writing, making improvements to vocabulary

The big pot with delicious soup was cooking on the hot ~~crackling~~ (flaming) fire. The lady was cooking

~~whilst~~ others in the family were scrubbing, sweeping and mending the round house. The room was

covered in ~~smoke~~ with thick black smoke filling the air. You can hear mining outside the house and

you can smell the delicious soup boiling on the Hot fire. Crops were grown and were ready for boiling

~~on~~. The old and tired people in the house were very hot (sweating) because of the fire but they still

didn't give up! The cooking pot was bubbling with delicious soup smelling brilliant. In ~~front~~ of the

door were people chopping ~~ing~~ up crops ready to put in the soup. Woolly sheep were baaing noisely

outside the hot-smokey hut with the farmers farming ~~ing~~ food for the iron tribe. The ~~the~~ tribes

leaders who were mining the weapons are hammering so loud you could hear them a mile

away! In the house the lady was still cooking and mixing (sterring) the scrumptious soup! The fire

was ~~cracking whilst the people are sweating because of its~~ It so hot in the house!

VG&P: Subordinating conjunction to express time

SS: Varied sentence structure including simple, compound and complex

VG&P: Adverbials of place

T: Use of suffixes: 'ing' 'ly' 'ed' and 'ous'

The Iron Age started when people began to learn how to make iron. The Iron Age started in 800 BC and ended in 43 AD. People made tools and weapons and many other things like the plough out of iron. Food and farming came better. Warriors came fiercer. Houses became much better than before.

Warriors

Warriors sometimes didn't have any clothes on in battles. Only some women fought in ^{other tribes} against the ~~savage~~. Many men spiked their hair to look ~~to~~ cool in lots of battles. Tribes had very fierce men. People always said "The fiercer the better".

Food and farming

Most people in the Iron Age were hunters. They caught animals and fish ^{and} also gathered nuts and berries. Farmers kept ~~bees~~ ^{bees} for honey ^{to use in} ^{the} ^{food}.

their cooking. Most farmers grew crops like emmer wheat, fava beans and mussels. They also took care of cattle, pigs and sheep.

Homes

Lots of families lived in hill forts to keep away other tribes. Many people had two round ~~as~~ ^{as} and one for cooking and making textiles in and for sleeping in. Beds were made of hay and feathers and blankets were made of animal skins. Round houses are made of sticks and mud.

The Iron Age is important because if we didn't have the iron age we wouldn't know what iron is. Iron Age women ^{died} made clothes made of sheep's wool. They ^{died} ~~died~~ the sheep's wool in colour that they made of things they grew like grass.

You only need an apostrophe for missing ^{letters} ~~numbers~~ or for when it belongs to someone.

Well done you have followed the structure of the text and included lots of information.

died. 1. died 2. died 3. died

Eva - Y3, October 2015

Task: Write a non-chronological report about the Iron Age

The Iron Age started when people began to learn how to make iron. The Iron Age started in 500BC and ended in 43AD. People made tools and weapons and many other things like the plough out of iron. Food and farming **came better**. Warriors **came fiercer**. Houses **became much better** than before.

C&E: Learning from the structure, vocabulary and grammar of a model text. The repetition creates a memorable effect.

TS&O: Uses sub-headings to organise writing

Warriors

Warriors sometimes didn't have any clothes on in battles. Only some women **fought** in war against the romans (other tribes). Many men spiked there hair to look it cool in lots of battles. Tribes had very ferce men. People always said **"The fiercer the better!"**

VG&P: Uses inverted commas to punctuate direct speech

VG&P: Use of Irregular past tense

Food and farming

Most people in the Iron Age were hunters. They **caught** animals and fish and also gathered nuts and berries. Farmers kept bee's for honey in to use in there cooking. Most farmers grew crops like emma wheat, laval beans and mussels. They also took care of cattle, pigs and sheep.

H: Handwriting mainly joined, some inconsistencies in whether or not to join certain letters

Home's

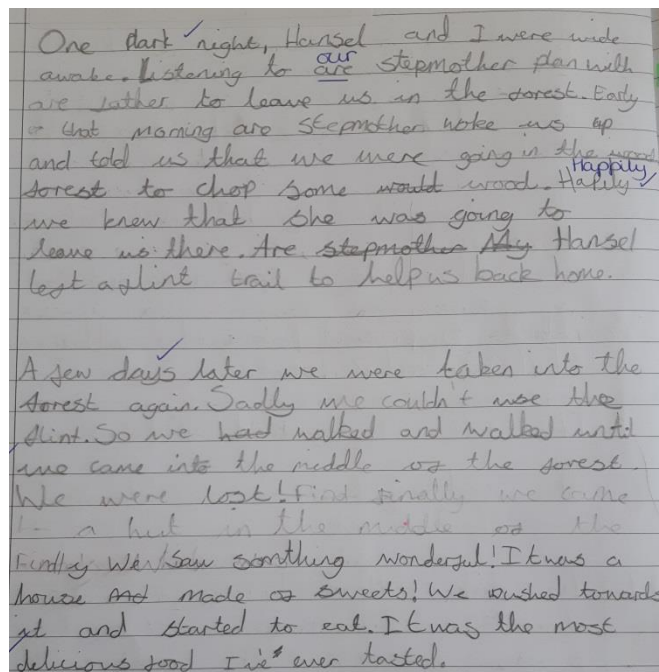
Lots of families lived in hill forts to keep away other tribes. Many people had two roundhouses and one for cooking and making textiles in and for sleeping

in. Beds were made of hay and faeathers and blankets were made of animal skins. Round houses **are made** of sticks and mud.

VG&P: Some inconsistencies in tense

T: Spell words that are often misspelt

The Iron Age is **important** because if we didn't have the iron age we wouldn't know what iron is . Iron Age **women** made clothers made of sheeps wool. They died the sheeps wool in colour that they made of things they grew like grass.



One dark night, Hansel and I were wide awake. ~~Listening to our~~ ^{our} stepmother plan with our father to leave us in the forest. Early ~~or that morning~~ ^{the next morning} our stepmother woke us up and told us that we were going in ~~the~~ ^{the wood} forest to chop some ~~wood~~ ^{wood}. ~~Happily~~ ^{Happily} we knew that she was going to leave us there. ~~Our~~ ^{My} stepmother ~~My~~ Hansel left a lint trail to help us back home.

A few days later we were taken into the forest again. Sadly we couldn't use the flint. So we had walked and walked until we came into the middle of the forest. We were lost! ~~First~~ ^{Finally} we came to a hut in the middle of the forest. We ~~saw~~ ^{saw} something wonderful! It was a house ~~and~~ ^{made of} sweets! We rushed towards it and started to eat. It was the most delicious food I've ever tasted.

Suddenly a witch appeared! I stopped eating so did Hansel. The witch told us to go inside. We followed her until she stopped. She ^{offered} ~~offer~~ a bed for the night we said "yes". In the morning she told me to cook meals for Hansel as she does take Hansel to do something. Suddenly I heard a cry. I knew something was wrong but I carried on just in case I get into trouble. The next day ~~and the next day~~ I was cooking and serving food for Hansel. The next day the witch asked me to ^{out} turn on the oven. Fortunately I turned ^{out} too quickly and I said I can't fit in the oven. Then she put her head was in so I pushed her.

How our feelings about an event

How I am feeling

Use words for effect

Reflect on the significance of the events

I feel sensational because we ^{evil} ~~evil~~ ^{hidden} ~~hidden~~ the wicked witch and got some treasures. I am so glad me and Hansel got back home with our ^{kind} ~~kind~~ father. We now say from the wicked witch and are evil stepmothers.

our

our

2. our

3. our

Ref: B00

Eva – Y3, October 2015

Task: Narrative recount of Hansel and Gretel

One dark night, **Hansel and I** were wide awake. Listening to **are** stepmother plan with **are** father to leave **us** in the forest. Early that morning **are** stepmother woke us up and told us that **we** were going in the wood forest to chop some ~~would~~ wood. Hapily we knew that she was going to leave us there. ~~Are~~ ~~stepmother~~ My Hansel left a flint trail to help us back home.

TS&O: Selects nouns and pronouns to provide clarity for the reader

T: Some errors in use of homophones

A few days later we were taken into the forest again. Sadly we couldn't use the flint. So we had walked and walked **until** we came into the middle of the forest. **We were lost!** Find finally we came t a hut in the middle of the. Findly we saw something wonderful! It was a house md made of sweets! We rushed **towards** it and started to eat. It was the most delicious food **I've** ever tasted.

VG&P: Subordinating conjunctions of time

TS&O: Beginning to organise paragraphs

SS: Simple sentence works effectively

VG&P: Adverbials of place

Suddenly a witch apeared! I stopped eating so did Hansel. The witch told us to go **inside**. We followed her until she stopped. She offered a bed for the night we said **"yes"**. **In the morning** she told me to cook meals for Hansel as she does take hansel to do something. Suddenly I heard a cry. **I knew something was wrong but I carried on just in case I get into trouble.** The next day ~~and the next day~~ I was cooking and serving food for Hansel. The next day the witch asked me to turn on the oven. Forthunatly I found out to **quickly** and I said I can't fit in the oven. Then she put her head was in so I pushed her.

VG&P: Inverted commas to punctuate direct speech

SS: Compound sentence

T: Correct spelling of homophone

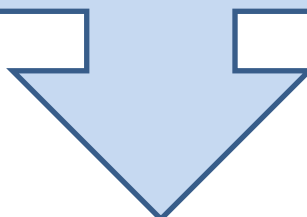
VG&P: Adverbial of time

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

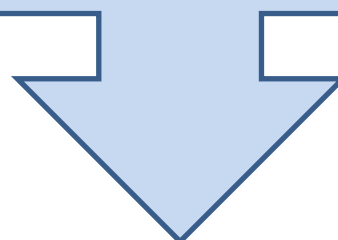
APPRENTICE WRITER

- 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



9 Henry VII - Married six women. He had many only one survived married Mary. Pope didn't let him divorce so made new church. Second wife had one child Elizabeth I. Third wife Jane Seymour produced a child Mary.

Edward VI - became king after his father's death Henry VIII died 1553. Mary child died when he was 16.

Mary I - was a Catholic killed a protestant over open fire. Locked her sister up. Mary Elizabeth cause she was frightened of her. Married Phillip II of Spain.

Elizabeth I - enemy of her sister's husband Phillip had a big battle called Armada.

Independent non-chronology local report - children researched, planned and wrote independently

26.1.16

What was Tudor Kings and Queens introduction
Henry VIII
Henry VIII had six wives named Katharine of Aragon, Anne Boleyn, Jane Seymour, Anne of Cleves, Katharine Howard and Katharine Parr. Henry VIII fell in love with Anne Boleyn who was Katharine of Aragon's lady in waiting and he wanted to divorce her. If you wanted a divorce you had to ask the pope but Henry did that but he said no. Henry wasn't happy with that so he decided he wanted to make a new church called the church of England.

I am writing about Tudor kings and queens to show what happens during the Tudor times.

Edward VI became
Edward VI came king when his father died in 1547. (Henry VIII) He only lived for 5 years on the throne because he was very weak. Cause he was only nine, his uncle Edward Seymour helped him rule.

Mary I
Mary I was a Catholic. So she killed all of the protestants (church of England). She burnt killed all the protestants hanging over a fire alive! After that when she died she was nicknamed Bloody Mary. Mary was also on the throne for five years she was married to king Phillip of Spain and she had no children. She locked up her sister Elizabeth because she was afraid of her.

Elizabeth I
Elizabeth was the nicest out of all the Tudor kings and queens. She was a Protestant but let the Catholic be their religion. She was an enemy to king Phillip of Spain and he set up all their ships and it was called the Armada. Elizabeth soon found out and set out a fleet of ships.

You don't need a subheading
Conclusion for the conclusion
That was what happened with all the kings and queens in the Tudor times. You could have explained which you thought was most important and why. A great piece of writing with a range of conjunctions and accurate punctuation.

Eva – Y3, 26.01.16

Task: Write a detailed Non-chronological report about the Tudors

~~What was~~ Tudor Kings and queens

introduction

I am writing about Tudor Kings and queens to show what happened during the tudor times.

TS&O: Organises paragraphs around a theme

Henry VIII

Henry VIII had six wives named Kathrine of Aragon, Anne Boleyn, Jane Seymour, Anne of cleves, Kathrine Howard and Kathrine ~~P~~ Parr.

SS: multi-clause sentence using the conjunctions 'who' and 'and'

Henry VIII fell in love with Anne Boleyn who was Kathrine of Aragon's Lady in wait waiting and he wanted to divorce her. If you wanted a divorce you had to ask the pop but Henry did that but he said no. Henry wasn't happy with that so he decided he wanted to make a new church called the church of England.

Edward VI

Edward VI came king when his father died in 1547. (Henry VIII) He only lived for 5 years on the throne because he was very weak. ~~Not~~ bcause he was only nice, his uncle Edward Seymour helped him rule.

Mary I

Mary the I was a catholic so she killed all of the protestants (church of England.) She killed all all the protestants hung over a fire alive! After that when she died she was nicknamed Bloody Mary.

TS&O: varies nouns and pronouns to avoid repetition

Mary was also on the throne for five years she was married to king Phillip of Spain and she had no children. She locked up her sister Elizabeth because she was afraid of her.

Elizabeth I

Elizabeth was the nicest out of all the tudor kings and queens because she was a protestant but let the catholic be their religion. She was an enemy to king Phillip of Spain and he set up all their ships and it was called the armada. Soon Elizabeth found out and set out a fleet of ships.

Conclusion

That was why what happened with all the kings and queens in the Tudor Times.

Demonstrating 'competent' at	
Phase 1 Statements	• C&E: Writing is clear in purpose • H: Uses the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined. • VG&P: mostly knows when to use 'a' and 'an' (a protestant/an enemy)

The Great Laptop Robbery!

Mr Ambler, the school caretaker, caught some robbers on Saturday the 23rd of January at 10:20pm at a school.

Mr Ambler was watching TV when he heard the alarm. Immediately he grabbed his bike and rushed to School.

When he arrived at school he saw two shadowy figures rushing across the gloomy field. Mr Ambler said how he felt when he got to school. "I was so angry but also frightened." Mr Ambler chased the two men across the gloomy field and wrestled them to the ground.

Soon the police came and took the two men to prison. This is when Mr Ambler found out how they got in. They got in through an open window that hadn't been shut.

Mrs Armstrong, the school's head teacher said "I'm really pleased with you for saving the school laptops. The police are investigating at the school to find more about the crime."

Eva – Y3, 02.02.16

Task: Write a newspaper article

TS&O: Organises paragraphs around a theme

The great laptop Robbers!

Mr Ambler, the school caretaker, caught some robbers on Saturday the 23 of January at 10:20pm at school.

Mr Ambler was watching TV when he heard the alarm. Immediately he grabbed his bike and rushed to school.

When he arrived at school he saw two shadowy figures rushing across the gloomy field. Mr Ambler said how he felt when he got to school. "I was so angry but also frightened." Mr Ambler chased the two men across the gloomy field and wrestled the to the ground.

C&E: Vocabulary choices becoming increasingly specific

Soon the police came and took the two men to prison.

This is when Mr Ambler found out how they got in.

They got in through an open window that hadn't been shut.

TS&O: Varying nouns and pronouns for cohesion

Mrs Armstrong, the schools head teacher said "I'm really pleased with you for saving the school laptops.

The police are investigating at the school to find more about the crime.

VG&P: Present progressive verb form

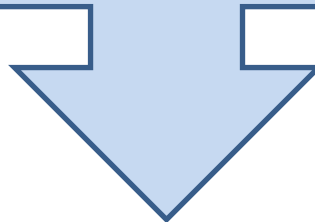
Demonstrating 'competent' at:	
Phase 1 Competent	• TS&O: Uses organisational devices such as a heading and the layout of a newspaper article • VG&P: Conjunction of time 'When' • VG&P: Uses inverted commas to punctuate direct speech

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

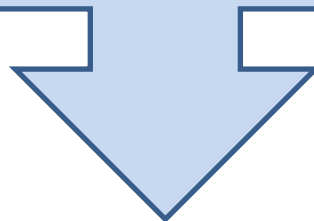
COMPETENT WRITER

- 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



Saturday 26th March

Dear Diary,

This evening I ~~went~~ went to the church Service with my mum and Dad. It was a cold and damp night. We all huddled up together ~~and~~ to keep warm and ~~were~~ were chatting about what we were doing at Easter. Soon the Service started and a fire was light. After 5 minutes a candle was brought out.

The reverent put a cross on the candle. The candle was not an ordinary candle it was a paschal candle. Next he placed 5 thorns on the cross and put the first letter of the greek alphabet Alpha. Then he put ^{on} the letter of the alphabet omega. He lit the candle and walked inside with it. We all followed. When we had sat down we all sang a song. Jesus has risen!

Great detail but do you know why this is important to christians?

SM

Eva - Y3, 22.03.16

Task: Diary entry

Dear Diary,

VG&P: Fronted
Adverbials of time

This evening I ~~wrote~~ went to the Church Service with my mum and Dad. **It was a cold and Damp night.** We all huddled up together ~~and~~ to keep warm and ~~we~~ were chatting about what we were doing at easter. **Soon** the Service Started and a fire was ~~light~~ lit. **After 5 minutes** a candle was brought out.

C&E: Simple
sentence provides
expansion of detail

The referent put a cross on the candle. The candle was not an ordinary candle it was a paschal candle. Next he placed 5 thorns on the corss and put on the first letter of the greek alphabet Alpha. Then he put on the last letter of the alphabet omega. He lit the candle and walked inside with it. We all followed. When we had sat down we all sang a song. Jesus has risen!

Demonstrating 'expert' at:	
Phase 1 Expert	• SS: A variety of compound and simple sentences throughout • VG&P: Correct use of 'a' and 'an'
Demonstrating 'competent' at:	
Phase 2 Competent	• VG&P: use of the present perfect form of the verb

Cautiously, Max slipped out under the green gate and walked up the hill, ~~and~~ ^{then} Max walked past the ^{factory}, post box and a supermarket. He walked and walked until the top of the hill. Max got scared because it was really noisy. He had started to ^{pick up} ~~dodge~~ humans feet so he didn't get ~~knocked~~ ^{run over} and ~~roll~~ ^{got} all the back down the hill again. At the corner of Max's eye he saw another hedgehog. Max trotted up the hill to the other hedgehog. Then Max stopped and remembered ~~what~~ ^{what} ~~ma~~ ^{she} had said.

Soon Max had thought not to speak to the hedgehog and started to walk back down the hill. After a few minutes, Max saw a crossing with a pole with a green and red man. He wondered what they were.

"Can I go for a walk?" Asked Max.
"Sure but be careful" Replied ~~for~~
"Thanks!" cried Max.
Max carefully ~~slid~~ ^{then} under the green gate and trotted down the hill. ~~and then~~ he stopped because he saw the crossing from yesterday. Max sat there and waited for the green man ^{to show} ~~show~~ and he crossed the road. Other humans were coming the other way he didn't notice that they looked even bigger than before! Massive blue eyes, a red nose, a funny hat, big blouses what was it. He dodged the feet so many of the monsters came Max was terrified. Max crossed the road safely and found a nice bush to have a rest. ~~Max~~ After a while, Max moved from the bush and carried on walking.

One evening, Max was in the park. Then he slowly struggled across the path. Max found a bush and he had a rest for a little bit because he was really tired. After a few minutes, Max got up and started to walk across the path. Max suddenly felt hungry and he started to walk and find some ^{food} ~~snacks~~. A few minutes later, he crossed the path and he saw another hedgehog...

^{slowly} ~~He~~ walked towards the other hedgehog. When he got to the hedgehog, he said "Excuse me" The other hedgehog looked at him. "Can you help me find my way home?" cried Max.

"Where do you live young chap?" The hedgehog answered

"Number five A" replied Max

"Down the path across the road and throw that gate" said the hedgehog.

"Thank you" cried Max.

Slowly Max walked down the path and crossed the road. While Max was crossing the road he noticed the ^{green} ~~green~~ Man. Max watched for a minute but just carried on walking. When he got to the other side he saw a person who walked into the middle of the road and put a magic wand in the air! ~~At that point~~ All the cars stopped!!!!

Max rushed to

Max rushed home to his family and told them all about the lady and the magic wand! After a while, the ^{whole} ~~whole~~ family went to see this lady and the magic wand. First they crossed the road and walked down the path. When they got there Penny was surprised. A long white coat, a long pole with a circle on, googly glasses and bright pink trousers. Soon she noticed the line of hedgehogs and let them rest safely!

Well done you have written an interesting story with lots of detail and different sentence structures.

Eva - Y3, 19.04.16

Task: Narrative

Caustitously, Max slipped out under the green gate and walked up the hill. ~~and~~ ~~Ma~~ Max walked past the factory, post box and a supermarket. He walked and walked until he got to the top of the hill.

Max got scared because it was really noisy. He had started to dodge humans feet so he didn't get ~~kecked~~ (kicked) and roll all the back down the hill again. **At the corner** of Max's eye he saw another hedgehog Max trotted up the hill to the other hedgehog. There Max stopped and remembered ~~wa~~ to what mad had said.

Soon Max had thought not to speak to the hedgehog and started to walk back down the hill.

After a few minutes, Max saw a crossing with a pole with a green and red man: He wondered what they were.

"Can I go for a walk" Asked Max

"Sure but be careful" Replied Pa

"Thanks!" cried Max

Max carefully slid ~~l~~ under the front gate and trotted down the hill. ~~and~~ ~~The~~ (Then) he stopped because he saw the crossing from yesterday. Max sat there and waited for the green man ~~showed~~ (to show) and he crossed the road. Other humans were coming the other way he didn't notice that they looked even bigger than before! Massive blue

VG&P: Fronted
adverbials followed
by a comma

eyes, a red nose, a funny hat, big blousers what was it. He dodged the feet so many of the monsters came Max was terrified! Max crossed the road safely and found a nice bush to have a rest. Max **After a while**, Max moved from the bush and carried on walking

C&E: Expansion of detail through explanation

One evening, Max was in the park. Then he slowly snuffled across the path. Max found a bush and he had a rest for a little bit **because he was really tired**. **After a few minutes**, Max got up and started to walk across the path. Max suddenly felt hungry and he started to walk and find some fresh juicy slugs. **A few minutes later**, he crossed the path and he saw another hedge hog...

He ~~slowly (trotted)~~ (slowly) walked towards the other dedgehot. When he got to the the hedgehog. He said "excuse me" The other hedgehog looked at him. "Can you helpme find my way home" cried Max.

"Where do you live young chap" The dedgehog answerd

"Number five A" replied Max

"Down the path across the road and threw that gate" said the hedgehog.

"Thank you" cried Max.

Slowly Max walked down the path and crossed the road. While Max was crossing the road he noticed the green man. Max watched for a minute but just

carried on walking. When he got to the other side he saw a person who walked into the middle of the road and put a magic wand in the air! (A lollipop lady) All the cars stopped!!!!

Max rushed home to his family and told them all about the lady and the magic wand! After a while, the whole family went to see this lady and the magic wand. First they crossed the road and walked down the path. When they got there Peony was surprised. A long white coat, a long pole with a circle on, goggle glasses and bright pink trainers. **Soon** she noticed the line of hedgehogs and let them past safely!

Demonstrating 'expert' at:	
Phase 1 Expert	• VG&P: Proof read for spelling errors 'kicked' • VG&P: Prepositions to express place 'under the gate' • VG&P: Adverbials to express place and time • T: Spell words that are often misspelt 'Thought' 'notice' • VG&P: Use inverted commas to punctuate direct speech • H: quality of handwriting consistently joined • VG&P: Conjunctions to express time 'while' 'when'
Demonstrating 'competent' at:	
Phase 2 Competent	• VG&P: Past perfect tense 'had started'

D
 Miss E. Lucas
 106 Almonwood road
 Tadley
 Hampshire
 RG26 4QE
 Thursday 17th March
 Mr J. Speed
 Osdon
 Basingstoke
 Berkshire
 RG24 5JW

Dear Mr Speed,
 I am writing to you because my recent visit to the cinema was not good enough. The seats tasted like plastic, the screen was blurry and the seats were made of stone I was horrified!

When I had just sat down I opened the pack of snacks I had bought and ate one. I spat it out straight away. It tasted like plastic. I reported to the manager and he said it's not my fault in a deep voice.

The film had just started and saw that the screen was blurry. I asked some other people on my row and they said yes. I reported again to the manager and he said it doesn't matter and my eye sight was bad. I was disgusted by the behaviour of the manager.

After a while I had noticed that the seats weren't made of foam they were made of stone. My back was aching but I still didn't call the manager. Soon my back was really hurting ~~that~~ so I reported to the manager and he said to go home.

How would you like it if this happened to you? Would your back hurt?

Can you reply 7 days SHARP!
 Yours Angily
 Eva

Eva – Y3, 17.03.16

Task: Write a letter of complaint

Dear Mr Speed,

C&E: Explanation provides detail and clarity of purpose

I am writing to you **because my recent visit to the odeon was not good enough**. The sweets tasted like plastic. The screen was blurry and the seats were made of stone I was horrified!

When I had just sat down I opened the pack of haribo I had bought and ate one. I spitted it out straight away I t tasted like plastic. I reported to the manager and he said "Its not my falt" in a deep voice.

TS&O: varies nouns and pronouns for cohesion

The film had just started and saw that the screen was blurry. I asked some other people on my row and they said yes. I reported again to the manager and he said "it doesn't matter" and my sight was bad. I was disgusted by the behaviour of the manager.

After a while I had noticed that the seats weren't made of foam they were made of stone. My back was aking but I still didn't call the manager. **Soon** my back was really hurting so I reported to the manager and he said I had to go home.

VG&P: Fronted adverbials

How would you like it if this happened to you? Would your back hurt?

Can you reply 7 days SHARP!

Yours Angrily

Eva

Demonstrating 'expert' at:	
Phase 1 Expert	• C&E: writing clear in purpose • SS: varied sentence types • VG&P: Inverted commas to punctuate direct speech
Demonstrating 'competent' at:	
Phase 2 Competent	• VG&P: Past perfect tense 'had bought' • SS: extended sentence with more than one clause through use of conjunctions • TS&O: Paragraphs are organised thematically

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

The Digestive System

Have you ^{ever} wondered about how the digestive system works? The digestive system is ^{crucial} important because it takes the nutrients out of the food and puts it in your body.

Digestion starts with the mouth. First your teeth chew your food into a paste. Then the tongue helps push ~~to~~ back the food down your ~~oesophagus~~ ^{esophagus} into your stomach. Your esophagus separates the ribs from each other.

* In the ~~stomach~~ stomach your food gets mixed with acid and gets all ~~liquidy~~ ^{liquid}. When your food gets to the end of the stomach it goes into your small intestine.

* Your ~~small~~ intestine takes out all the ^{good} nutrients out of the food to put in to your body.

* ~~In the stomach~~ The stomach mixes the food with acids and gastric juices. This makes the stomach stretch to fit everything in. Your stomach is just under your ribs.

* Your small intestine is called small but is about the size of three fingers and is about 7 meters long. It takes all the good nutrients out of ^{the food} your body such as fat and carbohydrates.

The large intestine ~~absorbs~~ ^{absorbs} all the liquid out of the food and comes out as ^{poo} ~~poop~~ ^{wee}. Inside the large intestine is millions of bacteria which comes from faeces. It can make you very ill if the bacteria goes in your body. Next it is stored in your rectum and comes out of your anus.

Your body needs the water it absorbs from the food.

The waste matter is things that our bodies don't need - it is not all bad for us.

Eva - Y3, 17 and 18 of June 2016

Task: explanation of the digestive system

The Digestive System

Have you ever wondered about how the digestive system works? The digestive system is ~~important~~ (crucial) because it takes the nutrients out of the food and puts it in your body.

Digestion starts with the mouth. First your teeth chew your food into a paste. Then the tongue helps push back the food down your oesophagus into your stomach. Your oesophagus separates the ribs from each other.

In the ~~stomach~~ stomach, your food gets mixed with acid and ~~go's~~ goes all liquidy. When your food gets to the end of the stomach it goes into your small +- intestine.

Your small intestine takes out all the good nutrients out of the food to put in to your body.

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Demonstrating 'expert' at:	
Phase 1 Expert	• C&E: Evaluate and edit the effectiveness of their own writing • SS: Some variation in sentence types • VG&P: prepositional phrases to express place/position
Phase 2 Expert	• C&E: Specific vocabulary choice 'crucial' • SS: Extends the range of sentences with more than one clause by using a wider range of conjunctions
Demonstrating 'competent' at:	
Phase 3 competent	• C&E: Details offer explanation • VG&P: Use of fronted adverbial followed by a comma • C&E: Expansion of detail provides explanation

