Hampshire Services
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Hampshire Assessment Model - Exemplification

Year 3 - Samuel

Hampshire County Council

www.hants.gov.uk

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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

Explanation of coding for annotation

T	H	C&E	TS&O	SS	VG&P
Transcription	Handwriting	Composition & Effect	Text structure & Organisation	Sentence Structure	Vocabulary, grammar & punctuation

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

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. ~~g~~Granmar ~~wot~~ what

big t~~t~~eethyou hav. ~~a~~All the ~~beter~~ beter to eet you

with. help! help! then she bumpt inote~~ine~~ a wood

cuter. ~~t~~There is a woolf in my granmars houuse.

~~t~~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 – Samuel

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 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'. Samuel writes competently within all the strands.

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)	• ***Use conjunctions to express time, place and cause*** • Use adverbs and prepositions to express time, place and cause • ***Use inverted commas to punctuate direct speech*** • ***Know when to use 'a' and 'an'*** • ***Proof-read for spelling and punctuation errors*** • • 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		• ***In narratives, creates settings, characters and plot*** • Vocabulary choices move from generic to specific e.g. from 'dog' to 'terrier'	• ***Organise paragraphs around a theme*** • 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)	• ***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*** • 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 : *preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter vowel, vowel letter, inverted comma*

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

Task: Write your introduction and first paragraph to advise Bird Poo on how to live in 2015.

LO: To use the appropriate tense.

16.10.15

Dear Bird Poo

My name is Samuel and I want to tell you about modern life in 2015. The reason why my name is Samuel is because my name isn't named after nature. I am going to tell you about diet and houses.

sim-
injunction

★ good introduction

Independent Write ~ Letter

19.10.15

Children have planned and written notes on the paragraphs for their letter. They have already begun writing and now will complete independently.

Task: To complete the rest of your letter.

Our diet is very different to your because because we have different food. Here's a list of what we have. We have sweets, chocolate, ice cream, bread rolls. Did you have shops? We have money to buy stuff like houses. We have people that have no money and the people that have no money are called poor people.

We have strong houses made out of brick and to stick the brick together we have cement. You have daves for your first house. We don't just have brick houses, we have wooden houses and lots others.

Hope you understand my letter. Please read it and it's all about modern life.

Your sincelly

Samuel

★good attention to reader
★ well orgnised paragraphs
5 punctuation!!

Samuel – Y3, 19.10.15

Task: Write a letter

Dear Bird Poo

My name is Samuel want to tell you about modern life in 2015. The reason why my name is Samuel is because my name isn't named after nature. I am going to tell you about diet and houses.

Our diet is very different to yours ~~becase~~ because ~~we~~ we have different food heres a list of what we ~~have~~ (eat) we have sweets chocolate ice cream bread rolls. Did you have shops? We have money to buy stuff like houses we have people that have no money and the people that have no money are called poor people.

We have strong houses made out of brick and to stick the brick together we have cement. You have caves for your first house. We don't just have brick houses we have wooden houses and lots others.

Hope you understand my letter. Please read it and it's all about modern life.

Your sincily

Samuel

C&E: Writing is clear in purpose

TS&O: writing is organised into logical chunks

VG&P: Proof-reads for spelling errors

T: Accurately spells words that are often misspelt

SS: Some variation in sentence type

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

ndependent Write ~ Recount 27.11.15

esterday we visited Butser Ancient Farm to learn more about the Stone Age.
his morning we have verbally recounted our trip. We then wrote up notes about our
y which we organised into paragraphs.

ask: Write your recount, using the plan to help you!

On Tursday, 26 November, me and my class went to visit Buster Ancient Farm. The ~~coach~~ coach took 1 hour, while it was coming we got sorted into our groups. When it arrived, Miss Royals class got in the coach first. ~~[illegible]~~ By 2020 past 10 we arrived at Buster Farm so we put on our wellies and started our adventure.

My favourite activity was archeology ~~bone~~ because there ~~were~~ were bones and skulls and I liked it. ~~After that we~~ The flint is a bunch of stones that are sharp. We washed the skulls and bones to make them shinny. We had to scape the mud so we could find bones and skulls.

~~At~~ About half past 11, we started ~~doing~~ to make a wattled fence made out of a hazelnut tree logs. It was a little hard to do because you had to bend the middle on the out side. The hazle nut tree was ~~[illegible]~~ flexable so we could bend the logs.

At lunch time I ate a burger, fruit, square bar, crisps and a drink. When I finished my lunch I talked to my friends on the animal saw that was

there.

After lunch we did cordage while we did cordage it cold and sunny. While we were busy ~~doing~~ making bracelets other schools walked round. We made prehistoric rist bands.

our our our our our our our our our our our

were were were were were were were were were

Samuel – Y3, 27.11.15

Task: Recount of a trip

On Tursday, 26 November, me and my class went to visit Buster Ancient Farm. The ~~coach~~ coach took 1 hour while it was coming we got sorted into our groups. When ~~it~~ (the coach) arrived Miss Royal's ~~ca~~ class got in the coach first. ~~B20pa past~~ By 20 past 10 we arrived at Buster Farm so we put on our wellies and started are adventure.

My favourite activity was archaeology ~~becase~~ because there ~~were~~ we're bones and skulls and I like it. ~~After that we~~ The flint is a bunch of stones that are sharp. ~~W~~ We washed the skulls and bones to make the shinny. We had to scape the mud so we could find bones and skulls. ~~At AUt~~ About half past 11 we started ~~doing~~ to make a wattled fence made out of a hazelnut tree logs. It was a little hard to do because you had bend the middle on the outside. The hazel nut tree was ~~fleable~~ flexable so we could bend the logs.

At lunch time I ate a dunger, fruit, square bar ~~an~~, crisps and a drink. When I ~~fr~~ finished my lunch I talked to my friends on the animal fur that was there.

After lunch we did cordage while did ~~it~~ cordage it cold and sunny. While we were busy ~~doing~~ making braclets other schools walked round. We made prehistoric rest bands. ~~W We~~

VG&P: Correct use of capitalisation

C&E: Recording ideas when planning

VG&P: Subordinating conjunctions of time

T: Correctly spells words that are often misspelt

C&E: Editing their own writing

VG&P: Fronted adverbials of time

VG&P: Conjunctions to express cause

TS&O: organises writing into logical chunks and writes a series of linked sentences

H: Handwriting consistently joined

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

Task: To write the introduction and first paragraph of your letter to the council.

LO: To use more than one clause in a sentence. 9.2.16

remember comma

* Can I write an introduction and paragraph?
* Can I use a sentence with one clause?
* Can I punctuate my sentences correctly?

Tadley Primary School
The Green
RG26 4PB
8th February 2016

Dear Paul at Tadley Council,

I am writing to you to inform you that ~~bu~~ building ~~t~~ the houses on the ~~T~~ The ~~G~~ Green is a bad idea, because it might knock down the park. ~~I~~ The ~~G~~ Green is a important place because there are trees on it and trees give us oxegen. ~~I~~ If you build the houses, you might have to cut the trees down.

☆great paragraph

One of the most important issues is going to be traffic because are traffic now is isn't very good.

Handwriting practice of previous high frequency words.
* every * when
* people * with

every every every every every every every every
people people people people people people people people
when when when when when when when when
with with with with with with with with

Independent Write ~ Letter **10.2.16**

The children have already begun to write their letter to the council. Children have already planned and they need to complete their letter from where they have begun.

Task: Complete your letter to the council.

I ~~s~~ you did build the houses cars might crash into each other. Why do you want to build ~~the~~ the houses? Lots of people might be watching tv and you will be making all that noise. - Is this all linked to traffic?
Some people might want to look out their window to see ~~some~~ the sun, but they wont be able to because the houses are in the way. It could be to loud for the old people.

☆ Sentences to support.
☆ Questions to make the reader think
Include a topic sentence so your reader knows what your ideas are linked to.

Independent Letter Writing
- ☐ Topic sentence
- ☑ Supporting sentence
- ☐ Ending sentence
- ☐ Complex sentences

Samuel – Y3, 9.2.16

Task: Write a letter to the council

I am writing to you to inform you that build building the houses on ~~the~~ T~~t~~he Green is a bad idea because it might knock down the park~~.~~ ~~I~~ The ~~G~~ Green is a important place because there are trees on it and trees give us oxegen. If you build the houses you might have to cut the trees down.

On of the most important inssues is goindg to be traffic because are traffic now isn't very good.

If you did build the houses cars might crash into each other. Why do you want to build the houses? Lots of people might be watching tv and you will be making all that noise.

Some people might want to look out their window. T~~t~~o see ~~some~~ the sun but they wont be able to because the houses are in the way. It could be to loud for the old people.

T: Beginning to spell homophones correctly

SS: Use of the conjunction 'if' to extend sentences with more than one clause

	Demonstrating 'competent' at:
Phase 1 statements	• **C&E:** Writing is clear in purpose • **VG&P:** use of conjunction to express cause 'because' • **SS:** Some variation in sentence type • **TS&O**: writing is organised into logical chunks • **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

Milestone 3 – Phase 1, Phase 2 and Phase 3

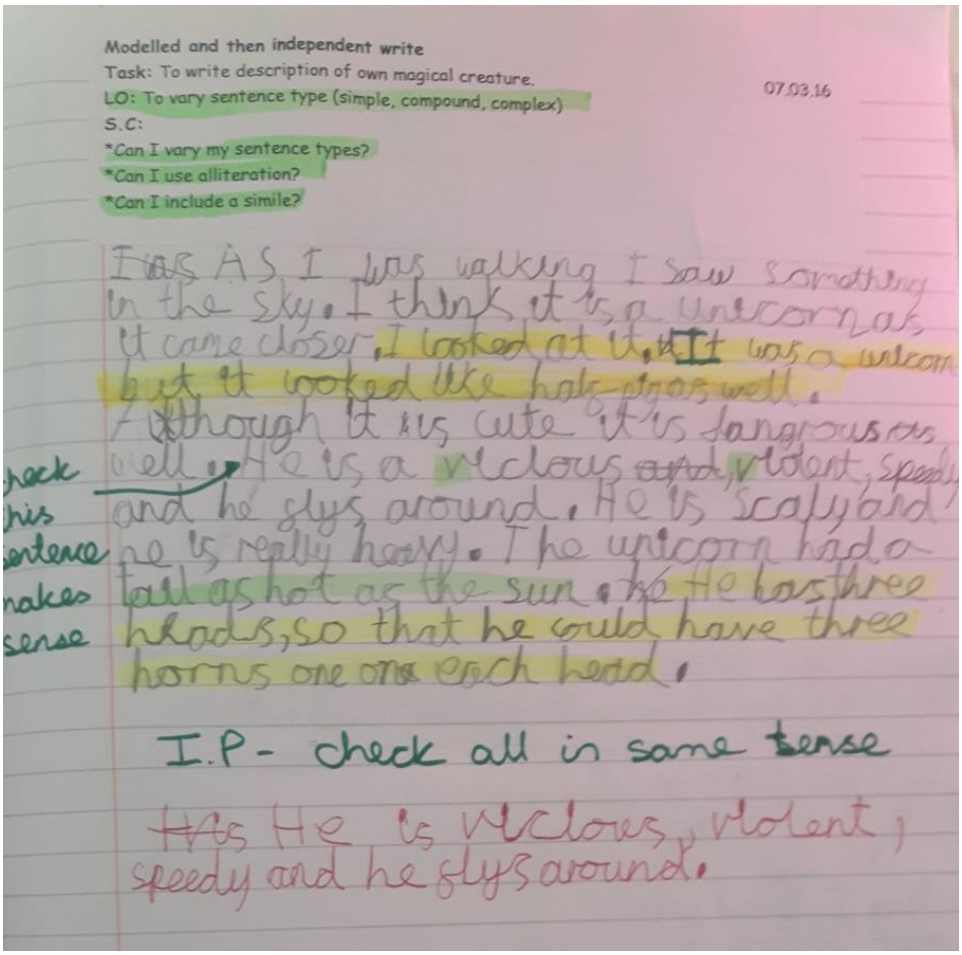
To be "on track" at…	Phase 1	Phase 2	Phase 3
Milestone 1 (November)	Apprentice	Not yet introduced	Not yet introduced
Milestone 2 (February)	Competent and	Apprentice	Not yet introduced
Milestone 3 (April)	**Expert and**	**Competent and**	**Apprentice**

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



Modelled and then independent write

Task: To write description of own magical creature.

LO: To vary sentence type (simple, compound, complex)

07.03.16

S.C:

*Can I vary my sentence types?

*Can I use alliteration?

*Can I include a simile?

~~Fas~~ AS I was walking I saw something in the sky. I think it is a unicorn as it came closer. I looked at it. It was a unicorn but it looked like half-pigs well. Although it is cute it is dangerous as well. He is a vicious ~~and~~, violent, speedy and he flys around. He is scaly and he is really heavy. The unicorn had a tail as hot as the sun. ~~he~~ He has three heads, so that he could have three horns one on each head.

check this sentence makes sense

I.P - check all is same tense

~~His~~ He is vicious, violent, speedy and he flys around.

Samuel – Y3, 07.03.16

Task: Write a description of a magical creature

SS: Extends the range of sentences with more than one clause by using a wider range of conjunctions

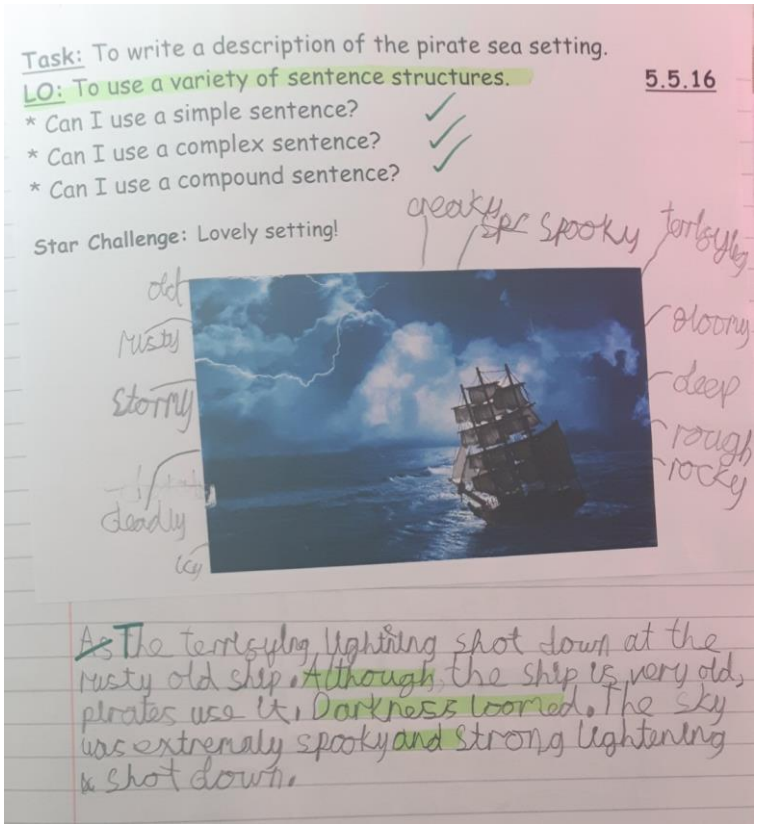
~~I was~~ As I was walking I saw something in the sky. I think it is a unicorn as it came closer. I looked at it. It was a unicorn but it looked like half pig as well.

C&E: Vocabulary choices move from generic to specific

Although it is cute it is dangrous as well. He is a vicious ~~and~~, violent, speedy and he flys around. He is scaly and he is really heavy. The unicorn had a tail as hot as the sun. ~~he~~ He has three heads, so that he could have three horns one on each head.

His He is vicious, violent, speedy and he flys around.

	Demonstrating 'expert' at:
Phase 1 statements	• **VG&P:** use of conjunction to express cause 'but' 'so' • **TS&O**: writing is organised into logical chunks • **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
	Demonstrating 'competent' at:
Phase 2 statements	• **TS&O:** varying nouns and pronouns to avoid repetition



<u>Samuel – Y3, 05.05.16</u>

<u>Task:</u> <u>Write a description of the pirate sea setting</u>

As the terrifying lighening shot down at the rusty old ship. Although, the ship is very old, pirates use it. Darkness loomed. The sky was extremely spooky and strong lightening shot down.

	Demonstrating 'expert' at:
Phase 1 statements	• **T:** use of suffixes -ness • **H:** diagonal and horizontal strokes to join letters, increased legibility and quality of handwriting. • **SS:** writes an increasing range of sentence structures (simple and compound)
	Demonstrating 'competent' at:
Phase 2 statements	• **SS:** extended sentence with more than one clause through use of conjunctions • **C&E:** creating setting within a narrative • **SS:** using a wider range of conjunctions (although / as)

So he went into the captens cabin to find a map.

On Thursday, sneaky pirates got on Captin Plank's ship.

★ compound sentences

★ handwriting :)

• Sentence openers

ndependent Write ~ Story writing **19.5.16**

hildren have read and acted out the story of Captain Plank. They have created a omic strip to identify the main events of the story. They are now going to expand on he story and re tell it using detail.

Task: To write the story of Captain Plank's week.

On Monday, Capten Plank said to him self "I want to find some booty" that is what he said. But then he realised he didn't look like a pirate. Sadly, Capten Plank walked around and sat in his chair he wanted to do something about it but he didn't know what. So he went in his cupboard and grabbed a mystery hat. It was a big, black pirate hat.

On Tuesday, Capten Plank wanted to sail around but he didn't have a ship so he didn't know what to do. So he was looking around and then he saw a ship and no one was looking so he stole it.

On Wednesday, Capten Plank went on a little adventure with his parrot but something went wrong they got lost. He was sailing around and then he couldn't see land anymore.

Samuel – Y3, 19.05.16

Task: Write the story of Captain Plank's week

On Monday, Captin Plank said to him self "I want to find some booty" that is what he said. But then he realised he didn't look like a pirate. Sadly, Captin Plank walked around and sat in his chair he wanted to do something about it but he didn't know what. So he went in his cupboard and grabbed a mystery hat. It was a big, black pirate hat.

VG&P: Fronted adverbials and use of commas after them

C&E: Expansion of detail

On Tuesday, Captin Plank wanted to sail around but he didn't have a ship so he didn't know what to do. So he was looking around and then he saw a ship and no one was looking so he stole it.

On Wednesday, Captin Plank went on a little adventure with his parrot but something went wrong they got lost. He was sailing around and then he couldn't see land anymore. So he went into the captins cabin to find a map.

TS&O: Varies nouns and pronouns for cohesion

On Thursday, sneaky pirates got on Captin Plank's ship.

	Demonstrating 'expert' at:
Phase 1 statements	• **SS:** writes an increasing range of sentence structures (simple and compound) • **VG&P:** Uses inverted commas to punctuate direct speech • **C&E:** 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
	Demonstrating 'competent' at:
Phase 2 statements	• **SS:** extended sentence with more than one clause through use of conjunctions • **TS&O:** varies nouns and pronouns to avoid repetition

16.06.16

L.O: To write a pirate story and create interesting characters, settings and plots.

S.C:

- I can use the work I have done on character, setting and plot to write out my story.
- I can monitor my own writing to check that it makes sense.
- I can use similes, noun phrases, interesting sentence openers and vary my sentence structures.

SOLSA~

1. Read through your planning from the last few lessons. Complete any IPs you have in your book.
2. Make a mind map of some pirate vocabulary that you might need to use in your story. Make sure that you have spelled them correctly.

Once apon a time there was a pirate named Pirate Blood. Now, Pirate ~~bl~~ Blood is not one of those pirates that show oss. Pirate Blood is one of the small, stubby ~~boney~~ and boney pirates. The island had a vast sea. Pirate Blood could seel the sand tickle his feet while the ~~wa~~ vast sea ~~run~~ ran up the shore. Pirate Blood could smell the tropical fruit. ★adjectives ★good author voice

Independent Write ~ Story Writing 22.6.16

Children have planned and written the beginning of their story.

Task: To write the rest of your Pirate story.

You should:
* use your plan.
* try to achieve your target.
* think about your spelling and handwriting
*try to use interesting sentence openers

On one morning, ~~PB~~ Pirate Blood was looking for a map so he could find some treasure. Then he found a treasure map on the flo but there was one problem, the map was a rubbish map because it only shows you sharks. Although it's a rubbish map, he still followe it anyway. When he was done walking beca he sat down because the map was fa very

which was so he threw it in the water. All of a sudden, some pirates ~~ca~~ came down and fight him. The fight lasted alot of treas because the other pirates wanted to have all of Pirate Blood's treasure. But Pirate Blo didn't have any treasure so he didn't know what to do.

Pirate Blood started to fight back so he w win. If Pirate Blood won he would get all of the other pirates treasure and that would he will be rich. After the fight that he won he found a ~~even~~ better map so he took it and ~~he~~ followed it. It was much better than the other one.

The map led him to the pirates ship so he stole the ~~ra~~ ship. On the ship was so much gold and treasure.

★ signposting

★ sentence structures

★ try not to repeat yourself

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**

Samuel – Y3, 16th and 22nd of June 2016

Task: Narrative

Once apon a time there was a pirate named P~~p~~irate Blood. Now, P~~p~~irate ~~bl~~ Blood is not one of those pirates that show off. Pirate Blood is no of the small, stubby ~~boney~~ and boney pirates. The island had a vast sea. Pirate Blood could feel the sand tickle his feet while the ~~va~~ vast sea ~~run~~ (ran) up the shore. Pirate Blood could smell the tropical fruit.

On one, morning ~~PB~~ Pirate Blood was looking for a map so he could find some treasure. Then he found a treasure map on the floor but there was one problem the map was a rubbish map because it only shows you sharks. Although it's a rubbish map, he still followed it anyway. When he was done walking beca he sat down because the map was favery rubbish map so he thre it in the water. All of a sudden, some pirates ~~can~~ came along to fight him. The fight was for a lot of treasure because the other pirates wanted to have all of P Pirate Blood's treasure so he didn't know what to do.

Pirate Blood started to fight back so he could win. If Pirate Blood won he would get all of the ~~others~~ other pirates treasure and that would mean he will be rich. After the fight that he won he found a even better map so he took it and ~~follow~~ followed it. It was much better than the other one.

The map lead him to the pirates ship ~~sh~~ so he stole the ~~M~~ ship. On the ship was so much gold and teasure.

	Demonstrating 'expert' at:
Phase 1 statements	• **SS:** writes an increasing range of sentence structures (simple and compound) • **VG&P:** use of conjunction to express time and cause • **TS&O**: writing is organised into logical chunks • **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
	Demonstrating 'expert' at:
Phase 2 statements	• **SS:** extended sentence with more than one clause through use of conjunctions • **C&E:** Vocabulary choices move from generic to specific
	Demonstrating 'competent' at:
Phase 3 statements	• **VG&P:** Use of fronted adverbials and commas after them • **TS&O:** Varies nouns and pronouns for cohesion • **C&E:** Expansion of detail supported through vivid vocabulary