

SERVICES FOR SCHOOLS

Hampshire Assessment Model - Exemplification

Year 4 - Elizabeth

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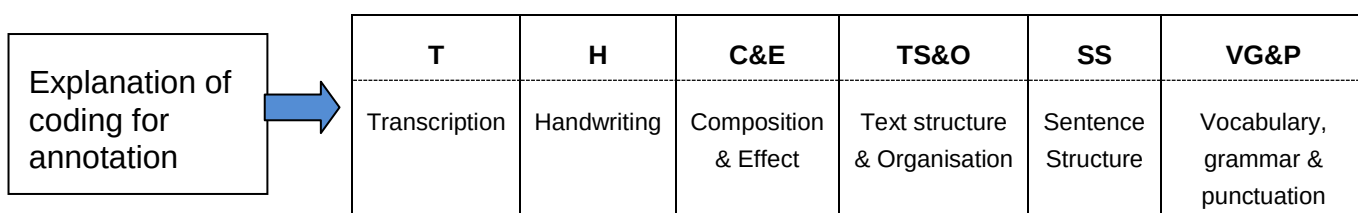
End of Year

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 4 – Elizabeth

This collection demonstrates the attainment and deepening of statements within the Hampshire Assessment Model for writing in Year 4. This pupil is working well 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. Extended writing was planned using several methods, including 'boxed up' planning frames. There was evidence of peer and self-review following the completion of a task.

Strengths in the collection include the selection of vocabulary for effect and, in latter pieces, the text structure and organisation of the written work. Correct spelling is not always applied by the pupil and spellings are not consistently corrected during pupil editing. Evidence for the transcription strand was sometimes found in exercises outside of the collection.

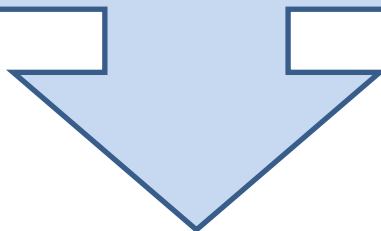
Year 4		WRITING					
		Transcription	Handwriting	Composition: Composition and Effect	Composition: Text Structure and Organisation	Composition: Sentence Structure	Vocabulary, grammar and punctuation
Phase 1		- Use further prefixes and suffixes and understand how to add them (English Appendix 1) - Spell further homophones - Spell words that are often misspelt (English Appendix 1) - Place the possessive apostrophe accurately in words with regular plurals e.g. boys', girls' and in words with irregular plurals e.g. children's - 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 - Is able to maintain fluency of writing and has sufficient stamina for typical written tasks	- Discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar - Plan their writing by discussing and recording ideas - Evaluate and edit by assessing the effectiveness of their own and others' writing and suggesting improvements - In narratives, creates settings, characters and plot - Writing is clear in purpose - Use a varied and rich vocabulary	- Non-narrative material uses simple organisational devices - Organise paragraphs around a theme - Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition - Use conjunctions, adverbs and prepositions to express time and cause for cohesion	- Compose and rehearse sentences orally (including dialogue) - Use an increasing range of sentence length and structure - Extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although	- Use inverted commas and other punctuation to indicate direct speech e.g. a comma after the reporting clause; end punctuation within inverted commas: The conductor shouted, "Sit down!" - Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases e.g. the strict maths teacher with curly hair - Understand the difference between plural and possessive -s - Proof-read for spelling and punctuation errors - Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences
	Phase 2	Plural nouns of words ending in 'o'.	- Can correctly join letters in accordance with the school's agreed style - Increase the legibility, consistency and quality of their handwriting	- Description or detail in both narrative and non-narrative is expanded through an appropriate and precise range of vocabulary - Viewpoint is consistently maintained (for example, word choice indicates child's viewpoint on a character or an issue)	- Openings and closings are clearly signalled and well developed - Produce internally coherent paragraphs in logical sequence e.g. using topic sentences with main ideas supported by subsequent sentences		- Standard English forms for verb inflections instead of local spoken forms - Use fronted adverbials followed by a comma - Use the present perfect form of verbs in contrast to the past tense - Indicate possession by using the possessive apostrophe with plural nouns
Phase 3		Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far		Use figurative language such as similes, alliteration to build a picture in the readers head			Use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading: determiner, pronoun, possessive pronoun, adverbial

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



Why Tortoise has a Broken Shell

by Elizabeth

Sahara

One day in the Scorching Sahara Desert, a tortoise sprinted across the sands. He was racing. Hare not far behind, he smirked, "You shall not win, tortoise!" Hare smirked. But tortoise did win! "Now you-" said Arnold Monkey 3). "Have to-" said Ignorant Monkey 2). "Polish the shell all day till night falls!" Finished Harry Monkey 1). The monkeys were very talkative but Harry was the youngest and best talkative.

One week later, Hawk asked "Take us to the heavens, oh great one!" "O.K. But how will I glide?" enquired Tortoise. Soon All birds, big and small, had donated a strong feather to tortoise. "Wow! Thanks!" He said. "Try out your wings!" Chanted

Mealine ~~to~~ and her choir.
"O.K. O.K." said Tortoise. And He
Jumped off a cliff. "Bye Bye!"
chattered Arnold to Ignorers.

But he died. BOOM! Just joking!
He rose up like a angel. "Let's go,"
Squeaked Hawk. With tortoise
leading the way, they ~~can~~
^{ascended} ascended. "Look! A flying tortoise!"
said Harry.
"What?" shouted the 3 monkeys.

Tortoise got there first!
"YUM!" he said. He quirkily
Ate every thing in sight.
He ate over large pinapples to
miniture bugs. then he lay on
a cloud to rest. The moment
he fell into a un-easy sleep.
"OI!" someone shouted. He
opened his eye. It was hawk
"You have eaten all the good! You
Sweaty pig!" Now every pig fan
can tell you that pigs do not
sweat sweat. Wow this Myth.

is actually sitting ed with gentle.

"PLUCK OFF HIS FEATHERS!"

He shouted. And the birds did.

"But How will I get down?" asked Tortoise.

"You won't!" shouted Hawk.

He (Tortoise) was angry. "You'll Pay For This!" he shouted. "But How?" He wondered.

"Terominoe!" Shouted A Dark Shape.

"Look a falling ~~to~~ tortoise!"

Said Harry. "Help" thought Tortoise. Boom! His shell

cracked. This time I am not joking. The Animals put it back together.

To this day tortoises still have a broken shell and are very slow. The END.

C&E: In narratives, creates settings, characters and plot. The plot of the narrative follows the structure of a folk tale. Language is beginning to reflect the genre – “All birds big and small”, “To this day”, although not always consistently.

SS: Extend the range of sentences with more than one clause. Coordinating conjunctions mainly used.

VG&P: Use inverted commas and other punctuation to indicate direct speech. Inverted commas used mostly correctly. Other speech punctuation and use of capitals needs consolidation.

Elizabeth – Y4, October 2015

Task: To write a myth

Why Tortoise has a Broken Shell

One day in the **Scorching shara desert**, a tortoise sprinted across the sands. He was racing. Hare not far behind, he smirked, “You shall not win, Tortoise!” Hare shrieked. But Tortoise did win! “Now you-” said Arnold (monkey 3). “Have to-” said Ignotos (monkey 2). “Ploish the shell all day till night falls!” Finished Harry (monkey 3 1). The monkeys were very talkative but Harry was the youngest and lest talkative.

One week later, Hawk asked “Take us to the hevans, oh great one!” “O.K. But how will I glide?” enquired Tortoise. Soon All birds big and small, had donated a strong feather to Tortoise. **“Wow! Thanks!” He said.**

“Try out your wings!” Choursed Mealinie and her choir.

“O.K. O.K.” said Tortoise. And He Jumped off a cliff. “Bye Bye!” chattered Arnold to Ignotos.

But he died. Boom! Just Joking! He rose up like an angle. “Let’s go,” squawked Hawk. With Tortoise leading the way, they acended. “Look! A flying tortoise!” said Harry.

“What?” shouted the 3 monkeys.

Tortoise got there first! “Yum!” he said. He quickly Ate every thing in sight. He ate over large pinapples to miniture bugs. then he lay on a cloud to rest. The moment he fell into an un-easy sleep...

“OI!” Someone shouted. He opened his a eye. It was hawk. “You have eaten all the food! You sweaty pig! Now every pig fan can tell you that pigs do not ~~sawt~~ sweat. Wow this myth is actually ~~edug~~ educationtle.

H: 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.

VG&P: Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases. Simple expansion of noun phrases.

TS&O: Organise paragraphs around a theme. Paragraphing is developing. New lines are not consistently used for new speakers.

SS – Use an increasing range of sentence length and structure.

“PLUCK OFF HIS Feathers!” He shouted. And the birds did. “But How will I get down?” asked Tortoise.

“You won’t!” shouted Hawk. He (Tortoise) was angry. “You’ll Pay For This!” he shouted. “But How?” He wondered.

“Jrerominoe!” Shouted A Dark Shape.

“Look a falling tortoise!” Said Harry. “Help’ thought Tortoise. Boom! His shell cracked. This Time I am not Joking. The Animals put it back together.

To this day tortoises still have a broken shell and are very slow. The End.

Before the creation of time, a young, beautiful woman came to a seaside town where she met a rich man and his daughter, who was treated like a slave. Unfortunately, the young, beautiful woman had not eaten for days on end and her tummy rumbling ^{sounded} like thunder. So, she took out a little shiny cauldron. First, she lit a roaring fire. Next, she placed the cauldron on the rose red fire. After a while, she poured some double cream into the cauldron. In due course, she threw a milky bone into the shiny cauldron. Then she sipped the drink.

"O!" asked the rich young man. "What does it taste like?" Who was watching pensively as she dropped in the bone. "My - it tastes as good as sweet soap, but I have been using the bone for a while now and it has grown a little thin. ^{Therefore} I added some chocolate powder. She said. So the girl fetched some chocolate powder and the woman popped it in the pot. After a bit she sipped the drink.

"So, what do you taste?" asked the rich young man, who was still watching pensively. "Why my soap tastes as good as candy & glass but ^{dark} it needs a bit of milk." ^{said} the beautiful girl. So the young slave-girl, called Hagarrah, went to fetch some milk while the adults were talking. I have to get out of here, she thought. She came back with

some milk and hopped into the girl's sack and found ~~Elig~~ ~~bogoo~~ ~~oo~~ the beautiful woman stirred in the milk and took out the shiny tiny spoon and sipped the ~~soup~~ ^{drink}. "So, what does it taste like?" asked the rich young man who was STILL watching ^{persively}. "My this drink tastes like raspberry pie, but it needs some whipped cream on top." She said. The rich man fetched some whipped cream. Up-level said! of course

The beautiful woman scooped up the whipped cream and took out the tiny shiny spoon and sipped the drink. "So, what do you taste now?" asked the rich young man. "My it tastes as good as a cutting of candyfloss ~~too~~ cloud!" She ~~said~~ ^{exclaimed} and she shared the hot chocolate with all the village village.

*In good time, the young rich man claimed "Why, how I ^{supper} to have bone drink!" The entire town screamed in agreement. Hoping that he to could make such scrumptious scrumptious drink he shot the bone ^{on} serious look. The woman ^{beautiful woman} followed his gaze and passed over the bone, after fetching it on her coat of red velvet, and set off for a new city... or a nother off ^{dose} of bone drink... or stone drink... or coin drink!

Elizabeth – Y4, November 2015

Task: To engage and entertain the reader

C&E: Attempts at a varied and rich vocabulary to describe, not always successful – “a roaring fire”, “a rose red fire”.

A story written over a series of lessons.

Before the creation of time, a young, beautiful woman came to a seaside town where she met a rich man and his daughter, who was treated like a slave. Unfortunately, the young, beautiful woman had not eaten for days on end and her tummy rumbling was like thunder. So, she took out a little shiny caldron. First, she lit a roaring fire. Next, she placed the cauldron on the rose red fire. After a while she poured some double cream into the cauldron. In due course, she threw a milky bone into the shiny cauldron then sipped the drink.

“So!” asked the rich young man “what does it taste like?” who was watching pensively as she dropped in the bone. “my it tastes as good as sweet sap but I have been using the bone for a while now and it has grown a little thin So I need some chocolate powder,” she said. So the girl fetched some chocolate powder and the woman popped it in the pot. After a bit she sipped the drink.

C&E: Evaluate and edit by assessing the effectiveness of their own and others’ writing and suggesting improvements. ‘Soup’ corrected to ‘drink’.

“So what do you taste?” asked the rich young man, who was still watching pensively. “Why my ~~soup~~ drink tastes as good as candy floss but it needs a pint of milk,” said the beautiful girl. So the young slave-girl called Hannah went to fetch some milk while the adults were talking. ‘I have to get out of here’ she thought. She came back with some milk and hopped into the girls sack and found £100,000,000,000! The beautiful woman stirred in the milk and took out the shiny tiny spoon and sipped the ~~soup~~ drink. “So, what does it taste like? asked the rich young man who was STILL watching pensively. “My this drink tastes like

H: 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.

SS: An increasing range of sentence length and structure.

VG&P: Use inverted commas and other punctuation to indicate direct speech. Inverted commas mostly used to indicate direct speech but punctuation not fully secured – e.g. a comma after the reporting clause.

TS&O: Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition. “The young slave girl called Hannah” refers back to “his daughter, who was treated like a slave,” aiding cohesion.

raspberry pie, but it needs some whipped cream on top.” she said. The rich man fetched some whipped cream.

The beautiful woman squirted in the whipped cream and took out the tiny shiny spoon and sipped the drink. “So, what do you taste now?” asked the rich young man. “My it tastes as good as a cutting of candyfloss cloud!” she exclaimed and she shared the hot chocolate with all the village. In good time, the rich man claimed “Why, how superb to have bone drink!” The entire town screamed in agreement. Hoping that he could make such scrumptious drink he shot the bone a envious look. The woman followed his gaze and passed over the bone, after polishing it on her cloak of red velvet and set off for a new city... or another dose of bone drink... or stone drink... or coin drink.

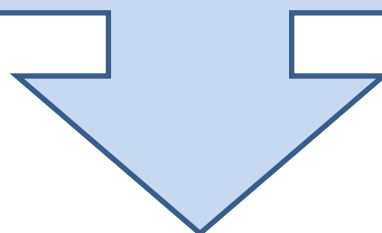
VG&P: Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases.

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

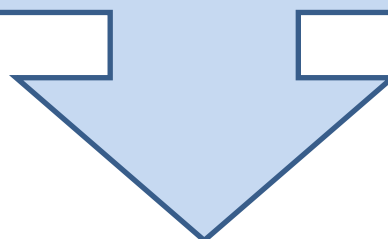
APPRENTICE WRITER

- 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



The Unbelievable Life Cycle of a Sea Trout

ever wondered

Have you questioned about a silvery, slippery sea trout? They are "superfish" which swim hundred of thousands of miles to complete ^{their} life cycle. In addition, this fascinating fish is anadromous, which means it can live in salt and freshwater environments. Despite the fact it is extremely similar to a salmon it does not die after spawning. Find out more by reading on!

Well done, Elizabeth!



which x 8 which which which which
which which which which which

Date: Wednesday 13th and Thursday 14th January 2016

WALT: write to inform the reader of a process

WILF: I can explain a process and include

- paragraphs
- present tense
- 3rd person (he, she, it, they)
- time order and sequential connectives (first, then)
- technical vocabulary and define difficult words using brackets
- extra detail to explain, using a relative clause
- varied sentence types and sentence openers

Challenge: include a weasel word (usually, often)

Where I think I am at the beginning of the lesson

Where I think I am at the end of the lesson

To begin with the female sea trout makes a voyage to the corresponding

river it was born in. There she makes a redd (fish nest) in the gravel with her silver tail, lays thousands of eggs and then the male swaps in and fertilizes them. The female sea trout then covers them with gravel.

Next, in a few weeks, alevins (tiny baby sea trout) get born with a yolk sac. They stay in the redd and suck on a sac of food or yolk. They have no one to look after them for their mums and dads died.

Once they grow up, they become parr. Parr leave the nest and, providing they don't meet dangerous predators on the way, go out to scavenge for minute invertebrate creatures (like so on the shore) to feed on. When they develop camouflage they are called parr.

Parr go out to the estuary for a year. Most scientists believe they do this because they must go to grow into adult sea trout.

In the estuary, parr become young adult sea trout by their day red scales turn a shiny silver colour and adapt so they can live in a salt water environment. Often, when

* ^{their} After they go to sea, not many sea trout survive because of ^{enormous} environment and predator problems. Here to soon smolt become young adult sea trout and *they return home.

In the estuary, ^{their} scales turn a familiar red colour and they ^{some} sometimes have to eat their skin ^{because} of hunger. When they get upstream to the right river they spawn and everything happens again.

To sum up the unbelievable sea trout is truly a super fish. Do you agree with me?

Date: Friday 15th January 2016

Elizabeth – Y4, January 2016

Task: To inform the reader of a process

An explanation text written over a series of lessons

H: *Legibility, quality and consistency is developing.*

C&E: *Precise range of vocabulary is being developed - "redd", "anadromous", "smolt" and "estuary" – research words linked to topic.*

Have you ever questioned about a silvery, slippery sea trout? They are "superfish", which swim hundreds of thousands of miles to complete its life cycle. In addition, this fascinating fish is anadromous, which means it can live in salt and freshwater environments. Despite the fact it is extremely similar to a salmon it does not die after spawning. Find out more by reading on!

TS&O: *Produce internally coherent paragraphs in logical sequence. Topic sentences beginning to be used with supporting ideas following.*

To begin with, the female sea trout makes a voyage to the corresponding river it was born in. There she makes a redd (fish nest) in the gravel with her silver tail, lays thousands of eggs and then the male swoops in and fertilizes them. The female sea trout then covers them with gravel.

Next, in a few weeks, alevins (tiny baby sea trout) get born with a yolk sac. They stay in the redd and suck on a sac of food or yolk. **They have none to look after them for their mums and dads died..!**

C&E: *Loss of formality shows that consistent viewpoint is a developing skill.*

VG&P: *Use fronted adverbials followed by a comma – "In the estuary" - a prepositional phrase used as a fronted adverbial.*

Once they grow up they become fry. Fry leave the nest and hoping they don't meet dangerous predators on the way, go out to scavenge for minute invertebrates (creatures with no backbone) to feed on. When they develop camouflage they are called parr.

Parr go out to the estuary for a year. Most scientists believe, they do this because they must go to grow into sea trout.

In the estuary, parr become ~~young adult sea trout~~ smolt by their clay red scales turn a shimmering silver colour and adapt so they can live in a salt water environment. Often, when they go to sea, not many sea trout survive because

of environment and predator problems. Soon smolt become young adult sea trout and thier instinct tells them to go home so they return home.

In the estuary, thier scales turn a familiar red coulur and they some times have to eat thier skin of hunger. When they get upstream to the right river they spawn and everything happens again!

To sum up the unbeliveable sea trout is truly a super fish. Do you agree with me?

TS&O: *Openings and closings are clearly signalled and well developed.*
Conclusion is signalled and refers back to opening.
Construction of the conclusion shows that this is a developing skill.

Demonstrating 'competent' at:	
Phase 1 statements:	• C&E: <i>Use a varied and rich vocabulary is competent – “environments”, “instinct”.</i> • C&E: <i>Evaluate and edit by assessing the effectiveness of their own and others' writing and suggesting improvements.</i> • TS&O: <i>Organise paragraphs around a theme.</i> Paragraphing is more secure. Paragraphs deal with different stages in the life cycle of a trout. • SS: <i>Extend the range of sentences with more than one clause by using a wider range of conjunctions.</i> “When they develop camouflage they are called parr.” • SS: <i>Use conjunctions, adverbs and prepositions to express time and cause for cohesion.</i>

4th February 2016

Dear Editor,

I am writing to convince your readers to coax King Arthur to allow dragons into our wonderful Kingdom, Carrolot, once more. Surely you will agree that it is high time our faithful, fiery, fantastic friends to

be welcomed back warmly from exile? Now is the time to stand up to King Arthur and get them back! Here are my three reasons for making this good suggestion.

* To start with, Dragons are very good body guards and protect their masters no matter what and don't cost a penny (apart from in fish). Do you need a better guard? Then get a dragon! Every intelligent and well educated citizen of Carrolot will need a dragon! If you set it guarding your house then you can go to the cinema to watch Frozen 2 or any other new film without a worry or doubt! Why are they so good? I hear you ask. Well they have eye-bad eyes, quick reflexes and sensitive senses!

In addition, are you fed up with walking to the shop? Then catch a dragon bus! Do you want to go on HOLIDAYS? No more money up fees, one way tickets for you! just get a dragon!

Continued... It does NOT cost money, but it does need loyalty and trust. Once you've got a dragon then it is absolutely free! ~~Once~~ again dragons have superb agility and speed! With this they can get you there in a matter of seconds!

It is a well known fact that dragons are extremely fond of kids. So they can babysit without any screaming children. As ~~everybody~~ ~~everybody~~ knows they sense fear and unhappiness ~~and~~ they can solve the problems of your offspring. Also, they do not mind being climbed on by adventurous boys and girls.

Last but not least, let us be crystal clear about the incident involving a monster's nightmare, Hocking, which had to do with the ~~entire~~ ~~entire~~ species being ~~extinct~~. Weekend Hocking had a

bad tooth ache, so bad he went all over Carola looking for something to rub it out of his mouth!

I am certain all people of any intelligence after hearing my points will agree that it is high time to get the dragons back!

I await your reply,

Mayress Elizabeth

Elizabeth – Y4, February 2016

Task: To introduce a main point and explain my viewpoint

A persuasive letter written over two sessions. A word bank of persuasive language was provided.

Dear Editor,

I am writing to convince your readers to coax King Arthur to allow dragons into our wonderful kingdom, Camelot, once more. Surely you will agree that it is high time our faithful, fiery, fantastic friends to be welcomed back warmly from exile? Now is the time to stand up to King Arthur and get them back! Here are my three reasons for making this good suggestion.

To start with, Dragons are very good body guards, protect their masters no matter what and don't cost a penny (apart from in fish). Do you need a better guard? Then get a dragon! Every intelligent and well educated citizen of Camelot will need a dragon! If you set it guarding your house then you can go to the cinema to watch Frozen 2 or any other new film without a worry or doubt! Why are they so good? I hear you ask. Well they have eye-deal eyes, quick reflexes and sensatinal senses!

In addition, are you fed up with walking to the shop? Then catch a dragon bus! Do you want to go on HOLIDAY? No more ~~money~~ rip offs, one way tickets for you! just get a dragon!

It does not cost money but it does need loyalty and trust. Once you've got a dragon then it is abouloutly Free! Once again dragons have supureb agility and speed! With this they can get you there in a matter of seconds! It is a well known fact that dragons are exetremly fond of kids. So they can babysit without any screaming children. As everybody knows they sense fear and unhappiness so they can solve the problems of your

H: *Legibility, quality and consistency is developing.*

VG&P: *Standard English forms for verb inflections instead of local spoken forms.*

offspring. Also they do not mind being climbed on by adventurus boys and girls.

Last but not least, let us be crystal clear about the incident involving a monstrous nightmare, Hookfang, which led to the entire species being extinct. Weekend Hookfang had a bad tooth ache; so bad he went all over Camelot looking for something to rub it out of his mouth.

I am certain all people of any Intelligence after hearing my points will agree that it is high time to get the dragons back!

I await your reply,

Mayoress Elizabeth

TS&O: *Openings and closings are clearly signalled and well developed.* Opening introduces argument. Conclusion is signalled and refers back to opening. Construction of the conclusion is more secure and in keeping with text type than previous piece.

Demonstrating 'competent' at:	
Phase 1 statements:	• C&E: <i>Writing is clear in purpose</i> • TS&O: <i>Paragraphs are organised around a theme.</i> • TS&O: <i>Choose nouns or pronouns appropriately for clarity and cohesion.</i> Use of "children", "adventurus boys and girls" and "your offspring" shows a more developed sense of noun choice to avoid repetition and aid cohesion. • SS: <i>Use an increasing range of sentence length and structure.</i> Questions add to persuasive effect. • VG&P: <i>Propose change to grammar and vocabulary to improve consistency.</i> • VG&P: <i>Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases.</i>

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



Elizabeth – Year 4, March 2016

Task: Write instructions

Polyjuice Potion

This potion can turn you into anyone you like! It can be very useful if you want to interrogate an enemy, just drink the potion and turn into the minister of magic!

You will need:

a medium bag of lacewing flies, six leeches, a handful of knotgrass, a pinch of flaxweed, a kilogram of powdered horn of a bicorn, a cupful of shredded skin of boom slang and a bit of whoever you want to turn into.

Equipment:

Cauldron of water, wooden spoon and a magic fire.

Brewing strategy

1. First, set the cauldron upon the fire and add half the lacewing flies but no more.
2. Next, carefully throw in all the leeches then mix together thoroughly.
3. After that, dice the knotgrass and put that in too.
4. Now, tip the powdered horn of a bicorn into the cauldron and let simmer until the next full moon.
5. At the dead of night on the full moon, stir the potion and say "Bubble Bubble Beavers and Brownies Become ME!" then add the Boomslang skin.
6. The following morning, crumble slowly the flaxweed into the cauldron.
7. Gradually, Chop the lacewingflies into the Cauldron and drop the hair of the person you want to turn into in the cauldron.

8. The cauldron should be bubbling
and turning a muddy color ~~into~~.
It is ready to drink.

Demonstrating 'expert' at:	
Phase 1 statements:	• C&E: <i>Plan their writing by discussing and recording ideas. A planning frame records the ingredients of the potion and useful vocabulary.</i> • TS&O: <i>Non-narrative material uses simple organisational devices.</i> • TS&O: <i>Use conjunctions, adverbs and prepositions to express time cause for cohesion.</i>
Demonstrating 'competent' at:	
Phase 2 statements:	• C&E: <i>Description or detail in both narrative and non-narrative is expanded through an appropriate and precise range of vocabulary.</i> • VG&P: <i>Use fronted adverbials followed by a comma.</i>

Like a shroud, the cold, choking fog slowly curled in from the dark, devastated sea making it difficult to see the great battlefield before them. Since daybreak, Brandon and his sister, Georgia, had been searching meticulously on all fours, over and over the eerie, rutted battlefield, digging carefully with tea spoons and identifying spear heads with their magnifying glasses. Brandon and Georgia were on the trail of the golden, emerald encrusted brooch which was lost nine hundred and fifty years ago in the Battle of Hastings. It was said to give great power to whoever wore it. Brandon thought anxiously at the thought of it. "It was easy enough to get Georgia to help look," he thought.

C&E: Use figurative language such as similes, alliteration.

An effective opening simile was generated collaboratively. The use of 'dark, devastated sea' suggests this is a developing skill.

Elizabeth – Y4, April 2016

Task: To write an effective opening paragraph for a quest narrative.

Like a shroud, the cold, choking fog slowly curled in from the dark, devastated sea, making it difficult to see the great battlefield before them. Since daybreak, Brandon and his sister, Georgia, had been searching meticulously on all fours, over and over the eerie, rutted battlefield. digging carefully with tea spoons and identifying spear heads with thier magnifying glasses. Brandon and Georgia were on the trail of the golden, emerald encrusted locket wich was lost nine hundred and fifty years ago in the Battle of Hastings. It was said to give great power to whoever wore it, Brandon thought hungrily at the thought of it. "It was easy enough to get Georgia to help look" he thought.

Demonstrating 'expert' at:	
Phase 1 statements:	H: 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. C&E: In narratives, creates settings, characters and plot. Initial sentences give a strong sense of setting. VG&P: Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases. Effective management of more complex noun phrases.
Demonstrating 'competent' at:	
Phase 2 statements:	H: The legibility, consistency and quality of handwriting have improved. C&E: Description or detail in both narrative and non-narrative is expanded through an appropriate and precise range of vocabulary. VG&P: Competent use of fronted adverbials followed by a comma. "Since daybreak."

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

19.5.16 Harry Potter and The Haunted Mansion



Although the wind's icy fingers wrapped themselves around her, Spike stood as still as a statue. He watched the pale, flickering light on the top floor of the dark, bleak mansion. Intently, he listened. She knew that the mansion had long been abandoned. It should have been empty. Who was there? What was that sound? Faintly, on the breeze, she could hear a rasping, sobbing sound. "Can you hear that?" she murmured to ^{Granny} Crabbit, squeezing her long frame through the narrow, flaking, metal fence.

Harry called to Ginny, "Come on Ginny! Let's see what is causing the light!" Ginny hesitated before following Harry through the railing. They carefully crept up to the rotted, mahogany door. It creaked open of its own accord, startling them. Harry thrust his wand inside and chanted "Lumos," causing a bright beam of light to shine down the hallway. The two friends proceeded down the hall with Harry leading the way. As they

tiptoed into the kitchen, they saw a congealed, dark crimson substance on the wall and ceiling. Some dripped onto Ginny's forehead. She whimpered. But Harry wiped it off with his index finger and tasted it. "Dragon," whispered Harry. "It's dragon's blood!"

Harry and Ginny moved into the top floor bedroom. A eerie voice whispered. "Welcome, ~~come in~~. But no one has left this room alive..." Ginny screamed and ran toward the door but when she wrenched it open it led to a brick wall. Harry directed his wand at the shadows and shouted, "Rescuto mampa!" Then he moved into the shadows as quick as a panther, spotted a hooded figure who was bound by Harry's spell, and tugged off the hood.

"Ron!" cried Harry and Ginny. "You did this?"

"Yes!" laughed Ron, whose flaming red hair was tangled every where. "April Fools!"

Harry and Ginny had completely forgotten.

That day was April 1st; April fools day! All three of them held out their wands, laughing, and moved them in a sweeping movement across the room. The house immediately tickled itself.

"I have an idea!" suggested Ginny. "Why don't we move in?"

"That's a great idea, Ginny!" Replied Harry. "Let's move in!"

Ron applauded the idea and called, "I know! Let's invite Hermione to live with us!"

"Once again a truly great idea," said Harry. With that they moved in!

Elizabeth – Y4, May 2016

Task: To write a narrative

A paragraph was given as an opening for the pupils.

Harry Potter and The Haunted Mansion

Harry called to Ginny, "Come on Ginny! Let's see what is causing the light!"

Ginny hesitated before following Harry through the railing. They carefully crept up to the rotted, mahogany door. It creaked open of its own accord, startling them. Harry thrust his wand inside and chanted, "Lumos," causing a bright beam of light to shine down the hallway. The two friends proceeded down the hall with Harry leading the way. As they tiptoed into the kitchen they saw a congealed, dark crimson substance on the wall and ceiling. Some dripped onto Ginny's forehead. She whimpered. But Harry wiped it off with his index finger and tasted it. "Dragon," whispered Harry "It's dragon's blood!"

Harry and Ginny moved into the top floor bedroom. A eerie voice whispered "Welcome, come in. But no one has left this room alive..." Ginny screamed and ran towards the door but when she wrenched it open it lead to a brick wall. Harry directed his wand at the shadows and shouted, "Rescitemampra!" Then he moved into the shadows as quick as a panther, spotted a hooded figure, who was bound by Harry's spell, and tugged off the hood.

"Ron!" cried Harry and Ginny. "You did this?"

"Yes!" laughed Ron, who's flaming red hair was tangled everywhere, "April Fools!"

Harry and Ginny had completely forgot that day was April 1st; April fools day! All three of them held out thier wands, laughing and moved them in a sweeping

movement across the room. The house immediately tidied itself.

"I have an idea!" suggested Ginny, "Why don't we move in?"

"That's a great idea, Ginny!" Replied Harry, "Let's move in!"

Ron applauded the idea and called, "I know! Let's invite Hermione to live with us!"

"Once again a truly great idea," said Harry. With that they moved in!

Demonstrating 'expert' at:	
Phase 1 statements:	• T: <i>Use further prefixes and suffixes.</i> The spelling "immediately" is in the Year 5/6 word list and will be consolidated. • H: <i>Is able to maintain fluency of writing and has sufficient stamina for typical written tasks.</i> • C&E: <i>In narratives creates settings, characters and plot.</i> Setting created effectively through word choice – "rotted, mahogany door". Successful use of the April Fool's Day plot device. Characters have different reactions to events e.g. the discovery of dragon's blood. • TS&O: <i>The use of "the two friends" and "they" alongside proper nouns for names aids cohesion and avoids repetition.</i> • SS: <i>Use an increasing range of sentence length and structure.</i> "She whimpered." Short sentence used effectively. Questions and interjections add realism to speech. • VG&P: <i>Proof-read for spelling and punctuation errors.</i> • VG&P: <i>Use inverted commas and other punctuation to indicate direct speech.</i> Improved use of punctuation when the reporting clause precedes speech.
Phase 2 statements:	• C&E: <i>Description is expanded through an appropriate and precise range of vocabulary.</i> E.g. "congealed, dark crimson substance" to describe dragon's blood. • C&E: <i>Viewpoint is consistently maintained.</i> • TS&O: <i>Paragraphs are internally coherent.</i> • VG&P: <i>Standard English forms for verb inflections instead of local spoken forms.</i>
Demonstrating 'competent' at:	
Phase 3 statements:	C&E: <i>Use figurative language such as similes, alliteration.</i> "As quick as a panther."

