

SERVICES FOR SCHOOLS

Hampshire Assessment Model - Exemplification

Year 4 - Michelle

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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 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 bumpnt inoteine a wood cuter. ‡There is a wolff in my **granmars houuse**. ‡Then the wood cuter chopt his hed of.

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

VG&P: punctuate sentence with a question mark

C&E: simple prepositions

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

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

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

Layers of proficiency:

Apprentice

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

‘Applying with support’

Competent

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

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

Expert

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

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

Exemplification summary

Working at Age Related Expectations (ARE): Year 4 – Michelle

This collection demonstrates the attainment and deepening of statements within the Hampshire Assessment Model for writing in Year 4. This pupil is working just 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 edit work. Writing was planned using a variety of methods, including story mapping and 'boxing up'. Particular strengths can be found in the composition and effect strand - word choice indicates the writer's viewpoint and reflects text type.

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.

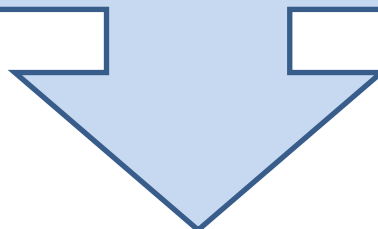
Year 4		WRITING					
		Transcription	Handwriting	Composition: Composition and Effect	Composition: Text Structure and Organisation	Composition: Sentence Structure	Vocabulary, grammar and punctuation
	Phase 1	- Use further prefixes and suffixes and understand how to add them (English Appendix 1) - Spell 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



Giant, unbroken rocks towered out of the sea like New York skyscrapers under the dark grey sky. There as a bit of ^{light} green grass, the rest of the city is dark. ^{sun} rays The ^{light} waves were crashing on the protruding rock. In the distance there was a dark blue tower. The dainty rocks were sticking out of the crashing sea. next to the tower there was a ^{were} ^{are} ⁵ small towers.

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.

Michelle – Y4, September 2015

Task: Write a setting description

Giant, uneven rocks towered out of the sea like New York skyscrapers under the dark grey sky. There is a bit of light green grass, the rest of the city is dark. The giant waves ~~who~~ were crashing on the protruding rock. In the distance there was a dark blue tower. The dainty rocks were sticking out of the crashing sea. next to the tower there ~~was a~~ **were** ~~are~~ 5 small towers.

VG&P: Proof-read for spelling and punctuation errors. Beginning to add corrections.

VG&P: Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases. Developing use of modifying adjectives. Repetition of 'giant' and inclusion of 'dainty' suggests that this is a developing skill.

TUG! Crystal could not swim any more because her foot was stuck in the spiky corals. Her guide could not see her, she was trying to speak but she couldn't, after she remembered that in her bag pack, she had a glow stick. She opened the bag pack and got the glow stick and bent it so it could glow. Her guide could see her now and Crystal pointed to her stuck foot. ~~Supper fisher~~ her guide quickly swam up to Her guide (supper fisher, swam to Crystal and got her foot stuck stuck on stuck so she could find the golden fish.

There in the middle of the ocean was a golden giant shell, they swam to that shell slowly and the shell opened and in side of the golden shell was a golden fish that makes wishes they decided that they will not chose to do a wish.

Captain Crystal Fish, a world's famous marine biologist, ^{suddenly she} ~~she~~ stumbled and almost fell ~~into~~ ^{on to} a beach. She looked at her guide and her guide ^{quickly} ~~run~~ up to Captain crystal fish. He ~~shouted~~

He ~~shouted~~ ^{"I've} "I got a plan, we could go on ^{the} a beach and go underwater and explore" ["]Said Super fisher her guide

^{off} "or we could find a golden fish underwater" ["]Said Captain crystal fish. Of they went.

Under ^{the} water were a lot of fishes, lots jellyfishes and corals. The corals were ~~glotting~~ ^{glotting} in the ~~air~~ underwater

which Under the water were a lot of small orange, green fishes, translucent jellyfishes, and ^{the} wavy corals with the tiny fishes swam in and out of the corals. The light blue water was really hot.

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. Sense of setting given through language choice.

TS&O: Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition. Simple variation in proper noun and pronouns aids cohesion.

Michelle – Y4, November 2015

Task: To write an adventure story

Captain crystal fish, a worlds famous marine biologist, ~~she~~ suddenly stumbled and almost fell ~~into~~ on to a beach. She looked at her guide and her guide ran quickly up to Captain crystal fish. ~~He~~ shouted

He shouted "I got a plan, we could go in the a beach and go underwater and exporere" said Super fisher her giude.

"or we could find a golden fish underwater" Said Captain crystal fish. Of they went.

~~Under the water were a lot of fishes, tots jellyfishes and coralls. The coralls were flotting in the air underwater.~~

Under the water were a lot of small orange, green fishes, Transusent jellyfishes and the wavy coralls wich the tiny fishes swam in and out of. ~~the coralls~~. The light blue water was really hot.

TUG! Crystal could not swim eny more because her foot was stuck in the spikey coralls. Her giude could not see her, she was trying to speak, but she couldn't, after she remembered that in her bag pack, she had a glow stick. She opened the bag pack and got the glow stick and bent it so it could glow. Her gide could see her now and Crystal pointed to her stuck foot. ~~Supper fisher her giude quickly swam up to~~ Her guide supper fisher, swam to Crystal and got her foot stook stuck un stuck so she could find the golden fish.

There in the middle of the ocean was a golden giant shell, they swam to that shell slowly and the shell opened and inside of the golden shell was a golden fish that makes wishes they disided that they will not chose to do a wish.

T: Use further prefixes and suffixes and understand how to add them. Developing use of '-ly' suffix.

VG&P: Use inverted commas to indicate direct speech. Inverted comma use is developing. Punctuation and use of capitals is not secure.

SS: Extend the range of sentences with more than one clause by using a wider range of conjunctions. Some subordination and experimentation with multi-clause sentences.

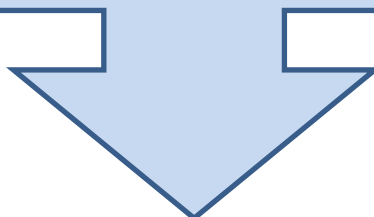
C&E: Use a varied and rich vocabulary. Overuse of 'golden' suggests a developing skill.

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

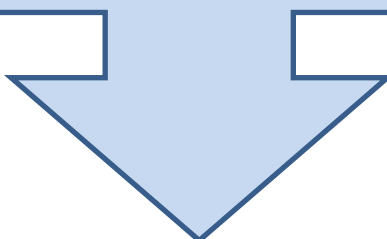
APPRENTICE WRITER

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- 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



Otters

Otters are found on every single continent in the world except for Australia and Antarctica. They are nocturnal mammals. (meaning they come out at night) In the day they can be found sleeping in the bottom of trees or floating on their backs on the surges of the water.

How do otters look like?

Otters have gunny brown fur and small eyes. Some otters can be big and some small. They have 4 long legs, hands like people, their end 2 feet and front 2 hand have claws. Otters have really soft tummys and really soft tails.

Where do they live?

Otters can be found all across the United States except for deserts and the Florida keys. They live in both freshwaters and slightly salty, brackish habitats. They enjoy the fresh water but they are also known to live in the salty water of the ocean as well.

What do otters eat?

Otters eat a wild variety of prey including marine invertebrates (this means that it does not have a back bone) such as echinoderms (sea stars and sea urchins), crustacean (eg. crabs), cephalopods (eg. squid). Some otters eat fish and some otters common items that they will eat include invertebrates, birds, and small sized animals. This includes frogs, crayfish and even crabs.

Do otters produce offspring?

Baby otters are born in dens. Small otters are called pups. It is hard to tell the mum and the pups apart ~~because~~ pups are long at birth. Pups are born tooth less ~~and~~ blind and immobile.

Did you know?

⑦ Otters can live on lands and waters. Most people find otters to be a friendly looking creature. ~~because~~ they look cute. Some otters are very social and they have great times, with each other ~~over~~.

~~when~~ they are playing.

Michelle – Y4, December 2015

Task: To write a non-chronological report

A non-chronological report written over a series of sessions.

Otters

Otters are found on every single continent in the world except for Australia and Antarctica. They are nocturnal mammals. (meaning they come out at night) **In the day** they can be found sleeping in bottom of trees or floating on their backs on the surface of the water.

C&E: Lapses of formality in word choice ('cute', 'mum') suggest that *maintaining viewpoint* is a developing skill alongside *an appropriate and precise range of vocabulary*.

VG&P: Use fronted adverbials followed by a comma. A developing skill.

How do otters look like?

Otters have funny brown fur and small eyes. Some otters can be big and some small. They have 4 long legs, hands like people, their hind 2 feet and front 2 feet have claws because they need to catch their food. Otters have really soft tummies and really soft tails.

Where do they live?

Otters can be found all across the United States except for deserts and the Florida keys. They live in both freshwaters and slightly salty, brackish habitats. They enjoy the fresh water but they are also known to live in the salty water of the ocean as well.

What do otters eat?

Otters eat a wide variety of prey including marine invertebrates (this means that it does not have a backbone) such as echinoderms (sea stars and sea urchins), crustacean (eg. crabs), cephalopods (eg. squid). Some otters eat fish and some otters common items that they will eat include invertebrates, birds, and small sized animals. This includes frogs, crayfish and even crabs.

Do otters produce offspring?

Baby otters are born in dens. Small otters are called pups. It is hard to tell the mum and the pups apart because pups are long at birth. Pups are born tooth less and blind and immobile.

TS&O: *Openings and closings are clearly signalled and well developed. The introduction and conclusion are not clearly signalled.*

Did you know?

Otters can live on lands and water. Most people find otters to be a friendly looking creature because they look cute. Some otters are very social and they have great times with each other when they are playing.

C&E: *Evaluate and edit.*

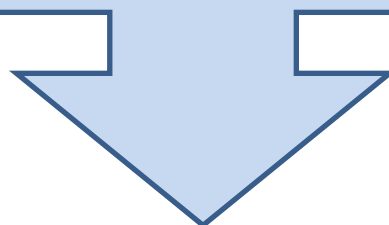
Demonstrating 'competent' at:	
Phase 1 statements:	• H: <i>Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined. Greater use of horizontal joins.</i> • C&E: <i>Writing is clear in purpose.</i> • C&E: <i>Use a varied and rich vocabulary – General vocabulary is developing ("immobile") alongside researched topic words ("cephalopods", "echinoderms").</i> • TS&O: <i>Organise paragraphs around a theme. Writing develops as a series of informative paragraphs organised around a theme.</i> • TS&O: <i>Non-narrative material uses simple organisational devices. Subheadings used effectively, most are grammatically correct.</i> • SS: <i>Extend the range of sentences with more than one clause by using a wider range of conjunctions.</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

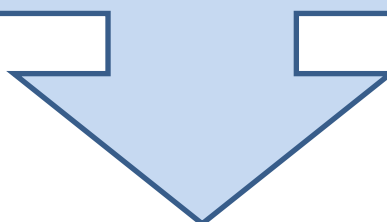
COMPETENT WRITER

- 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



Peter, a boy of only 9 years old, dropped his spade and sat down for a rest. His clothes were all drenched and ^{his} skin was sweaty, even the heat was pickling him. When Peter sat down ^{for} a rest ^{his} father shouted "I think I found something!" Peter gazed at him in amazement. Over the years there had been so many digs in the Valley of The Kings, but the young pharaoh, Tutankhamun's, tomb had never been found.

"Come and see" ^{cried} his father ^{cried} said ^{with} amazement.

Peter's dad said ¹⁶ the ~~excited~~ exciting news "I've found ~~the~~ steps" "I think there might be more steps" "Go and tell Mr. Carter."

☆ "But I'm scared of englishmen" but he still ran off.
"But I'm scared of Englishmen who are in charge of the excavation to find Tutankhamun's tomb, but he still ran off."

Grains of the golden sand flew up under ^{his} feet. The ~~scorching~~ scorching egyptian sun was so big that it was too hot. When Peter was pushing he could see patches of red and blue, he did not know why they were the patches ~~where~~ were there. The air was hot and muggy. The ~~desert~~ desert was smooth.

When I got drained out ^{Peter} ~~I~~ ^{he} stopped for a rest and on the horizon, Peter saw a vague outline of a camp. He knew he was ^{nearly} there.

MD

nearly

As he reached the camp, Peter stopped
uneasily and ~~started~~^{stared} at the man
walking towards him. Behind the man
was a giant, big tent with black and
white spots on. It looked really wiered.

The servant ~~said~~^{shouted} to Peter "Go away,
Howard Carter wants to see Tutankhamun's
tomb!" "He is too busy!"

After
Swab that

Howard Carter came out of the
giant big tent and said to Peter "Why
have you come here?"

Peter answered "I came here because
My father and his diggers found
Tutankhamun's tomb" Really.

"I haven't seen the tomb inside but
I saw the 16 ~~steps~~^{steps} ~~the~~^{the} ~~steps~~^{steps} were long
but thin," said Howard Carter.

"Do you and your father want to
join my team?" said Howard Carter.

"Well Yes why no," said Peter with
amazement.

"Let's go and see," said Howard Carter.

Thud! Peter stopped still and Howard Carter crashed straight into the back of him. Placing a hand over his mouth, Howard Carter stared in terror. Grave robbers!

MD

BN
cover

(I.P.) Include fronted adverbials and demarcate with commas.

Okay!

Task: To edit and improve my story.

MD

Thursday 17th March 2016

L.O: To proof read and amend my story with fronted adverbials followed by a comma.

SC: Can I explain what a fronted adverbial is?

Can I use a comma in the correct place to separate the fronted adverbial and main clause?

Can I edit my work appropriately to include a fronted adverbial?

~~They felt angry~~ Suddenly, ^{Peter's} Peter's cheeks could feel his cheeks going really red. He was angry. Howard Carter was also angry. ~~Silently~~ ^{Peter} said to Mr. Carter "Why are you quickly quietly silently cautiously they there?" "I think

HAM Exemplification – Year 4 Michelle

Michelle – Y4, March 2016

Task: To write a story

A story written over a series of sessions

Peter, a boy of only 9 years old, dropped his spade and sat down for a rest. His clothes were all drenched and ~~her~~ his skin was sweaty, even the heat was prickling him. ~~A~~ When Peter sat down ~~from~~ for a rest ~~my~~ his father shouted "I think I found something!" Peter gazed at him in amazement. Over the years there had been so many digs in the Valley of The Kings, but the young pharaoh, Tutankhamun's, tomb had never been found.

"Come and see" his father ~~said~~ cried with amazement.

Peter's dad said the ~~exeted~~ exciting news "I've found 16 steps!" "~~I think there might be more steps~~" "But I'm scared of Englishmen who are in charge of the exavation to find Tutankhamun's tomb." But he still ran off. "Go and tell Mr. Carter."

Grains of the golden sand flew up under ~~my~~ his feet. The scorching egyptian sun was so big that it was too hot. When Peter was running he could see patches of red and blue, he did not know why ~~they were~~ the patches ~~where were~~ there. The air was hot and muggy. The desert was smooth.

When ~~+~~ Peter got drained out ~~+~~ he stopped for a rest and on the horizon, Peter saw a vague outline of a camp. He knew he was neally there.

As he reached the camp, Peter stopped uneasily and ~~started~~ stared at the man walking towards him. Behind the man was a giant, big tent with black and white spots on. It looked really wiered.

The servant ~~said to Peter~~ shouted "Go away, Howard Carter wants to see Tutankhamus tomb!" "He is to busy!"

After that, Howard Carter came out of the giant big tent and said to Peter "Why have you come here?"

Peter answered "I came here because My father and his diggers found Tutankhamun's tomb" Really!

"I haven't seen the tomb inside but I saw the 16 ~~steps~~ steps. the steps were long but thin," said Peter.

"Do you and you're father want to join my team?" said Howard Carter.

"Well Yes why no," said Peter with amazement.

"Let's go and see," said Howard Carter.

Thud! Peter stopped still and Howard Carter crashed straight into the back of him. Placing a hand over his mouth, ~~R~~ Howard Carter stared in terror. Grave robbers!

~~They felt angry.~~ Suddenly, ~~Peter's cheeks~~ Peter could feel his cheeks going red. He was angry! Howard Carter was also angry. Silently, ~~†~~ Peter said to Mr. Carter "Why are they there?"

"I think they wan't to steal some things." wispered Peter with anger.

"We have to get them out" ~~said~~ sighed Howard Carter.

"But how"

"I have a plan." said Mr. Carter.

~~Caus~~ Cautiously, Howard Carter opened the jagged, creaky door to find out ~~what~~ who was inside. He opened the door and there was grave robbers still inside. ~~He~~ Howard Carter and Peter creaped inside and Carter saw some ~~hieroglyphics~~ hieroglyphics curses ~~wrote~~ written with hieroglyphics. Howard Carter said "Can you translate the curse."

Peter translated the curse, it said "Anyone who dares to enter the tomb, will be eaten by scarab beetles." Howard Carter thought that the curse might go

to him, but he was brave he went in and said to Peter "You know ~~when~~ on the curse it said scarab beetles, so with you're-fingers make noises like scarab beetles and blow out some candle and make houling goustliiy noises."

Peter ~~starts~~ started to do what Howard Carter said. The grave robbers ~~frozed~~ froze And let go of the treasure and ran out of the tomb and all that Peter and Howard Carter could hear were all the treasures falling onto the hard floor. ~~And~~ Even when they sprinnted pasted they couldent ~~she~~ see Peter and Howard Carter.

Howard Carter peeped into the tomb to see if some graverobbers were still inside. ~~No~~ But there ~~were~~ was no one there.

Inside the tomb were Rainbow coloured shards of lights projected from the various jewels. Wonderful hieroglyphics covered the room. The limestone rocks **felt like sand papper**. ~~Th~~ Peter and Howard Carter could smell sweet perfume flotting in the air. The room was ~~dark~~ dark and gloom but you ~~can~~ could hear sound of dripping wax.

"This artefact will one once be in a museum." said Howard Carter with ~~happy~~ happiness.

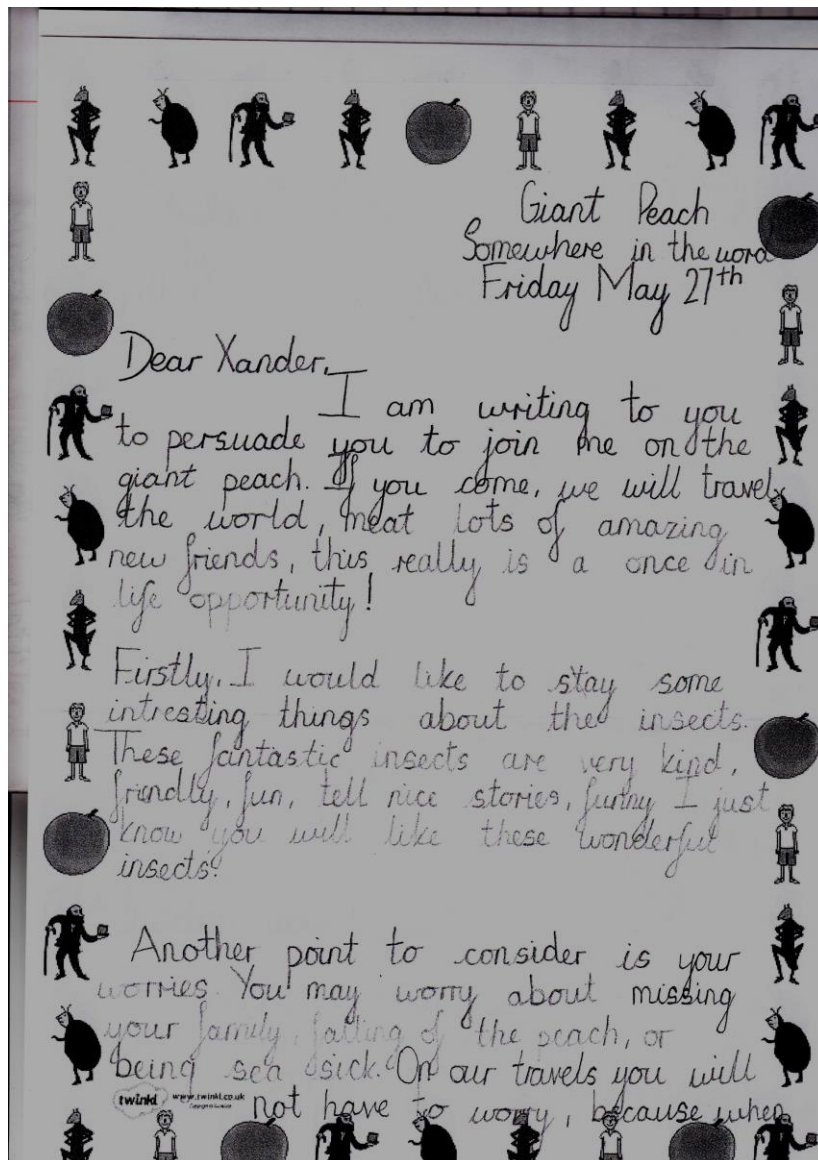
C&E: Use figurative language, such as similes.

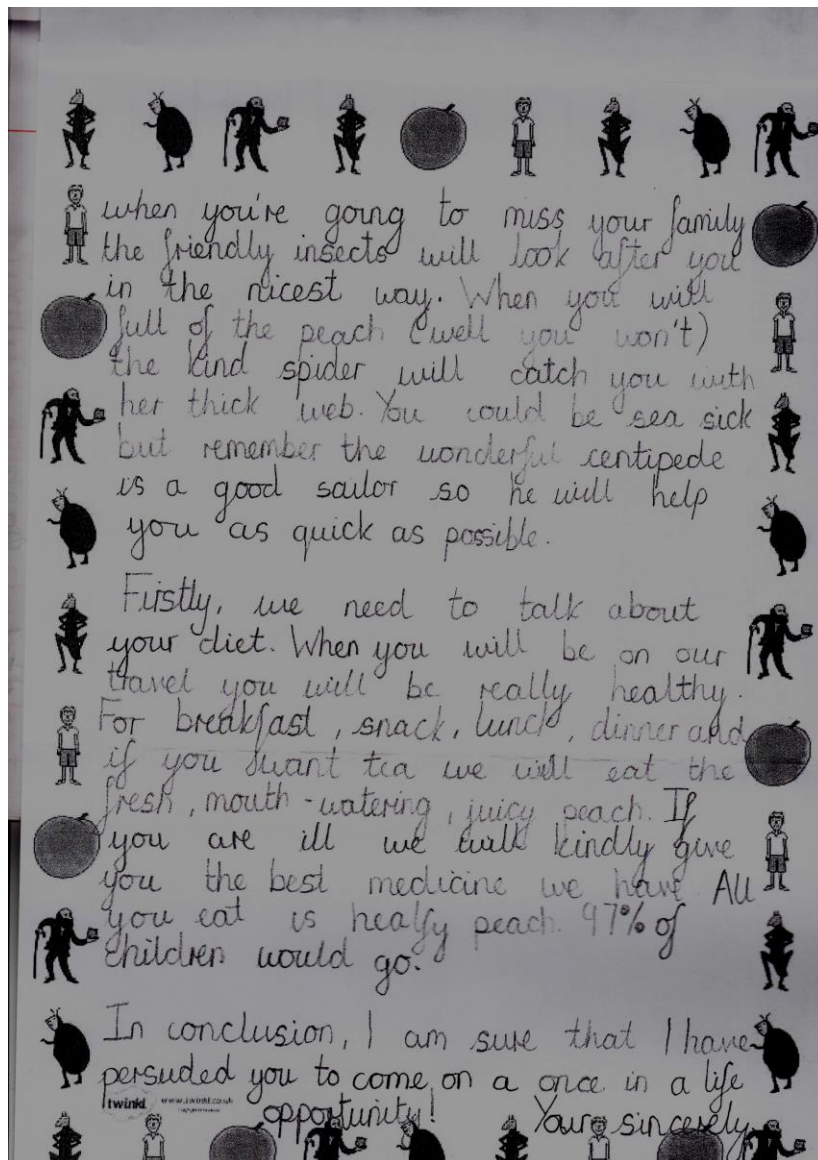
Demonstrating 'expert' at:	
Phase 1 statements:	C&E: In narratives, creates settings, characters and plot. - Setting and character developed through description. The inside of the tomb is particularly well described. Characters interact through dialogue e.g. Carter's servant initially turns Peter away before his master emerges and asks Peter why he has come to speak to him. Peter and Howard scare the grave robbers with a hoax that allows the plot to move forward well and refers effectively to the narrative's Egyptian setting. TS&O: Organise paragraphs around a theme. Paragraphing is generally secure with only occasional errors. SS: Use an increasing range of sentence length and structure. A range

	of sentence types and lengths are used with greater confidence. • VG&P: <i>Proof-read for spelling and punctuation errors.</i> Improved use of proof-reading and editing is in evidence. • VG&P: <i>Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases.</i> • VG&P: <i>Propose changes to grammar and vocabulary to improve consistency.</i>
Demonstrating ‘competent’ at:	
Phase 2 statements:	• VG&P: <i>Use fronted adverbials followed by a comma.</i> Variation of opening adverbials indicates a competent skill. • VG&P: <i>Use the present perfect form of verbs in contrast to the past.</i> Evidence of correct use of present perfect form: “I’ve found 16 steps!”

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





Michelle – Y4, May 2016

Task: To write a persuasive letter

Giant Peach

Somewhere in the word

Friday May 27th 2016

Dear Xander,

I am writing to you to persuade you to join me on the giant peach. If you come, we will travel the world, meet lots of amazing new friends, this really is a once in life opportunity!

Firstly, I would like to stay some interesting things about the insects. These fantastic insects are very kind, friendly, fun, ~~the~~ tell nice stories, funny I just know you will like these wonderful insects.

Another point to consider is your worries. You may worry about missing your family, falling off the peach, or being sea sick. On our travels you will not have to worry, because when you're going to miss your family the friendly insects will look after you in the nicest way. When you will full of the peach (well you won't) the spider will catch you with her thick web. You could be sea sick but remember the wonderful centipede is a good sailor so he will help you as quick as possible.

Firstly, we need to talk about your diet. When you will be on our travel you will be really healthy. For breakfast, snack, lunch, dinner and if you want tea we will eat the fresh mouth-watering, juicy peach. If you are ill we will kindly give you the best medicine we have. All you eat is healthy peach. 97% of children would go.

In conclusion, I am sure that I have
persuaded you to come on a once in a life
opportunity!

Yours sincerely,

James

Demonstrating 'expert' at:	
Phase 1 statements:	• T: Use further prefixes and suffixes and understand how to add them. • H: Is able to maintain fluency of writing and has sufficient stamina for typical written tasks. • SS: Extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although. A more developed sense of multi-clause sentence structure is evident: <i>If you are ill we will kindly give you the best medicine we have.</i>
Phase 2 statements:	• H: Increase the legibility, consistency and quality of their handwriting. • TS&O: Openings and closings are clearly signalled and well developed. The opening and closing are signalled and linked through language choice. • TSO: Produce internally coherent paragraphs in logical sequence. Paragraphs use a topic sentence with subsequent expansion. • C&E: Viewpoint is consistently maintained. A friendly, persuasive tone is maintained.

A long time ago, there lived a powerful business man named ~~Numitor~~ ^{Numitor}. His company ruled the city. His ~~wonderful~~ ^{kind} brother Amulius coveted his position and sought to steal it from him. Amulius imprisoned Numitor, had his favourite daughter murdered (killed) and her two special boy sons thrown down the brown, high bridge.

The ~~two~~ baby sons were washed ashore under the bridge and saved by a pack of kind wild dogs. The helpful dogs raised them and cared for them.

One day a lonely fisherman found the 2 children and took them to a nice home. He had always wanted 2 children so he would not be lonely and have fun. When it was time for dinner he named them Romulus and Remus and decided to teach them how to be strong, kind, caring men. (In Roman times, this meant teaching them to be strong, brave and handsome.)

Soon after, Romulus and Remus learned their ~~past~~ ^{past}. They decided to free their wonderful grandfather and give him back the company. Driving out their uncle, the family reclaimed their position.

But the brothers disagreed on who their company should be named after and fought bitterly.

Romulus named his company Rome Corp and went on to be a multimillionaire. He lived in a hole in the dirty ground! Nevertheless, Romulus was loved by the city. He organised the government and they went on to name the city after him.

Michelle – Y4, June 2016

Task: To retell 'Romulus and Remus'

A retelling written in one session

A long time ago, there lived a powerful business man named Numitor. His company ruled the city. His wonderful Evil brother Amulius coveted his position and sought to steal it from him. Amulius imprisoned Numitor, had his favourite daughter murdered (killed) and her two special baby sons thrown down the long night bridge.

The cute baby sons were washed ashore under the bridge and saved by a pack of kind wild dogs. The helpful dogs raised them and cared for them.

One day a lovely fisherman found the 2 children and took them to a nice home. He had always wanted 2 children so he would not be lonely and have fun. When it was time for dinner he named them Romulus and Remus and decided to teach them how to be strong, kind, caring men. (In Roman times, this meant teaching them to be strong, brave and handsome.)

Soon after, Romulus and Remus learned their pasts. They decided to free their wonderful grandfather and give him back the company. Driving out their uncle, the family reclaimed their position.

But the brothers disagreed on who their company should be named after and fought bitterly. Romulus named the company Rome Corp and went on to be a multimillionaire. He lived in a hole in the dirty ground! Nevertheless, Romulus was loved by the city. He organised the government and they went on to name the city after him.

Demonstrating 'expert' at:	
Phase 1 statements:	• TS&O: Choose nouns or pronouns appropriately for clarity and to avoid repetition. Chain of reference is clear and aids cohesion: "baby sons", "them", "Romulus and Remus", "they", "the brothers".
Demonstrating 'expert' at:	
Phase 2 statements:	• H: Increase the legibility, consistency and quality of their handwriting. • C&E: Description or detail in both narrative and non-narrative is expanded through an appropriate and precise range of vocabulary. Appropriate language for a myth or legend is included with only some lapses – "there lived", "imprisoned", "sought to steal it". • C&E: Viewpoint is consistently maintained – Viewpoint is maintained. Choice of language and structures are generally appropriate to the genre: "Nevertheless, Romulus was loved by the city." • VG&P: Standard English forms for verb inflections instead of local spoken forms. • VG&P: Use fronted adverbials followed by a comma. Confident use of this form, almost always correctly.