

SERVICES FOR SCHOOLS

Hampshire Assessment Model - Exemplification

Year 5- Andrew

Contents

How to use the HAM exemplification materials

Layers of proficiency

Exemplification summary

HAM Year 5 overview

Exemplification of:

- Milestone 1 – Phase 1
- Milestone 2 – Phase 1 and Phase 2
- Milestone 3 – Phase 1, Phase 2 and Phase 3

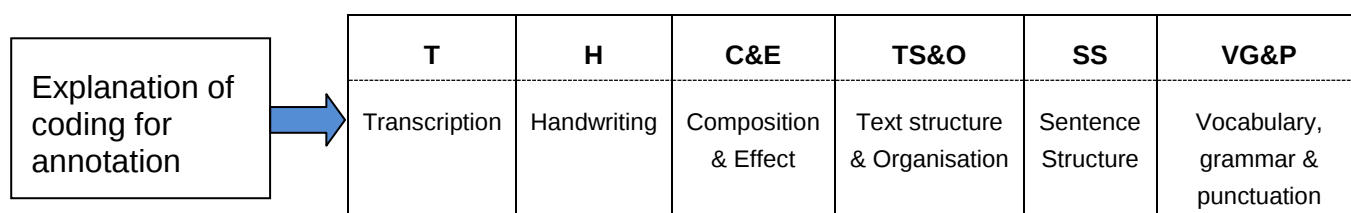
End of Year

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 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 ~~wet~~ what **big iys** you hav. All the beter to see you ~~w w~~ with said the woolf. gGranmar ~~wet~~ what **big tteeth** you hav. aAll the ~~beter~~ beter to eet you with. help! help! then she bump t inoteine a wood cuter. ‡There is a woolf in my **granmars houuse**. ‡Then the wood cuter chopt his hed of.

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 5 – Andrew

This collection demonstrates evidence that the pupil is able to produce writing that meets all the statements for 'working at the expected standard' across a range of tasks.

The collection includes a range of writing: narratives, explanations, reports and description – using a wide range of stimuli, including film. Most pieces have been discussed, planned and drafted over several sessions. A variety of planning approaches have been demonstrated; these have become less scaffolded throughout the year. There is a range of editing skills, including those which support improvements in vocabulary, spelling and grammar – these develop during the collection. Writing is independent, although there is evidence of support through shared writing and some significant annotations to develop skills. Specific spelling rules have been taught, however these skills remain in need of improvement and are not always applied in independent writing.

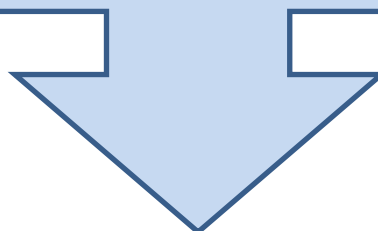
Year 5	WRITING					
	Transcription	Handwriting	Composition Composition and Effect	Composition Text Structure and Organisation	Composition Sentence Structure	Vocabulary, grammar and punctuation
Phase 1	- Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1 - Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary - Use a thesaurus	Write legibly, fluently and with increasing speed by choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters	- Note and develop initial ideas, drawing on reading and research where necessary - Identify audience for, and purpose of, the writing - Select the appropriate form and use other similar writing as models for their own - Select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning - Evaluate and edit by assessing the effectiveness of their own and others' writing - Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning - Use expanded noun phrases to convey complicated information concisely	- Use further organisational and presentational devices to structure text and to guide the reader e.g. headings, bullet points, underlining - Produce internally coherent paragraphs in logical sequence e.g. posing rhetorical questions which are answered in the main paragraph with main ideas elaborated by subsequent sentences	- Make deliberate choices of sentence length and structure for impact on the reader - Fronted prepositional phrases for greater effect Throughout the stormy winter ... Far beneath the frozen soil ...	- Proof-read for spelling and punctuation errors - Use relative clauses beginning with who, which, where, when, whose, that - Use commas to clarify meaning or avoid ambiguity in writing - Convert nouns or adjectives into verbs using '-ate', '-ise' or '-ify' - Ensure correct subject and verb agreement when using singular and plural - Use brackets, dashes or commas to indicate parenthesis
Phase 2	- Use further prefixes and suffixes and understand the guidance for adding them e.g. -dis-, 'de-', 'mis-', 'over-' and 're-' - Spell some words with 'silent' letters	Write legibly, fluently and with increasing speed choosing the writing implement that is best suited for a task	- In narratives, describe settings, characters and atmosphere - Choose the appropriate register for the audience and purpose (formal or informal) - Viewpoint is established and generally maintained - Use figurative language such as similes, alliteration, metaphors and personification in poetry	- Linking ideas across paragraphs using adverbials of time (later), place (nearby) number (secondly) - Linking ideas across paragraphs through tense choice (he had seen her before)	- Choose the appropriate register for the language of speech within writing e.g. colloquial language within dialogue, quotes in reports - Use a wide range of clause structures, sometimes varying their position within the sentence	- Use the perfect form of verbs to mark relationships of time and cause - Use modal verbs or adverbs to indicate degrees of possibility - Ensure the consistent and correct use of tense throughout a piece of writing - Use a colon to introduce a list
Phase 3	Continue to distinguish between homophones and other words which are often confused		- Editing sentences by either expanding or reducing for meaning and effect - Content is balanced e.g. between action/ description/ dialogue, fact and comment	Use a wide range of devices to build cohesion within paragraphs		- Use semi colons, colons or dashes to mark boundaries between independent clauses - Use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading: modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity

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



Date: Thursday 1st October 2015

WALT: write an engaging introduction to a report.

WILF: I can use compound sentences to describe who, what, where, when, why.

WILF: I can write an introduction with a definition of a creature, using a range of sentence types.

WILF: I can write an introduction with a definition of the creature, factually descriptive language and a rhetorical question.

Challenge: I can include brackets to add extra information within my introduction.

Where I think I am at the beginning of the lesson

Where I think I am at the end of the lesson

Have you ever wanted to know what a cyclops is? A cyclops is a race of giants that ^{are} vulnerable creatures that ^{are} very predatory and live in dark, cold, damp places also they can be so loud were no humans lived. They are vulnerable because the population is very low the beasts are rarely spotted. The cyclops is still alive today. This report will contain no other information about where they live, what do they look like and what they eat. Also how big they can grow. Cyclopes are Royal and strong, they can also get very angry so if you come face to face with the beast run. If you want more information about Cyclope's read on.



Can you re-structure the highlighted sentence so that it isn't so long?

A cyclops is a race of giants that are vulnerable creatures. ✓

Date: Monday 5th October 2015

WALT: write a relevant topic paragraph

WILF: I can use a bank of sentences to create a topic paragraph.

WILF: I can use conjunctions within my sentences to create a topic paragraph.

WILF: I can use a wide range of sentence types to create a topic paragraph.

Challenge: I can use a wide range of higher order punctuation within my topic paragraph.

Where I think I am at the beginning of the lesson

Where I think I am at the end of the lesson

Cyclops have a hideous appearance and lots of body parts that make them easy to recognise. The cyclops are a race of colossal giants. Another recognisable feature is that they have one big non blinking eye in the middle of his rough forehead. The cyclops has teeth as sharp as a sword and they are as big as a middle sized table. It also has three big charging horns. They use the big stony horns to charge and break walls with.

This is a good sentence to end your paragraph.

This needs to come before your final sentence above.

Due to the cyclops appearance they normally look savage and vicious. Also the cyclops will always petrify any human in its path. As well the cyclops has a hand that only has 5 fingers. They's 5 fingers are made so grabbing and throwing humans/ships.

* Snightsul

Cyclops are normally located in outlying creek islands. Furthermore, cyclops cave entrances are tangled in vines and trees. Amazingly the inside of the cave is warm and smelly because the cyclops dead animals are skinned every week. The back of the cyclops is dark and gloomy. There are no light at the back. Interestingly the cyclops kitchen is warm and dirty like a swamp.

Cyclops are carnivores and eat a very varied diet. It is known that the cyclops meat of choice is human flesh, which they prefer fresh and warm. Although their preferred meat is human flesh, they also enjoy to eat farmyard animals. Disgustingly, the cyclops salt water drink is the of new born babies blood. ✓

Cyclops only have a few hobbies. They like most of their time up. One of the cyclops hobbies are making thunder bolts and tridents for Zeus and Persident that means there black smiths. Also cyclops like to torment the sailors by making the waves getting bigger and stronger. As well they like to chase humans. ✓

Task: To inform and to engage the reader

A report written over a series of lessons

H – Handwriting is legible and the choice has been made not to join specific letters

T – Use knowledge of morphology and etymology in spelling...

Have you ever wanted to know what a Cyclops is? A Cyclops is a race of giants that **were vulnerable creatures** that ~~were very~~ predatory and live in **dark, cold damp place's**, also they can be found where no humans lived. **They are vulnerable because the population** is very low the beasts are rarely spotted the Cyclops is still alive today this report will contain information about: where they live, what do they look like and what they eat. Also how big they can grow. **cyclops's** **are royal and strong, they can also get very angry so if you come face to face with the beast run.** If you want more information about cyclops's read on.

Cyclops have a hideous appearance and lots of body parts that make them easy to recognise. The cyclops are a race **of colossal giant's**. Another recognisable feature is that they have **one big non blinking eye in the middle of his rough forehead.** The cyclops has **teeth as sharp as a sword** and they are as big as a middle sized table.

It also has **three big charging horns** to **barge** and break walls with.

Due to the Cyclops appearance they normally look **savage** and **vicious** also the Cyclops will always **petrify** any human in its path.

Cyclops are normally located in outlying Greek islands. Furthermore,

Cyclops cave entrances are tangled in vines and trees. **Amazingly the inside of the cave** is warm and smelly because the Cyclops dead animals are spread everywhere. **The back of the Cyclops** is dark and

C&E - expanded noun phrases convey complicated information concisely

V,G&P - some evidence of correct subject and verb agreement although this is inconsistent

C&E – Select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning.

TS&O – produce internally coherent paragraphs in logical sequence

SS – fronted prepositional phrases for greater effect

glomy there and no light at the back. Interestingly the cyclop's kitchen is warm and dirty like a swamp.

SS – make deliberate choices of sentence length and structure for impact on the reader.

Cyclops are carnivores and eat a very varied diet. It is known that the Cyclops meat of choice is human flesh, wich they prefer fresh and warm. Although their preferred meat is human flesh, they also enjoy to eat farmyard animals. Disgustingly, the Cyclops favourite drink is the of new born babies blood.

VG&P – use commas to clarify meaning or avoid ambiguity in writing.

Cyclops only have a few hobbies but they tacke most of there time up. One of cyclop's hobies are macking thunder bolts and tridants for Zeaus and Persident that means there blacksmiths. Also Cyclops like to torment the soldiers by macking the waves getting bigger and stronger as well they like to chase humans.

Now you have read this information from the field guide, you will be more aware of the blood curling appearance and were their terious habitat is. As well, you know there preferred diet and what they like to do in their spare time.

Date: Friday 9th October 2015

WALT: write an introduction for a report.

WILF: I can use compound sentences to describe what my report is about.

WILF: I can write an introduction with a definition of a creature, using a range of sentence types.

WILF: I can use factually descriptive language and include words for generalisation.

Challenge: I can finish my introduction with a lead-in sentence to make the reader want to carry on reading.

Where I think I am at the beginning of the lesson

Where I think I am at the end of the lesson

A good introduction needs:	Have I done it?
To introduce the topic of the report.	✓
To give some general, non-specific information about the topic.	✓
To encourage the reader to read on.	✓
A rhetorical question.	✓

Medusa

Have you ever seen the evil gorgon medusa? medusa is a gorgon who is so frightful to human kind. Medusa once was a little girl and she was turned into a ghastly unsightly mythological creature. Read on more to find out about her, gruesome diet, frightful appearance and her unlikely habitat!

Have you ever seen the hideous, gorgon medusa? Medusa is a horrifying mythologic creature. medusa once was a little girl who was cursed and turned to a hideous creature by Athena the god of wisdom. Read on to find out more about her unsightly appearance and her gruesome diet and her unlikely habitat.

Date: Tuesday 13th & Wednesday 14th October 2015

WALT: write to inform the reader.

WILF: I include topic sentences, compound sentences and at least one sentence with an 'I' opener.

WILF: I can use topic sentences to begin each paragraph and can start my sentences in a variety of different ways.

WILF: I can use HOP in my writing including brackets and dashes. I can start each paragraph in a different way.

Challenge: I can link my paragraphs using logical connectives.

Where I think I am at the beginning of the lesson

Where I think I am at the end of the lesson

Medusa has an unusual appearance to every human living. Medusa was once a beautiful little girl but then she was turned into a hideous creature (by Athena, the goddess of wisdom). In addition to her transformation she had green poisonous snakes for hair and glimmering eyes that were black. Also Medusa had daggering nails for ripping the human flesh of the body.

Now that you have read her appearance you might want to know about her. Strange unlikely, habits. Medusa lives in a deep dark cave that is in a big wet dirty forest. Medusa lives in a dark cave because she does not like the city eye and the bright sun.

In addition to Medusa's hideous appearance and unusual habitat she has a disgusting diet. Medusa has a very bad diet of food but her preferred is blood red apples. Also, she likes shiny dead frogs.

Task: To inform and to engage the reader

A report written over a series of lessons

H – Handwriting is legible and the choice has been made not to join specific letters

Have you ever seen the hideous, gorgon Medusa? Medusa is a horrifying mythological creature. Medusa once was a little girl who was cursed and turned to a hideous creature by Athena, the god of wisdom. Read on to find out more about her unsightly appearance and her gruesome diet, also her unlikely habitat.

V,G&P – use relative clauses beginning with... 'who'

Medusa has an unusall appearance to evry human living.

Medusa was once a beautiful little girl but then she was turned into a hideous creature (by Athena the goddess of

Wisdom). In addition to her transformation she had green hiddious snakes for hair and glimmering eyes that were black.

V, G&P – use brackets, dashes, or commas to indicate parenthesis

Also Medusa had daggering nails for ripping the human flesh of the body.

C&E – 'select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning

Now that you have read her appearance you might want to know about her strange unlikely habitat. Medusa lives in a

deep, dark cave that is in a big wet dirty forest in Greece.

Medusa lives in a dark cave because she does not like to be in the public eye and the bright sun.

T,S&O – Produce internally coherent paragraphs in logical sequence. Both rhetorical questions and simple sentences have been used to open paragraphs.

In addition to Medusa's hideous appearance and unusual habitat she has a disgusting diet. Medusa has a variety of food but her preferred is blood red apples. Also, she likes slimy, dead frog's and clear, sparkling water.

C&E – use expanded noun phrases to convey complicated information concisely.

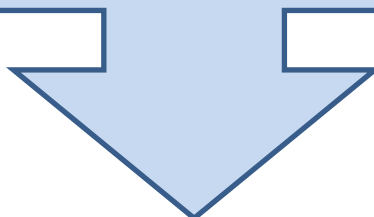
Having read this report you will know more about the myologic creature Medusa. Hopefully you will know about her spooky habitat, unsightly appearance and her gruesome diet. If you ever are wondering through the dark dirty forest and come across a black, wet, cave drop all your things and start running far far away back to the public eye!

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

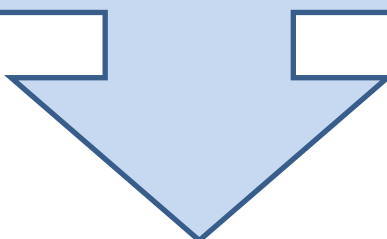
APPRENTICE WRITER

- 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



Date: Tuesday 12th January 2016

WALT: write the opening of a warning story (innovate)

WILF: I can include speech to start my story.



WILF: I can use first person narrative to start my story.



WILF: I can use a rhetorical question to start my story.



Challenge: I can use a variety of sentence types in my opener.

Where I think I am at the beginning of the lesson

Where I think I am at the end of the lesson

"Now Daniel, don't go playing by the colossal oak tree" my mum had informed me, often enough. "It's dangerous and you could fall from the top and die." Did I listen to a woman who hates football? Of course I didn't. Most days, after football that was precisely where I went. Past really, but mum achingly thought I was playing on the pitch with Monty. My mum worries too much. I've still not forgotten how she used to tell me not to play by the pond because I might fall in and drown. Of course, I was ^{only} six then.



Can you complete the complex sentence below?

Most days, as soon as football ended _____, that was exactly where I went.

Date: Wednesday 13th January 2016

WALT: describe a dangerous setting within a warning story (innovate)

WILF: I can use adverbs to start sentences.

WILF: I can use conjunctions to start a sentence.

WILF: I can use a subordinate clause to start a sentence.

Challenge: I can use brackets or dashes instead of commas to mark my subordinate clauses.



Where I think I am at the beginning of the lesson

Where I think I am at the end of the lesson

The tree that she was talking about stood at the end of White Close. Brown and black bark flattered from its colossal trunk. ~~And~~ the leaves rustled in the wind. It was there that ~~it~~ caught my eye - an old broken down caravan. It had been deserted for years. If you go past, you will see a small patch of overgrown grass. It was dark and the windows were covered in dirt. Avoiding the wind, I stepped in the caravan. I looked around and saw bats on the roof and cobwebs every where. But it was our special place. Most days after football we went straight there first to talk about our secrets and play noughts and crosses.

Date: Thursday 14th January 2016

WALT: describe a dangerous setting using suspense story (innovate)

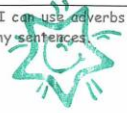
WILF: I can use adjectives within my sentences



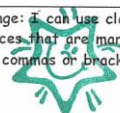
WILF: I can use conjunctions within my sentences



WILF: I can use adverbs within my sentences



Challenge: I can use clauses in my sentences that are marked by either commas or brackets.



Where I think I am at the beginning of the lesson

Where I think I am at the end of the lesson

repetition

That shadowy evening a giant storm engulfed the caravan like a tsunami surrounding a city. The trees and grass were ~~humbles~~ thrashing wildly, cutting through the ~~caravan~~ the torrefactual rain washed down on the metal roof like a bomb fall on a house. Thankfully inside the caravan it was warm and cosy. (The old ancient caravan). we both shoved news paper into any cracks to shield us from the raging wind. Lucky Monty found a candle ~~so~~ he put it. It's flame flicked with a cheerful smile making us feel even more calm, however it wasn't stopping us from hearing the howling wind. One side dusk was shadowing the bushes, soon the street lights would come on and cast beams of orange juice down onto the hard path.

Some lovely description !! ;)

Date: Friday 15th January 2016

WALT: include a disaster paragraph in a warning story (innovate)

WILF: I can use adjectives within my sentences.



WILF: I can use conjunctions within my sentences.

WILF: I can use adverbs within my sentences.



Challenge: I can use clauses in my sentences that are either marked with commas or brackets

dash



Where I think I am at the beginning of the lesson

Where I think I am at the end of the lesson

We were arguing about whether the worst Chelsea ^{goal} was the worst in the whole ~~entire~~ world. When we heard it - a clap of thunder so close it sounded like an explosion. Nervously, we looked out of the dirty window. Our intense breaths caused the window to fog up. At that moment a looming bolt of lightning struck the tree. The air prickled with electricity and the tree shook. As in slow motion the tree fell forwards the caravan roof. // lovely description

* (which it probably was.)



You don't need to use both exclamation marks and ellipsis in the same place. Choose one.

Ellipsis. ✓

Date: Monday 18th January 2016

WALT: write an escape paragraph for a warning story (innovate)

WILF: I can use adjectives within my sentences



WILF: I can use conjunctions within my sentences



WILF: I can use adverbs within my sentences



Challenge: I can use clauses in my sentences that are either marked with commas or brackets



Where I think I am at the beginning of the lesson

Where I think I am at the end of the lesson

Instinctively, we threw our selves
on the ~~floor~~ ^{flood}. There was an deadly sed
BOOM and the caravan roof engulfed
us (making us feel ~~costraso~~ ^{big})
the air warmed, and ambers
floated in the air. At that split
second, I thought I was going to
be crushed to death. In the flicking
light I could just make out Monty
colourless face. His eyes were
wide with fright and he
gulped like a fish. "Come on!"
hissed Daniel. We crawled across
the stone like commandos, with
the ancient trees ~~balancing~~
~~dangreously~~ on the caravan.



Can you include a preposition in
the highlighted sentence - telling
the reader where the trees were
balancing? Ah

Date: Tuesday 19th January 2016

WALT: include a successful escape paragraph in a warning story (innovate)

WILF: I can use adjectives within my sentences.



WILF: I can use conjunctions within my sentences.



WILF: I can use adverbs within my sentences.

Challenge: I can use clauses in my sentences that are either marked with commas or brackets



Where I think I am at the beginning of the lesson

Where I think I am at the end of the lesson

TO ^{our} are alive, the door had swung open when the ~~tree~~ had collided with the caravan. ~~We~~ slipped out onto the muddy hard ground, and lay there with the rain ~~beating~~ down on us. Inside I was relieved that I was safe. ~~I felt guilty and ashamed~~ ~~I felt stupid about not listening to my mum.~~ Then we dashed through the brambles (getting covered in bruises and scrapes) onto white clover. ✓



Check the highlighted sentence for sense and re-write below.

But ~~on~~ the ~~out~~ side I felt guilty and ashamed - as well as, ~~feeling~~ stupid about not listening to my mum.

* suddenly

* luckily

* coloured ground

Date: Wednesday 20th January 2016

WALT: write an ending to a warning story (innovate)

WILF: I can use
adjectives within my
sentences.



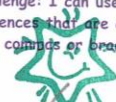
WILF: I can use conjunctions
within my sentences.



WILF: I can use adverbs
within my sentences.



Challenge: I can use clauses in my
sentences that are either marked
with commas or brackets



Where I think I am at the beginning of the lesson

Where I think I am at the end of the lesson

*Of course, mum was outraged. I'm
not made of money. *She said glaring
at the stains of my *torn school
clothes - eyeing me up and down.
"So you feel out of a *tree and
into a big mud patch?" she said
questioning my unconvincing lie.
I nodded avoiding her stare.
"You could have been killed" she
said. Shame-faced I nodded.
She was right. She was right
from the start.



Insert an adverb in the sentence
below...

I nodded _____ avoiding her
stare.

*screamed

*Daniel and Monty

*Obviously

*unfortunately

*Colossal

*dirty

To engage and to entertain

Task: A narrative for a warning story, written over several lessons.

H- Write legibly, fluently and with increasing speed...

"Now Daniel, don't go playing by the colossal oak tree," my mum had informed me often enough.

"It's dangerous and you **could** fall from the top and die." Did I listen to a women who hated fun? Of course I didn't. Most days, after football that was precisely where I went. Daft really, but mum achely thought I was playing on the PS4 with Monty. My mum worries too much. I've still not forgotten how she used to tell me not to play by the pond because I **might** fall in and drown. Of course, I was only six then.

V,G&P- use modal verbs or adverbs to indicate degrees of possibility

The tree that she was talking about stood at the end of White Close. Brown and black bark fluttered from the colossal trunk (wile the leavse rustled in the wind). **It was there that it caut my eye – an old broken down caravan. It had been deserted for years. If you go past, you will see a small patch of over grown grass. It was dark and the windows were covered in dirt. Avoiding the wind, I stepped in the caravan.** I looked around and saw bats on the roof and cobwebs evrywere. But it was our special place. **Most days**, after football we went straight their. Just to talk about are secrets and play nots and crosses.

SS- Use a wide range of clause structures, sometimes varying their position within the sentence.

That shadowy evening a giant storm engulfed the caravan like a tsunami surrounding city. The trees and grass were zombies

thrashing wildly (wile cutting through the caravan). The torrential rain lashed down on the **metal roof like bombs falling** on a house. Thankfully inside the caravan it was warm and cosy. We both shoved newspaper into any craks to shield us from the raging wind that was **howling like wolves**. Lucky Monty found a candel. He lit it. Its flame flicked with a cherrful smile making us feel even more **calm**, however it wasn't stoping us from hearing the howling wind. Outside dusk was shadowing the bushes, soon the street lights would come on and **cast beams of orange juce** down onto the hard path.

C&E- Use figurative language...

We were arguning about wether the last Chelse goal was the worst in the whole entire world (wich it **probably** was) when we heard it – a clap of thunder so close it sounded like an explosion... Nervously, we looked out of the dirty windows. Our intense breath cuurfed the window to fog up. At that moment a zooming bolt of **lightning** struck the tree. The air prickled with electricity and the tree shook. As in slow motion the tree fell towards the caravan roof...

Instinctively, we threw ourselves on the flore. There was a deadly BOOM and the caravan roof engulfed us (making us feel costrafofic) the air warmthd and ambers floated in the air. At that split second, I thought I was going to be crushed to death. In the flickering light I could just make out Monty's colourless face. His eyes were wide with fright and he gulped like a fish. "Come on," hissed Daniel. We crawled across the flore like commandos, with the **ancient** trees balancing dangerously on the caravan.

T- the spelling of some words needs to be learnt specifically - English appendix 1 – spelling list

To our relive, the door had flung open when the colossal tree had collided with the caravan. Luckily we slipped out onto the muddy hard ground, and lay there with the rain beating down on us. Inside I was relieved that I was safe. But on the outside I felt guilty and ashamed - as well as feeling stupid about not listening to my mum. Suddenly we dashed through the brambles (getting covered in bruises and scrapes) onto White Close.

V,G&P- attempts at using the past perfect to mark relationships of time and cause: although these are not entirely accurate.

Of course, mum was outraged. "I'm not made of money" she said screamed, glaring at the state of my torn school clothes – eyeing me up and down." So you fell out of a tree and into a big mud patch?" she said questioning my unconvincing lie. I nodded avoiding her icy stare. "You could have been killed." she said. Shamefaced, I nodded. She was right. She was right from the start.

SS- Choose the appropriate register for the language of speech within writing.

Demonstrating 'competent' at:	
Phase 1 competent	• V,G&P- Use brackets, dashes or commas to indicate parenthesis • V,G&P – correct subject and verb agreement is for both singular and plural. • SS- fronted prepositional phrases for greater effect. • V,G&P- use commas to clarify meaning or avoid ambiguity in writing.

Thursday 11th February 2016 Andy

WALT: Write an explanation text independently.

What the Chief Alchemist does

The chief alchemist is a strange wizard who lives on alchemy island in Dragon Vale towers. People said there were sightings of strange experiments going on nearby. But no one has ever seen him do the strange experiments. The wizard's servant wrote what does he actually do.

He's a special kind of wizard and his main focus is creating golden nuggets. He takes ordinary things (dirt, leaves and grass) and turns them into the extraordinary.

He often takes ordinary objects and gives them magical powers. An example of this is the philosopher's stone. He makes this by heating wax and powder. ~~and that is how~~ he makes a philosopher's stone. His experiments led to other wizards trying to create their own magical objects (that are like the philosopher's stone).

These magical objects like the philosopher's stone, that he creates are

funded by the gold that he makes from the golden fountain he owns. Consonsequently, he has to sell his precious gold nuggets for the money so he can carry on with his work.

So that is what the chief alchemist does. Many people are still inspired by his work and attempt to achieve similar experiments.

1x dragon vine towers

2x 10m

2x rpgs to achieve Andy

A brilliant explanation Andy!

 Your paragraphs link together nicely.

 You have used causal connectives within your explanation.

To explain and to engage.

To write an explanation of what an alchemist does.

H – write legibly, fluently and with increasing speed

The chief alchemist is a strang wizard ~~whow~~ who lives on alchemy island in Dragonvine towers. **People said there were sightings of** strange experements going on nearby. But no one has evers seen him do the strang experements. The local reserdants wonder what does he acherly do.

C&E – viewpoint is established and is generally maintained

Hes a special kind of wizard and **his main focus is** creating golden nuggets. He takes ordanry things (**dirt, leaves and grave**) and turns them into the exordonry.

TS&O Linking ideas across paragraphs through tense choice

He often takes ordanry objects and gives them magical powers. A example of this is the philosophers stone. He **makes this** by heating wax and powder. ~~And that is how he makes a philosopher's stone.~~ His experemants led to other wizards trying to create their own magical objects (that are like the philosopher's stone).

These magical objects like the philosopher stone, that **he creates**, are funded by the gold that **he makes** from the golden fountain that he owns. Consonquently; he has to sell his pecious gold nuggets for the mony so he can carry on with his work.

V,G&P - Consistent and correct use of tense throughout the piece of writing - *all present tense to support the explanation*

So that is what the chief alchemist tries to achieve. Many people are still inspired by his work and attempt to achieve similar great experiments.

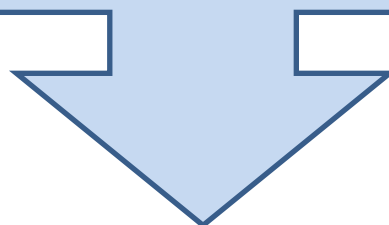
Demonstrating 'competent' at:	
Phase 1 Competent	• TS&O - Produce Internally coherent paragraphs in a logical sequence. Ideas are elaborated by subsequent sentences • V, G&P - use relative clauses beginning with... • V, G&P – use brackets, dashes or commas to indicate parenthesis. types of parenthesis.

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

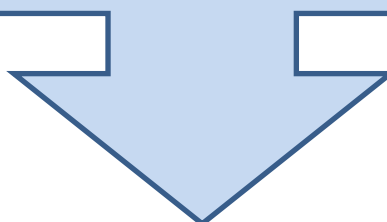
COMPETENT WRITER

- 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



1. Thursday 10th March 2016

WALT: write our own adventure story independently.

"What is this?" E then asked to Alex whilst looking cautiously at the circular strange object which reflected the suns rays of light in front of them. The ~~temperature~~ ^{temperature} was getting hotter by the second due to the sun expanding its heat. (It was so hot that Alex almost fainted.) They were at work studying the Alien object. It was only when Ethan checked his note book that he saw what it was a bomb...

While Ethan and Alex had their eyes glued to the bomb they didn't realise that an alien had broken out of his chamber to get the bomb and explode the world.

"What should we do now?" asked Ethan to Alex. Without stopping to think, Alex swept the bomb into his sack and they casually walked on. They didn't realise the alien watching their every move. In a split second the alien jumped out on the two boys (like a tiger pouncing on his prey) and ran gruntingly after them.

Hearts pounding, the two boys hid behind a jet. They waited and spied as the alien flew past. "What is so important about an old dusty bomb?" Alex asked Ethan. "Don't you remember this tiny bomb can explode the hole Earth to smithereens?" The boys knew that they now have a new mission to do. ^{complete}

2. Heart's beating furiously, the boys carefully crept along the walls to the chamber where the bomb belonged. As they were walking across the wall, they saw the alien grey egg in space. They knew that this was their last chance to avoid being in even more trouble. The boys climbed into a jet and flew back home.

When they got back home to England they went to see their wives and they surprisingly said "Have you seen a run away jet any were?"
The boys replied with a big "NO!"



You have used a lovely simile which adds to the description in your writing. Aw



You have varied your sentence starters and sentence structures. Aw

To entertain and to engage.

Task: To write an adventure story.

"What is this?" Ethan asked Alex whilst looking cautiously at the circular strange object ~~wich~~ which reflected the sun's rays of light in front of them. The ~~tempereture~~ temperature was getting hotter by the second due to the sun expanding its heat (it was so hot that Alex almost fainted). They were at work studying the Alien object. It was only when Ethan checked his note book that he saw what it was a bomb...

While Ethan and Alex had their eye's glued to the bomb they didn't realise that an alien had broken out of his chamber to get the bomb and explode the world. "What should we do now?" asked Ethan to Alex. Without stopping to think, Alex ~~swept~~ swept the bomb into his ruck sack and they ~~caushaly~~ casually walked on. They didn't realise the alien watching their every twitch. In a split second the alien jumped out on the two boys (like a tiger pouncing on his prey) and ran frantically after them.

Hearts pounding, the two boys hid behind a jet. They waited and spied as the alien flew past. "What is so important about an old dusty bomb?" Alex asked Ethan. "Don't you remember this tiny bomb can explode the whole Earth to smithereens?" The boys knew that they now have a new mission to ~~de~~ complete.

Hearts beating furiously, the boys carefully crept along the walls to the chamber where the bomb belonged. As they were walking across the wall, they saw the alien fly off to space. They knew that this was

V,G&P- Use and understand the grammatical terminology:
Examples:

Relative clause and pronoun

Parenthesis – bracket

C&E- Content is balanced...

There is a range of description, dialogue and action throughout the story.

V,G&P- Use and understand the grammatical terminology:
Examples:

Cohesion: 'two boys', 'Ethan', 'Alex', 'they', 'hearts beating furiously', 'while', 'in a split second'

Ambiguity: 'to avoid being in even more trouble' – what trouble were they in before?

their last chance to avoid being in even more trouble. The boys climbed into a jet and flew back home.

When they got back home to England they went to see their wives and they surprisingly said “have you seen a run away jet anywhere?”

The boys replied with a big “No!”

Demonstrating ‘expert’ at:	
Phase 1 Expert	• SS- Make deliberate choices of sentence length and structure for impact on the reader. • C&E – use expanded noun phrases to convey complicated information concisely and select appropriate grammar and vocabulary
Demonstrating ‘competent’ at:	
Phase 2 Competent	• C&E – In narratives, describe settings, characters and atmosphere. The choice of vocabulary describes and encourages the reader to read on. The narrative is entertaining and engaging! • C&E- Use figurative language... • V,G&P- Ensure the consistent and correct use of tense throughout a piece of writing... • H- Write legibly, fluently and with increasing speed...

Date: Friday 18th March 2016

WALT: include accurate past tense verbs in our writing

WILF: I can use a word bank to select correct past tense verbs appropriate to the text type



WILF: I can use appropriate past tense verbs in my writing



WILF: I can edit my writing for correct tense throughout

Where I think I am at the beginning of the lesson

Where I think I am at the end of the lesson

Yesterday, in Luxor (Egypt) Howard Carter, the most extraordinary archaeologist, discovered the lost tomb of Tutankhamun. His extraordinary discovery will be remembered in the books of history.

Howard Carter and his group of archaeologists ^{had} been scouring for the four thousand year old tomb since early October. They started to examine north east of Ramses VI tomb. It was a tiring and breath taking task clearing the way from the tomb. The royal archaeologists did not give up, and eventually they uncovered a ^{entrance} secret.

The archaeologists worked tirelessly to clear away the rocky rubble that lay in front of the door. When they finally reached the entrance to the royal tomb, Howard Carter who led the archaeologists to the door and claimed "it was a thrilling moment!"

Complete the re-drafted sentence below:

When they finally reached the entrance and took a closer look they found a hidden look.

Date: Monday 21st March 2016

WALT: include accurate past tense verbs in our writing

WILF: I can use a word bank to select correct past tense verbs appropriate to the text type

WILF: I can use appropriate past tense verbs in my writing

WILF: I can edit my writing for correct tense throughout

Where I think I am at the beginning of the lesson

Where I think I am at the end of the lesson

The ^{exhausted} team finally made out a ^{not needed} glimpse of the name above the royal seat to be Tut - unkh - amen the young boy King. ~~Eventually, the workers uncovered a hidden chamber and then they managed to gain access to the burial chamber.~~ Using all their might the workers managed to ~~clear~~ ^{Eventually} a passageway of beautiful painted pottery. Also they found what they were dreaming of - treasures that belonged to King Tut. Lord Carnarvon stated "after searching for hours we finally found the diamond encrusted death mask - the diamond showed how rich he was!". Not long after they found paintings on the walls that showed symbols that represented him travelling to the after life.

Although this is a brilliant discovery there is still many treasures of the tomb to discover.

 You have repeated yourself in the highlighted sentence - edit below.

* Entrance

chamber

To recount

Task: To write a historical report, over two sessions.

Yesterday, in Luxor (Egypt) Howard Carter, the most extraordinary archaeologist discovered the lost tomb of Tutankhamun. This extraordinary discovery will be remembered in the books of history.

Howard Carter and his group of archaeologists have had been scouring for the four thousand year old tomb since early October. They started to examine north east of Ramses VI tomb. It was a tiring and breath taking task clearing the soil from the tomb; the loyal archaeologists did not give up and eventually they uncovered a sealed entrance.

"The archaeologists worked furiously to clear away the rocky rubble that lay in front of the door. When they finally reached the entrance to the royal tomb, they found a hidden lock. Howard Carter, who led the archaeologists to the door claimed "it was a thrilling moment!"

The exhausted team finally made out the name above the royal seal to be Tut-ankh-amen the young boy king. Carefully, the workers uncovered the chamber and then they managed to gain access to the burial chamber. Using all their might the workers managed to clear a passageway of beautiful painted pottery. Also Eventually they found what they were dreaming of – treasures that belonged to King Tut. Lord Carnarvon stated "after searching for hours we finally found

C&E – content is balanced e.g. between action/description/ dialogue, fact and comment.

There are a range of descriptive techniques and dialogue is interspersed within the text.

C&E – Editing sentences by either expanding...

V,G&P - Use and understand the grammatical terminology... accurately and appropriately...

V,G&P – Use semi-colons, colons or dashes to mark boundaries between independent clauses-

the dimond incrested death mask – the dimons showed how rich he was.” Not long after they found paintings on the walls that showed symbols that represented him travilling to the after life.

Although this is a brilliant discovery there is still many treasurs of the tomb to discover.

V,G&P- Use and understand the grammatical terminology... accurately and appropriately...

Demonstrating 'expert' at:	
Phase 1 Expert	V,G&P- Use brackets, dashes or commas to indicate parenthesis T- Choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters.
Demonstrating 'competent' at:	
Phase 2 Competent	V,G&P – <i>Use the perfect form of verbs...</i> TS&O- <i>Linking ideas across paragraphs through tense choice</i>

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

our own secret gardens.

The rotting, leafless bush surrounded the
a fence surrounding a army camp. The
gloomy ^{boards} led to a garden filled
vegetation. The gungy old fountain in
middle of the horrible garden. Dead
stones surrounded the gungy fountain.
withered ^{statue} ~~statue~~ was blown away.
The mud was as squishy as a
cold, deep pond stood in the
garden. The shed was ~~abandoned~~ ^{deserted}
a giant had stepped on it. It
was overgrown with lots of it -
worms were everywhere where
homes in the squishy soil.
flower beds had ~~dead~~ ³ ~~curled~~ ³ ~~up~~
middle of the flower beds. The skeleton
on the ground like some body
bed.

* like a human making a hole

3* rotting clay

1* colossal

4* broken

The rotting, leafless bush surrounded the
a fence surrounding a army camp. The
gloomy ^{boards} boards led to a garden filled
vegetation. The young, old fountain stood
middle of the horrible garden. Dec

The healthy, green bushes surrounded the garden.
Smooth, long, glossy ^{boards} boards led to a garden of
wonders. Stepping stones surrounded the beautiful
fountain that was set in the middle of the
garden. The grey, colossal, smooth statue stood
proudly in the middle of the garden.
Crimson cherries grew on the healthy
cherry tree. Purple, scented flowers stood around
the lovely garden. Healthy carrots grew in
the flower beds in the corner of the garden.
The swimming pool was as clear as newly
made glass. Healthy tiny pads grew in the
pool. The green, well-cared, cut grass covered
the garden floor. An orange and brown
shed was built with bricks as strong
as one hundred men. Prudent soil had been
^{placed} placed in the garden to make a
great, exiting football pitch. Birds sang every
second.

 You have included some lovely similes
in your writing.
 You have included some powerful
personification in your writing.
* blue

* like a tsunami water flooding the city
alone.

* beautiful, crimson robins

Well done Andy, some great description :)

To describe.

Task: To write comparative descriptions of their own Secret Garden, over two sessions.

The rotting, leafless bush surrounded the garden like a face surrounding a army camp. The mossy, wooden broken ~~flere~~ floor ~~bords~~ boards led to a garden filled with dead vegetation. The gungy, old fountin stood in the middle of the horrible garden. Decrepid stepping stones surrounded the gungy fountin. The crumbling withered ~~stachue~~ statue was blown away in the wind. The mud was as squishy as quick sand. The cold, deep pond stood in the corner of the garden. The shed was destroid as if a giant had stepped on it. The wet grass was overgrown with lots of colosal mole hills and worms were evry where making there homes in the squishy soil like a human making a house. The broken flower beds had rotting dry carratos standing in the middle of the flower beds. The skelton trees lay on the ground like some body laying in their bed.

The healthy, green bushes surrounded the garden. Smooth, long ~~flere~~ floor bords boards led to the garden of wonders. Steping stones surrounded the buetiful fountin that was sat in the middle of the garden. The grey, colosal, smooth statchue stood proudly in the middel of the garden. Crimson cherys grew on the healthy chery tree. Purpel, sented flowers stood around the lovely garden. Healthey carots' grew in the flower beds in the corner of the garden.

The swimming pool was as clear as newly made glass. Healthey lily pads grew in the pool. The green, well cared, cut grass covered the garden flore like water flooding the city flore. An orange and brown shed was buit with bricks as strong as one hundred men. Pungent soil had been ~~plazed~~ placed in the garden to make a fun, exciting football pitch. Buetiful, crimson robins sang evry second.

Demonstrating 'expert' at:	
Phase 1 Expert	• H- Write legibly, fluently and with increasing speed. • V,G&P- proof read for spelling and punctuation errors. There are examples of spellings being corrected; however there are many incorrect spellings that have not been changed. • V,G&P- Ensure correct subject and verb agreement when using singular and plural • C&E- Use expanded noun phrases to convey complicated information concisely – an appreciation of audience is demonstrated through language choices.
Phase 2 Expert	• V,G&P- Use the perfect form of verbs to mark relationships of time and cause • C&E- In narratives, describe settings, characters and atmosphere • C&E- Use figurative language such as similes, alliteration. metaphors and personification • T- Spell some words with 'silent' letters: however, not all words with silent letters are spelt correctly: 'scented', 'fountain'
Demonstrating 'competent' at:	
Phase 3 Competent	• TS&O: use a range of devices to build cohesion within paragraphs

