

SERVICES FOR SCHOOLS

Hampshire Assessment Model - Exemplification

Year 5- Amelie

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

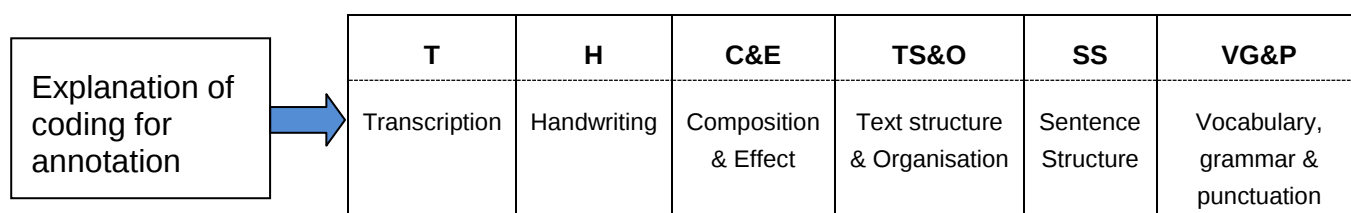
End of Year

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 – Amelie

This collection demonstrates evidence that the pupil is able to produce writing that just 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.

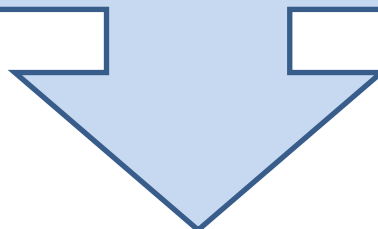
Year 5	WRITING					
	Transcription	Handwriting	Composition Composition and Effect	Composition Text Structure and Organisation	Composition Sentence Structure	Vocabulary, grammar and punctuation
Phase 1	- Use knowledge of morphology and etymology in spelling and understand that the spelling of some words 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



Friday 9th October

L.O. To use expanded-ed classes

On one dark, ~~so~~ terrifying night as the
upset pigeons ~~gl~~ ^{gl} flew in the air like fighting
birds ^{doof} children, a snail ^{trady} little ^{neibitt} little was hunched
hunched over like a bent tower. ~~moving~~
~~She was~~ She was was a snail going
at the speed of ~~one~~. She was as fast as a
snail. ~~The~~ The lady walked down the ^{avenue} broken bare
pave that were broken bones. ~~Intended by~~
~~the~~ ring ^{*} she kepted going. As she
turned the corner a little girl popped
out of ~~no~~ where. ~~She~~ The girl was
wearing a checked shirt with ~~x~~ crosses.
She ran over to try and steal her bag
that was sat and full. She kept trying
to get the bag. Surprised by her strength she
the woman gave up and said "If you promise
to plant them I will let go". The girl didn't
understand so she just said "Promise". So the woman
let her go.

roaring

- roaring
- roaring
- roaring
- roaring
- roaring

⑩ * Think more carefully - what would she do if she was frightened?

Frightened by the roaring cars, she walked past them keeping her head down.

T- there are several examples of having edited and *checked spellings* – although these are not necessarily correct on the second attempt.

Task: To entertain and engage the reader

An opening of a narrative

On **one dark, f-terfying night** as the upset pigeons ~~f~~-flew in the air like fightning ~~birds~~-dogs. A frairl little lady was ~~hund~~ed over like a bent tower. ~~She was. She was a snail going at the speed of one.~~ She was as fast of a snail. **The lady** **walked down** the pavemt that were broken bones. **Frightened** **by the roring roaring cars,** she ~~keped~~ going **she walked past** **them** keeping her head down. **As she turned the corner** a little girl popped out of no where. The **girl was** ~~she~~ **waering** a checked shirt with trousers. She ran over to try and steal her bag that was fat and full. **She keped trying to get the bag.** Surpud by her streng she ~~the~~ **the woman gave up** and said "If you promise to plant them I will let go." The girl **didnt understand** **so she just said** "Promise." So the women let go.

V,G&P- use of commas to clarify meaning or avoid ambiguity

V,G&P - correct subject and verb agreement.

SS- use of a fronted prepositional phrases for greater effect.

SS- deliberate choice of sentence length and structure for impact on the reader.

C&E- assessing the effectiveness of their own and others' writing is evidenced through the continual editing in this piece of writing.

Monday 21st September 2015

Task: to begin your story by writing a setting description

Can I make precise word choices?

✓ First I must use interesting adjectives and phrases

⊗ Next I should use expanded noun phrases

★ Then I could use descriptive techniques. E.g. similes, personification

In the distance ^{from} of my villar house ~~was~~
was a precous village ~~ex~~ that was so small
every body everybody knew each other.

Mountains ~~a~~ like ~~guards~~ stood
tall and proud protecting the village.

Everyday I loved ~~loved~~ ^{would} go and dip
my toes and pedal in the ~~glising stream~~. I would
also try to catch the very new fish ~~for myself~~
and friends to eat. That lived in it then deliver
some to my freinds but always leave some
for me. I often like to go up to ~~the~~
mountains ~~with the~~ and I would sit and

just see our wondesul village bellow and
then I would run down the mountains
and run through the forest back to
my house. I was the ~~only~~ ^{only} person that
who lived away from every body else
but I had a great veiw of the mountains.

★ Everybody could still see me and I
could still see them. When I was born I planted
the trees and now there the path way to
my house. The snow on top of the ~~max~~
mountains ^{there} is ~~test~~ ^{not really} ~~test~~ of snow

* I say its as ~~whit~~ white as the clouds.
When ^{you} touch it, it disaperds and the sky
turns black so you are not ~~aboud~~ ^{allowed} to go
thurther than half way.

* ⊗ Describe the snow Amelie. (AL) The snow is
as white as
the clouds.

Task: To entertain and engage the reader

An opening of a narrative, with a focus on setting.

T- there are several examples of having edited and checked spellings

H- Write legibly, fluently and with increasing speed
Some letters are not specifically joined.

In the distance from my house was a precious village that was so small everybody ~~new~~ knew each other. Mountains like guards stood tall and proud protecting the village. Everyday I ~~toued-toued to~~ would go and dip my toes and padel in the glising stream. I would also try to catch the very flew fish for ~~myself and friends to eat.~~ **that lived in it then** deliver some to my friends but always leave some for me. I often like to go up to the mountains ~~with the~~ and **I would sit and just see our wonderful village bellow and then I** would run down the mountains and run through the forest back to my house. I was the ~~only~~ only person ~~how~~ who lived away from every body else but I had a great view of the mountains. **Everybody could still see me and I could see them. When I was born** I planted the tree's and now there the path way to my house. The snow on top of the mountains, ~~there~~ there is ~~lost lost~~ a lot of snow. I say it's as white as the clouds. **When you touch it,** it disaperds and the sky turn's black so you are not ~~aloud~~ allowed to go thurther than half way.

V,G&P- use of relative clauses beginning with 'that'

V,G&P - correct subject and verb agreement.

SS- deliberate choice of sentence length and structure for impact on the reader.

SS- use of fronted prepositional phrases for greater effect.

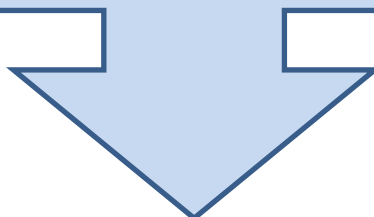
C&E- assessing the effectiveness of their own (and others') writing

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

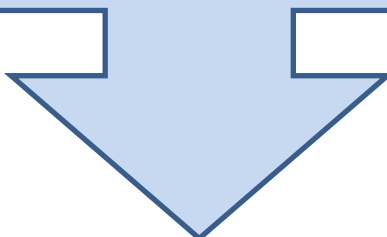
APPRENTICE WRITER

- 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



Wednesday 6th January 2016

LO: to start a complex sentence with a subordinate clause and add detail using a relative clause

Can I identify subordinate clauses?

Can I identify a relative clause?

Can I start sentences with different subordinate conjunctions?

Can I add detail using relative clauses beginning with: who, which, where, whose, that

Dear Helen,

Thank you for your letter and well done for asking for advice. First before you do something. In this instance I strongly believe that you should not share Camilla's secret because this type of secret is a safe secret (it will not hurt anybody). Also Camilla has told you her secret because she trusts you and if she finds out that you told your friendship group she will not tell you a secret again. ~~But~~ ~~tell some people~~ she might not do the Karate exam and give up, which would be disappointing. However, if you wait for the good or bad news if she tells you she passes then I would tell your friends and if she doesn't pass don't tell anyone. When the big day has passed and she doesn't pass if she wants to tell people let her but don't you tell any one. I hope she passes and good luck

Sum

check
• Spelling
(AL)

but remember keep it a secret till after the big day.

Yours sincerely
Amelie

(child line)

A lovely letter! Thank you (AL)

To advise.

Task: To write a letter to a character.

Dear Helen,

Thank you for your letter and well done for asking for advice first

before you do something. In this instance I strongly believe that you should not share Camilla's secret because this type of secret is a safe secret (it will not hurt anybody). Also Camilla has told you her secret because she trusted you and if she finds out that you to your

freindship group she will not tell you a secret again. If you tell some people, she might not do the Karate exam and quit, which would be disappointing. However, if you wait for the good or bad news if she

tell you she past then I would tell your freinds-friends and if she doesn't pass don't tell anyone. When the big day has past and she dosent-doesn't pass, if she wants to tell people, let her, but don't tell anyone. I hope she passed and good luck. But, remember keep it a secret till after the big day.

Yours sincerely

Amelie

C&E – viewpoint is established and maintained throughout, however, it becomes a little clumsy and more informal towards the end of the letter.

H- evidence of writing legibly and fluently and with increasing speed.

T- use further prefixes...
'disappointing'

V,G&P - modal verbs to indicate degrees of possibility.

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

Demonstrating 'competent' at:

Phase 1 competent

- **V, G&P** - use of commas to clarify meaning and avoid ambiguity in writing.
- **V,G&P-** the use of brackets for parenthesis '(it will not hurt anybody).
- **T-** use the first three or four letters of a word to check spelling: freinds-friends-dosent-doesn't

Hel stood in front of the counsel. ^{Her} ~~His~~ smile tickled ^{her} ~~his~~ lips as ^{she} ~~he~~ tried not to give the game away.

"You must rectify your mis-deed!" demanded ^{Thor} ~~Odin~~ sitting high on his throne. The rest of the counsel nodded in agreement, and Hel was sent off into the night.

* ~~the trick~~ ~~is~~ ~~Godess~~

Following the meeting with the counsel, Hel decided to reconcile the situation. ~~The~~ ^{the} ~~trickster~~ ~~that~~ travelled to the under ^{world} ~~Earth~~ to find the gnomes. ~~He~~ She insisted, "I ~~am~~ need to get hundreds of beads for Nanna. They didn't respond to ~~him~~ ~~her~~ the ~~brash~~ ~~Godess~~. She then asked again politely; they ^{listened} ~~listened~~ to ~~her~~ her.

~~After a few hours~~ After many ~~so~~ hours of hard work, the gnomes had finished they presented ^{her} ~~him~~ & with ~~the~~ a basket with hundreds of shining beads. Hel went to go and find the beautiful Goddess.

LO - To use commas to avoid ambiguity and clarify meaning

9/2/16

Can I read a sentence aloud to identify where a comma is needed?

Can I use a comma when a sentence starts with a subordinate clause?

Can I use with increasing accuracy in speech?

Can I use a comma to avoid confusion?



I've got it



I need more practise



I don't understand it yet

✓ After many hours of searching, the trickster
finally found Nanna hiding ~~it~~ herself in
her house, away from the other Gods and
Goddess ~~to~~ who would give her unkind
stares.

The Goddess of beauty saw Hel coming
to give her all the beads that were in the
basket. She jumped up and got ready to
put them on her ~~bracket~~^{it}. Nanna sighed, "I
understand ~~to~~ you were jealous." Carefully
she placed the ~~x~~ beads on her ~~risk~~^{wrist}. Perhaps
you have learnt your lesson. If the beauty

✓ Goddess whispered as she turned on her heel
and went out the door.

To entertain and to engage.

To write a historical narrative.

Hel stood in front of the counsel. Her smile tickled her lips as she tried not to give the game away.

"You must recitify your mis-deed!" demanded Thor sitting high on his throne. The rest of the counsel nodded in agreement, and the Fire Goddess was sent off into the night.

Following the meeting with the counsel, Hel reluctantly decided to reconcile the situation. The trickster travelled to the under world to find the gnomes. She insisted, "I need to get hundreds of beads for Nanna!" They didn't reason to him her the brash Goddess. She then asked again politely; they listened to her.

After many hours of hard work, the gnomes had finished they presented her with a basket with hundreds of shining beads. Hel went to go and find the beautiful Goddess.

After many hours of searching, the trickster finally found Nanna hiding in herself in her house, away from the other Gods and Goddess who would give her unkind stares.

The Goddess of beauty saw Hel coming to give her all the beads that were in the basket. She jumped up and got ready to put them on her bracelet. Nanna sighed, "I

T- use the first three or four letters of a word to check spelling... many examples of editing

TS&O- Linking ideas across paragraphs using adverbials of time...

T- spell some words with silent letters: 'gnomes' is spelt correctly, but 'rist' has no 'w'

understand ~~u~~ you were jealous.” Carefully, she placed the beads on her **rist**. Perhaps you have **leant your lesson**. ~~the~~ beauty Goddess whispered ~~as she~~ turned on her head and went out the door.

V,G&P –use of the present perfect form of verbs

the use of adverbs to indicate degrees of possibility.

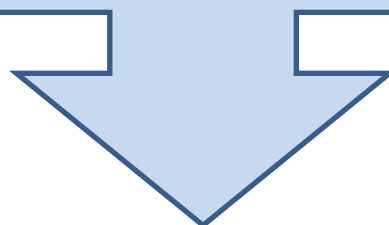
Demonstrating ‘competent’ at:	
Phase 1 Competent	• SS- use a wide range of clause structures, sometimes varying their position within the sentence • C&E - Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning. • C&E- In narratives, describe settings, characters and atmosphere: ‘the trickster’, ‘unkind stares’ helps to describe character although description for setting and atmosphere is simple.

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

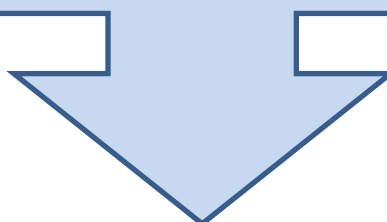
COMPETENT WRITER

- 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



L.O - to use a range of devices to build cohesion within paragraphs. 14/3/16

Can I begin with a rhetorical question?

Can I make sure my next sentence relates to the one before?

Can I use sentence starters that build cohesion?



I've got it



I need more practise



I don't understand it yet



hon.

There are several breeds of dragon and one of the most fascinating is the Blood & Shot dragon. Only a small amount is known about this variety because it camouflages itself so well they ~~to~~ only one has been spotted. Sadly the person who saw it was killed so we didn't get much information at all.
15.3.16

~~Could~~ ~~to~~ ~~x~~ Would you be able to recognise a ~~to~~ Blood & Shot dragon if you came across one?

In fact, they are very similar to large ^{majority} ~~majority~~ of dragons.

Like most dragons, this handsome creature has ~~class~~ colossal wings, a giant tail and fiery breath.

However, this dragon is ~~some~~ so much

cleverer ^{clever} and ^{fierce} fierce because when it is just gliding around it is a normal dragon colour (red and green) but as soon as it wants to attack it camouflages itself to the colours around it and attacks. ~~Further more~~, its eyes ~~give~~ ^{shoot} ~~shot~~ give as well as fire coming from its mouth. ~~So~~ ^{Therefore} it has double the power. ~~Amazingly~~, its wings can slice through trees. ~~Also~~ ^{In addition,} the teeth of this beast are very similar to swords. His ~~arms~~ ^{hands} are made out of ~~sizzos~~ ^{scissors} - they are so sharp and its nobely knees can kill some one in a second. Do you ~~know~~ ^{now} think the Blood shot is dangerous?

(1P)

punctuation

(1P) use

In addition,

L.O - to use a range of devices to build cohesion within paragraphs. 16/3/16

Can I begin with a topic sentence/ rhetorical question?

Can I make sure my next sentence relates to the one before?

Can I use sentence starters that build cohesion?



I've got it



I need more practise



I don't understand it yet

No one actually knows where the Blood Shot Dragon lives in the winter months. It is thought that they hibernate in North Africa under neath some rubble because they are so good at camouflaging themselves they can do this so well.

IP
repetition

They ~~also~~ live in ~~the~~ Typically, they live in different place throughout the year. In the spring they are probley around the Jungle. Flowing on from the Spring to the Summer ~~in the~~ under the sea in a cave. Finally the Autumn they live in a desate. Is you do want to see a Blood

check
this
link!

401

Shot dragon then you will have to be very quite and
pavent. I would recomend you see the
dragon, take a picture and run for
your ~~the~~ life. Remember ~~is~~ people who have
seen the dragon have not survived.

To inform and to entertain.

Task: To write an information text, over a series of lessons.

There are several breeds of dragon and one of the most fascinating is the Blood Shot dragon. Only a small amount is known about this variety **because** it camouflages itself so well only one has been spotted. Sadly the person who saw it was killed so we didn't get much information at all.

Would you be able to recognise a Blood Shot dragon if you came across one? **In fact, they** are very similar to large majority of dragons. Like **most dragons**, this handsome creature has colossal wings, a giant tail and fiery breath. **However,** this dragon is so much ~~clever~~ cleverer and ~~fire~~ fiercer because when it is just flying around it is normal dragon colour (red and green) but as soon as it ~~wants~~ wants to attack it camouflages itself to the colours around it and attacks. **Furthermore,** its eyes ~~fire~~ shoot fire as well as fire coming from its mouth. ~~So~~ **Therefore** it has double the powers.

Amazingly, its wings can slice through trees. ~~Also,~~ In addition, the teeth of this beast are very similar to swords. His ~~arms~~ hands are made out of ~~sizes~~ scissors – they are so sharp- and its noble knees can kill someone in a second. Do you now think the Blood Shot is dangerous?

V,G&P- Use a wide range of **devices to build cohesion** within paragraphs

Carefully chosen nouns: 'Blood Shot Dragon' 'most dragons', 'they', 'it',

Conjunctions: In fact, however, furthermore, because, finally, therefore

Adverbials: Amazingly, in the spring, it is thought that

No one actually knows where the **Blood Shot Dragon** lives in the Winter months. **It is thought that** they hibernate in North Africa underneath some rubble **because** they are so good at camouflaging themselves **they** can do this so well. ~~They also live in - d~~ Typically, they live in different places throughout the year. **In the spring** they are probably around the Jungle. Flowing on from the Spring to the Summer under the **sea** in a cave. **Finally** in the Autumn they live in a desert. If you do want to see a Blood Shot Dragon then you will have to be very quiet and patient. I would recommend you **see** the dragon, take a picture and run for your life. Remember ~~if~~ people who have seen the dragon have not survived.

T- Continue to distinguish between homophones and other words which are often confused 'knows' sea/see

Demonstrating 'expert' at:	
Phase 1 Expert	• V,G&P- Use brackets, dashes or commas to indicate parenthesis. • TS&O- Produce internally coherent paragraphs in logical sequence. • T- ...'words to be learnt specifically as listed...' 'recommend'
Demonstrating 'competent' at:	
Phase 2 Competent	• T- spell some words with silent letters: 'knee' 'handsome' 'swords' 'colours' 'typically' • V,G&P- Use the perfect form of verbs... • C&E- Choose the appropriate register for the audience and purpose

The Saxon Times Vicious Vikings Invade

Princess



Lindisgarne was under a ~~br~~ the ~~class~~ colossal under a brutal attack Yesterday morning at dawn by the ~~the~~ sinister collecting jewelry, gold, money and precious books. They were taking them back to the longships.

* great Vikings, orientation

AL

In the early hours of the morning, the vikings rowed the longships on to the beach of Lindisgarne.

Richard said ^{that} he saw some vikings

Sum

Where the vast ~~the~~ Monastery stood and prepared to attack. ^{Father} Richard the ~~monk~~ ~~47~~ reported: "I was woken around 4:30 am and ~~at 5:00 am~~ ^{gave} to the monastery I knew it was over ~~emerge~~ the vikings and I knew I had to glee to save my life."

Richard said that he saw 2 of the ~~with~~ Viking and left it like nothing had happened.

Richard reported: "he was shocked and felt dreadful."

Luckily ~~it~~ Richard managed to get away quickly but he could see ^{and} swords, axes ^{and} bows and arrows going everywhere and ~~he even saw dead~~ ~~no~~ ^{Sadley} he saw dead monks.

Reported by Amelie Laggord.

I peer assessed with Daisy and ~~for~~ Fiona.

Richard reported ^{that} He climbed the big hill at the end of the Island and he saw ~~sulley~~ ~~armed~~ men going into

This is a great start to newspapers Amelie.

can you correct this reported speech?

AL

Recount: To write a historical newspaper report.

VICIOUS VIKINGS INVADE

Lindasfarne was under a brutal attack yestday morning at dawn by the Sinister Vikings.

H- Write legibly, fluently and with increasing speed

In the early hours of the morning, the Vikings rowed the longshios on to the beach of Lindasfarne. Where the vast Monstery stood – and prepared to attack. Father Richard, 47, reported: “I was woken around 4.30am and 5.00am. I knew it was our enemys the Vikings and I knew I had to flee to save my life.”

Luckily Richard managed to get away quickly but he could see swords, axes and bow an arrows goings everywhere and he even saw dead-sadley he saw dead monks.

Richard reported÷ that he climbed the big hill at the end of the Island and he saw fully amerd men going into a br the closs colossal monastery steeling/collecting jewery, gold, money and precious books. They were taking them back to the longships.

Richard said that he saw some Vikings Richard said that he saw 2 of the Vikh Viking come back and set fire to the monstry and left it like nothing had happened. Richard reported: “ he was shocked and felt dreadful”

TS&O – Use a wide range of devices to build cohesion within paragraphs

Use of **adverbials, conjunctions and nouns/pronouns** to aid cohesion.

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

Demonstrating 'expert' at:	
Phase 1 Expert	C&E - Evaluate and edit by assessing the effectiveness of their own and others' writing. C&E – Select appropriate grammar and vocabulary...to enhance meaning. V,G&P- Use brackets, dashes, or commas to indicate parenthesis:
Demonstrating 'competent' at:	
Phase 2 Competent	SS- Choose the appropriate register for the language of speech within writing. T- spell some words with 'silent' letters

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

Tuesday 10th
Monday 9th May

Children created thought showers of vocabulary and phrases appropriate for the atmosphere of the gift scene. They looked at the structure of the scene and discussed and took part in a conscience alley role play activity.

Tuesday 10th May

LO:

- ☞ To use precise and vivid language to describe atmosphere and character.
- ☞ Can I use a thesaurus to improve vocabulary?
- ☞ Can I create atmosphere using deliberate word choices?

My child hood memories become clear
as I play the beautiful ~~meat~~ melody.

I had so many wonderful moments, but none
as joyful as the day of my ^{6th} ~~8th~~ Birthday.

I ~~team~~ ^{dashing} remember ^{extra excitement} running down the
stairs in excitement. I could hear my mum
and dad laughing and whispering ^{not needed} in the kitchen.

As I entered the ^{room} kitchen, I could see
a ^{big} ~~butle~~ blue box ^{pushed on} that was neatly wrapped;

I thought ~~I thought~~ 'This can't be for me?'
I thought...
But it was
because it had
my name on it.

(16)
add
more
to
create
atmosphere

AL

11/5/16 - My body ~~se~~ trembled with delightment ^{carefully} ~~meticulous~~

As I began to open the present ^{the present which was a Hobby horse} carefully

(10) I ~~pit~~ picked up the ~~toy~~ ^{After I done had finished} the toy and started to ride it. ~~As I did a few laps of the hall all day~~
check grammar
(AD) All of my ~~gre~~ friends wanted it - even my rich friend
I put it down and jumped up and down with ~~shutters~~ ^{thrilled}

(1P) excitement; I felt as ~~e~~ ^{thrilled} as the first time

(OK) ~~As I had~~ tried Ice cream! ^{AL}

dashes
16/5/16
Excellent addition

friends

remember to miss a line so editing is easier (AL)

- friends
- friends
- friends
- friends
- friends

To describe and to engage.

**Task: To describe the atmosphere and character in a scene from
The Piano.**

My childhood memories become clear as I play the beautiful melody. I had so many wonderful moments, but none as joyful as the day of my 6th Birthday.

I ~~can~~ remember ~~running~~ dashing down the stairs in ~~excitement~~ ~~excitement~~ excitement. I could hear my mum and dad laughing and whispering in the kitchen. As I entered the ~~kitchen~~ room, I could see a ~~big~~ big blue box perched on the table that was neatly wrapped; I ~~thought I thought~~ “This can’t be for me.” I thought ... But it was because it had my name on it.

As I began to open the present, my body trembled with delightment. ~~Meticulous~~ Carefully I picked up the toy which was a Hobby Horse and started to ride it. I played with it – all day. All of my friends wanted it – even my rich friends – but I’ve got it. I felt as thrilled as the first time I had tried ice cream!

Demonstrating 'expert' at:	
Phase 1 Expert	• H: Write legibly, fluently and with increasing speed. • C&E: Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning • V,G&P: Use brackets, dashes or commas to indicate parenthesis
Phase 2 Expert	• T: Spell some words with 'silent' letters • C&E: Viewpoint is established and generally maintained. • T,S &O: Linking ideas through tense choice, using adverbials of place, time
Demonstrating 'competent' at:	
Phase 3 Competent	• T: Continue to distinguish between homophones and other words which are often confused.

