

HIAS MOODLE+ RESOURCE

Hampshire Assessment Model Exemplification

Writing – Beyond ARE

Year 1 – Ivy

HIAS English Team

September 2018

Final version

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Overview

In this document

We have collated 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.

Points to consider when using this resource

The exemplification is focused on how well a pupil has applied key skills and subject knowledge from their current year curriculum.

Contents

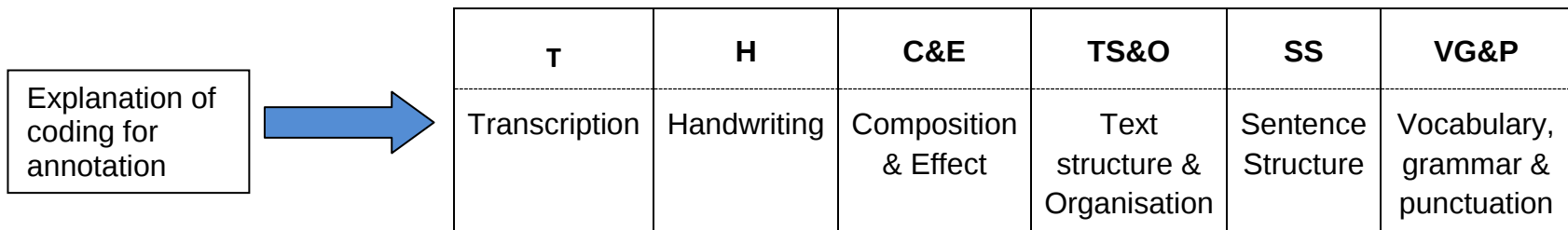
- How to use the HAM exemplification materials
- HAM Year 1 overview
- Exemplification of:
 - Milestone 1 – Phase 1
 - Milestone 2 – Phase 1 and Phase 2
 - Milestone 3 – Phase 1, Phase 2 and Phase 3
- End of Year

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



Beyond ARE

The following collection of work exemplifies a pupil working beyond ARE in their current year group curriculum.

Beyond ARE judgement is made where a pupil is seen to have mastered curriculum content to a level where they can: apply this within extended abstract learning; apply their learning in a new context and create new meaning or thinking.

In writing a pupil is seen to make conscious deliberate decisions around word, sentence and whole text level choices, drawing on their experience of model texts and wider reading, linking this to purpose, audience and form. By doing this, a pupil will demonstrate the ability to form, coordinate and articulate ideas coherently across a written piece.

Exemplification summary

Working Beyond Age Related Expectations: Year 1 – Ivy

This collection demonstrates the attainment and deepening of statements within the Hampshire Assessment Model for Ivy in Year 1. This pupil is working beyond age-related expectations.

Commentary

The following commentary was compiled following discussion with the class teacher.

Ivy enjoys writing and likes to 'show case' what she's learnt and understood. As a learner, she's motivated to do well. Her reading often influences her writing; this is clearly evidenced when asked to retell a familiar story and then 'innovate' the story applying the same structure in her own writing. Her vocabulary is an area that is always growing and developing. She works confidently and independently. She is strong within transcription and has a good sight vocabulary. The composition of her writing is cohesive and clear. She has a growing awareness of her reader and is imaginative. Narrative is her favoured form of writing. Ivy enjoys stories and likes to write her own at home; she often makes her own books at home, and particularly likes stories about animals. She secured the basics in handwriting in Reception, but is continuing to focus on presentation. She was an early writer and developed fine and gross motor skills quickly. She has good stamina for writing and so can write at length and sustain focus. She can write for a range of purposes in a range of forms. Within this collection, Ivy demonstrates her ability to reread her writing for sense and accuracy, occasionally crossing out any errors and sometimes editing as she writes.

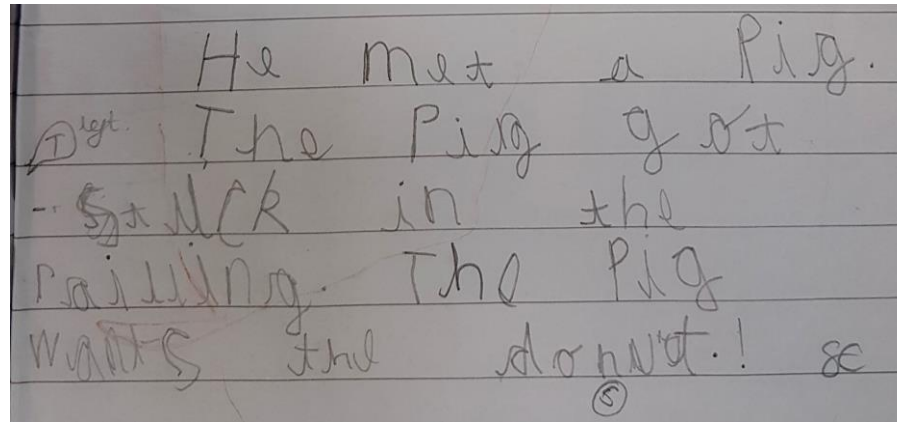
Year 1	WRITING					
	Transcription	Handwriting	Composition: Composition and Effect	Composition: Text Structure and Organisation	Composition: Sentence Structure	Vocabulary, grammar and punctuation
Phase 1	• Spell words containing each of the 40+ phonemes already taught • Spell common exception words that have been taught • Name the letters of the alphabet in order • Use letter names to distinguish between alternative spellings of the same sound • Use –ing and –ed where no change is needed in the spelling of root words	• Sit correctly at a table, holding a pencil comfortably and correctly • Begin to form lower-case letters in the correct direction, stating and finishing in the right place • Form capital letters • Form digits 0 – 9 • Understand which letters belong to which handwriting ‘families’ (i.e. letters that are formed in similar ways) and practise these	• Say out loud what they are going to write about • Discuss what they have written with the teacher or other pupils • Use simple word choices that help to convey information and ideas – e.g. story or topic related vocabulary	• Has an awareness that ideas can be organised into a sequence	• Compose a sentence orally before writing it • Write a simple sentence starting with a personal pronoun • Write a simple sentence starting with a noun/proper noun	• Leave spaces between words • Use capital letters for names • Use capital letters for the personal pronoun “I” • Begin to punctuate sentences using a capital letter and a full stop. • Join words using “and”

Year 1		WRITING					
		Transcription	Handwriting	Composition: Composition and Effect	Composition: Text Structure and Organisation	Composition: Sentence Structure	Vocabulary, grammar and punctuation
	Phase 2	- Spell the days of the week - Use the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs - Begin to spell words using contracted forms		- Select basic ideas and content linked to the purpose of a task - Re-read what they have written to check that it makes sense	Sequence sentences to form short narratives	Write a simple sentence with straight forward subject / verb agreement	- Begin to punctuate sentences using a question mark - Join clauses using “and” - Use a capital letter for days of the week

Year 1			WRITING				
			Transcription	Handwriting	Composition: Composition and Effect	Composition: Text Structure and Organisation	Composition: Sentence Structure
		Phase 3	- Can use the prefix un- - Can add prefixes and suffixes using –er and –est where no change is needed in the spelling of root words Write from memory simple sentences dictated by the teachers that include words using the GPCs and common exception words taught so far	Use simple prepositions	Begin to organise ideas / events using simple time related words, numbers, ordering of pictures / captions	Write reliably formed simple and compound sentences	Begin to punctuate sentences using an exclamation mark - Use simple noun phrases (adjectives + noun) - Can use the following terminology from Appendix 2 to discuss their writing: <i>letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark, exclamation mark</i>

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



As part of on-going exploration of the text driver, the children were asked to write simple sentences based on one of the illustrations.

Task: Write sentences about the picture from
the story

SS: Writing in simple sentences. Beginning sentences with the pronoun 'He' and the noun 'The pig'.

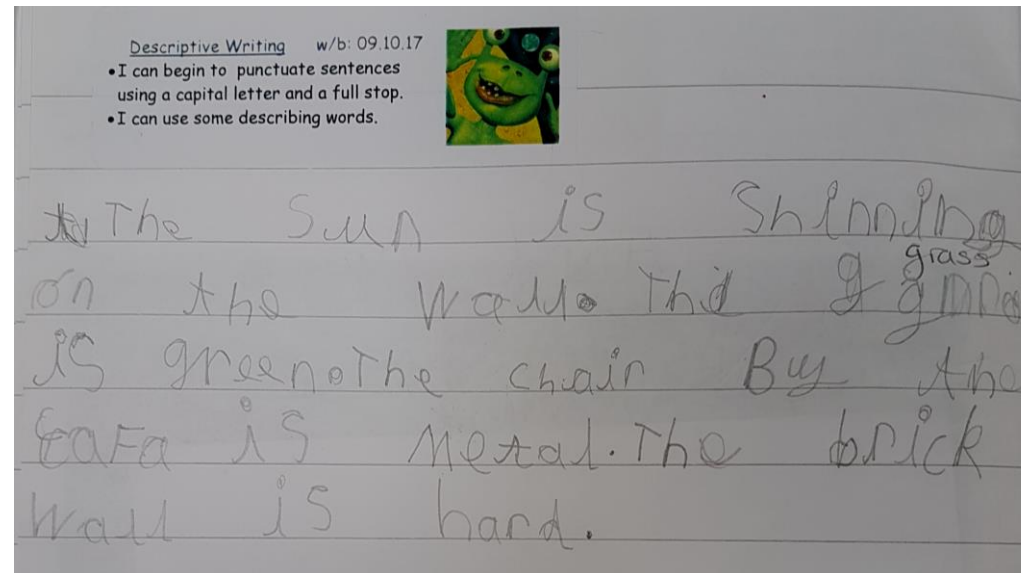
He met a pig. The pig got stuck in the railing.

The pig wants the donut!

H: Can form capital letters and understands that these begin a sentence. Some inappropriate capitalisation in the middle of words.

T: Used the correct spelling of the sound 'o' in the word 'donut'.

C&E: Simple word choice linked to the text.



In response to the text driver and following exploration of the vocabulary and the characters in the book, children were asked to write simple descriptions of the setting.

V, G & P: Leaves spaces between words and punctuates sentences with a capital letter and full stop.

Uses simple noun phrases to describe. Using post modifying adjectives to modify the noun.

Task: Describe the setting in the text

The sun is shinning on the wall. The ggrss is green. The chair By the sofa is Metal. The brick wall is hard.

SS: Writes simple sentences starting with a noun.

I went to LmianAs
Dads Halloween Party.
We did a pin the
Heart on the \$
Skellaten. We had lots of
Sweets. The sweets
were verry verry
verry verry verry
verry Nisce.

V, G&P: Using capital letter for the personal pronoun 'I'.

The children were asked to write about their own personal experiences after a holiday.

I went to LmianAs Dads Halloween Party.

We did a pin the Heart on the \$ Skellaten.

We had Lots of Sweets.

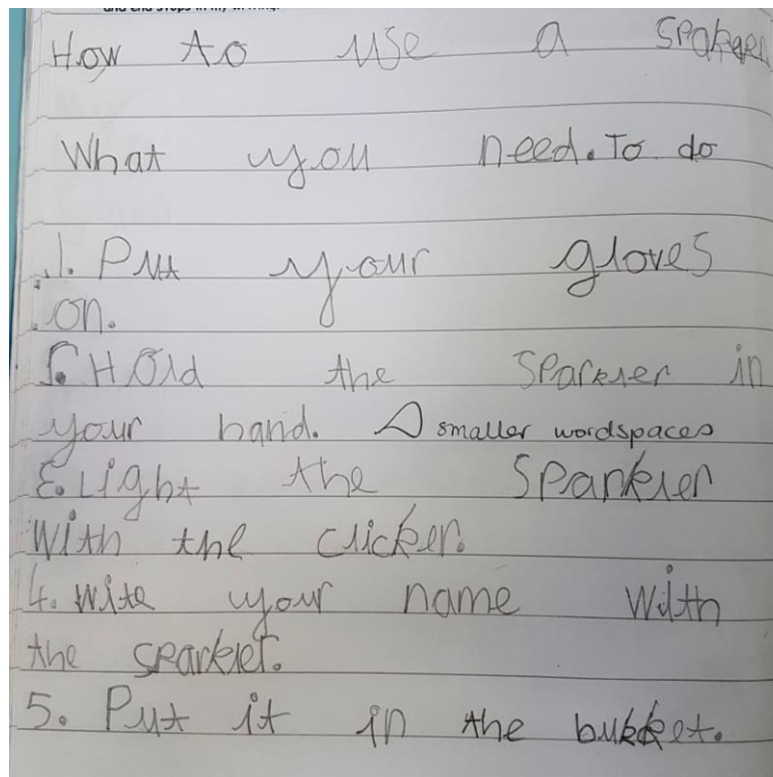
The sweets were verry verry verry verry verry verry Nisce.

SS: Write a simple sentence starting with a personal pronoun.

TS&O: Has an awareness that ideas can be organised into a sequence, recounting the events in order.

H: forming lower-case letters in the correct direction, starting and finishing in the right place, increased use of pre-cursive lead-ins and lead-outs.

Understands which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and practise these.



In preparation for Bonfire Night, the children were asked to write instructions on how to use a sparkler safely.

TS&O: Can organise and sequence ideas, although some irregularity in the numbering.

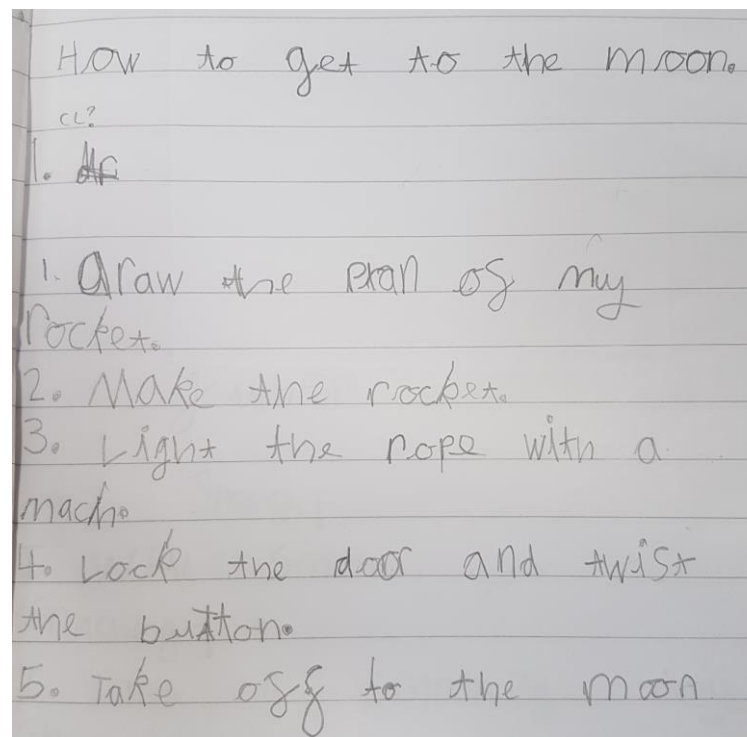
How to use a sparkler

What you need. To do

1. Put your gloves on.
2. Hold the sparkler in your hand.
3. Light the sparkler with the clicker.
4. Write your name with the sparkler.
5. Put it in the bucket.

T: Spelling most common exception words correctly: *put*, *your*, *the*.

Using letter names to distinguish between alternative spellings of the same sound, e.g. igh in 'light' and i-e in 'write'.



As part of an ongoing learning journey linked to their topic on space, the children were asked to write another set of instruction on 'How to get to the moon'.

Task: Write a set of instructions

How to get to the moon.

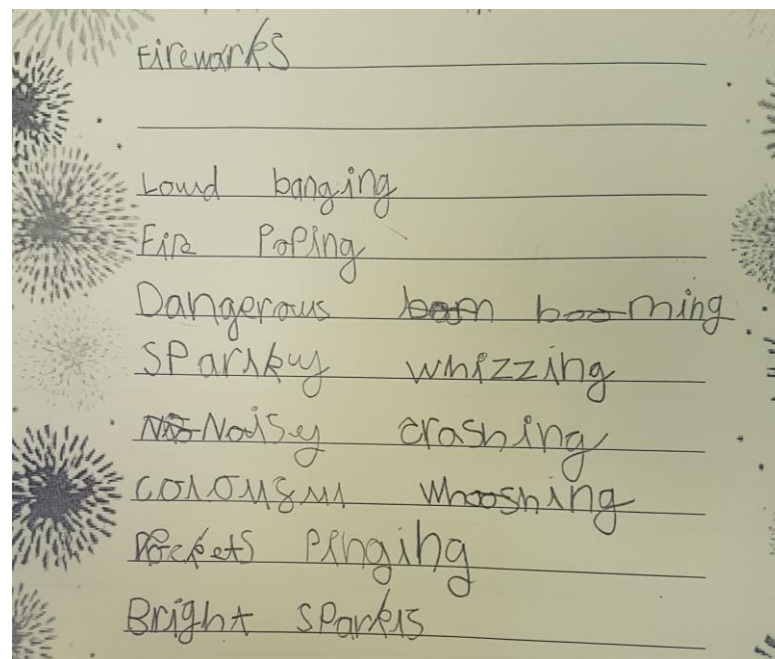
1. Draw the **plan** of my rocket.
2. Make the **rocket**.
3. Light the **rope** with a mach.
4. **Lock the door and twist the button.**
5. Take off to the moon

TS&O:

Now using numbering consistently to support organisation of the writing.

C&E: Uses topic-related vocabulary.

The content is linked to the purpose of the task.



As part of their continued work linked to Bonfire Night, the children were asked to write a descriptive poem about fireworks.

T: Consistent use of the 'ing' suffix.

Making use of a class generated word bank to support with spelling some of the topic related vocabulary.

Fireworks

Loud **banging**

Fire **Popping**

Dangerous bam **booming**

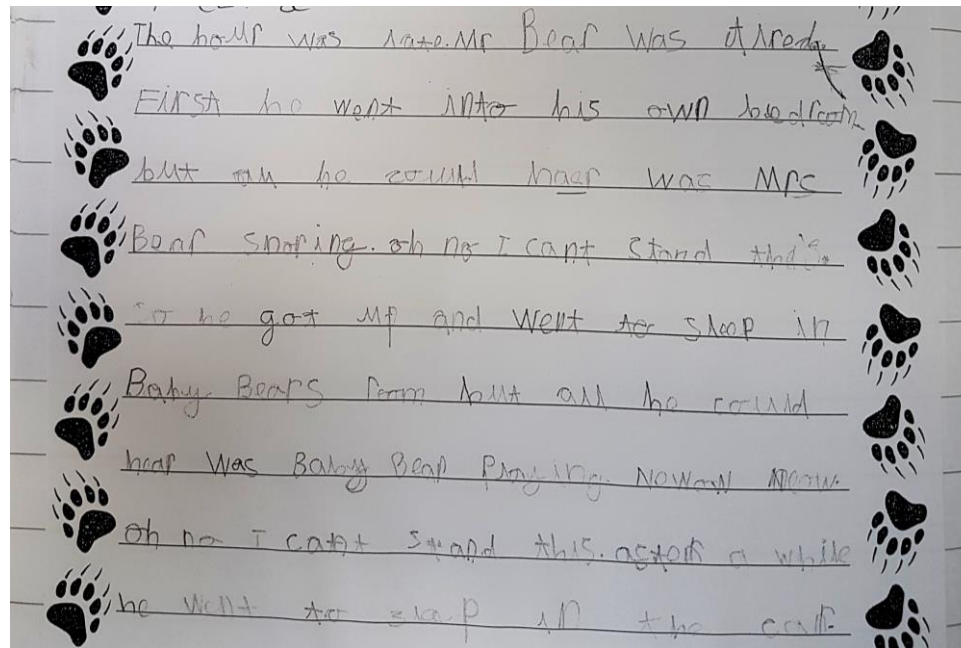
SParky **whizzing**

Noisy **crashing**

Colourful **whooshing**

Rockets **Pinging**

Bright sParks



Having become familiar with a story and spent time sequencing the main events, the children were asked to write the short narrative to retell the story.

V,G&P: Using capital letters at the beginning of most sentences and for the names of characters.

Full stops demarcate the end of sentences.

The conjunction 'but' has been used to join clauses, creating compound sentences.

The hour was late. **Mr Bear** was tired.

First he went into his own bedroom

But all he **could** haer waz **Mrs**

Bear snoring. oh no I cant stand this.

So he got up and went to sleep in

Baby Bears room **but all** he could

Hear was Bay Bear Playing Newow Neow.

Oh no I cant stand this. **after a while**

He went to sleep in the car.

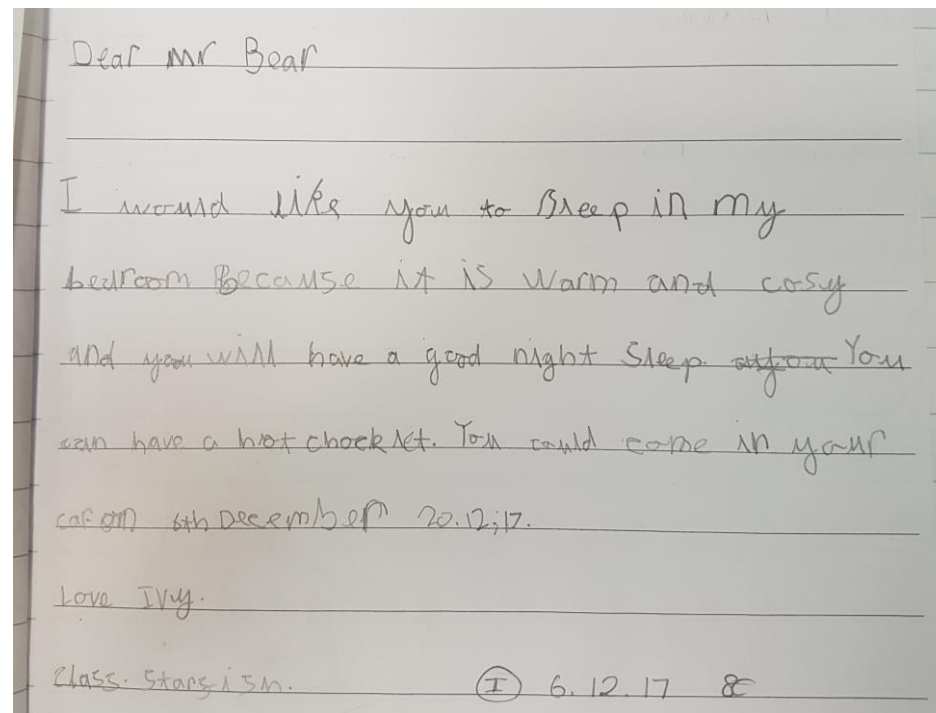
T: Added 's' for the plural 'bears'.

Spelling some Y2 common exception words correctly 'could' 'Mr' 'Mrs'.

TS&O: Uses time related words to support the retelling of the narrative 'First' and 'after a while'.

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



The children were asked to write a letter to a character that they were familiar with from the text driver they had been exploring.

SS: Beyond straight forward subject verb agreement, making use of modal verbs.

Using 'and' to join clauses and extend ideas in a sentence.

Dear Mr Bear

I would like you to sleep in my bedroom Bbecause it is warm and cosy and you will have a good night sleep. you You can have a hot chocklet. You could come in your car on 6th December 20.12;17

Love Ivy

Class Starfish

VG&P: Punctuating the start of sentences consistently with a capital letter (and correcting when this is forgotten), using capital letters for names and the personal pronoun 'I'.

On Monday Wilf the elf used
 seequins to say hi to the Bedding
 and the winows. On Tuesday Wilf the
 elf was under the box and calling for help.
 On Wednesday Wilf went to asmdily
 and was the teacher. On thursday Wilf was
 on Mrs claybons chair and being
 the haerdmaster. On Friday he might go
 on Mrs caybones competer and play
 a game.

The children were asked to recount the naughty action of the Christmas elf.

C&E: using simple prepositions.

T: Able to spell most of the days of the week.

On **Monday** Wilf the elf used seequins to say hi to the sceeling and the winows. On **Tuesday** Wilf the elf was **under the box** and calling for help. On Wednesday **Wilf** went to asmdily and was the teacher. On **Thursday** Wilf was on **Mrs Claybons** chair and being the haerdmaster. On **Friday** he might go on Mrs Caybones competer and play a game.

VG&P: Using capital letters for the days of the week and for names.

As the clock struck midnight on Friday
19th January my toy came to life...
My toy lept up into the ~~atic~~ and jumped
out of the attic window. She used her
teleportation magic to tele-port herself to
Africa. In Africa she met some friends. ~~and~~
~~She met~~ She said "do you want to climb trees
the giraffe ~~at~~ said "and eat leaves" the Tiger
said "and jump them" and pip said "of course".
They did of course and pip said "Hello". Pip
finally said "by" and used her teleportation
spell to tele port herself to Simber who ran
to the school but something got in the way
and simber said "ill jump over it" and fell on
the cubed. The End.

The children were asked to write a short story about a toy, based on the text driver that they had been exploring. Opening and closings are clearly signalled, and Ivy is able to sustain the quality of her writing at length.

C&E: Using simple prepositions.

SS: Using 'and' and 'but' to join clauses, creating compound sentences.

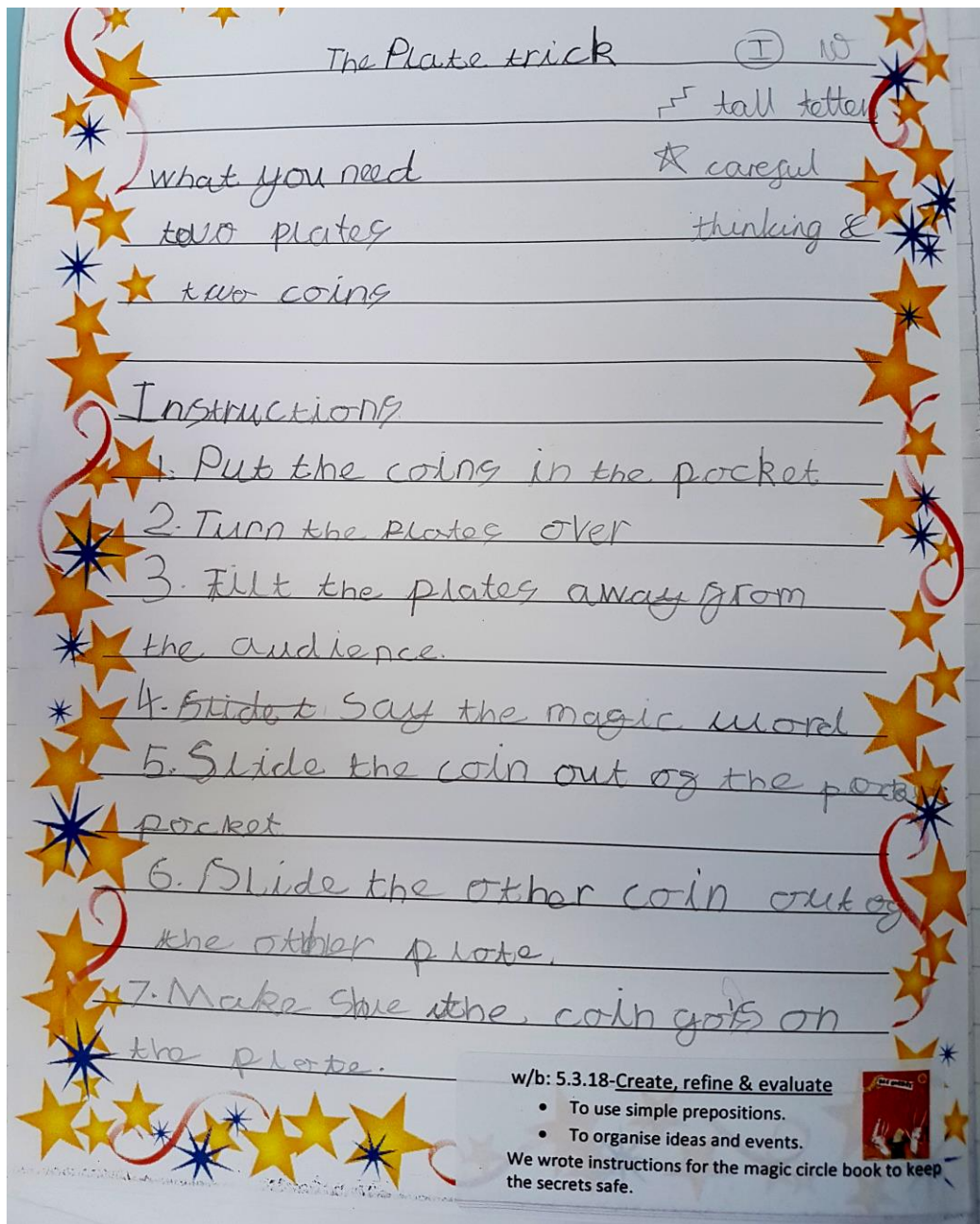
As the clock struck midnight on Friday the 19th of January my toy came to life...

My toy lept up into the attic and jumped out of the attic window. She used her teleportation magic to teleport herself to Africa. in Africa she met some friends. ~~And she met~~ She said "do you want to climb trees the giraffe said "and eat leaves" the Tiger said "and jump them" and Pip said "of course." They did of cause and Pip said "hello" Pip finally said "by" and used her teleportation spell to telleport herself to Simber hwo ran to the school but something got in the way and Simber said "Ill jump over it" and fell on the cubed. The end.

H: Forming lower case letters correctly, starting and finishing in the right place. Handwriting is now fairly consistent in shape and size and beginning to join in places.

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



The children were asked to write a set of instructions linked to the text driver and were asked to keep the secrets of the magic tricks safe.

T: adding 's' for the plural of nouns.

TS&O: Ideas organised into sequence with simple numbering.

C&E: Uses simple prepositions.

Re-reading what has been written to check for sense, making simple corrections.

what you need

two plates

two coins

Instructions

1. Put the coins in the pocket
2. Turn the plates over
3. Tilt the plates away from the audience.
4. Slide & say the magic word
5. Slide the coin out of the pocket
6. Slide the other coin out of the other plate.
7. Make shue the coin go's on the plate.

- I can write about my Easter break from school
- I can write a simple sentence with a capital letter, word spaces and an end stop.
- I can use 'and' to join two sentences together.
- I can re-read my writing to check for sense.
- I can use capital letters for days of the week.

On Wednesday I ~~went to~~ Went to Cornwall. On the way there I Pplayed on my I pad for half a hour and then we swaaped I pads. We had lunch at the ~~Geoge~~ George inn. I had chicken goujons. ~~I~~ I did not like the chicken goujons. When I got there it was so Bbutifual and I was smiling so much. I loved the house and while I was there I played a bit off mini golf. I went to the beach and I went for a swim twice. One day swim. Onother swim day swim.

The children were asked to write from personal experience, recounting their holidays.

VG&P: Capital letters used correctly to demarcate the start of a sentence, for the days of the week, the names of people and places.

C&E: Making corrections during the writing process.

SS: A good balance of reliably formed simple and compound sentences.

On Wednesday I ~~went to~~ went to Cornwall. On the way there I Pplayed on my I pad for half a hour and then we swaaped I pads. We had lunch at the ~~Geoge~~ George inn. I had chicken goujons. I did not like the chicken goujons. When I got there it was so B butiful and I was smiling so much. I loved the house and while I was there I played a bit off mini golf. I went to the beach and I went for a swim twice. One day swim. Onother swi day swim.

Using a range of text drivers, the children read about and researched a dinosaur of their choice in order to write some information about them. The organisation of content was supported and discussed collectively as a class.

HABITAT

They live in large open spaces and they live near river banks. f-s stegosaurrus live on land and they live on the ground. T-They live a in deserts and they live near volcanos.

T: Correctly spelling contractions.

VG&P: Pairs of factual adjectives used to describe noun.

APPEARANCE

The d-stegosaurus is rough and it has p pointy teeth. The stegosaurus has a bumpy tail and it has Sharp claw-claws. The stegosaurus has muscly muscles and it has bumpy bony plates. The stegosaurus is massive and its skin feels bumpy.

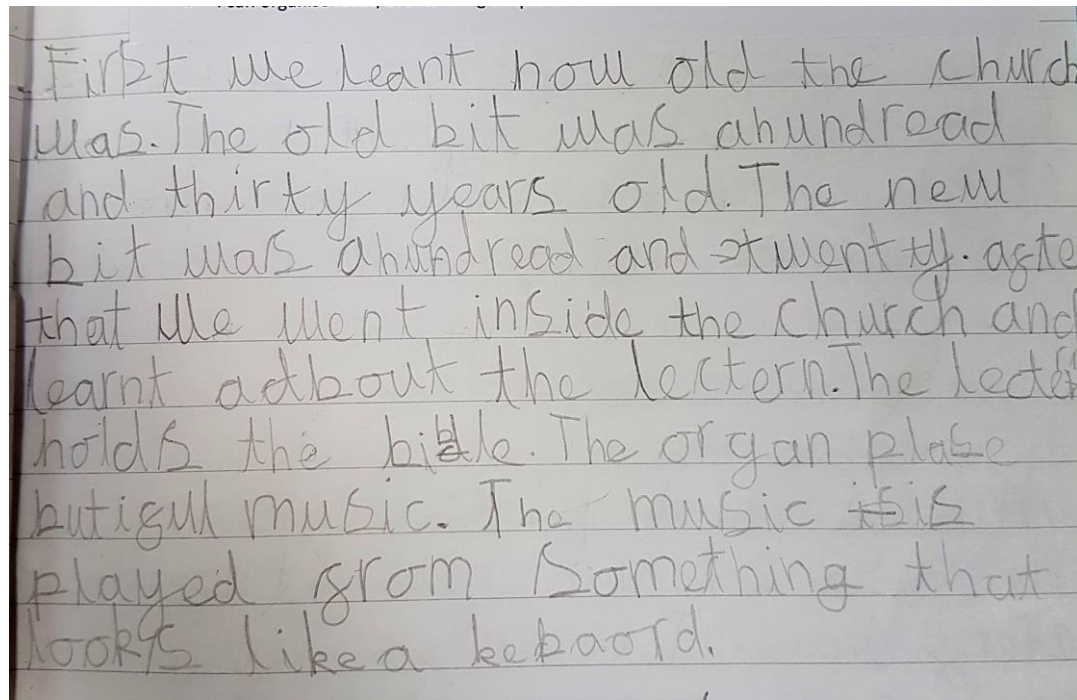
SS: Reliably formed simple and compound sentences, as well as the introduction of subordination using the conjunction 'because'.

DIET

Stegosaurus eat plan shrubs and ta They eat flowers. They ddon't eat animals because they are herbivores. They no don't eat fish or meat. They only eat there diet. The stegosaurus e doesn't eat Mrs Eliss. They eat little bits ata time.

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



Cross curricular writing demonstrates evidence that Ivy is able to sustain the same standards of writing in other disciplines.

TS&O: uses time related words to support text organisation.

VG&P: Pre-modifying adjectives are used to modify the noun, creating expanded noun phrases.

First we leant how old the church was. **The old bit** was ahundred and thirty years old. **The new bit** was a hundred and twenty. after that we went inside the **church** and learnt **adbout the lectern**. The lectern holds the **bible**. **The organ** plase butiful music. The music ~~is~~ played from something that looks like a kebord.

C&E: Ideas, content and vocabulary are related to the purpose of the task.

Rereading to check for sense and fix errors, e.g. correcting the reversal of the letter 'b'.

In the forest Mrs Froud was ridding her horse. She heard the loudest scream of her life and ran to the house! She ~~punched~~ punched the wolf in the face and took him away. Little Red ridding hood never saw the wolf again. after that t Before that the wolf set a net with spiders in it and skeliterns in it it and caught Mrs Frouds horse. The wolf said sorry to Mrs Froud and set her horse free. Little red ridding hood never saw the wolf again.

After becoming familiar with the fairy tale, Little Red Riding Hood, and having spent time retelling the story. The children were asked to write their own, alternative ending to the story.

In the forest Mrs Froud was ridding her horse. She heard the loudest scream of her life and ran to the house! She ~~punched~~ punched the wolf in the face and took him away. ~~Little Red ridding hood never saw the wolf again. after that t~~ Before that the wolf set a net with spiders in it and skeliterns in it and caught Mrs Frouds horse. The wolf said sorry to Mrs Froud and set her horse free. Little red ridding hood never saw the wolf again.

T: Use of the suffix 'ing', 'est' and 'ed'.

TS&O: Time related vocabulary to support the structure, organisation and flow of the writing.

C&E:
Prepositional phrase to begin the writing.

VG&P: Use of the exclamation mark.

Once upon a time there was a mother hippo ~~who~~ ^{who} decided that her three little hippos ~~to~~ ^{should} leave home. The first little hippo built a house out of straw. The second little hippo built a house out of sticks. The third little hippo built a house out of bricks. Suddenly along came the big bad fox to the house of straw. Little hippo little hippo let me come in. Not by the hair on my chin chin I will not let you in. So the fox huffed and he huffed and he puffed and he puffed and he blew the house down. The first little hippo ran and he ran all the way to his brothers house. Then the fox came to the house of sticks. Little hippo little hippo let me come in. Not by the hair on my

The children were asked to 'innovate' the familiar story of 'The Three Little Pigs', making changes of their choice to the characters, setting and plot.

T: using 's' for the plural of nouns.
Using the 'ed' suffix.

TS&O: Sentences sequenced using time related, and appropriate story related vocabulary to form a short narrative.

C&E: Rereading to check for sense and accuracy and often correcting errors during the writing process.

Once upon a time there was a mother hippo ~~wh~~ who decided that her three little hippos ~~to~~ should leave home. The first little hippo built a house out of straw. The second little hippo built a house out of sticks. the third little hippo built a house out of bricks. suddenly along came the big bad fox to the house of straw. little hippo little hippo let me come in. Not by the hair on my chin chin I will not let you in. So the fox huffed and he huffed-puffed and he huffed and he puffed and he blew the house down. The first little hippo ran and he ran all the way to his brothers house. Then the fox came to the house of sticks. Little hippo little hippo let me come in. Not by the hair on my chinny chin chin I will not let you in.

HIAS English Team

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