

HIAS MOODLE+ RESOURCE

Hampshire Assessment Model Exemplification

Writing – Beyond ARE

Year 1 – Nate

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.

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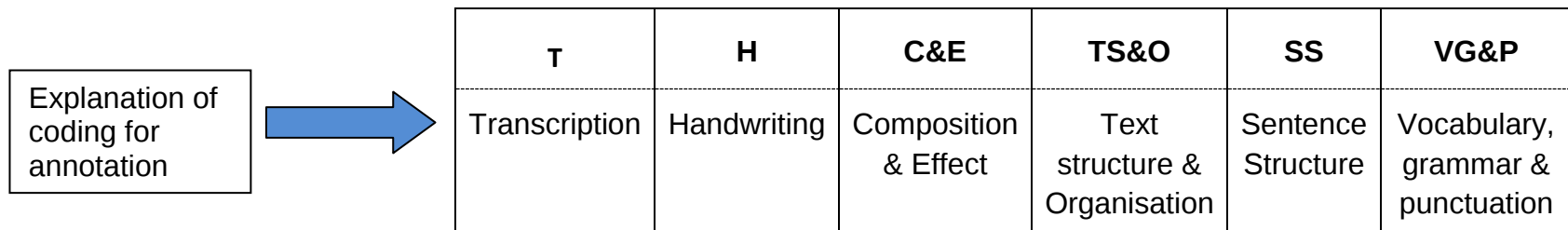
- How to use the HAM exemplification materials
- HAM Year 1 overview
- Exemplification of:
 - Milestone 1 – Phase 1
 - Milestone 2 – Phase 1 and Phase 2
 - Milestone 3 – Phase 1, Phase 2 and Phase 3
- End of Year

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 – Nate

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

Commentary

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

Nate's spelling and vocabulary is strong in writing. His stronger pieces of writing are the tasks when he's had greater choice and ownership. He is confident and responds well to feedback and likes to succeed. He consistently applies the literacy 'basics', and he can reread his writing and check for errors. He can write for sustained periods of time, particularly about subjects that interest him. He is very engaged in writing narratives and is able to use the structure of familiar texts to help him to write his own. His preference in free time is to draw. Throughout the writing process Nate regularly corrects errors, often replacing poor letter formation, or fixing capital letters.

As a reader his word reading is fluent, consistently applying his phonics and this year his comprehension has improved as in the past he was more focused on word reading. He was reading green book bands at the start of the year and is now a purple reader. He reads a variety of texts regularly at home, often preferring to read a non-fiction text. He's quite a fast reader and sometimes need to slow down as comprehension can suffer. He's able to make sensible predictions. He is a fluent reader and acknowledges punctuation and reads with expression. He prefers uninterrupted 1:1 reading.

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
		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

I Weant to
 Long Leeat.
 I saeoar monkes
 on the cars.
 My fafrut
 part wass the
 leemers walk
 Throo.

The children were asked to recount their personal experiences following a weekend. This was a regular task at the start of the year.

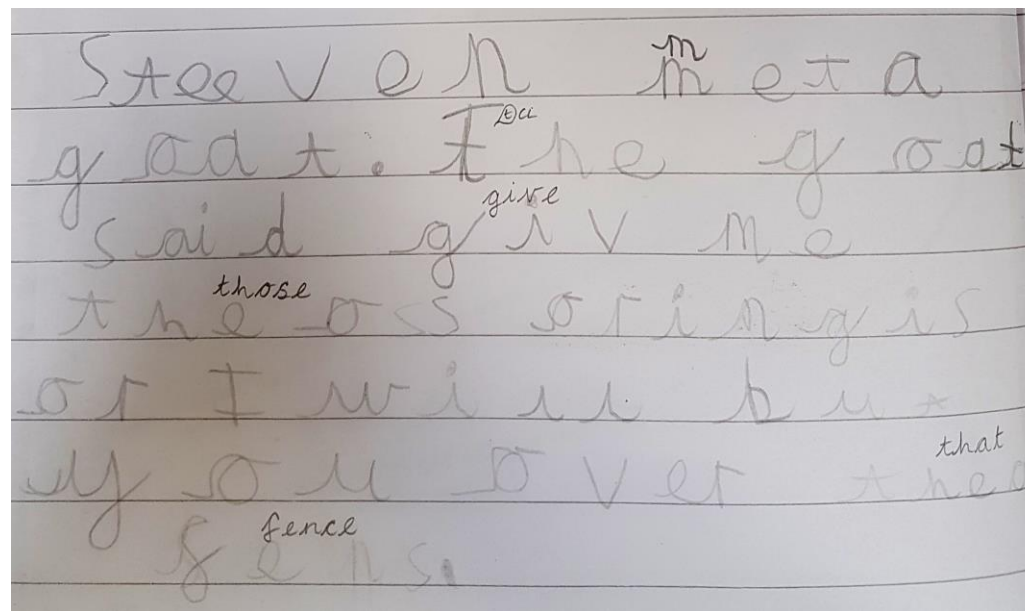
T: Correct application of learnt sounds, on occasions using the wrong grapheme, e.g. 'oo' in 'throo' and 'oar' in 'soar'.

I weant to Long Leeeat.

I saeoar monkes on the cars.

My fafrut part wass the leemers walk Throo.

VG&P: Capital letters for the name of a place, the personal pronoun 'I' and the start of a sentence.



The children were asked to write in response to the text driver that they had been exploring as part of their learning journey.

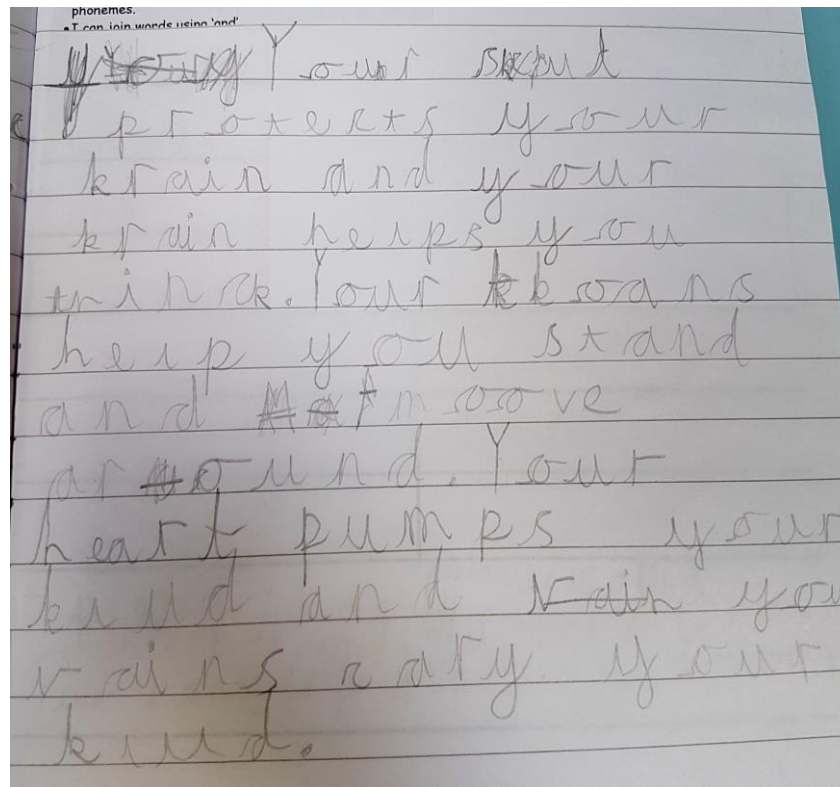
VG&P: Correct use of capital letters, correcting the lower case letter at the start of the sentence.

Punctuating sentences with full stops.

Steeven met a goat. **The** goat **said** giv me theos oringis of I will but you over theat fens.

SS: Write a simple sentence starting with a proper noun

T: Correctly spelling common exception word 'said'.



Cross curricular writing linked to the class Science topic.

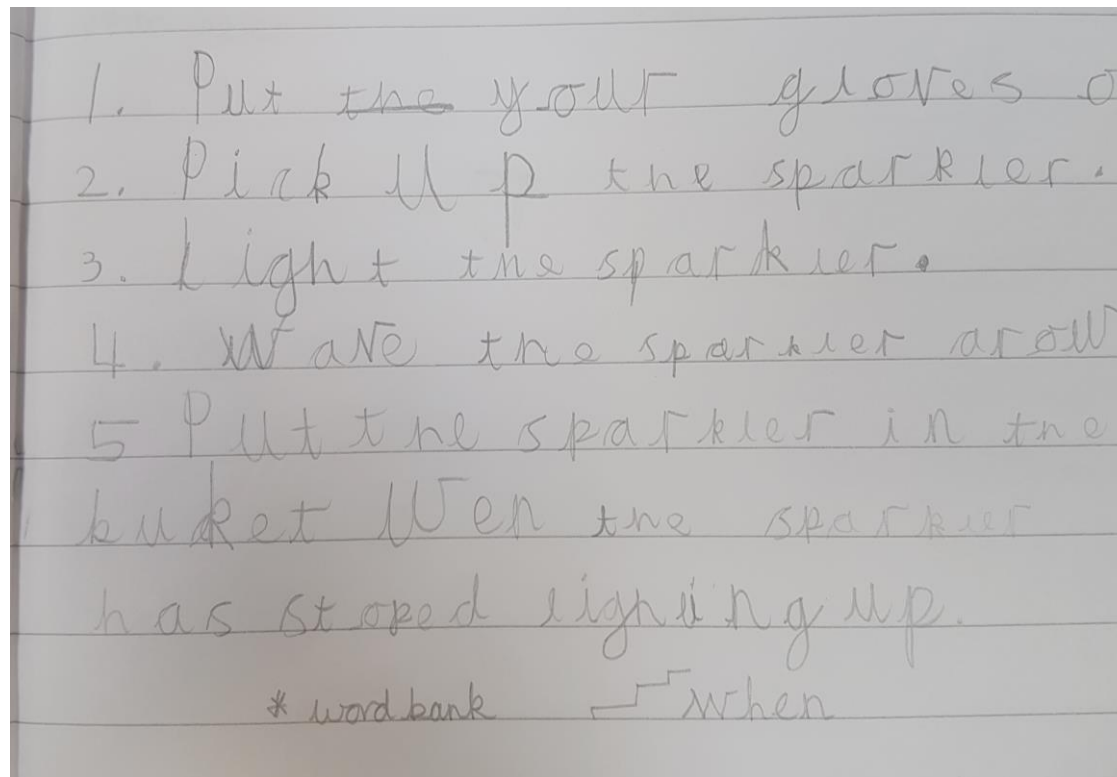
SS: Write simple sentences using straight forward subject/verb agreement.

H: Forming lower case letters correctly, starting and finishing in the right place.

~~Your~~ Your sekul protects your brain and your brain helps you think. Your boans help you stand and ~~ma~~ move around. Your heart pumps your blud and ~~vain~~ your vain scary your blud.

C&E: Using topic related vocabulary to convey information.

VG&P: Using the word 'and' to join clauses.



The children were asked to write a set of instructions on how to use a sparkler safely, linked to the learning about Bonfire Night.

TS&O: Sequence sentences, organising ideas/events using numbering.

1. Put ~~the~~ your gloves on
2. Pick up the sparkler.
3. Light the sparkler.
4. Wave the sparkler around.
5. Put the sparkler in the bucket when the sparkler has stoped lighting up.

C&E: Basic ideas, vocabulary and content linked to the purpose of the task.

T: Use of the suffix 'ing'.

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

Dear Mr ~~Bear~~ Bear

I think you
 should sleep in the Library because
 the library has books to read
 Also I think the loft
 because it is dark and ^{no} now
 Feasly goes up there. My last idea
 is the Beach because it has sa
 sand you can sleep on.
 I hope you get to sleep with m
 i dears. Love from Nate

*¹ wow! ^hth

Denmead Inf,
 Hambledon Road
 Denmead
 Hampshire
 PO7 6PN

As part of their ongoing learning journey, and in response to their text driver, the children were tasked with writing a letter of advice to Mr Bear.

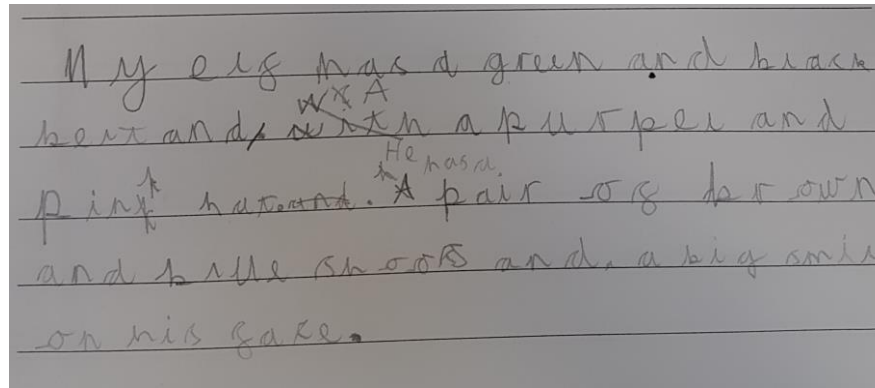
VG&P: Punctuating sentences with capital letters and full stops, also remembering to use a capital letter for a name.

TS&O: Using time related words and phrases to sequence thoughts and ideas.

Correct application of signposting in letter writing.

Dear Mr ~~Bear~~ Bear

I think you
 should sleep in the Library because
 the library has books to read
 Also ~~the~~ I think the loft
 because it is dark and ~~no~~ nowone
 realsy goes up there. **My last** idea
 Is the Beaeach because it has sa
 sand you can sleep on.
 I hope you get to sleep with my
 Idears. **Love from Nate.**



Linked to the class topic of Christmas, and as part of an ongoing learning journey studying the naughty adventures of the class Christmas elf, the children were asked to write a description of an elf of their own.

C&E: Uses prepositional phrase to add detail/extend ideas within a sentence.

My elf has a green and black belt and with a purple and pink hat. ~~And A~~ He has a pair of brown and blue shoes and a big smile on his face.

VG&P: Using simple noun phrases to describe.
Joining words with 'and'.

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 "I'll 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.

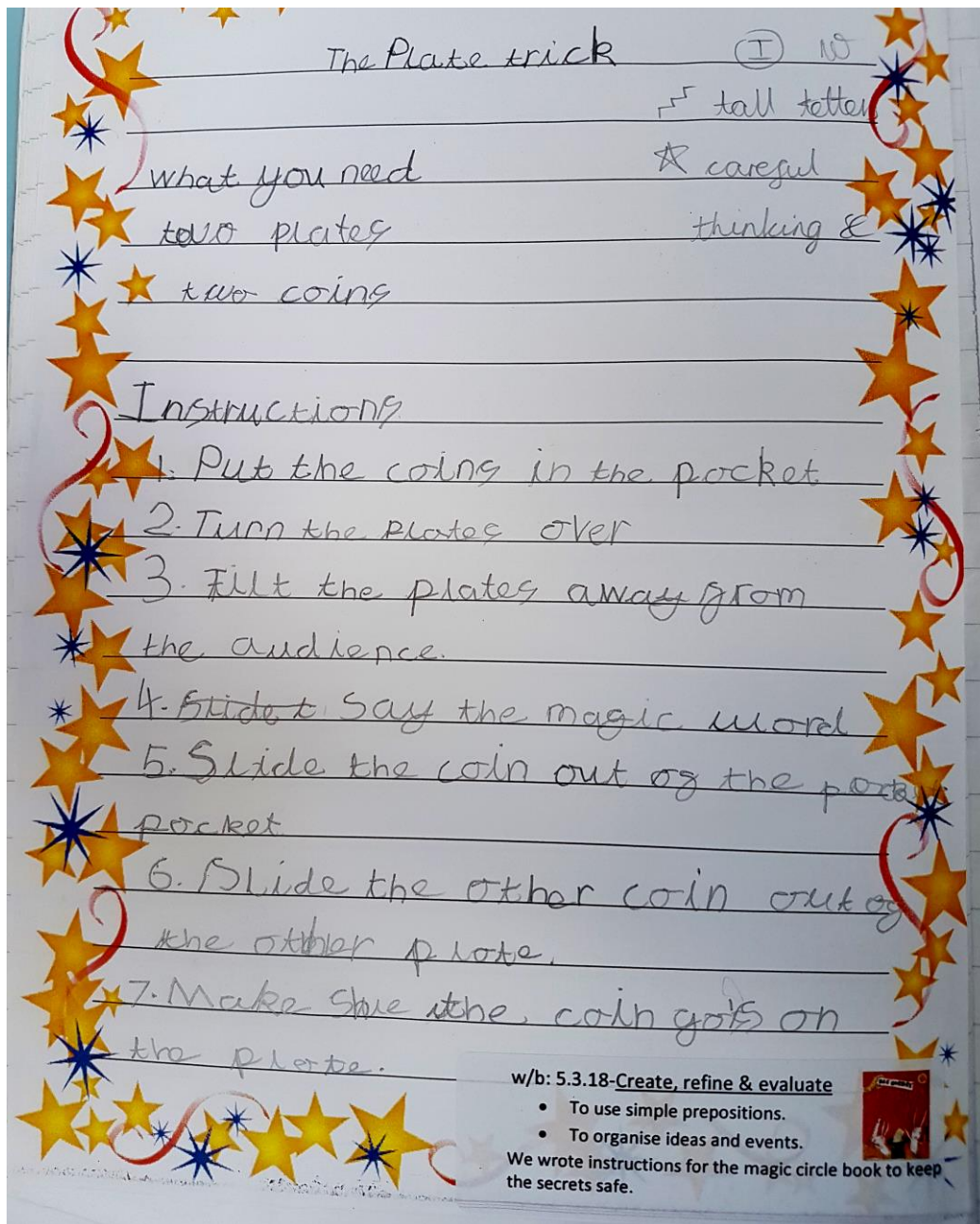
As the clock struck midnight on Friday the 19th of January my toy came to life...

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 "I'll 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 Bbutiful 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.

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

T: Correctly spelling contractions.

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

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

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 ahundread and thirty years old. **The new bit** was a hundread 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 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 ^{Should} ~~to~~ 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

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.

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