

HIAS MOODLE+ RESOURCE

Hampshire Assessment Model Exemplification

Writing – Beyond ARE

Year 3 – Ellen

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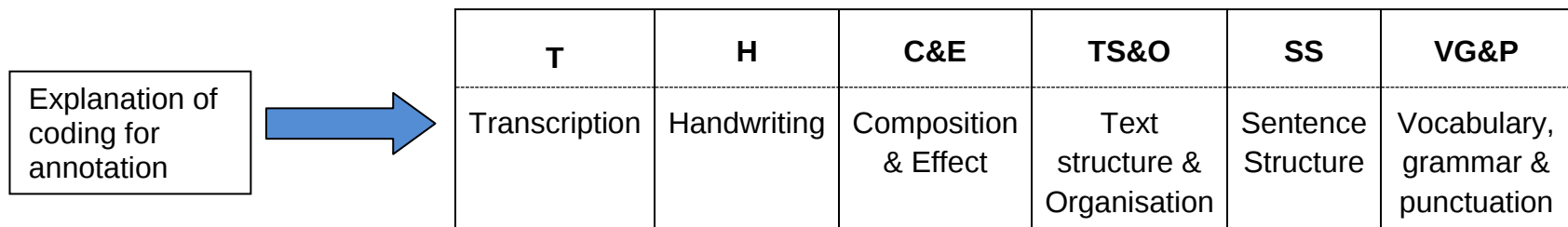
- How to use the HAM exemplification materials
- HAM Year 3 overview
- Exemplification of:
 - Milestone 1 – Phase 1
 - Milestone 2 – Phase 1 and Phase 2
 - Milestone 3 – Phase 1, Phase 2 and Phase 3
- End of Year

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: Ellen

This collection demonstrates the attainment and deepening of statements within the Hampshire Assessment Model for Year 3. Despite some minor inconsistencies in the application of skills, there is enough evidence to show that this pupil is working beyond age-related expectations for Year 3.

Commentary

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

Ellen enjoys writing and she gleans a lot from her reading. She now needs to challenge herself by reading different genres. However, she enjoys reading age-appropriate books and the fun and simplicity of these. Ellen loves to use a dictionary and uses a range of spelling and editing techniques when they have been introduced to her. She now edits freely and always considers the impact of her choices on the reader. Her reading is evident in her writing through her use of grammatical structures that have not yet been covered in the year three curriculum. This can be seen in her thoughtful use of brackets in Michael's diary entry at the beginning of the collection and the continued use of embedded clauses and the relative clause in 'Jub's Happy Ending'.

Her vocabulary choices are strong and develop further as the collection of writing is explored. In the review of Stanley Potts swimming with piranhas, Ellen writes: 'Suddenly Stanley made a perfect dive deep down into the life-threatening tank filled to the top with savage piranhas'. These inventive descriptions contribute to a clear 'voice' in the writing, which is enhanced by a good understanding of the purpose, audience and form of each piece.

Ellen writes from a range of viewpoints, including historical characters. Her writing is usually controlled, and she is experimenting with viewpoint and the formality of language, especially when writing speech. She achieves cohesion in her work through the application of a range of strategies, including conjunctions, adverbials and prepositional phrases. Her pieces are often extended, they rarely lose focus and cohesion is maintained throughout.

Carefully structured learning journeys, using a range of quality text drivers, have allowed Ellen to explore a range of high quality texts, including film and poetry. She has drawn upon these texts to influence her writing, whilst also making effective independent choices.

Although some skills are applied inconsistently at the point of writing, Ellen edits and refines her work well; the progress she makes with this during the collection is clear. She uses taught strategies to correct the spelling of words, and her application of words learned from the Year 3/4 National Curriculum word list is often strong. Her spelling improves throughout the collection. There is some variation in transcription, but overall the statements are met. Additional evidence for spelling and some further punctuation choices were drawn from outside of the collection.

Year 3	WRITING					
	Transcription	Handwriting	Composition: Composition and Effect	Composition: Text Structure and Organisation	Composition: Sentence Structure	Vocabulary, grammar and punctuation
Phase 1	- Use further prefixes and suffixes and understand how to add them (English Appendix 1). - Spell words that are often misspelt (English Appendix 1) - Use the first two or three letters of a word to check its spelling in a dictionary.	- Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined. - Increase the legibility, consistency and quality of their handwriting.	Writing is clear in purpose. - Plan their writing by discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar. - When planning, discuss and record ideas. - Compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary. - Evaluate and edit by assessing the effectiveness of their own and others' writing and suggesting improvements.	Organise writing into logical chunks and write a coherent series of linked sentences for each. Select nouns and pronouns to provide clarity for the reader. Use simple organisational devices, e.g. headings and subheadings.	- Draft and write an increasing range of sentence structures (simple and compound). Use some variation in sentence types (statement/ command/ question/ exclamation).	Use conjunctions to express time, place and cause. - Use adverbs and prepositions to express time, place and cause. Use inverted commas to punctuate direct speech. Know when to use 'a' and 'an'. Proof-read for spelling and punctuation errors. Use irregular simple past-tense verbs (e.g. awake / awoke).

Year 3		WRITING					
		Transcription	Handwriting	Composition: Composition and Effect	Composition: Text Structure and Organisation	Composition: Sentence Structure	Vocabulary, grammar and punctuation
	Phase 2	- Form nouns using prefixes e.g. super, anti, auto. - Spell further homophones and understand their meanings.		<i>In narratives, creates settings, characters and plot.</i> - Vocabulary choices move from generic to specific e.g. from 'dog' to 'terrier'.	<i>Organise paragraphs around a theme.</i> - Vary nouns and pronouns to avoid repetition.	Extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although (complex).	<i>Use the present perfect form of verbs in contrast to the simple past tense e.g. he has gone out to play, he went out to play.</i> - Indicate possession by using the possessive apostrophe with plural nouns. - Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences.

WRITING						
Year 3	Transcription	Handwriting	Composition: Composition and Effect	Composition: Text Structure and Organisation	Composition: Sentence Structure	Vocabulary, grammar and punctuation
Phase 3	- Explore and accurately use word families based on common words, showing how words are related in form and meaning e.g. solve, solution, solver, dissolve, insoluble. - Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.		Expansion of detail / events may be supported through vocabulary (technical, vivid language) and explanation.	Uses varied nouns and pronouns for cohesion.		- Use fronted adverbials. - Use commas after fronted adverbials. - 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

W 3rd October 2017
WALT - Write a persuasive letter.

Dear sir or madam,

I'm writing to you to persuade you to stop whaling. I am Ellen Cripps, a seven year old girl from England. In school I have been ^{learning} ~~teaching~~ about whales and whaling. I have heard how many whales ~~you have~~ ^{you have} killed and it has outraged me very much.

Firstly, you, Japan and Iceland ~~have~~ kill around 1500 whales every year which is extremely ~~stop~~ surprising for me. I ~~demand~~ ^{demand} you stop at once ~~because~~ ^{because} it is so cruel towards whales. If you keep ~~to~~ killing whales, they will become extinct, which will ~~not be~~ ^{be} very disappointing.

Can you think of a more powerful way to say 'not good'? Very disappointing

Secondly, there are only between 10,000 to 20,000 ^{left} blue whales on the earth! This is ~~so~~ certainly disappointing and all your fault. ~~You~~ ^{You} can't keep killing these ~~beats~~ beautiful creatures otherwise there will be none left.

Finally, ~~there~~ it is cruel, unnecessary and painful when they die. Would you like it if someone killed you to eat you? You probably ~~wouldn't~~ ^{wouldn't} like it if you were in ^{stuck} someone's ~~stuck~~ ^{stuck} so the whales ^{probably} ~~don't~~ ^{don't} eat either?

Thankyou for taking the time to read
my letter. I hope you think hard
about my three paragragres and
deside to stop completly or cut
down on how many lthales you ^{collete}
kill. I hope your country will ^{fololy}
your ~~in~~ ^{collete} killing lthales. I am only
trying to make you stop lthaling,
that is all i'm asking!

Yours sincerely

Ellen [REDACTED]

Tuesday 3rd October 2017

Dear Sir or Madam,

TS&O:

This persuasive letter features a clearly signalled opening, establishing its purpose, and an appropriate closing – “that is all I’m asking”.

Paragraphs are organised around a theme.

Cohesion is achieved through chains of reference (“whales”, “they” “blue whales”, “these beautiful creatures” and sequenced points (“Firstly, YOU...” “Finally,...”).

I’m writing to you to persuade you to stop whaling. I am Ellen XXX, a seven year old girl from England. I have been ~~learing~~ learning about whales and whaling. I've heard how many whales ~~have been~~ you have killed and it has outraged me very much.

Firstly, YOU, Japan and Iceland ~~have~~ kill around 1500 whales evry year wich is extremely ~~surp~~ surprising for me. I ~~dama~~ demand demand you stop at once because it is so cruel towards whales. If you keep ~~kille~~ killing whales they will become extinct, wich will ~~not be good~~ be very disappointing.

There are only between 10,000 to 20,000 blue whales left on the earth! This is ~~ee~~ certainly disappointing and all your fault. ~~You you~~ You can't keep killing these ~~beautir~~ beautiful creatchers otherwise there will be none left.

C&E: Viewpoint is consistently maintained and reinforced through word choice.

The expansion of detail is supported through vivid language such as “extinct”, “disapointing”, “beautiful creatures”, “cruel, unnecessary and unkind.” The repetition of some words serves heightens the emotional pull on the reader.

H: The legibility, consistency and quality of handwriting is increasing.

SS: Use of subjunctive mood for a hypothetical situation.

Finally, ~~there~~ it is a cruel, unnecessary and painful when they die. Would you like it if someone killed you to eat you? You probaly wound woun wouldn't like it if you were in someone's tummy stumik so the whales probaly don't eather ether?

Thank you for taking the time to read my letter. I hope you think hard about my 3 paragrafes and deside to stop completely or cut down on how many whales you kill. I hope your country will follow folow follow you in stopping killing whales. I am only trying to make you stop whaling, that is all I'm asking!

Yours sincerely

Ellen

T: Despite some errors, certain(ly), complete(ly), from the Year 3/4 NC word list are correct. Sincerely features on the Year 5/6 NC word list. The addition of suffixes 'ly', 'ing', 'ful' is secure.

SS: Sentences are extended through the use of a widening range of conjunctions and some complex sentence constructions are attempted to give reason and justification for the argument.

Friday 6th ~~October~~ October 2017
WALT - apply understanding of characters feelings.

Dear Diary,

Today I had the best day of my life! I went out on my boat to see if I could see any dolphins. But instead of a dolphin I saw a whale! The whale tipped me out of my boat, and before I could say anything I was swimming with a whale! I felt so surprised at first because the whale deliberately tipped me out of the Louisa May (my boat). The whale felt so smooth and a little bit slimy.

Luckily, I ^{wrote} said the position the date and the time but I was thinking if I should put Sperm Whale underneath, before he tipped the Louisa May, ^{again} I felt tiny compared to him, but I know I would because whales are the ^{largest} ^{on} ^{the} ^{earth} ^{of} the earth. I felt a vibration as the blowhole kicked into action, and before I know it I heard a ~~to~~ loud PPPffff and then water threw out like a volcano ~~erupted~~ erupting.

Fantastic written diary Ellen 2hp. ✓

Monday 9th October 2017

As part of the 'Save our Seas' topic, pupils read and explored Nicola Davies' 'Whale Boy'. They wrote a diary entry in character as Michael exploring his encounter with a whale for the first time.

SS and C&E: The opening sentences reflect the personal tone of a diary entry; the simple sentences reflect the character's amazement at what has been seen and the child-like quality of excitement.

T: Despite some errors, surprise(ed) and position from the Year 3/4 NC word list are correct. The addition of suffixes "ly" and 'ing', is secure.

SS: Sentences are extended through the use of a widening range of conjunctions and some complex sentence constructions are experimented with, although the punctuation is not always accurate.

Friday 6th ~~October~~ October 2017

Dear Diary,

Today I had the best day of my life! I went out on my boat to see if I could see any dolphins. **But instead of a dolphin I saw a whale!** The whale tipped me out of my boat, and before I could say anything I was swimming with a whale! I felt so surprised at first because the whale deliberately tipped me out of the Louisa May **(my boat)**. The whale felt so smooth and a little bit slimy. Luckily, I ~~said~~ wrote the position, the date and the time but I was thinking if I should put sperm whale underneath, before he tipped the Louisa May again. I felt tiny compared to him, but I know I would because whales are the **largest mammals** ~~off~~ **on the earth**. **I felt a vibration as the blowhole kicked into action**, and before I knew it I heard a loud pffffff and then water threw out **like a volcano erupting**.

VG&P: The use of brackets to hold additional information (my boat).

C&E: Vocabulary choices is expanded through a precise range: "largest mammals on earth," and "I felt a vibration as the blowhole kicked into action" likening the whale to a motor boat. The use of a simile 'like a volcano erupting' is well-chosen and adds to the description.

H: The legibility, consistency and quality of handwriting is increasing.

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

WALT - plan an alternative story ending.

Ellen C Thursday 16th November 2017

- (UI) One night, the ~~evil, heartbreaking~~ ~~witch~~ let out the bad and sad ~~happy~~ endings again. Jub couldn't listen to ~~the~~ ^{the} screaming voices ~~again~~ ^{that night as well}.
- (UI) But she didn't have to for long, because before she knew it she was fast asleep. This night Jub dreamed about a rock that could grow bigger. In the morning Jub found the rock on her bedside table. Jub picked up the rock and found that it was the one she dreamed about. The next night Jub didn't go to sleep, so she decided to go and find the ~~witch~~ sitting on the tree branch. Jub found the ~~evil, mean, heartbreaking~~ ~~witch~~ just where she thought she would, on the branch of the tree. She was just going to say something ~~to the witch~~ but she didn't need to because the witch did. "Hello ~~mean, ugly~~ ~~girl~~ again", ~~kissed~~ the witch. "Oh, hi witchy", said Jub, "It's nice to see you". Jub ~~said sarcastically~~. Just then Jub let out a massive scream saying "No it isn't you ugly woman, I will get the sack back", screamed Jub. "Ha Ha Ha", laughed the witch, "You don't stand a chance against me", the witch laughed.
- (UI)

Stones plan. A great idea. JEC

"Yes I do", Tub ~~believed~~ ^{believed}! Just then Tub saw the growing rock. It landed in ^{front} of the witch and then took the sack. Before Tub or the witch could see anything the witch was on the floor screaming "You, you ugly, heartbreaking, little girl". But just then the happy Sad, bad endings turned to good endings and let them ~~selves~~ ^{selves} out. They were so annoyed with the witch that they sprinkled all over that dreadful ^{ugly} woman. The witch turned good and everybody lived happily ever after. From that day the witch never, ever, ever did anything, yes anything as bad as ~~that~~ ^{what} she did to Tub that day.

A fantastic story Ellen. You have included speech, expanded noun phrases and a range of punctuation.

An excellent piece of writing showing your growing skills. Shp E.C.

Continuing with a focus on Carol Ann Duffy's 'The Lost Happy Endings' and traditional tales, the pupils were asked to re-write the ending so that it was a happy ending for the main character.

SS and C&E: The pupil skilfully moves the narrative forwards by using simple sentences at first and then building into more complex ones – using two conjunctions – as the pace increases.

VG&P: The fronted adverbials 'when I came down from the tree...' and 'Just then...' and the use of expanded noun phrases 'brown broomstick lurking on the branch' help to create the scene.

Thursday 23rd November 2017

Jub's Happy Ending

'Jub dropped the Golden Pen as she ran, and ran and ran, but I found it and wrote this with it.'

I took the pen when I found it laying in between two branches of a tree. This time I put it into the green sack. I kept on running because I was scared that another witch would come to my feet and do something bad to me again. I ran and ran until I got to the tree where I let out the sack of happy endings. When I came down from the tree I found something, a# almost like a brown broomstick lurking on the branch. I left the broom - stick where it was and searched around the area where the broomstick was. Just then around the corner of the tree I found a witch's boot. I took a path and then found a witch's old cloak. That lead-led me to a hat with purple outline. Then I found an old, stinky cottage, I

C&E: Repetition for effect 'I ran and ran' has been taken from 'The Lost Happy Endings.'

C&E: Vocabulary choices such as 'lurking', 'squeak' and 'shadow was behind me' support the cohesion of the writing and help to create tension in the reader.

opened the door and inside, magically the things I found on my way to the cottage were inside there. Some stairs were in the corner sitting there like a ~~bur~~ burgler had just come in the door. I went up them trying not to ~~squee~~ ~~squeek~~ **squeak** any because a witch was probably **lurking** up there somewhere. A **shadow was behind me** I saw it out of the corner of my eye and looked round. Nothing was there not even that shadow. One minute I had the sack on my shoulders but then the next it was gone. It was almost like it was gone in a puff of smoke but it wasn't. I heard a laugh, then a cackle, then a slam of the door. It sounded like it was broken but I went and looked but it wasn't. I remembered that I put the pen into the sack that was taken! A meow came from the ~~cupboard~~ cupboard. I just ignored it and ran out of the door. I ~~carried~~ carried on running and running until I met a the witch who'd taken my sack. **"Hey give that back to that little girl,"**

VG&P: Inverted commas are used to punctuate direct speech with increasing accuracy. Furthermore, the associated punctuation (Y3/4 NC standard) is evidenced with increasing accuracy as well.

VG&P and C&E: Some attempt at informality in speech is shown using an informal: 'Hey...' to add further characterisation.

VG&P: The use of a relative clause 'who was called Rose' adds further description to the characters in the narrative.

screamed a voice from behind me. I turned around and saw a young girl there ~~in front in front~~ in front of me. "Thanks," I said politely. I snatched the sack off of the witch and ran back home to ~~the~~ my house with the little girl that saved my life ~~in front in front~~ in front of the witch. Me and the little girl, who was called Rose, became best friends even though Rose had five fingers on each hand. The witch never annoyed anybody again.

H: The legibility, consistency and quality of handwriting is increasing.

T: Despite some errors, remember (ed) and probably are from the Year 3/4 NC word list. Shoulder(s) is from the Year 5/6 NC word list.

Wednesday 13th December 2017

WALT - Write a twisted tale

Once upon a time, long, long ago, there once lived 6 kind, helpful wolves that lived under a dark, small bridge and under that bridge there was a cave for away from the cave and bridges there lived the wolves Jerry, the big, bad, evil pig who if he found the wolves he would eat them. The big bad pig was also a sly ^{ally} to the wolves and told lies to them. One day, the oldest wolf ~~said~~ ^{suggested} to his brothers "I feel like we need to ~~get~~ ^{go} out of this small cave and stretch our legs." His brothers agreed with this and so they went out trying not to wake up the evil, sly pig. They walked to a field that had ~~not~~ ^{not and I mean} old of fresh, green grass on it. Just then, out of the glint of the youngest brother's eye, ~~he~~ ^{very} he found something so shiny that it nearly made him blind. The youngest brother didn't think at all, so he just grabbed the shiny thing, trying not to look at it. ~~The~~ ^{the} brother didn't have a clue what the thing was so he asked his other brothers. They all snorted at him, "It's an old, useless ~~lamp~~ lamp," but the oldest brother didn't ~~shout~~ shout he just mumbled, "It's a lamp." They all decided that the adventure they went on had ~~tired~~ ^{with the lamp of course} them out so they went home. ~~When they got home~~ ^{the youngest} the oldest brother wolf said to his brother "Don't listen to the other wolves that are in our family and say that your useless, the lamp is useless because there so silly."

The oldest wolf thought to himself, hum, should I rub this lamp or not. Just then he so suddenly, shouted, "yes!" His brother gave him a funny look. "Oh, right yeah, sorry," apologised his brother kindly. Just then, the brother rubbed the lamp and nothing happened. So he rubbed it again still nothing happened so he rubbed it for the 3rd time and out came a pink, smart, kind genie. The genie ^{explained} ~~explained~~ "I will be your servant for life!" After 3 years, the genie became the ~~wolves~~ ^{old} friends, but mainly the youngest and the oldest ~~wolves~~ ^{old} friends. Suddenly, after 2 hours ~~and~~ the big bad pig ^{stormed} ~~stormed~~ in, licking his lips and thinking, I will eat these ~~old~~ ^{grey} wolves and enjoy every grey ~~month~~ ^{month}. Just then, the oldest wolf couldn't think of anything to do except ~~from~~ shout to the genie. "Get him out of ^{straight} ~~here~~ here!" The genie did as he was told ^{and} ~~away~~ ^{straight} made the pig ~~slap~~ ^{like} it was a ~~magic~~ ^{magic} trick. The ~~wolves~~ ^{dark as night} and the genie liked happily ever after in their cave under the dark, dusty bridge. Oh yeah, and what was ~~the~~ ^{bad pig} ~~the~~ ^{well} the ~~to~~ pig was living in a ^{normal} ~~normal~~ house ~~as~~ with a ^{normal} ~~normal~~ person because now he was his old servant. So the pig never ~~ever~~, ~~ever~~, ~~ever~~, ~~ever~~, ~~ever~~ ^{amused} ~~amused~~ anyone again or ^{even} ~~an~~ animal ~~it~~ like the wolves. The wolves didn't ask the genie to ~~do~~ ^{do} those things that much now because they thought that it is ~~so~~ ^{mean} if you ask your friend to do something when you can just do it yourself. The genie loved there house and found it very comfortable ^{to} ~~to~~ live in because there was ~~6~~ ⁶ wolves, it was small ~~and~~ ^{it} ~~was~~ ^{so} ~~so~~ ^{cozy} comfortable and warm ~~to~~ ^{to} live in.

After exploring a range of traditional tales, including twisted tales, the pupils were asked to write their own version of a traditional tale of their choice.

Wednesday 13th December 2017

The wolf and the pigs.

Once upon a time, long, long ago there once lived six kind, helpful wolves that lived under a dark, small bridge and under that bridge there was a cave. Far away from the cave and the bridge, there lived the wolves' enemy, the big, bad, evil pig who if he found the wolves he would eat all of them! The big bad pig was also a sly to the wolves and told big lies to them. One day, the oldest wolf said suggested to his brothers "I feel like we need to get out of this small cave and stretch our legs." His brothers agreed with this and so they went out trying not to wake up the evil, sly pig – otherwise they would get eaten. They walked to a wet field that had a lot, and I mean a lot, of fresh, green grass on it. ~~Just~~ just then, out of the glance of the youngest brother's eye, he found something ~~very~~ so shiny that it nearly made him blind! The vounaest brother

C&E: The pupil has a strong awareness of the purpose and form of this piece, which features classic fairy tale elements, 'Once upon a time, long, long ago...', 'dark, small bridge', 'the big bad...'

TS&O: The pupil uses a range of pronouns and nouns to aid fluency and cohesion, 'the wolf', 'the oldest wolf', 'they', 'the wolves enemy', 'the youngest brother's', 'he', 'the sly wolves'.

C&E: Although 'out of the glance of the youngest brother's eye' is not quite accurate, it demonstrates that the pupil is trying to manipulate sentence constructions and it demonstrates an awareness of purpose, form and audience.

VG&P: Inverted commas are used to punctuate direct speech with increasing accuracy. Furthermore, the associated punctuation (Y4 NC standard) is evidenced with increasing accuracy as well.

C&E: The pupil then moves the narrative on through the use of reported speech: 'His brothers agreed with this and so they...' The content feels balanced.

VG&P and C&E:

Some attempt at informality in speech is shown using an informal 'Oh right, yeah, sorry...' to add further characterisation. The use of informal language structures in speech is found in the Y5/6 NC standard.

didn't think at all, so he just grabbed the shiny thing, trying not to look at it! ~~The~~ This brother didn't have a clue what ~~this~~ the thing was so he asked his other brothers. They all shouted at him "It's an old, useless ~~lamer~~ lamp but the oldest brother didn't ~~shou~~ shout at all he just mumbled "It's a lamp."

They all decided that the adventure they went on had tired them out so they ~~+~~ went home with the lamp of corse. When they got home ~~they~~ the oldest ~~brother~~-wolf said to his youngest brother, "Don't listen to the other wolves that are in our family and say that your useless, the ~~it~~-lamp is useless because there so silly."

The oldest wolf thought to himself, hum, should I rub this lamp or not. Just then he ~~se~~ suddenly shouted "Yes!" His brother gave him a funny look. "Oh, right yeah, sorry," apologised his brother kindly. Just then, the brother rubbed the lamp and nothing happened. So he rubbed it again. Still nothing happened so he rubbed it for

VG&P: Proof-reading for spelling and punctuation errors are made throughout with many happening during the first draft and others added or changed after writing. The use of 'straight away', 'with the lamp of corse'. enhance effects and clarify meaning.

the 3rd time, and out came a pink, smart, kind geenie! The geenie bowed down and ~~said~~ explained, "I will be your servent for life!" After 3 years, the genie became the wolves ~~friend~~ friends, but mainly the youngest and the oldest wolves friends. Suddenly, after 2 hours, a the big bad pig stormed ~~walked~~-in, licking his lips and thinking, I will get the sly wolves and enjoy every grey mothful. Just then, the oldest wolf couldn't think of anything to do except from shout to the geenie. "Get him out of here." The geenie did he was told **straight away** and made the pig vanish like it was a magic trick! The dark as thunder wolves and the geenie lived happily ever after in there cave under the dark, dusty bridge. Oh yeah, and what was of the ~~bad pig~~ ~~wolf~~? Well the ~~w~~-pig was living in a normal house ~~a~~ with a normal person because now he was his own servant. So the pig never ever, ever, ever, ever ~~anoyed~~-annoyed anyone again or even an animal like the wolves. The wolves didn't ask the geenie to ~~do-I~~ do the things that much now because they

SS and C&E: The rhetorical question appears to act as an after thought but addresses the reader and helps to conclude the narrative's message.

H: The legibility, consistency and quality of handwriting is increasing.

thought that it is ~~me~~ mean if you ask your friend to do something when you can just do it yourself. The geenie loved there house and found it very comfterble to live in because there was 6 wolf wolves, it was small and so and it was ~~would-~~ ever so comfterble and warm. ~~to live in.~~

T: Despite some errors, mostly in their/ there and they're, thought and straight are from the Year 3/4 NC word list. Suggest(ed) is from the Year 5/6 NC word list.

The pupil is able to add -est to create superlatives in oldest and youngest.

Tuesday 9th January 2018

WALT-Write an extract of a portal story

One early morning, a little boy was discovering the ^{bright} woods. The little, ^{kind} boy was called Billy. He was only 4 years old but he was very sensible doing things by himself. Suddenly, Billy ~~had~~ ^{stumbled} over a big tree stump and ~~fallen~~ ^{down down down}. The ground that his head was ~~knocking~~ ^{knocking} on was all muddy and wet. Billy found himself in a big, rocky hole that didn't look like where he was before he fell. Billy felt very dizzy and when his head hit a ~~big, hard~~ ^{big, hard, grey} rock it felt like he had fainted. He was confused because he was in a totally different place ~~because~~ ^{then that} before he was in a ^{before} bright, green, quiet woods.

Check word

Excellent piece of writing and good self editing after your initial writing (3)

Q

As part of the 'Time Team' learning journey, pupils explored the book 'Stone Age Boy'. They were asked to write the beginning of a portal story.

H: The legibility, consistency and quality of handwriting is increasing.

C&E: The opening to the portal story demonstrates the move from the ordinary to a strange event through the repetition of 'down, down, down'. The pupil has an increasing awareness of the purpose, form and audience.

T: The word different is from the Year 3/4 NC word list.

Tuesday 9th January 2018

One early morning, a little boy was **discovering** the bright woods. The little, kind boy was called Billy. he was only 4 years old but he was very sensible doing things by himself. Suddenly, Billy had stumbled over a ~~bid~~ big tree stump and fallen **down down down**. The ground that his head was bashing on was all muddy and wet. **Billy found himself in a big, rocky hole that didn't look like where he was before he fell. Billy felt very dizzy and when his head hit a ~~bid~~ hard big, hard, grey rock it felt like he had fainted**. He was confused because he was in a totally different place ~~because before~~ then that he was in before a bright, green, quiet woods.

VG&P: The present continuous form of verbs 'discovering' is used to enhance the on-going action in the woods.

C&E: The details about Billy and the surroundings help to create the settings and character. The simple word choices are chosen for effect and the contrast in colour helps to portray this: 'big, hard grey rock' and 'bright green quiet woods'.

Wednesday 17th January 2018

APPRENTICE WRITE

WALT - describe a setting effectively.

WALT - describe a setting effectively.

WILF

- conjunctions
- prepositional phrases
- fronted adverbials
- expanded noun phrases
- past tense



On a sunny morning, at Om's home, there were lots of people doing jobs like making tipis by ~~tee~~ putting animal fur on tied branches, rough sticks. Behind the green bushes there was a deer keeping low because otherwise he would get shot. Children and adults were picking apples that were as red and as shiny as ^{rubies} ~~pebbles~~. It was hot and sunny but because Om and her family were doing jobs it felt like Egypt. In the river there were people throwing nets under the water to try and catch fish to eat for dinner. In the distance, behind the bushes and trees and fields you could see snowy, white mountains that were as cold as ice cubes. There were two men carrying home a big animal tied onto a stick with vines from a tree. Sat all alone, there was a lady poking the hot, red fire.

Carry

✓ 4

A lovely description, use your pp to go through and identify items from the WILF

Using an image from 'Stone Age Boy', pupils were asked to practise their grammar skills in an apprentice write which describes the setting effectively.

SS and C&E: The use of embedded clauses add extra information and helps to create a detailed setting: 'at Om's home' and 'behind the bushes and trees and fields'. The pupil is writing in an increasing range of sentence structures with the noun phrase expanded by modifying adjectives. Fronted prepositional phrases are used for greater effect throughout the piece. Similes, although quite rudimentary, are used to build a description in the reader's head (Y3/4 NC standard).

Wednesday 17th January 2018

On a sunny morning, **at Om's home**, there were lots of people doing jobs like making tpees by ~~we~~ putting animal fur on tied brown, rough sticks. Behind the green bushes there was a deer keeping low because otherwise he would get shot. Children and adults were picking apples that were as red and shiny as ~~rubys~~ rubies. It was hot and sunny but because Om and her family were doing jobs it felt like Egypt. In the river there were people throwing nets under the water to try and catch fish to eat for dinner. **In the distance, behind the bushes and trees and fields**, you could see snowy, **white mountains that were as cold as ice**. There were two men ~~carrying~~ carrying home a big animal tied onto a stick with vines from a tree. **Sat all alone**, there was a lady pocking the hot, red fire.

TS&O: The opening and closing of the piece of clearly signalled with the ideas developed coherently throughout.

H: The legibility, consistency and quality of handwriting is increasing.

T: Errors in spelling rules, such as y changing to an i are changed at the point of writing.

VG&P and C&E: The fronted adverbial followed by a comma helps to develop the characterisation of the lady.

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

Tuesday 6th March 2018

WALT-demonstrate our understanding by composing a poem.

elicate

Yesterday, ^{on a spring morning} a delicate butterfly flew like a plane high in the sky.

Early ^{this morning}, a beautiful, pink flower swayed ^{like} someone dancing on the ^{damp} green ^{grass}.

Quickly a hard tree ^{as the wind blew} swooshed ^{past me} as fast as a cheetah ^{on} above the brown, squishy mud.

Last night Slowly a slimy, grey slug ^{and made trails} ~~stilt~~ slithered as slow as a sloth across ^{humpy broken} a patio slab.

Does this go with the order of the day? No

A lovely poem with good annotations while you were editing.

As part of the 'Blooming Marvellous' journey, pupils were asked to demonstrate their understanding of 'Lob' by Linda Newberry by composing a poem.

Tuesday 6th March

SS and C&E: The use of an embedded clause adds extra information and helps to build a more rounded picture in the reader's mind.

Yesterday, **on a spring morning**, a delicate butterfly flew like a plane high in the sky.

Early this morning, a beautiful, pink flower swayed **gently like someone dancing** on the green ~~wet~~-damp grass.

C&E: An attempt at personification alongside other figurative language techniques are used to build a picture in the reader's mind.

VG&P: The poem has been evaluated for effect and the 'sentences' are edited and expanded for meaning and effect.

Quickly a hard tree shwooshed as the **wind blew**
~~past me~~ **as fast as a cheeter above on the**
brown, squishy mud.

H: The legibility, consistency and quality of handwriting is increasing.

~~Last night~~, slowly a slimy, grey slug ~~slit~~-slithered and made trails as slow as a sloth across a bumpy broken patio slab.

Friday 16th March 2018

WALT understand how seed ~~dispo~~dispersal works.

Dear diary

Today, I was really scared ~~today~~ but ~~ext~~ excited at the same time. I felt my ~~parashoot~~ ^{parachute} get ready and I was off. I was gliding through the air and there was over 10,000 of us when the wind blew. I left my mum, my dad, my ~~sisters~~ ^{sisters}, my brothers and my friends all at once. Where was I going to land? I didn't ~~no~~ know but hopefully somewhere ^{interesting}. It was like a huge ~~and~~ adventure. We made snow, well, atleast it looked like snow.

A lovely piece of writing, well done!
Check your spellings and punctuation.

As part of the 'Blooming Marvellous' topic, pupils were asked to write a diary entry during a science lesson; demonstrating their understanding of seed dispersal.

Friday 16th March

Dear diary,

SS and C&E: The variation in sentence types helps to convey the personal tone of the writing form, even though this is demonstrating of a scientific event.

The balance of simple and more complex structures helps to aid cohesion and the passing of time in the piece.

H: The legibility, consistency and quality of handwriting is increasing.

Today I was really scared ~~today~~ but ~~ex~~-excited at the same time. I felt my ~~parashoot~~ parachute get ready and I was off! I was **gliding** through the air and there was over 10,000 of us when the wind blew. I left my mum, my dad, my sisters, my brothers and my friends all at once. Where was I going to land? I didn't know but hopefully somewhere ~~intresting~~ interesting. It was like a huge ~~and~~ adventure. We made snow, well, at least it looked like snow.

C&E: The vocabulary choices are precise and appropriate; helping to mirror the journey made through seed dispersal: 'parachute', 'gliding' and 'I was off!'

T: The word interest(ing) is from the Year 3/4 NC word list.

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

Thursday 10th May 2018

WALT - use persuasive language.

✓ Don't like making your bed in the morning?
✓ Well, I've got something just for you, my ^{amazing} machine
will makes you not need to make your bed as it will
do it for you.
My ^{super} machine will change your life ^{alot} because it makes it
✓ easier, calmer and your bed will ^{be extremely} neat. It will
start ^{by} you just simply walking down 5, only 5 ^{little}
steps. If you say how you want your bed covers it
✓ will make and put it on its self. 96% of people
love my machine and have tried it, you
can try it to. Please ^{by} buy my ^{incredible} machine TODAY!

Excellent use of editing and persuasive
language. Well done!

KN

TS&O: The writing is organised into paragraphs with internal coherence and ideas developed through subsequent sentences.

SS and C&E: The direct address to the reader at the beginning of the piece as well as the use of first person throughout, helps to convey the persuasive tone. The exaggerative vocabulary is chosen to help persuade.

H: The legibility, consistency and quality of handwriting is increasing.

Thursday 10th May 2018

Don't like making your bed in the morning?

Well, I've got something just for you, my ~~amazing~~-amazing machine will make you not need to make your bed as it will do it for you.

My super machine **will change your life** a lot because it makes it easier, calmer and your bed will be extremely neat. It will start working by you just simply walking down 5, **only 5 little steps**. If you say how you want your bed covers it will make and put it on itself. 96% of **people love my machine** and have tried it, you can try it to. Please ~~by~~-buy my incredible machine
TODAY!

Whilst reading 'The Boy who Swam with Piranhas' by David Almond, the pupils were asked to design their own invention and write a persuasive description for it.

VG&P: The writing has been evaluated for effect and the 'sentences' are edited and expanded for meaning and effect (Y5 NC standard).

T: The word extreme(ly) is from the Year 3/4 NC word list. The suffix -ible and the prefix -in is used correctly to make changes to the root – *incredible*.

Comet Class
Cove Junior School
Fernhill Road
Farnborough

11th May 2018

Dear Chief planning Officer,

I am writing to you because the letter that you sent last Monday was very unfair. In my opinion, you ^{can't} shut down St John's church just to make some houses. The concept is not ~~is~~ right, people go to that church to pray and worship ~~of~~ God, ^{it's} a sacred place to them, maybe not to you but it is to them. The people that want to live there can find there own house else where. When I heard and read the letter I was ~~desclusted~~ and ~~devistated~~. In you letter it does say that you will get every bodys opinion but ^{it} may just get into a massive argument ~~but~~ ^{between} ~~between~~ ^{hundreds} of people. I hope you think about what I ^{have} ~~wrote~~ ^{written} and change your mind.

Yours Sincerely Sincerely
Ellen [redacted]

Why is it
important for

As part of the RE work during this half term, pupils were asked to apply their persuasive writing skills in the form of a letter to the Chief Planning Officer.

11th May 2018

Dear Chief Planning Officer,

I am writing to you because the letter that you sent last Monday was very unfair. In my opinion, you ~~can't~~ can not shut down St John's church just to make some houses. The concept is not right, people go to that church to pray and worship God, it is a sacred place to them, maybe not to you but it is to them. The people that want to live there can find there own house elsewhere. When I heard and read the letter I was descusted and devistated. In your letter it does say that you will get everybody's opinion but it may just get into a massive argument but between hundreds of people. I hope you think about what I have wrote-written and change your mind.

Yours sinceriley sincerely

Ellen XXX

T: Sincerely features on the Year 5/6 NC word list.

TS&O: The pronoun chain of references 'people' 'them' everybody's' and 'hundreds of people' support the cohesion of the letter. Capitalisation of proper nouns is accurate throughout.

TS&O: The opening and closing are clearly signalled, well developed and appropriate for a persuading letter

VG&P and C&E: The contractions 'can't' and 'isn't' are changed to show a more formal tone when addressing the Chief Planning Officer. The viewpoint is established and maintained.

C&E: The vocabulary, although not always spelt correctly, is used to clarify and enhance meaning.

H: The legibility, consistency and quality of handwriting is increasing.

Wednesday 16th May 2018
WAIT-turn notes into a paragraph.

^{Giang}
Two brothers entered the golden, shimmering stage in excitement. They were dressed in vibrant, traditional, silk cloaks down to their ankles with white and black patterns on them. ~~You could tell that they were nervous~~ ^{He wavered} ~~The but excited.~~ The audience were not impressed ~~at~~ and you could tell because they were rolling their eyes and you could hear voices saying "this will be interesting." But the unexpected was about to begin...

A mindblowing, unbelievable act was ~~the~~ ^{unravelling} unravelling in front of the ~~juries~~ judges eyes. I felt ~~scared~~ ^{curious}, worried, terrified and petrified all at once. It was ~~fascinating~~ ^{fascinating} to watch them showing incredible strength. The audience were going ~~clapping~~ ^{clapping} until their hands dropped off, whistling ~~until~~ ^{until} they lost their voice and biting their lips inbetween. The ~~men's~~ ^{performers'} eyes were blood-shot ~~and~~ ^{and} with bright red cheeks and ~~scrunched-up~~ ^{scrunched-up} foreheads. Were they going to make it ~~or~~ ^{or} were they going to fall?

The ~~juries~~ ^{judges} judges were on their feet, they just couldn't help themselves. ~~It~~ ^{the act} was extremely ~~dangerous~~ ^{like risking} dangerous and incredible. I calmed down and so did the audience, I ~~was~~ ^{was} still shaking ~~a~~ ^a little bit though but I was ~~not~~ ^{relieved} relieved. Some people were frozen ~~and~~ ^{and} in fear. There were deep breathes, ~~and~~ ^{and} smiles and laughter from millions of people. EVERYBODY was cheering and clapping. It was a miracle!!

As part of the 'Roll up! Roll up!' topic, pupils were asked to write a review of a circus act they watched as a class.

C&E: The description of the brothers creates a feeling of excitement and anticipation at the events. The expanded noun phrases convey information concisely.

VG&P: Inverted commas are used to punctuate direct speech with increasing accuracy. Furthermore, the associated punctuation (Y3/4 NC standard) is evidenced with increasing accuracy as well. The use of ellipsis is effective in creating suspense and anticipation.

Wednesday 16th May 2018

Two giant brothers entered the golden, shimmering stage in excitement. They were dressed in vibrant, traditional, silk cloaks down to their ankles with white and black patterns on them. However they were nervous but excited. The audience were not impressed at and you could tell because they were rolling their eyes and you could hear voices saying "This will be interesting!" But the unexpected was about to begin begin...

A mindblowing, unbelievable act was unravel unravelling in front of the judges judges eyes. I felt scared curious, worried, terrified and petrified all at once. It was fascinating to watch them showing incredible strength at their talent. The audience were going mad, and clapping until their hands dropped off, whistling until they lost their voice and biting their lips inbetween. The performer's eyes were

SS and C&E: The sentence constructions are developing in complexity from earlier work. The use of conjunctions is controlled and supports the cohesion of the writing.

The use of a wide range of vocabulary 'curious', 'worried', 'terrified' and 'petrified' and then the use of 'all at once' suggests the heightened emotions at the event.

H: The legibility, consistency and quality of handwriting is increasing.

T- Although much of the vocabulary used is ambitious, it does not feature on either of the word lists. There are examples of prefixes and suffixes used to word build, e.g. *incredible*, *unravelling*, *extremely* and *unbelievable*.

blood-shot ~~wit~~ with bright red cheeks and-a
scrunched – up ~~forh~~ foreheads. Were they
going to make it, or were they going to fall?

The ~~judges~~ judges were on their feet, they just
couldn't help themselves. ~~It~~ The act was
extremely ~~dangrous~~-dangerous, life-risking and
incredible. I calmed down and so did the
audience, I ~~was~~ was ~~st~~-still shaking at a little bit
though but I was ~~ver-relived~~ ~~relieaved~~ relieved!
Some people were frozen ~~and~~ in fear. There
were deep breathes, ~~and~~ smiles and laughter
from millions of people. EVERYBODY was
cheering and clapping. It was a miracle!!!

SS: The sentence structures are ambitious although there is no use of more complex punctuation yet.

Friday 8th June 2018



A New Way To Travel

Samuel Diggle has designed the 'Zepper 2018' as a new, environmentally friendly way to travel. Imagine you are Samuel Diggle. You need to write your persuasive speech which you will give to the mayor of London to explain how your machine works and convince him to choose this design as the government starts to consider alternative ways to travel.

Remember to include the persuasive features we learned about in our 'Roll Up! Roll Up!' topic.

Goodmorning, I am Samuel Diggle I have invented the Zepper 2018. I would like 1000 pounds so that I can make my mind-blowing Zepper 2018. If you give me 1000 pounds to create this invention I would be over the moon.

Could you make this a bit more formal?

It would be 3 bronze hot air balloons and under each one there would be a sphere for people to sit in ~~attach~~ attached by strong ^{twisted} rope. In one of the 6th spheres I would be steering the Zepper 2018. Ontop of the hot air balloons is 6 wheels with pipes to join two wheels together, this is done with all 6 wheels. There is metal from ~~each~~ each side of the hot air balloons to hold up the propellers that make the machine fly.

✓ An interesting speech, how would you complete it?

Without doubt my Zepper 2018 is extremely safe and ~~97%~~ 97% of people think that my invention will be ^{safe} appropriate for traveling in. Do cars get a bit boring once you have travelled in them millions of times? Well, you can ~~a~~ NEVER get bored in the Zepper 2018 because it ~~provides~~ provides lots of activities. It's ^{so} healthier, safer and produces less pollution.

Sounds like y but is an - i
Thankyou for listening to me I hope
you have liked my speech
and will give me
1000 pounds!

For this independent application piece, pupils were given a picture stimulus and asked to imagine that a new way to travel -using balloons- had been invented. They wrote a persuasive speech to be given to the mayor of London, to convince him to choose their design as the future of transport.

Friday 8th June 2018

A New Way to Travel

Good morning, I am Samuel Diggle. I have invented the Zeper 2018. I would like 1000 pounds so that I can make my mind-blowing Zepper 2018. If you give me 1000 pounds to create this invention I would be over the moon.

It would be 3 bronze hot air balloons and under each one there would be a sphere for people to sit in ~~attach~~-attached by strong twisted rope. In one of the ~~sh~~ spheres I would be steering the Zepper 2018. On top of the hot air balloons is 6 wheels with pipes to join two wheels together, this is done with all 6 wheels. There is metal from ~~eat~~ each side of the hot air balloons to hold up the propellers that make the machine fly.

C&E: The use of exaggeration and hyperbole is used effectively to persuade the major their mode of transport is best. The direct address to the reader continues to create the persuasive tone.

TS&O: Paragraphs are becoming more internally coherent and the main ideas are supported with subsequent ones.

H- Handwriting is fluent, joined and demonstrates sufficient stamina

Without doubt my Zepper 2018 is extremely safe and 97-97% of people think that my invention ~~will be appropriate~~ appropriate for travelling in. Do cars get a bit boring once you have travelled in them millions of times? Well, you can NEVER get bored in the Zepper 2018 because it ~~provides~~ provides lots of activities. It's healthier, safer and produces less pollution pollution.

Thank you for listening to me. I hope you have liked my speech and will give me 1000 pounds.

T- Extreme(ly) features on the Year 3/4 NC word list. Further complex spellings are used which demonstrate word families, and the use of suffixes and prefixes.

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