

HIAS MOODLE+ RESOURCE

Hampshire Assessment Model Exemplification

Writing – Beyond ARE

Year 4 – Cerys

HIAS English Team

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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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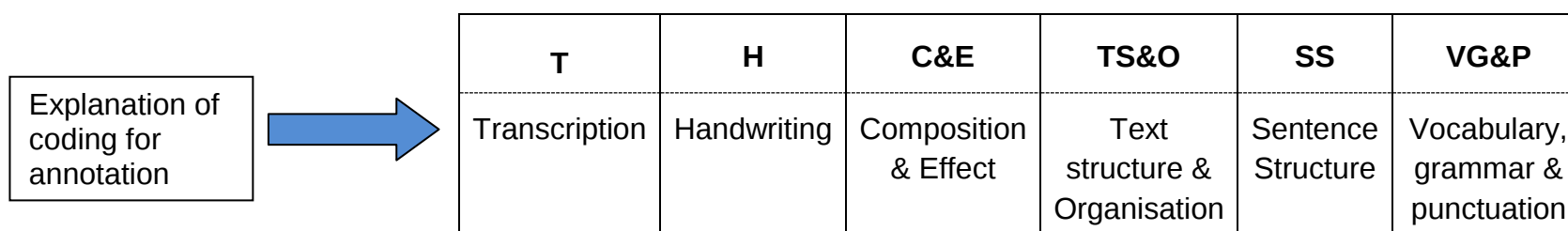
- How to use the HAM exemplification materials
- HAM Year 4 overview
- Exemplification of:
 - Milestone 1 – Phase 1
 - Milestone 2 – Phase 1 and Phase 2
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- End of Year

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: Cerys

This collection demonstrates the attainment and deepening of statements within the Hampshire Assessment Model for Year 4. 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 4.

Commentary

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

Cerys enjoys writing and is an avid reader. Her reading is evident in her writing through her use of punctuation and grammatical structures that have not yet been covered in the curriculum. This can be seen in her judicious use of brackets in 'A New Way To Travel', and the use of passive forms and relative clauses in 'Jub's Happy Ending'.

Her selection of vocabulary is also strong. In her 'twisted' version of 'Little Red Riding Hood', grandma's eyes "widened with anger", whereas the wolf feels his face "melt into a panicked expression." 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. Cerys can also write from a particular viewpoint: putting herself in the role of the prehistoric 'Om' character in Stone Age Boy, she writes that the modern boy wears "hard clingy things on his feet. Or were they his feet?"

Cerys' writing is usually controlled, and she is able to achieve cohesion in her work through the application of a range of strategies. Although her pieces are often extended, they rarely lose focus and cohesion as they develop.

Carefully structured learning journeys have allowed Cerys to explore a range of high quality texts. She has drawn upon these texts to influence her writing, while also making effective independent choices.

Although some skills are applied inconsistently at the point of writing, Cerys is able to edit and refine her work well. Cerys 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 through the collection. There is some variation in handwriting, but overall the statements are met. Additional evidence for spelling and the punctuation of direct speech was drawn from outside of the collection.

Year 4	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 further homophones - Spell words that are often misspelt (English Appendix 1) - Place the possessive apostrophe accurately in words with regular plurals e.g. boys', girls' and in works with irregular plurals e.g. children's - 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. Is able to maintain fluency of writing and has sufficient stamina for typical written tasks.	- Discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar. - Plan their writing by discussing and recording ideas. - Evaluate and edit by assess the effectiveness of their own and others' writing and suggesting improvements. In narratives, creates settings, characters and plot. Writing is clear in purpose. - Use a varied and rich vocabulary.	- Non-narrative material uses simple organisational devices. Organise paragraphs around a theme Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition. Use conjunctions, adverbs and prepositions to express time and cause for cohesion.	- Compose and rehearse sentences orally (including dialogue) - Use an increasing range of sentence length and structure. - Extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although.	Use inverted commas to punctuate direct speech e.g. a comma after the reporting clause; end punctuation within inverted commas: <i>The conductor shouted, "Sit down!"</i> - Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases e.g. <i>the strict maths teacher with curly hair.</i> - Understand the difference between plural and possessive –s - Proof-read for spelling and punctuation errors. - Propose changes to grammar and vocab to improve consistency, including the accurate use of pronouns in sentences.

Year 4		WRITING					
		Transcription	Handwriting	Composition: Composition and Effect	Composition: Text Structure and Organisation	Composition: Sentence Structure	Vocabulary, grammar and punctuation
	Phase 2	Plural nouns of words ending in 'o'.	- Can correctly join letters in accordance with the school's agreed style. - Increase the legibility, consistency and quality of their handwriting.	- Description or detail in both narrative and non-narrative is expanded through an appropriate and precise range of vocabulary. - Viewpoint is consistently maintained (for example, word choice indicates child's viewpoint on a character or an issue).	- Openings and closings are clearly signalled and well developed. - Produce internally coherent paragraphs in logical sequence e.g. using topic sentences with main ideas supported by subsequent sentences.		Standard English forms for verb inflections instead of local spoken forms. Use fronted adverbials followed by a comma. - Use the present perfect form of verbs in contrast to the past tense. - Indicate possession by using the possessive apostrophe with plural nouns.

Year 4			WRITING					
			Transcription	Handwriting	Composition: Composition and Effect	Composition: Text Structure and Organisation	Composition: Sentence Structure	Vocabulary, grammar and punctuation
		Phase 3	Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.		Use figurative language such as similes, alliteration to build a picture in the reader's head.			Use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading: <i>determiner, pronoun, possessive pronoun, adverbial.</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

Dear Sir/Madam,
I am writing to complain that
your people are continuing to keep
whaling. Whales are amazing, intelligent*
creatures and do not deserve to be
hunted like this.

These creatures are having slow,
painful deaths, and the rest of
the world do not wish to stand and
let you continue. If you were the one
being wiped out, having a weapon thrown
at you, think about how you would
feel. And if you do not listen, you could
try to give them less painful, quick
deaths.

My second thought about this is if
you continue, these amazing
animals could become extinct. And
think of how awful it would be for all
the other countries blaming what happened
on you. Your future generation will never
see whales, and you will be the cruel
ones who made it happen. And surely a
fantastic person like you would not want
that to happen.

Finally, I am sure that whaling is not
supposed to be fun. It would be bad ~~en~~
enough for whales to go extinct from what
can come from them, but doing it for
no reason is the most cruel and tragic
thing a person can do in my thoughts.
And even if you are doing sport and
going for blubber or meat at the
same time, it would still be terrible. I
would also like to add that we have
other sources of meat and oil, such as
chicken and pork, which is a much more
common meat. Where I am. And as for oil,
medicine and jewelry, there are lots of
alternatives.

* There are only 6 to 12,000 minke whales left, which I know is considered a great whale to hunt where you are. But even though 12,000 is a huge number in maths, it is a small amount left in the giant sea. You are making the number of whales descend rapidly, and in my opinion it is not right.

I hope you listen to this letter and stop whaling for good.

← C F
Yours sincerely.

As part of their 'Save Our Seas' topic, pupils learned about whales, and why some species are endangered. Pupils wrote letters to persuade nations to stop whaling activities.

Dear Sir\Madam,

VG&P: Modal verbs suggest degrees of possibility throughout: *could, would, will*. Year 5/6 NC standard.

C&E: Viewpoint is consistently maintained and reinforced through word choice. Persuasive devices, such as the use of second person, emotive language and flattery are employed.

I am writing to complain that your people are continuing to keep whaling. **Whales** are amazing, intelligent creatures and do not deserve to be hunted like this. **These creatures** are having slow, painful deaths, and the rest of the world do not wish to stand and let you continue. **If you were** the one being wiped out having a weapon thrown at you, think about how you would feel. And if you do not listen, you could try to give them less painful, quick deaths.

My second thought about this is if you continue, **these amazing animals** **could** become extinct. And think how awful it **would** be for all the other countries blaming what happened on you. Your future generation will never see whales, and you **will** be the cruel ones who made it happen. And surely a fantastic person like you would not want that to happen.

Finally, I am sure that whaling is not supposed to be fun. It would be bad enough for whales to go extinct from what can come from them, but doing it for no reason is the most cruel and tragic thing a person can do in my thoughts. And even if you are doing sport and going for blubber or meat at the same time,

SS: Use of subjunctive mood for a hypothetical situation. Year

TS&O: This persuasive letter features a clearly signalled opening, establishing its purpose, and an appropriate closing. Paragraphs are organised around a theme.

Cohesion is achieved through chains of reference ("whales", "these creatures", "these amazing animals"), and sequenced points ("My second thought about this is..."; "Finally...").

T: Despite some errors, *suppose(d)*, *consider(ed)*, *enough*, *continue/continuing* and *medicine* from the Year 3/4 NC word list are all correct. *Sincerely* features on the Year 5/6 NC word list. The addition of the suffix is -ly is secure.

H: Fluency in handwriting is maintained.

it would still be terrible. I would also like to add that we have other sauces of meat and oil, such as chicken and pork, wich is a much more common meat where I am. And as for oil, medicine and jewlery, there are lots of alternitives.

There are only 6 to 12,000 minke whales left, **which I know** is considered a great whale to hunt where you are. But even though 12,000 is a huge number in maths, it is a small amount left in the giant sea. You are making the number of whales decend rapidly, and in my opinion it is not right.

I hope you listen to this letter and stop whaling for good.

Yours sincirley,

C_____

VG&P: Relative clause shares information relevant to the writer's argument. Year 5/6 NC standard.

Monday, 9th October 2017.
Dear Diary,

Today the most unexpected thing happened.

I was out looking for dolphins in my boat like I have been doing for the past few days, but no dolphins were appearing, so I knew something was wrong. Suddenly I saw a smooth, black rock bob out of the water, so I stopped to avoid it. Somehow it moved under the boat and tipped it sideways. I unexpectedly fell out, and watched the boat drift slowly away. I stared at the creature with amazement. A dark, starting ~~it~~ glared at me, and a small hole at the top puffed a cloud of water into the sky. It was then I realised it was a whale. It opened its mouth slowly, like a cat yawning after a 100 year nap. Its teeth were much longer than my hand, and wickedly pointed. A image of a sperm whale and a squid flashed through my mind. For a moment I thought it might think I was a squid, so I tried to back it away with my hands. It slipped on the whale's skin, and it was such a strange texture. It was smooth and ~~shiny~~ like glass, but I could feel vibrations under it, the blood pumping inside. I snatched my hand away, like I had just touched a hot ~~pot~~ ~~of~~ ~~lava~~. The whale made a small click, as if

it was ~~also~~ checking me inside out, like a officer at an airport, checking to see if I was carrying something criminal. Then it bumped me in my boat, like a sour grape it didn't want to eat. It was ~~slightly~~ slightly annoying it didn't like me, and I looked up at it. Then it disappeared, into the ocean world.

As part of a learning journey inspired by Nicola Davies' novel 'Whale Boy', pupils wrote a diary entry from the point of view of the character Michael, following his encounter with a whale.

Dear Diary,

Today the most unexpected thing happend.

I was out looking for dolphins in my boat like I have been doing for the past few days, but no dolphins were appearing, so I knew something was wrong. Suddenly I saw a smooth black rock bob out of the water, so I stopped to advoid it. Somehow it moved under the boat and tipped it sideways. I unexpectidly fell out, and watched the boat drift slowly away. I stared at the creature with amazement. A dark, stareing eye glared at me, and a small hole at the top puffed a cloud of water into the sky.

It was then I realised it was a whale. It opend it's mouth slowly, like a cat yawning after an 100 year nap. Its teeth were much longer than my hand, and wickedly pointed. A image of a sperm whale and a squid flashed through my mind. For a moment I thought it might think I was a squid, so I tried to back it away with my hands. It slipped on the whale's skin, and it was such a strange texture. It was smooth and slippery like glass, but I could feel vibratons under it, the blood pumping inside. I snatched my hand away like I had just touched a pot of lava. The whale made a small click, as if it was checking me inside out, like a officer at an airport, checking to see if I was carrying somthing criminal. Then it bumped me in my boat, like a sour grape it didn't want to eat. It was slightly anoying it didn't like me, and I looked up at it. Then it disapeared, into the ocean world.

C&E: The description of the whale is enriched by effective similes ("like a cat yawning..."; "smooth and slippery like glass..."). Although some similes are less effective, the pupil is experimenting with this form to create effects.

T: Despite some errors, *strange*, *appear(ing)* and *thought* from the Year 3/4 NC word list are correct. *Disappeared* is spelt incorrectly. *Touched* shows the /ʃ/ sound spelt ou.

SS: Controlled multi-clause sentences show an increasing confidence with sentence length and structure.

VG&P: Verb forms are well managed. Present perfect progressive form contrasts with past progressive and simple past tense: "I was out looking for dolphins in my boat like I have been doing for the past few days, but no dolphins were appearing, so I knew something was wrong."

VG&P: The final prepositional phrase describes the vastness of the ocean to the reader.

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

Tub's happy ending

The happy endings were missing, which meant that so was children's joy. It was late at night, and up a tall steep tree, an oak tree, mystical gold writing was being written in the sky. It was a happy ending, a ending for Hansel and Gretel.

It read, "Hansel and Gretel Stared at the Wondrous house of sweets. A small, dirty old ~~man~~ stepped through a milky chocolate bar door. "Come, Come Children! you must enjoy what I have in store for you!" Hansel and Gretel Skipped over to the door, and was ~~dis~~appointed to see nothing but a burning, empty oven for warmth. "Do not be sad dear children, for this is not what it seems."

So ~~Hansel~~ stepped forward, only to find that ~~that~~ he was being pushed towards the oven!

But Gretel saw the danger, and Shoved the witch into the oven instead!

Deep in the real world a happy ending drifted out of a green sack in a cottage like an imprisoned angel finally set free! In the tree, another happy ending was being written. This was for Cinderella. The ending read: In the humble cottage, Cinderella had no idea her Prince was in her house. Meanwhile, the ugly Sisters were trying the shoe. The first foot did not fit, which made the first sister mad. The second ~~eagerly~~ tried, and it didn't fit. This made the second sister furious and she stormed upstairs, accidentally unlocking the door. Cinderella rushed downstairs and had a go. It fitted perfectly. They were marched to the ~~palace~~ ^{palace} and got married.

Once again a happy ending floated out the sack like ~~bubbles~~ ^{bubbles} in lemonade. The next ending was for Snow ~~white~~ ^{white}. The writing was: Snow white stared at the apple. A strange thing it was, half green half red. Though it looked delicious ~~nothing~~ could harm her by taking a bite. Would it? Suddenly she heard a rustle in the bush near her. She shrugged and was just about to bite it when a prince ~~batled~~ ^{batled} it away from her hand. "My lady, the apple, in which you were to bite was filled with vile poison!" "Oh my, I am so grateful!" "It is of my duty!" They took each others hand and strolled through the forest.

The last ending ~~fluttered~~ ^{fluttered} through the door. The girl who wrote all the conclusions wrote her revenge. Everybody's revenge. This is what she wrote: The witch was looking for fruit

in the forest. When she saw a sack of
glistening gold. Truly this was her lucky day!
The witch approached it and looked down at
a pile of leaves behind the sack, and in front
of her. The witch couldn't bear her excitement.
But wait? Was it a trap? The leader of the
village could have set it. She looked up. No
nets. She looked down, just grass. She stepped
across the leaves but fell down as the leaves
revealed a deep hole. The witch plummeted
down, down and down, never to be seen
again. The village was saved! And so
was bedtime. And they all lived happily ever
after.

am

This narrative piece was inspired by Carol Ann Duffy's 'The Lost Happy Endings'. Pupils were challenged to create an alternative ending to the story.

Jub's happy ending

C&E/TS&O:

The pupil has a strong awareness of the purpose and form of this piece, which features classic fairy tale elements such as the 'power of three'. A clearly signalled opening is followed by three endings, and, finally, the witch's comeuppance.

VG&P:

Although not always used accurately, the pupil is experimenting with the use of a colon. Year 5/6 NC

The happy endings were missing, which meant that so was children's joy. It was late at night, and up a tall steep tree, an oak tree, mystical gold writing **was being written** in the sky. It was a happy ending, a ending for Hansel and gretel. It read,: Hansel and Gretel stared at the wonderous house of sweets. A small, dirty old women stepped through a melty, chocolate bar door.

"Come, come children! You must enjoy what I have in store for you!" Hansel and Gretel skipped over to the door, and was disappointed to see nothing but a burning, empty oven for warmth. "Do not be sad dear children, **for this is not what it seems.**"

So hansel stepped forward, only to find that he was being pushed towards the oven!
But Gretel saw the danger, and shoved the witch into the oven instead!

Deep in the real world a happy ending drifted out of a green sack in a cottage like an imprisoned angel, finally set free. In the tree, another happy ending was being written. This was for Cinderella. **The ending read: In the humble cottage, Cinderella had no idea her prince was in her house.**

Meanwhile the ugly sisters were trying the shoe. The first foot did not fit which made the first sister mad. The second tried, and it didn't fit. This made the second sister furios, and she stormed upstairs,

C&E: The pupil is beginning to experiment with managing formality ("for this is not what it seems"). Although this is not always successful ("It is of my duty!") it shows an awareness of purpose, audience and form.

VG&P: The agentless passive form ("was being written") is used to create mystery. Who is writing? Year 5/6 NC standard.

accidentally unlocking the door. Cinderella rushed downstairs and had a go. **It fitted perfectly.** They were marched to the palace, and got married.

C&E: The pupil has continued to develop her use of similes in this piece.

T: Despite some errors, *accidentally* and *fruit* from the Year 3/4 NC word list are correct. *Conclusions* shows application of -sion.

Once again a happy ending floated out the sack **like bubbels bubbles in lemonade.** The next ending was for Snow White. The writing was: Snow White stared at the apple. Though it looked delicious, nothing could harm her by taking a bite. Would it? Suddenly she heard a rustle in the bush near her. She shrugged and was just about to bite it when a prince batt batted it away from her hand. "My lady, the apple, in which you were to bite was filled with vile poison!" "Oh my! I am so gratefull!" "It is of my duty!" They took each others hand and strolled through the forest.

The last ending flutterd fluttered through the door. The girl who wrote all the conclusions wrote her revenge. **Everybody's revenge.** This is what she wrote: The witch was looking for fruit in the forest when she saw a sack of glistening gold. Truly this was her lucky day! The witch aproached it and looked down at a pile of leaves behind the sack, and in front of her. The witch couldn't bear her exitment. But wait? **Was it a trap?** The leader of the village could have set it. She looked up. No nets. She looked down, just grass. She gingerly stepped accross the leaves but fell down as the leaves reavealead revealed a deep hole. The witch plumited down, down and down to never be seen again. The village was saved! And so was bedtime! And they all lived happily ever after.

H: Fluency in handwriting is maintained.

SS: A range of sentence structures are used, including effective simple sentences ("It fitted perfectly"), fragments ("Everybody's revenge"), and rhetorical questions ("Was it a trap?").

Little Red Riding Hood

In a cottage in a forest, a pretty, caring girl who wore a ^{red} riding hood sat in a chair ^{patiently} waiting for her mother to prepare some treats for her grandma. And she wore her riding hood. So often, everybody called her Little Red Riding Hood. "My child go and deliver these to your grandma. ~~you~~ you may stay at ^{father} hers for tea, but be back before ^{farther} gets back from the village." "Yes mother," she replied, and set ^{off} to her grandma's.

She skipped joyfully around trees, picking up three ^{flowers} to make an extra present on the way. Suddenly a scratchy ^{like a cough} voice stopped her. "Where are you going, Little Red Riding Hood?" A disgusting, itchy wolf asked. Not knowing the danger she was in, she replied "Oh, I am off to my grandma's to give her these treats." "Is her house the first in the patch of trees?" The wolf asked.

"Oh yes, you must be from around here!"
And she continued her journey.

When she arrived, she knocked confidently at the door. A shape approached her and said, "Hi ~~honey~~ honey! How are you?" It was her ~~forley~~ grandma, who had a freckled freckled nose, and thick ~~glasse~~ glasses. She also ~~had~~ wore a striped dress. "Lovely brown hair too! It's grown a lot, dear!" Just as she sat at the table, the wolf burst through the window, shattering the glass.

"Don't move! I'll eat you quick, don't worry!" He boomed, lurching towards Little Red Riding hood, menacingly.
"Nooo! Don't eat me! Please!" She begged, tumbling on the floor. Grandma's eyes widened with anger, and she stepped in front of Little Red Riding Hood.
"STAY BACK!!!" She shouted, and flung a tub of boiling water at the wolf.

The wolf felt his face melt into a panicked expression. "This is like when I tried to eat those pigs, no!" And with that, he ran until his feet were numb ~~like a bewildered~~ like a bewildered chicken.
Grandma picked up Little Red Riding Hood.
"Let's have tea, dear!" They munched on the cakes until they were too full to walk. "I must go now, ~~father~~ father will be back soon, and mother will be expecting me. I'll be back tomorrow. Bye!"
Little Red Riding Hood did visit her again, and again, and again, and they all lived happily ever after. ~~and~~
THE END

Pupils wrote their own 'twisted' tale as part of their 'Power of Three' learning journey, choosing their own fairy tale to adapt. Themes and conventions of fairy tales were explored with the class alongside a range of twisted tales before writing.

VG&P: Relative clauses add detail and description.

SS: The fronted subordinate clause is punctuated correctly and adds to cohesion between paragraphs.

Little Red Riding Hood

In a cottage in a forest, a pretty careing girl who wore a red riding hood sat in a chair patiently waiting for her mother to prepare some treats for her grandma. And she wore her riding hood so often, everybody called her Little Red Riding Hood. "My child, go and deliver these to your grandma. You may stay at her's for tea, but be back before father gets back from the village."

"Yes mother!" She replied, and set off to her grandma's.

She skipped joyfully around trees picking up three flowers to make an extra present on the way. Suddenly a scratchy voice like a cough stopped her. "Where are you going, Little Red Riding Hood?" A discusting, itchy wolf asked. Not knowing the danger she was in, she replied "Oh, I am off to my grandma's to give her these treats." "Is her house the first in the patch of trees flowers?" The wolf asked.

"Oh yes. You must be from around here." And she continued her journey.

When she arrived, she knocked confidently at the door. A shape approached her and said, "Hi hœeny honey! How are you?" It was her lovely grandma who had a freckled freckled nose, and thick glasses. She also had wore a striped dress. "Lovely brown hair too! It's grown a lot, dear!" Just as she sat at the table, the wolf burst through the window, shattering the glass.

C&E/TS&O: This twisted tale effectively innovates 'Little Red Riding Hood' with a fiercely protective grandma who sees off the wolf herself. Cohesion is achieved through chains of reference ("a pretty careing girl", "Little Red Riding Hood", "she"), a range of grammatical structures ("Not knowing the danger she was in"), and simple but effective openings and closings.

VG&P: Word choice adds detail and description (“panicked expression”; “eyes widened with anger”).

“Don’t move! I’ll eat you quick, don’t worry!” He boomed, lurching towards Little Red Riding hood menacingly.

“Nooo! Don’t eat me! Please!” She begged, tumbling on the floor. **Grandma’s eyes widened with anger**, and she stepped in front of Little Red Riding Hood.

“STAY BACK!!!” she shouted, and flung a tub of boiling water at the wolf.

The wolf felt his face melt into a panicked expression. “This is like when I tried to eat those pigs, no!” And with that he ran until his feet were numb like a bewilderd chicken. Grandma picked up Little Red Riding Hood.

“Lets have tea, deary.” They munched on the cakes until they were too full to walk. “I must go now, farther father will be expecting me. I’ll be back tomorrow. Bye!”

Little Red Riding Hood did visit her again, and again, and again, And and they all lived happily ever after.

THE END

T: Despite some errors, *continue(d)* from the Year 3/4 NC word list is correct. *Expression* shows application of -ssion.

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

WALT- Write in role

Tuesday 5th April

Early this morning, I was out in the woods heading for a ^{sp} Special Place where I paint each morning.

But something was coming out of my cave. When he it got closer, I worked out it was a boy. But he definitely ~~did~~ didn't look like any I knew.

He had weird oval things over his eyes, and a strange ocean coloured clothes. And he had hard clingy things on his feet.

Or were they his feet? He tugged them off, and his feet were normal.

Yet not covered in mud grass. He put them back on, whilst I decided to introduce myself.

Like what I'd say to any new man, I said

"Ah Me om. You?" He looked at me quizzically, and spoke

So strangely I couldn't understand anything he said. So I'm going to call him boy.

I led him to my home, where he just stared at everybody. I think he's quite a strange person. But we'll teach him how to live properly. After the largest lasting yawn I've ever seen, our guest fell into a deep sleep. My tribe found out more about him while he slept, until we fell asleep too.

18.1.18 Wednesday 6th April

When I woke up, I headed to Boy's tent shelter. He looked like he was in a deep sleep, and it was almost impossible to wake him up. After loads of endless tries, he woke up with a yawn. I tugged him up, and formed a couple of signs to tell him he might need a tour. Boy looked like he understood, and wandered out, pointing at a large post with a clean skull on it. That's our spirit post, which wards off ghosts and evil creatures. We think. Anyway, after his tour, we went off to the river. We peered down into the water, watching as the fish edged closer and closer to the fishers, who were carefully aiming their spears above the water. But we were all distracted when a boy ran up, shouting that he saw way bigger prey. We ran up to investigate and spotted a reindeer er grazing in the distance. The hunters crouched down and approached, then struck! We had a much better catch!

Peaceful.
In the evening, we all had a gigantic feast with dancing, and singing and laughing. We had the time of our lives. But I knew how to make it more special. Special for me and Poppy. I walked up to him and delayed him from his crazy hard dance, and took him to my special care. I showed him all my paintings, which I have carefully worked on my whole life. He seemed amazed at the paintings, and was dazzled as I showed him me doing it. But out of nowhere, a gruesome bear leaped out at us. Poppy dashed away, but the bear was too quick, even though I swiped my torch at it. Luckily, the ground opened up beneath him, and he made a lucky escape. But he didn't come back, to my horror. I thought it would leave him on the grass, as the care is on a hill. But no, vanished. The bear ran away in shock, leaving me to spread the bad news. It was no celebration. But I'll welcome him if he ever comes back. EVER!

Work on Satoshi Kitamura's 'Stone Age Boy' complemented a focus on this period of prehistory in topic work. In this piece, pupils were asked to write diaries from the viewpoint of Om, the girl who befriends the time-travelling boy in the story.

C&E +TS&O: This piece is successful because the pupil has a strong understanding of the viewpoint from which she is writing. For example, Om describes the boy's glasses and clothes using the references available to her.

Cohesion is enhanced by the use of chains of reference ("a boy", "he", "a strange person", "our guest"). Adverbials are used effectively.

Tuesday 5th April

Early this morning, I was out in the woods heading for a special place where I paint each morning. But something was coming out of my cave! When he got closer, I worked out it was **a boy**. But **he** definatly didn't look like any I knew.

He had weird oval things over his eyes and a strange ocean coloured clothes. And he had hard clingy things on his feet. Or were they his feet? He tugged them off, and his feet were normal yet not coverd in ~~mud~~ grass. He put them back on, whilst I decided to introduce myself. Like what I'd say to any new man, I said "Me Om. You?" He looked at me quizically, and spoke so strangley I couldn't understand anything he said. So I'm going to call him boy.

I led him to my home, where he just stared at everybody. I think he's quite **a strange person**. But we'll teach him how to live propably. After the largest lasting yawn I've ever seen, **our guest** fell into a deep sleep. My tribe found out more about him while he slept, until we fell asleep too.

Wednesday 6th April

When I woke up, I headed to Boy's ~~tent~~ shelter. He looked like he was in a deep sleep, and it was almost impossible to wake him up. **After loads of endless tries**, he woke up with a yawn. I tugged him up, and formed a couple of sighns to tell him he might need a tour. Boy looked like he understood, and wandered out, pointing at a large post with a clean skull on it. Thats our spirit post which wards off ghost and evil creatures. We think. Anyway, after his tour, we went off to the river. We peared down into the water, watching as the fish edged closer and closer to the fishers, **who were carefully aiming there spears above the water**. But we were all distracted when a boy ran up, shouting that he saw way bigger prey. We ran up to investigate, and spotted a reindeer grazing in the distance.

VG&P: Relative clause adds description and detail.

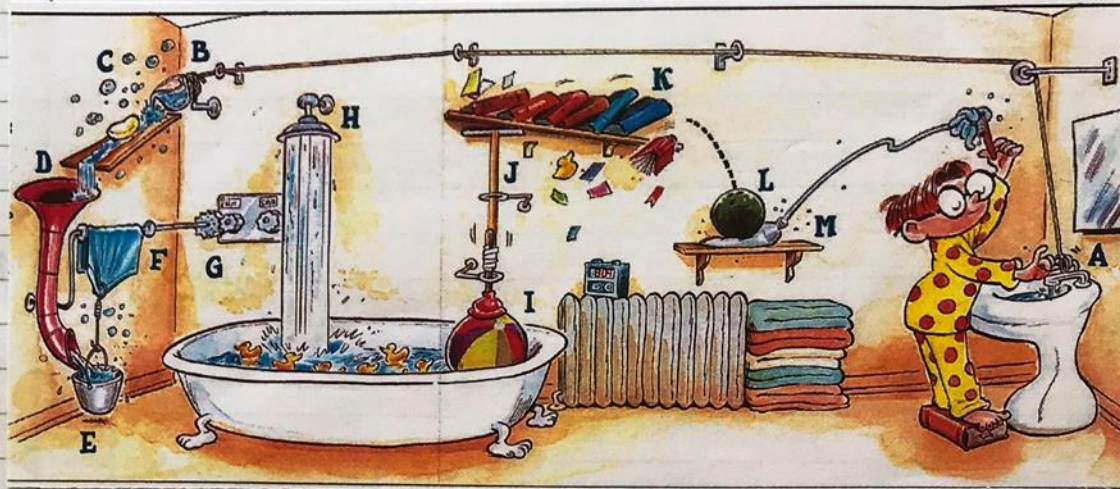
T: Despite some errors, *(im)possible* and *decided* from the Year 3/4 NC word list are correct. *Strange* is correct although *strangely* is not. The pupil was prompted to correct *special*. *Definite* features on the Year 5/6 NC word list. *Celebration* shows application of -tion.

The hunters crouched down and aproached, then struck! We had a much better catch!

In the peaceful evening, we all had a gigantic feast, with dancing and singing and laughing. We had the time of our lives! But I knew how to make it more special for me and Boy. I walked up to him and delayed him from his crazy hand dance, and took him to my specil cave. I showed him all my paintings, which I have carefully worked on my whole life. He seemed amazed at the paintings, and was dazzeld as I showed him me doing it. But out of nowhere, grusome bear leaped out at us. Boy dashed away, but the bear was too quick, even though I swiped my torch at it. Luckily, the ground opened up beneath him, and he made a lucky escape. But he didn't come back, to my horror. I thought it would leave him on the grass, as the cave is on a hill. But no. Vanished. The bear ran away in shock, leaving me to spread the bad news.

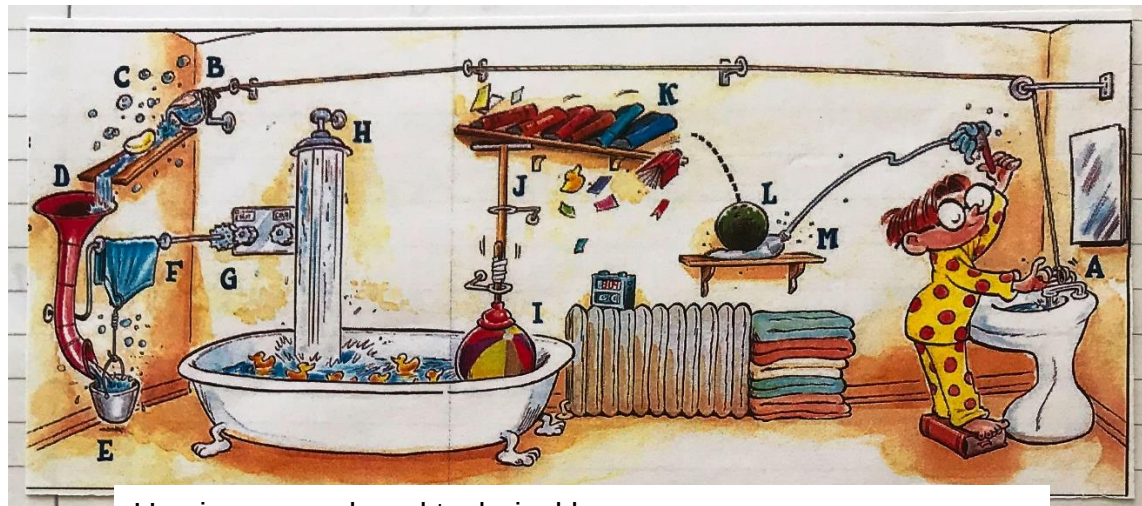
It was no celebration. But I'll welcome him if he ever comes back. Ever!

WALT-Use impersonal and technical language.



Turning on the tap activates the wire. ✓
The wire tips a bowl of water into a red funnel.
Water tips into a bucket which pulls on a towel. ✓
The towel turns around two small wheels. ✓
Turning the wheels activates the shower. ✓
There is a balloon in the bath which the water pops.
The Popped balloon twangs a cord which topples over
books on a shelf. ✓
A bowling ball on the shelf is toppled over by the books
that are falling. ✓
Knocking the ball over makes it land on the tooth
paste tube. ✓
The toothpaste squirts out and goes on the toothbrush.
Now cleaning teeth is sorted by a machine. ✓

Using a picture as a stimulus, pupils wrote to describe a process in sequence.



Use impersonal and technical language

Turning on the tap **activates** the wire.

The wire tips a bowl of water into a red funnel.

Water tips into a bucket which pulls on a towel.

The towel turns around two small wheels.

Turning the wheels activates the shower.

There is a balloon in the bath which the water pops.

The popped balloon **twangs a cord** which **topples** over books on a shelf.

A bowling ball on the shelf is toppled over by the books that are falling.

Knocking the ball over makes it land on the tooth paste tube.

The toothpaste **squirts** out and goes on the toothbrush.

Now cleaning teeth is sorted by a machine!

C&E: This simple explanation of a process uses well-chosen language and shows an awareness of audience.

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

I am Samuel Diggle and I have found a way to revolutionise transport FOREVER. This magical machine is known as the Zepper 2018! I was ambitious all my childhood to become an inventor and I have. I am experienced studying all my life, so you can trust me. My beautiful machine on the other hand has only just been born. But with GREAT courage. The Zepper 2018 (or ZE 18 for short) comes in 3's. Each "pod" has a simple control panel, easy as a baby's car toy. One lever for left and right directing the fan on the balloon, another to go up. You won't believe your ears when you hear that KIDS can drive them. Because ~~there~~^{that's} SO easy. It is also important to know that hot chocolate generators and video game slots come with it. A bonus, if you are to crash, whack the big red button to drop the fan and drift down to safety.

It only costs £100 to replace with a car, and £50 to replace a damaged fan. At night, it comes with headlights and blankets, too!

Now, why would you NOT want to buy one!? You will be the most popular person in town! If you invest 1 BEI you will be respected way more and the first and 100th person to get one will get £20 off! Is that a deal or what?!

The guys who I got to test it out rated it 5 stars, and 95% of them believed in the future success of the final model. Please we ALL need the new ZE 18, especially as ~~as~~ when you invest I will try to replace cars, and the environment will be safe again. Animals love it too, the animal carrier is suitable for ~~for~~ all that they deserve.

I'm sure that the WORLD will treasure this design, forever and ever! You have to agree on the fact that the future will be brighter, happier and safer with my Zepper 2018!!!

Thank you.

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 this design as the future of transport.

A New Way To Travel

I am Samuel Diggle and I have found a new way to revolutionise transport FOREVER. This magical machine is known as the Zepper 2018! I was ambitious all my childhood to become an inventor, and I have. I am experienced studying all my life, so you can trust me. My beautiful machine, on the other hand, has only just been born. But with GREAT courage. The Zepper 2018 (or ZE18 for short) comes in 3's. Each "pod" has a simple control pannel, easy as a baby's car toy. One lever for left and right directing the fan on the balloon, another to go up.

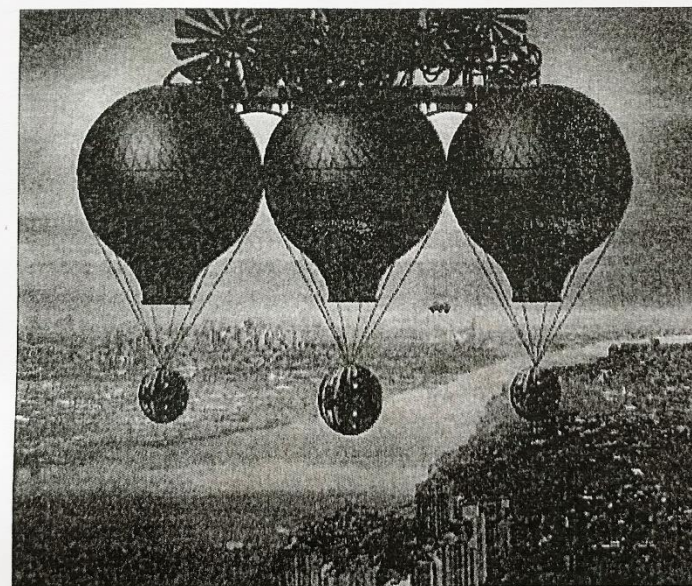
You won't believe your ears when you hear that KIDS can drive them. Because there their SO easy.

It is also important to know that hot chocolate generators and video game slots come with it. A bonus, if you are to crash, whack the big red button to drop the fan and drift down to saftey.

It only costs \$100 to replace with a car, and £50 to replace a damaged fan. At night, it comes with headlights and blankets too!

C&E + TS&O: This persuasive speech relies on the pupil's imagination and knowledge of audience, purpose and form to develop a piece from a single picture stimulus. Persuasive techniques are applied effectively throughout.

Cohesion is achieved by chains of reference ("Zepper 2018", "ZE18", "My beautiful machine", "it", "this design") and adverbials ("on the other hand", "also").



VG&P: Brackets are used appropriately for parenthesis. Year 5/6 standard.

VG&P: Present perfect is used effectively in the opening sentence.

Now, why would you NOT want to buy one!? You will be the most popular person in town! If you invest I BET you will be respected way more, and the first and 100th person to get one will get £20 off! **Is that a deal or what?!**

C&E: The pupil is beginning to adopt differing levels of formality for particular effects: to establish authority (“I was ambitious all my childhood to become an inventor”), or to connect with the audience (“Is that a deal or what?!”).

The guys who I got to test it out rated it 5 stars, and 95% of them believed in the futures success of the final model. Please, we ALL need the new ZE18, especially as when you invest I will try to replace cars, and the enviroment will be safe again. Animals love it too, the animal ~~earre~~ carryer is suitable for all that they deserve.

I’m sure that the WORLD will treasure this designn, forever and ever! You have to agree on the fact that the future will be brighter, happier and safer with my Zepper 2018!!!

Thank you.

T: Despite some errors, *experience(d)*, *popular*, *believe/believed* and *important* from the Year 3/4 NC word list are correct. *Especially*, from the Year 5/6 word list is correct, whereas *special* had been incorrect in an earlier piece. *Environment*, which is spelt incorrectly, also features in the Year 5/6 NC word list. *Person*, which was incorrect in an earlier piece, is correct here. *Ambitious* demonstrates the use of the suffix -ous.

^{the excited crowd}
 It was the moment of truth! Many whispered to each other that the lad was mad, but all were excited to see this amazing moment. They held their breath as Stanley ^{Potts} dived in. Some closed their eyes and turned away, ^{but} amazingly, ^{no} blood and guts could be seen in that water. The boy ^{swam} with those dangerous fish he spun ^{and} he twirled, he went ^{in the water} what seemed like forever without air. oohs and aahs were heard from the silent mesmerised ^{audience} crowd, especially when he somersaulted around. ^{in the murky water} They couldn't even really feel shocked at how ^{Stanley} he was still alive, they were too hooked to feel any other emotion ^{other} than awe. Crowds became bigger as ^{from a corner near two other people} more folk arrived to look ^{at the scene}. Pancho Pirrelli ~~watched~~ ^{he was doing well!} smirked in the life changing success of training an apprentice. Then he saw a ^{bunch} ^{completely} ^{way} of blokes hiding in a bush. They were dressed in black and the crowd were too mesmerised to notice them. "Don't be nervous..." Pancho muttered to them in the corner of the excitement and loud music. ^{Playing} Oh, and people were cheering now released from their wonder and imaginations. ^{which had struck them} It was like dreaming but still being awake, staring at the bravery of this small boy. It was incredible. The gasping crowd focused on the ~~fish~~ ^{fish}, how they were stranglely copying everything Stan did. If he spun around, they would too, if he gasped up for air, they would pop up and wait for their companion to enter their watery home and dance to their moreen music once again. ^{Why him? Every separate person thought "He's not a boy!"} The crowd were loving it, and even that simple shouting couple had calmed down and were cheering Stanley Potts on, with a look of pure joy ^{and fragility} on their no longer stressed faces. They started up a burst of excitement that seemed like it would last forever. Like the show ^{in that shadowy field} would last forever, and the ^{flashing} lights and the cheering, and the music in the pitch ^{black} night.

As part of a learning journey inspired by David Almond's 'The Boy Who Swam With Piranhas', pupils wrote a sequence of pieces about a fairground show featuring Stanley Potts, the book's main character. This piece focuses on the main action of the show. Following the writing session, the piece was edited with a peer.

It was the moment of truth! Many whisperd to each other that the lad was mad, but all were excited to see this amazing ~~moment~~ scene. ~~They~~ The excited crowd held their breath as Stanley Potts dived in. Some closed their eyes and turned away, but amazingly, no blood and guts could be seen in that water. The boy swam with those terribly dangerous fish, he spun and he twirled, he ~~went~~ swam in the water with what seemed like forever without air. Amazed oohs and ahhs were heard from the silent mesmerised ~~crowd~~ audience, especially when he somersaulted around in the murky water. ~~They~~ The crowd couldn't even really feel shocked at how ~~he~~ Stanley was still alive, they were too hooked in the show to feel any other emotion other than awe.

Crowds became bigger as more folk arrived to look at the scene. Pancho Pirreli ~~whatched~~ watched from a corner near two other people, smirking in the life changing success of training an apprentice. He was doing well! Then he saw a ~~lead~~ bunch of blokes hiding in a bush. They were dressed completely in black, and the crowd were way too mesmerised to notice them. Pancho walked up to them. "Don't be nervous..." Pancho muttered to them in the corner of the excitement and loud music playing. **Oh, and people were cheering now, released from their wonder and imaginations which had struck them silent.** It was like dreaming but still being awake, staring at the bravery of this small boy. It was incredible. The gasping crowd focused on the ~~fish~~ piranhas, how they were strangley copying everything Stan did. **If he spun around, they would too, if he gasped up for air, they would pop up and wait for their companion to enter their watery home and dance to their mareen music once again.** "Why him?" every seperate person thought, "He's just a boy!" The crowd were loving it, and even that simple shouting couple had calmed down and were cheering Stanley Potts on, with a look of pure joy on their no longer stressed faces. They started up a burst of excitement that seemed like it would last forever. Like the show in that shadowy field would last forever and the flashing lights, and the cheering, and the music in the pitch black night.

C&E/TSO: This description of Stanley's act uses a range of grammatical structures and language choices to evoke the drama of the fairground act.

The piece includes an effective opening and closing ("It was the moment of truth!") but would have benefitted from the paragraphing demonstrated elsewhere in the collection.

T: Despite some errors, *breath*, and *arrive(d)* from the Year 3/4 NC word list are correct. *Separate* is incorrect. *Especially* is correct from the Year 5/6 list. *Excitement*, which was incorrect in an earlier piece, is correct here. *Imaginations* shows the suffix -ation developing. *Scene* shows application of the /s/ sound spelt sc.

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