

HIAS MOODLE+ RESOURCE

Hampshire Assessment Model Exemplification

Writing – Beyond ARE

Year 4 – Leila

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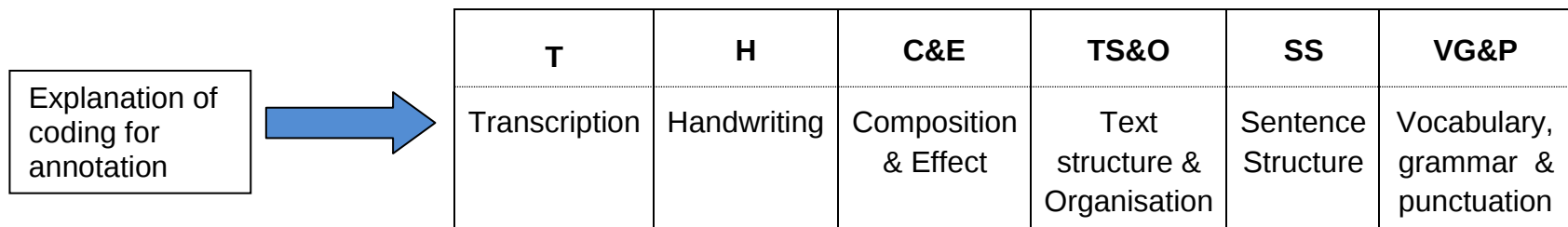
- How to use the HAM exemplification materials
- HAM Year 3 overview
- Exemplification of:
 - Milestone 1 – Phase 1
 - Milestone 2 – Phase 1 and Phase 2
 - Milestone 3 – Phase 1, Phase 2 and Phase 3
- End of Year

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: Leila

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.

Leila reads widely and likes to challenge herself by reading rich texts. This has helped her to develop a wide vocabulary, which is evident in her writing. She is able to select ambitious language and often uses these choices appropriately, such as when she warns potential buyers that a *flanimal* “will take advantage of your most prized possessions”.

Leila applies taught writing skills effectively and evidences these skills in her independent writing. One of the strengths of Leila’s writing is her ability to write from different viewpoints and adapt her writing for a range of purposes. A text-led curriculum has allowed Leila to experiment with several viewpoints, for example writing as Kensuke during work on ‘Kensuke’s Kingdom’ and adopting the voice of a wild thing following drama inspired by ‘Where the Wild Things Are’.

Leila is confident with a range of technical skills. She forms her handwriting accurately and her fluent style supports her spelling. Leila’s transcription is usually strong, often spelling words from the Year 3/4 word list accurately and spelling more ambitious words correctly (‘forbidden’, ‘permission’, ‘generous’). This also suggests that she can use word banks and dictionaries to check her spellings.

Evidence was drawn from outside the collection for some elements of punctuation.

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

LO: To write a description using expanded noun phrases.

The huge, gloomy hurricane came closer and closer to the little village, sending grey clouds covering up the sun. Disturbing, large gusts of wind blew their way through the tall village walls, knocking huge, heavy slates off some of the frightened people's house roofs. People started opening their curtains, watching the hurricane come closer in shock. Bright, long stripes of lightning struck ^{hit the ground, coming from} the misty clouds.

H: Handwriting is fluent and joined.

After reading David Weisner's 'Hurricane', pupils wrote a short description of the threatening weather.

LO: To write a short description using expanded noun phrases

The huge, gloomy hurricane came closer to the little village, sending grey clouds covering up the sun.

Disturbing, large gusts of wind blew their way through the tall village walls, knocking heavy slates off some of the frightened people's house roofs.

People started opening their curtains, watching the hurricane come closer in shock. Bright, long stripes of lightning struck hit the ground, coming from the misty clouds.

C&E: In this short description a setting is vividly created by the pupil. By describing action as well as the environment the pupil enriches the setting description: "People started opening their curtains, watching the hurricane come closer in shock."

Year 4 trip to the Sustainability Centre

On Thursday the 9th November both year 4 classes, Beech and Willow, went to the Sustainability Centre in in East Meon and we travelled by coach. We went there because in topic we where learning about the Anglo Saxons and we wanted to find out more. I was very excited about it when we got out the coach, we had to wear old home clothes and wellington boots in case there was lots of thick mud.

As I got off the coach, I saw a huge grey building. The teachers went through a safety talk about staying away from fire and not running away from adults. After that we went to the long house and met a man called Shaun who was dressed in Anglo Saxon clothes. He talked about lots of tools that they used and we got to pass them round. All the dirty, old tools looked very special. After that we had a toilet break.

Soon after we went back to the long house and looked at some more armour and weapons. We weaved willow to make part of a fence and learnt how to make fires. Time flew by quickly, and soon it was lunch time!

It was very exciting learning about all different types of things Anglo Saxons would have used! My favourite bit was when Shaun showed us how to make fire.

Following a trip to a sustainability centre, pupils independently planned and wrote a recount of their visit. This piece allowed for the application of skills in November at Milestone 1.

H: Handwriting is fluent and joined.

C&E: The pupil understands the purpose of the piece well and adapts her writing accordingly.

TS&O: A simple paragraph structure gives the recount shape. The opening and closing are clearly signalled, with the concluding paragraph communicating the writer's enjoyment of the trip.

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SS: Subordination is used ("As I got off the coach") alongside compound structures ("We weaved willow to make part of a fence and learnt how to make fires").

T: Spelling is accurate. *Special, favourite* and *through* are correct from the Year 3/4 NC word list.

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

There was some black clouds in the air.

I smelt smoke so I ran to see where it came from. There, standing in front of me was a small boy next to a fire. He could see at once that I was very agitated.

'Forbidden! Forbidden.' I cried at the top of my lungs. He just stood there, in silence ~~confusingly~~ staring at me. 'No good. Fire, no good. You understand? No fire.'

I was enraged! He didn't even ask for permission! And this is my island and my rules. Suddenly my anger dropped.

'But my mother, my father, they might see it, see the smoke,' he pointed out to sea. 'Out there. They're out there. They will see the fire. They'll come and get me.'

My anger level got higher. 'Forbidden.' I called, waving my stick at him frantically. 'No fire!' I drew a map of the island in the sand with my stick. I cut the little bit off the bottom. 'You boy. You here,' I stammered. 'You.' He looked like he finally understood me. I walked away, thinking about how he got here. He had lost his family.

While reading 'Kensuke's Kingdom', pupils wrote from Kensuke's viewpoint, recounting the first meeting with Michael on the island.

C&E: This narrative is written from Kensuke's viewpoint and the writer gives us a sense of the character through his reflections: "I was enraged! He didn't even ask for permission!" The pupil also attempts to show Kensuke's developing concern for Michael: "He had lost his family."

TS&O: Paragraphing is used effectively.

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T: *Island* is correct from the Year 3/4 NC word list. *Frantically* shows the application of the -ally suffix.

VG&P: Speech punctuation is used almost entirely accurately.

H: Fluency in handwriting is maintained.

Amantu's Island

By [redacted]

I told Amantu I would never tell this story to anyone until a couple years passed, so I've waited 5 years to tell it to anyone. I disappeared and it took nearly over a year for Mum and Dad to find me. Dad nearly gave up for me dead, but Mum wouldn't take that. She kept searching and searching the cold, misty sea and just wouldn't give up until she found me. Dad just went with it, as he didn't want to lose me of course.

It started when Dad came home and cried, 'I've lost my job!' He seemed ^{excited} excited in some way. He stated that he had earned enough money for a boat holiday! Mum gasped, 'Really!'

'Yes!' He seemed even more excited now. 'What's the matter, you don't want to?'

Mum's eyes filled with tears of joy. 'Why wouldn't I!' We did a family hug. Dad bought a boat and planned to leave at the 8th of March, on Thursday. Mum went with me to school to tell my teacher, Mrs Sheffield I'll be away for some time. She gave me a pile of books and some homework to do whilst I was away. Some of the book's looked a little weird and boring but I would get through them.

We went home and started packing. It would be the adventure of a lifetime! I packed my lucky cat, because I thought I might find something special because of my luck from it. I had dinner with my sister because Mum and Dad were busy checking a lot of things. My sister, Phoebe, sat eating her food with this huge smile on her face. She seemed happy in many ways.

When it was finally time to go, we stuffed out bags in the car and drove to the shore. Our boat was huge and shiny, just right for us. I stepped inside. There was a for me and my sister and one for my mum and dad. The kitchen was tiny. It had a stove and an oven, a microwave and a sink all squashed together. Next

I saw the bathroom. It was so small, only with a toilet, a sink and a tiny shower. Mum called me over.

Sooner or later, we were ready to leave. Dad had steering duty whilst mum helped me with my homework. It was still the morning at 8.27am. We had lunch after what felt like a day of sailing. We had sandwich and I ate mine the quietest. I was hungry, after all.

Finally, night came. I went to sleep late so I was very tired. A couple of days passed, and then came the night it really started. There was a terrible storm and the boat rocked side to side and filled up with water! Mum, Dad and Phoebe all got on a lifeboat and thought I was on another as they were calling me to catch up with them, but I couldn't because within seconds I was in the water. I swam for my life but the crackling, horrifying sea got in my way and swept me back. I couldn't hold any longer. I would fall asleep and drown. Drown in the flittering sea that will keep me forever more. That was it. I fell asleep thinking it was the end.

I woke up. I was alive! On an island, I think, in the middle of nowhere but alive! I only had one problem. I needed to get home. I had an idea, I would build a raft out of plants and wood I would find. That's when I saw him. An old man. He looked at me weirdly. "I Amantu. You?" he showed a crooked smile. It was comforting. I answered back. "Umm...I'm Leila, actually, nice to meet you."

"English, you English?" he asked.

"Um yes, I'm English" I was confused. Why had he greeted me so oddly when he doesn't know me? I had questions but no need to ask them.

He replied "You do not cross this line. Stay here. You understand?" He then drew a line in the sand in front of me. I knew what he meant. I stayed on that side of the island for the rest of the time I was there.

One morning, I woke up to the smell of food. I saw Amantu laying out what looked like some bananas, fish and clean water. He left it on a rock in my view and walked away. When he had

gone, immediately I rushed up and found what I thought was there. Food! I tasted the fish but didn't mind that they were raw. I hadn't eaten for days. I left some for lunch though. Then the red bananas. They were very different from home, very sweet but delicious! I ate every single one of them, savouring each bite. I drank the water, wondering where Amantu got all of it from. He was the owner of the island though and he knew more than me. There on, he left me food every morning to enjoy.

One night I decided to find a way to get home. I figured that I would build a little raft boat. I got some wood and started making. It was ready by morning. I took Amantus food with me that he left out, then left after thanking him dearly.

I was in my raft and started to get a little sleepy. I tried to stay awake but just couldn't. Moments later I was asleep. I drifted out of control. But I had luck! Mum and Dad were sailing around the sea, trying to find me! They saw me, floating asleep on my raft.

Suddenly I felt a tug pull me off my raft. I woke up. Mum, Dad and my sister Phoebe were all there with me. The first word my Dad asked me was, "are you ok, darling? We missed you!" We did a big family hug and it went on forever. After a while we decided to go home. I did my homework and Mum called school to say I was back. The next day was usual. We pretended nothing had happened.

It was definitely a once in a lifetime adventure! I told the whole class about it and made new friends. Life was great. Although, I kept thinking about Amantu, feeling sorry for his loneliness.

- * Accurately punctuated speech
- * Variety of sentence starters
- * Similes for comparison

After reading 'Kensuke's Kingdom', pupils planned and wrote their own island story which was completed over several sessions. The pupil edited independently before typing. Words omitted from the typed version but found in the draft are given in square brackets.

Amantu's Island

C&E: The pupil draws on her reading of Kensuke's Kingdom to inspire her own story, which has plenty of individual character. Patterns of language add to the writer's voice: "She kept searching and searching the cold, misty sea..."; "I couldn't hold any longer. I would fall asleep and drown. Drown in the fluttering sea..."

I told Amantu I would never tell this story to anyone until a couple years passed, so I've waited 5 years to tell it to anyone. I disappeared and it took nearly over a year for Mum and Dad to find me. Dad nearly gave up for me dead, but Mum wouldn't take that. **She kept searching and searching the cold, misty sea and just wouldn't give up until she found me.** Dad just went with it, as he didn't want to lose me of course.

It started when Dad came home and cried, 'I've lost my job!' He seemed excited in some way. He stated that he had earned enough money for a boat holiday! Mum gasped, 'Really!'

'Yes!' He seemed even more excited now. 'What's the matter, you don't want to?'

Mum's eyes filled with tears of joy. 'Why wouldn't I!' We did a family hug. Dad bought a boat and planned to leave at the 8th of March, on Thursday. Mum went with me to school to tell my teacher, **Mrs Sheffield** I'll be away for some time. **She** gave me a pile of the books and some homework to do whilst I was away. Some of the book's looked a little weird and boring but I would get through them.

We went home and started packing. It would be the adventure of a lifetime! I packed my lucky cat, because I thought I might find something special because of my luck from it. I had dinner with my sister because Mum and Dad were busy checking a

TS&O: This extended narrative is well managed by the pupil and maintains focus throughout. Cohesion is achieved through chains of reference (my teacher, Mrs Sheffield, she).

TS&O: Cohesion is further developed through the use of adverbials (finally, suddenly, one morning).

lot of things. My sister, Phoebe, sat eating her food with this huge smile on her face. She seemed happy in many ways.

When it was finally time to go, we stuffed [our] bags in the car and drove to the shore. Our boat was huge and shiny, just right for us. There was a [bed] for me and my sister and one for my mum and dad. The kitchen was tiny. It had a stove and an oven, a microwave and a sink all squashed together. Next I saw the bathroom. It was so small, only with a toilet, a sink and a tiny shower. Mum called me over.

Sooner or later, we were ready to leave. Dad had steering duty whilst mum helped me with my homework. It was still the morning at 8.27am. We had lunch after what felt like a day of sailing. We had sandwiches and I ate mine the quietest. I was hungry, after all.

Finally, night came. I went to sleep late so I was very tired. A couple of days passed, and then came the night it really started. There was a terrible storm and the boat rocked side to side and filled up with water! Mum, Dad and Phoebe all got on a lifeboat and thought I was on another as they were calling me to catch up with them, but I couldn't because within seconds I was in the water. I swam for my life but the crackling, horrifying sea got in my way and swept me back. I couldn't hold any longer. I would fall asleep and drown. Drown in the flittering sea that will keep me forever more. That was it. I fell asleep thinking it was the end.

SS: A complex sentence is followed by a fragment ("Food!") to emphasise the character's delight.

I woke up. I was alive! On an island, I think, in the middle of nowhere but alive! I only had one problem. I needed to get home. I had an idea, I would build a raft out of plants and wood I would find. That's when I saw him. An old man. He looked at me weirdly. "I Amantu. You?" he showed a crooked smile. **It was comforting.** I answered back. "Umm... I'm Leila, actually, nice to meet you."

"English, you English?" he asked.

"Um yes, I'm English" I was confused. **Why had he greeted me so oddly when he doesn't know me?** I had questions but no need to ask them.

He replied "You do not cross this line. Stay here. You understand?" He then drew a line in the sand in front of me. I knew what he meant. I stayed on that side of the island for the rest of the time I was there.

One morning, I woke up to the smell of food. I saw Amantu laying out what look like some bananas, fish and clean water. He left it on a rock in my view and walked away. When he had gone, immediately I rushed up and found what I thought was there. **Food!** I tasted the fish but didn't mind that they were raw. I hadn't eaten for days. I left some for lunch though. Then the red bananas. They were different from home, **very sweet but delicious!** I ate every single one of them, **savouring each bite.** I drank the water, wondering where Amantu got all of it from. He was the owner of the island though and he knew more than me. There on, he left me food every morning to enjoy.

SS: A range of sentence structures are employed effectively. A question reveals the character's confusion.

C&E: A varied and rich vocabulary is evident in the description of the red bananas ("very sweet but delicious"; "savouring each bite").

One night I decided to find a way to get home. I figured out that I would build a little raft boat. I got some wood and started making. It was ready by morning. I took Amantus food with me that he left out, then left after thanking him dearly.

I was in my raft and started to get a little sleepy. I tried to stay awake but just couldn't. Moments later I was asleep. I drifted out of control. But I had luck! Mum and Dad were sailing around the sea, trying to find me! They saw me, floating asleep on my raft.

Suddenly I felt a tug pull me off my raft. I woke up. Mum, Dad and my sister Phoebe were all there with me. The first word my Dad asked me was, "are you ok, darling? We missed you!" We did a big family hug and it went on forever. After a while we decided to go home. I did my homework and Mum called school to say I was back. The next day was usual. We pretended nothing had happened.

It was definitely a once in a lifetime adventure! I told the whole class about it and made new friends. Life was great. Although, I kept thinking about Amantu, feeling sorry for his loneliness.

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

I was swinging from vine to vine as the bright sun shone down on the damp, rocky floor, collecting all the food I could find to eat. Suddenly, I slipped off a vine and onto a hill which I tumbled down onto the mossy, rocky floor. "Ouch!" I cried in pain. As I got up I saw all the other creatures of the forest gathering around something. I limped over to see.

When I saw what it was I was puzzled and curious. Something told me it just didn't belong. It had no horns, no sharp teeth, no claws and even no fur on its face! It looked a little out of place too. I plastered a puzzled look on my face. Then it ~~was~~ weirdly looked into all our orange, staring eyes without blinking once. I was petrified. We all froze in shock.

All at once we crowned him Ring of wild things as we did not know what else to do. Then he roared something like, "And now, let the wild rumpus begin!" I couldn't believe such a regular day could be so exciting, confusing and different!

We were having lots of fun at the rumpus. We swung ~~around~~ ^{around} from vines, did silly dances, went to explore the forest and ~~partied~~ ^{partied}.

all night. Then the King roared, "Stop now!" and sent us all to bed. I was very hungry because we didn't get any supper before bed. I wanted to go back and get the food I had ~~disgusted~~ ^{like my mum's soup} earlier, but I couldn't. I ~~smelt~~ ^{ate} lots of good things to eat, But I couldn't. My tummy then started rumbling and woke me up. Then I realised our King had gone! "He's gone!" I cried, "Our new King is gone!" "What? Our new king?!" cried one. "NO!" cried another. "Oh yes! Lets go ~~see~~ where! Come on!" I took the lead and smelt his scent to see where he was. We reached the end of the island. He was on a boat saying 'MAX'. Maybe that was his name? Anyway, he was sailing away! "Come back!" cried a wild thing. "Don't leave! We'll eat you up, we love you so!" called another. But he stepped into his boat and waved goodbye. "Who's going to be our leader now?" asked ~~an~~ a wild thing. "Me!" we all shouted at once, "It has to be me!"

Fantastic variety of sentences using conjunctions and accurately punctuated speech.

C&E: This piece works effectively because the pupil has a strong understanding of viewpoint. The writer communicates the wild thing's confusion through vocabulary choices and patterned language: "It had no horns, no sharp teeth, no claws and even no fur on its face!"

TS&O: Cohesion is achieved through chains of reference. Max is initially described as "it", before becoming "king of the wild things", "the king", "our new king" and "he". Adverbials are also used as cohesive devices.

I was swinging from vine to vine as the bright sun shone down on the damp, rocky floor, collecting all the food I could find to eat. Suddenly, I slipped off a vine and onto a hill which I tumbled down onto the mossy, rocky floor. "Ouch!" I cried in pain. As I got up I saw all the other creatures of the forest gathering around something. I limped over to see.

When I saw what it was I was puzzled and curious. Something told me it just didn't belong. It had no horns, no sharp teeth, no claws and even no fur on its face! It looked a little out of place too. I plastered a puzzled look on my face. Then it weirdly looked into all our orange, staring eyes without blinking once! I was petrified. We all froze in shock.

All at once we crowned him king of wild things as we did not know what else to do. Then he roared something like, "And now let the wild rumpus begin!"

I couldn't believe such a regular day could be so exiting, confusing and different.

We were having lots of fun at the rumpus. We swung from vines, did silly dances, went to explore the forest and partyed all night. Then the king roared, "Stop now!" and sent us all to bed. I was very hungry, because we didn't get any supper before bed. I wanted to go back and get the food I had dropped earlier, but I couldn't. I smelt lots of good things to eat, like my mum's soup, but I couldn't get them. My tummy then started rumbling and woke me up. Then I realised our king had gone! "He's gone" I cried, "Our new king is gone!"

"What? Our new king?!" cried one. "NO!" cried another.

"Oh yes! Let's see where! Come on!" I took the lead and smelt his scent to see where he was. We reached the end of the island. He was on a boat saying 'Max'. Maybe that was his name? Anyway he was sailing away!

"Come back!" cried a wild thing. "Don't leave! We'll eat you up, we love you so!" called another. But he stepped into his boat and waved goodbye.

"Who's going to be our leader now?" asked a wild thing.

"Me!" we all shouted at once, "It has to be me!"

VG&P: Use of relative clause. Year 5/6 standard.

H: Handwriting is fluent and joined.

T: Despite some inaccuracies, *island* and *regular* are correct from the Year 3/4 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

Exp

cherry - chubby

body - smelly
furry hairy

huge eyes - bulging

personality - cheeky
unkind sneaky

cheerful smile, ~~smile~~
innocent
dirty feet
germy



Watch out! There's a weird creature that has just arrived at your local pet shop. Its furry, soft body and huge bulging eyes may look irresistibly cute, but never judge a book by its cover, because this weird, cheerful creature is not as innocent as its smile! If you ~~buy~~ ^{get} it, it will terrorize you daily and chew your sofas and chairs. It will take advantage of your most prized possessions and spread dirt around your house with its tiny feet. Its sneaky personality is enough to leave your head spinning for days and flies follow it

everywhere. Germs will build up on it and make you ill. It will wake you up, rest and sleep in your bed so you won't sleep well, also eating all your food and flooding the house by leaving taps on everywhere. Even if you keep it in a cage in your garden, it will use ~~its~~ all it can to force open the bars, escaping and giving you a hard life to live. Its smell is deadly as it eats out of rubbish bins and drinks out of ponds, even after it eats all the food you have. It is a greedy, yet tiny terroriser. Only if you want to you will hate yourself later after buying it and want to send the thing back immediately. Trying to play with it is not a good idea. It will chase you around till you run out of energy and chew things till they break and collapse into tiny pieces and he is not at all obedient, even when you tell him to do something he likes doing!

An amazing description! wow!

As part of a learning journey based on 'Flanimals' pupils wrote a persuasive description of a flanimal that was now available to buy. The pupil chose to write to persuade customers *not* to purchase this particular flanimal.

C&E: The choice to persuade customers to avoid this flanimal shows application in a more challenging context. The writer engages the reader through language choice and structure: "never judge a book by its cover, because this weird, cheeky creature is not as innocent as its smile!"

Watch out! Theres a wierd creature that has just arrived at your local pet shop. Its furry, soft body and huge bulging eyes may look irresistably cute, but **never judge a book by its cover, because this weird, cheeky creature is not as innocent as its smile!** If you ~~get~~ buy it, it will terrorize you daily and chew your sofas and chairs. It will take advantage of your most prized possesions and spread dirt around your house with its tiny feet. Its sneaky personality is enough to leave your head spinning for days and flies follow it everywhere. Germs will build up on it and make you ill. It will wake you up and sleep in your bed so you wont ~~sleep~~ rest well, also eating all your food and flooding the house by leaving taps on everywhere.

Even if you keep it in a cage in your garden it will use all it can to **force open the bars, escaping and giving you a hard life to live.** Its smell is deadly as it eats out of rubbish bins and drinks out of ponds, even after it eats all the food you have. **It is a greedy, yet tiny terrorizer.** ~~Only if you want to~~

You will hate yourself later after buying it and want to send the thing back immediatly. Trying to play with it is not a good idea. It will chase you around till you run out of energy and chew things till they break and collapse into tiny pieces and he is not atall obedient, even when you tell him to do something he likes doing!

H: Handwriting is fluent and joined.

SS: Fronted subordinate clause used effectively.

T: *Arrive(d)* is correct from the Year 3/4 word list. *Immediately* features on the Year 5/6 list.

GU3L NBA

55 stream lane Road

Fairy tale land

England, UK

Dear (Kinda) Ella,

We are writing to you to ask you ^{the world} if you could please stay with us, and not leave to go live with the Prince! We know our mean, untruthful, unkind ^{behaviour} ~~behaviour~~ has been hurting your feelings, but we promise we will change! If you stay we will let you ^{have} ~~have~~ time off your chores and we might even do ^{chores} ~~chores~~ ourselves! We would like you to know that we will do anything for you to stay and even though you like the Prince you can just visit him every day instead of moving from your precious ^{family} ~~home~~!

You are the best ^{at cleaning} ~~sister~~ and tidy our rooms and ~~the~~ Mother's room so well, you can't just leave ~~it~~ ^{the house} in a mess to go off with the Prince. Also, I've heard their house is WAY harder to clean than ours, and the Prince might just ~~be~~ ^{other} using you to clean the tower, along with the maids. You will get very busy with your prince's duties and not have much time to see your Prince, because he will have to go other places too. There really is not much of a difference, leaving us, your beloved sisters with their ~~Mum~~ Mother, stuck doing jobs the rest of their lives! You can't ~~just~~ ^{upset} us like that!

We hope you accept our generous offers about the cleaning and chores, and think about our advice. If you stay then we will let you outside in our beautiful garden. Not to clean or polish or weed any of our statues or flower beds, to have some relaxing, 'me time',

all to yourself. If you go you will live further away from your village friends. ~~But, after you leave, about~~ ^{two seconds} after you leave, ~~the~~ ^{the} house will be messier than a local rubbish bin! Please don't do this to us!

Following work on a range of fairy tales, pupils wrote a persuasive letter to a fairy tale character of their choice.

55 stream lane Road

Fairy tale land

England, UK

the world

C&E: This letter, written from Cinderella's stepsisters, maintains a persuasive tone. It uses several persuasive devices, such as flattery ("you are the best at cleaning") and 'power of three' ("mean, untruthful, unkind behaviour").

TS&O: The letter is well structured although it lacks an appropriate sign-off.

Dear (Cinder) Ella,

We are writing to you to ask you if you could please stay with us, and not leave to go live with the Prince! We know our **mean, untruthful, unkind behaviour has been** hurting your feelings, but we promise we will change! If you stay we will let you have time off your chores and we might even do some chores ourselves! We would like you to know that we will do anything for you to stay and even though you like the Prince you can just visit him every day instead of moving from your precious family home!

VG&P: Present perfect progressive is managed well, before future possibility is signalled with a modal verb.

C&E: There is an attempt to manipulate formality for effect through language choice: “We hope you accept our generous offers”; “I’ve heard their house is WAY harder to clean”.

T: *Promise* is correct from the Year 3/4 word list.

You are the best sister at cleaning and tidy our rooms and mothers room so well, you can’t just leave your home in a mess to go off with the Prince. Also, **I’ve heard their house is WAY harder to clean** than ours, and the Prince might just be using you to clean the tower, along with the other maids. You will get very busy with your princess duties and not have much time to see your Prince, because he will have to go other places too. There really is not much of a difference, leaving us, your beloved sisters with their ~~mum~~ mother, stuck doing jobs the rest of their lives! You can’t just upset us like that!

We hope you accept our generous offers about the cleaning and chores, and think about our advice. If you stay then we **will** let you outside in our beautiful garden. Not to clean or polish or weed any of our statues or flower beds, to have some relaxing ‘me time’ all to yourself. If you go you will live further away from your villadge friends. **Plus, about two seconds after you leave, the house will be messier than a local rubbish bin! Please don’t do this to us!**

VG&P: Modal verbs suggest possibility throughout. Year 5/6 standard.

H: Handwriting is fluent and joined.

SS: A range of clause structures are used.

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The HIAS English team offer a wide range of high-quality services to support schools in improving outcomes for learners, including courses, bespoke consultancy and in-house training.

For further details referring to English, please contact either of the team leads:

Emma Tarrant: emma.tarrant@hants.gov.uk

Victoria Flynn: victoria.flynn@hants.gov.uk

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