

2016 national curriculum assessments

Key stage 2

2016 teacher assessment exemplification: end of key stage 2

English writing

Working towards the expected standard: Alex

Without annotation

February 2016



Standards
& Testing
Agency

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2016 teacher assessment exemplification: key stage 2

End of key stage 2 (KS2) writing teacher assessment (TA), using the interim TA frameworks, is statutory for 2016.

This document is part of a suite of materials that exemplifies the national standards for KS2 writing TA. The full suite, including the interim TA framework, pupil scripts and annotated versions is available at <https://www.gov.uk/STA>.

Each collection exemplifies one pupil's writing that meets the requirements for all of the statements within the interim TA framework for one of the following standards:

- working towards the expected standard
- working at the expected standard
- working at greater depth within the expected standard.

Purpose of the exemplification materials

- Schools must use the interim TA frameworks and exemplification materials to ensure that their TA judgements are accurate.
- Schools must use the exemplification materials to ensure a secure understanding of national standards, as a point of reference for teachers when making their own TA judgements and to validate judgements across the school.
- Local authorities (LAs) must use the exemplification materials to ensure their moderation team has a secure understanding of national standards, and as a point of reference when validating a school's TA judgements.

How to use the exemplification materials

To meet a particular standard within the interim TA framework, a pupil must demonstrate attainment of **all** of the statements within that standard **and all** the statements in the preceding standard(s). The judgement as to whether a pupil meets a statement is made across a collection of evidence and not on individual pieces. However, there needs to be sufficient evidence of consistent performance across several pieces to demonstrate the pupil's understanding and application of the statement.

Each collection is available in annotated and unannotated versions. The annotated version contains a check-list to demonstrate which statements have been met for each piece of work.

Each collection consists of a sample of evidence (typically 6 pieces), drawn from a wider range of one pupil's writing. However, teachers will have a considerably broader body of evidence from across the curriculum on which to base their judgements.

The frequency of evidence for the statements may vary across individual pieces within a collection, e.g. evidence of a range of cohesive devices would be expected in every piece, whereas evidence of integration of dialogue to convey character and advance the action is unlikely to be appropriate in every piece (KS2 expected standard). The exemplification materials illustrate how the statements containing qualifiers ('some', 'most') may be applied to a particular collection of work.

When making their TA judgements, teachers must:

- be familiar with the interim TA frameworks and exemplification materials
- ensure a broad range of evidence from across the curriculum is available for review
- for each pupil, check and record whether there is sufficient evidence for each of the statements, starting with those for 'working towards the expected standard' and, where appropriate, moving on to the 'working at the expected standard' and 'working at greater depth within the expected standard'.

Interim teacher assessment framework at the end of key stage 2 – writing

Key principles

- This statutory interim framework is to be used only to make a teacher assessment judgement at the end of the key stage following the completion of the key stage 2 curriculum. It is not intended to be used to track progress throughout the key stage.
- The interim framework does not include full coverage of the content of the national curriculum and focuses on key aspects for assessment. Pupils achieving the different standards within this interim framework will be able to demonstrate a broader range of skills than those being assessed.
- This interim framework is not intended to guide individual programmes of study, classroom practice or methodology.
- Teachers must base their teacher assessment judgement on a broad range of evidence from across the curriculum for each pupil.
- Individual pieces of work should be assessed according to a school's assessment policy and not against this interim framework.

Each of the three standards within the interim framework contains a number of 'pupil can' statements. To demonstrate that pupils have met a standard within this interim framework, teachers will need to have evidence that a pupil demonstrates attainment of **all** of the statements within that standard **and all** the statements in the preceding standard(s).

Some of the statements contain qualifiers ('some', 'most') to indicate that pupils will not always consistently demonstrate the skill required. However, where they have been used, they have consistent meaning with 'most' indicating that the statement is generally met with only occasional errors and 'some' indicating that the skill/knowledge is starting to be acquired, and is demonstrated correctly on occasion, but is not consistent or frequent.

Teachers should refer to the national curriculum programmes of study for items marked * (e.g. to exemplify the words that pupils should be able to spell). Where pupils have a physical disability that prevents them from being able to write, the statements relating to handwriting can be excluded from the teacher assessment. Where pupils are physically able to write and meet all of the statements except for being able to produce legible handwriting, they may be awarded the 'expected standard' but cannot be awarded the 'greater depth' standard. This refers to the final statements within 'Working towards' and 'Working at the expected standard'.

This framework is interim for the academic year 2015 to 2016 only.

Interim teacher assessment framework at the end of key stage 2 – writing

Working towards the expected standard

The pupil can write for a range of purposes and audiences:

- using paragraphs to organise ideas
- describing settings and characters
- using some cohesive devices* within and across sentences and paragraphs
- using different verb forms mostly accurately
- using co-ordinating and subordinating conjunctions
- using capital letters, full stops, question marks, exclamation marks, commas for lists and apostrophes for contraction mostly correctly
- spelling most words correctly* (years 3 and 4)
- spelling some words correctly* (years 5 and 6)
- producing legible joined handwriting.

Working at the expected standard

The pupil can write for a range of purposes and audiences (including writing a short story):

- creating atmosphere, and integrating dialogue to convey character and advance the action
- selecting vocabulary and grammatical structures that reflect the level of formality required mostly correctly
- using a range of cohesive devices*, including adverbials, within and across sentences and paragraphs
- using passive and modal verbs mostly appropriately
- using a wide range of clause structures, sometimes varying their position within the sentence
- using adverbs, preposition phrases and expanded noun phrases effectively to add detail, qualification and precision
- using inverted commas, commas for clarity, and punctuation for parenthesis mostly correctly, and making some correct use of semi-colons, dashes, colons and hyphens
- spelling most words correctly* (years 5 and 6)
- maintaining legibility, fluency and speed in handwriting through choosing whether or not to join specific letters.

Working at greater depth within the expected standard

The pupil can write for a range of purposes and audiences:

- managing shifts between levels of formality through selecting vocabulary precisely and by manipulating grammatical structures
- selecting verb forms for meaning and effect
- using the full range of punctuation taught at key stage 2, including colons and semi-colons to mark the boundary between independent clauses, mostly correctly.

[No additional requirements for spelling or handwriting.]

Exemplification

Working towards the expected standard: Alex

- A Short story
- B Diary
- C Newspaper report
- D Information
- E Letter
- F Promotional leaflet

Piece A: Short story

Following a class study of 'Romeo and Juliet', pupils explored 'The Whisperer' by Nick Butterworth as a stimulus for their own writing. They then worked independently to plan and write their own individual adaptations.

It was a glorious sunny day, the birds were singing and everyone was playing out side their houses. The village was generally a happy place to live, until number 14 and number 15 fell out. For a long time, they were all blue houses but then the Capulets at no. 14 changed their house colour to red. This infuriated the Montagues as the village had always won the annual 'Well presented Street competition', that was until the Capulets had changed the colour of their house!

"Da la Da la Pala" it was the ice cream van which could be heard from the bottom of the street. Bernie Montague and Angelina Capulet both instantly dropped what they were doing and raced to out their front doors pushing and shoving each other. Both teenagers fought to be served first, then their eyes met! Angelina's eyes twinkled like the stars of the night sky, her hair was like golden silk touching her shoulders, swaying side to side. Bernie's eyes were as brown as bark, his hair was as black as the midnight sky and he had shiny white teeth as white as polished pearls. It was love at first sight. They got their ice cream, raced home and found out that their parents hated each other!

That night Bernie sneaked in to Angelina's garden and tapped on the window. "Pssp it's me Bernie", his high pitched voice squeaked. "I don't know how to say this, so I'm just going to come out with it. Do you want to go on a date with me tomorrow night 8:00 o'clock?"
"Yes I would like to. Thank you for asking me!" exclaimed Angelina.
"See you tomorrow" she said.

"Ok I'd better go now then," he muttered, before blushing.
With that, Barnie scurried out of the bushes before Angelina's mum and dad saw him.

The next night, Angelina got in her elegant, beautiful, dress. She put on her bag and snuck down stairs!
"Where do you think you're going young lady at this time of night?" questioned her dad.
"Um ah I'm going out with my friends!" exclaimed Angelina.

"Well make sure your back by 12.00 o'clock," replied her dad.

When they got back Angelina went to bed. In the morning they met up with their parents. Their families all thought they were being silly so they made up and the two children got married and unlike Romeo and Juliet they lived happily ever more.

Piece B: Diary

Following a class study of 'Romeo and Juliet', and some prior learning on diary writing, pupils chose to write a diary entry from the perspective of one of the characters, focusing on their feelings at a given point in the play.

Dear Diary,

I can't believe it! My only daughter has disobeyed my wishes. She has gone and become a girlfriend to a Montague, that scrawny Romeo. Juliet doesn't want to get married to Count Paris. I feel distraught over this, how could she do this to me? If only I could change her mind.

I want her to get married to Paris because he is noble ^{and} a fine gentleman! He runs his own business, not like that dishcloth of a man Romeo! I think Romeo is a waste of time - a disgusting Montague ^{and} repulsive. Why does Juliet want to marry Romeo after he killed Tybalt?

I have spent months planning this wedding of the century. The church is booked and Juliet's dress has been made by the famous Mrs Sophie Capulet. It was 2,000 pounds! I have got the chef to make her a 5 layered cake that was 2 hundred pounds but now it will go to waste! Why would she do this to me?

If Juliet doesn't marry Paris then I'm going to send her out of Verona Square - I will not talk to her again! I don't care what happens to her. She will never be a part of this family again! She can die in the streets for all I care. Juliet is ungrateful, she is an idiotic, stupid and foolish girl. I don't care about her any more.

Lord Capulet

Piece C: Newspaper report

As part of a class study of 'Romeo and Juliet', pupils re-enacted the fight scene in Act 3, Scene 1, and interviewed witnesses through role play. Having previously learnt about the features of recounts and the language of news reporting, they then reported on the event in the style of a newspaper journalist.

The Verona Times

A Tragic Incident in Verona Square

"Yesterday a tragic fight occurred between the Montagues and the Capulets in Verona town square - resulting in 2 deaths.

Romeo, Mercutio and Benvolio were strolling through the square. Tybalt Capulet, who was also in the town square, was outraged that Romeo and Juliet were getting married. Eventually the two enemies crossed paths and Tybalt challenged Romeo to a fight.

Suddenly Tybalt drew his sword and they started circling each other. Romeo tried to break it up but they wouldn't stop then Tybalt stabbed Mercutio. People were running all over the square and everyone was screaming and shouting. A couple of minutes later, Romeo drew his sword and killed Tybalt.

"I can't believe he's done this," said a woman with red hair.

In an interview with Juliet she sobbed, "What if we don't see each other again? This is all Tybalt's fault and now Romeo has gone."

Police and ^{guards} are still searching for Romeo but they have not seen him yet.

Piece D: Information

Having learnt about the features of non-chronological reports, pupils independently researched their chosen topic using print and web-based material, and made relevant notes in order to plan, organise and present their information.

What is a mountain?

Mountains are rocky, steep slopes and are 300m or more but if it is lower then it is classed as a hill. You can find them all across the world.

Big groups of mountains are called mountain ranges - here are a couple of mountains: Mount Everest, Killamanjaro, Mount Frejenie and Mount Snowden. Mount Everest is the highest mountain in the world - its height in feet is 29,035 f. Some brave people have climbed mountains - the first two people to climb Mount Everest were Hillary Edmand and Tenzing Norgay in 1965.

What mountains provide us

Tourism has increased as a result of the beautiful views, outstanding scenery and the colourful flowers that you can find.

Forestry is a very important part of the mountains - you can find the forests in the lower part of the mountains. The forestry is a massive industry.* We need wood to make paper and fuel.

Mountain Weather

The weather is extremely cold up in ^{the} mountains where it has harsh conditions ^{and} the summits are capped in snow. They are so cold and there is hardly any air and oxygen which means someone could die up there. That will effect you from not being able to breath properly. There are a lot of blizzards** up in ^{the} mountains, making it really hard to see and incredibly cold - you could get frost bite!

Avalanche

An avalanche*** is a build up of loads and loads of snow in thick, heavy layers. When there is an avalanche a mass of snow moves, it moves ^{as fast as} 300km per hour. An avalanche can contain tonnes of snow.

Glossary.

- *Industry - Industry is making or producing goods to sell.
- **Blizzard - A Blizzard is a snow storm with winds that blow faster than 50km per hour.
- ***Avalanche - a sudden heavy fall of rocks or snow down the side of a mountain.

Piece E: Letter

Pupils were provided with a stimulus in the form of a letter from the head teacher, stating that the local council had received some lottery funding and were keen to hear young people's views about how it should be spent. Pupils explored persuasive language and formal letter writing techniques before drafting a letter to the local council, persuading councillors to agree to fund a new adventure park.

23rd January

Council Offices
Parking Road
PPI TPP

Dear Sir/Madam,

It has come to my attention that you have recently received some money from the National Lottery. I will be pleased, thrilled and overjoyed, if you built an Adventure park for all ages up to 14 year olds. People (especially me) get bored in town because there is very little to do. The population has decreased, therefore we need something to draw people's attention to the town. Soon there will be no one left - it will be empty!

Firstly, I can make new friends, socialize and be active. ^{if you built an adventure park,} 99.9% of people will move back to town and it will be a fun and

happy place to live again. If you get more tourism then you will get more money. Do you want to get more money? This is your chance!

Moreover; have you got kids? Do they give you a headache? They will not now if you built an adventure park. It could have a zip wire, a rock climbing wall and a baby pit (etc). Just hear me out all your children and all the children in town will love it (hint, hint)!

Last but not least, you will get rid of your children. Remember more tourists = more money. You do want this don't you? All children in the town will love it. Adults will have more free time they could go for dinner.

In conclusion, I would just like to say thank you for taking your time to read my letter. I do hope you do build an adventure park as it would be fun, exciting and adventurous.

Yours faithfully

Axxxxx

Piece F: Promotional leaflet

As part of a unit on different types of non-fiction writing, pupils drew on first-hand experience, local knowledge and independent research to write a promotional piece, marketing their town to potential visitors.

The perfect day out.

Bored of your home town? Come down to our town and have an amazing day. There's a variety of activities for you to do – cycling, walking, shopping, sight seeing and having a picnic are just a few! Why not take a relaxing stroll along the tranquil river or admire canoeists rowing peacefully down it. Not only can you enjoy the beautiful view but you can feed the ducks or do a spot of fishing. Our town is well known for its tourists / visitors.

Like going to watch new films? Recently, our town acquired a new cinema with 6 fantastic screens! The endless variety of film choice is AWESOME!!! Indulge in a treat: popcorn, sweets and fizzy pop. If you are going to the cinema late at night and you want a feast don't worry there are numerous delicious restaurants to eat at. Within the centre, there are also lots of amazing shops to explore – from clothes shops to shoe shops.

The market square draws visitors from all over the country because it is very old. The market is held every two weeks on Saturdays and has lots of stalls selling local produce and antiques. Come and explore it as you are certain to get a bargain!

Do you like swimming? There is an amazing swimming pool by the supermarket so you can leave the kids and do your shopping. It has 4 parts to it – a learning pool, a diving pool, a baby pool and two slides (one slide's a special slide for 2-5 years – the big slide is awesome - it is for older children).

If you don't come to our town you will be missing out on a lot. So I recommend you to come down and have a chilled day and relax (even if you don't take your kids).



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