

**2016 national curriculum assessments**

# **Key stage 1**

## **2016 teacher assessment exemplification: end of key stage 1**

### **English writing**

#### **Working towards the expected standard: Charlie**

**Annotated version**

Revised March 2016



**Standards  
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**Updated version March 2016**

Updates reflect the information contained in [Clarification: key stage 1 and 2 teacher assessment and moderation guidance](#), published on 8 March 2016, at [www.gov.uk/sta](http://www.gov.uk/sta).

If you are already familiar with this guidance, you do not need to re-read it but should refer to the updated sections below:

- use of the exemplification materials - new section
- how the annotation is set out - text amended
- note added referring to the TA frameworks on page 6
- text regarding the tables amended on page 16

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# 2016 teacher assessment exemplification: end of key stage 1

End of key stage 1 (KS1) writing teacher assessment (TA), using the interim teacher assessment frameworks, is statutory for 2016.

This document is part of a suite of materials that exemplifies the national standards for KS1 writing teacher assessment. The full suite, including the interim teacher assessment framework, pupil scripts and unannotated versions, can be found at <http://www.gov.uk/STA>.

Each collection is available in unannotated and annotated versions. Tables at the end of this annotated version demonstrate how the statements have been met across the collection of work.

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

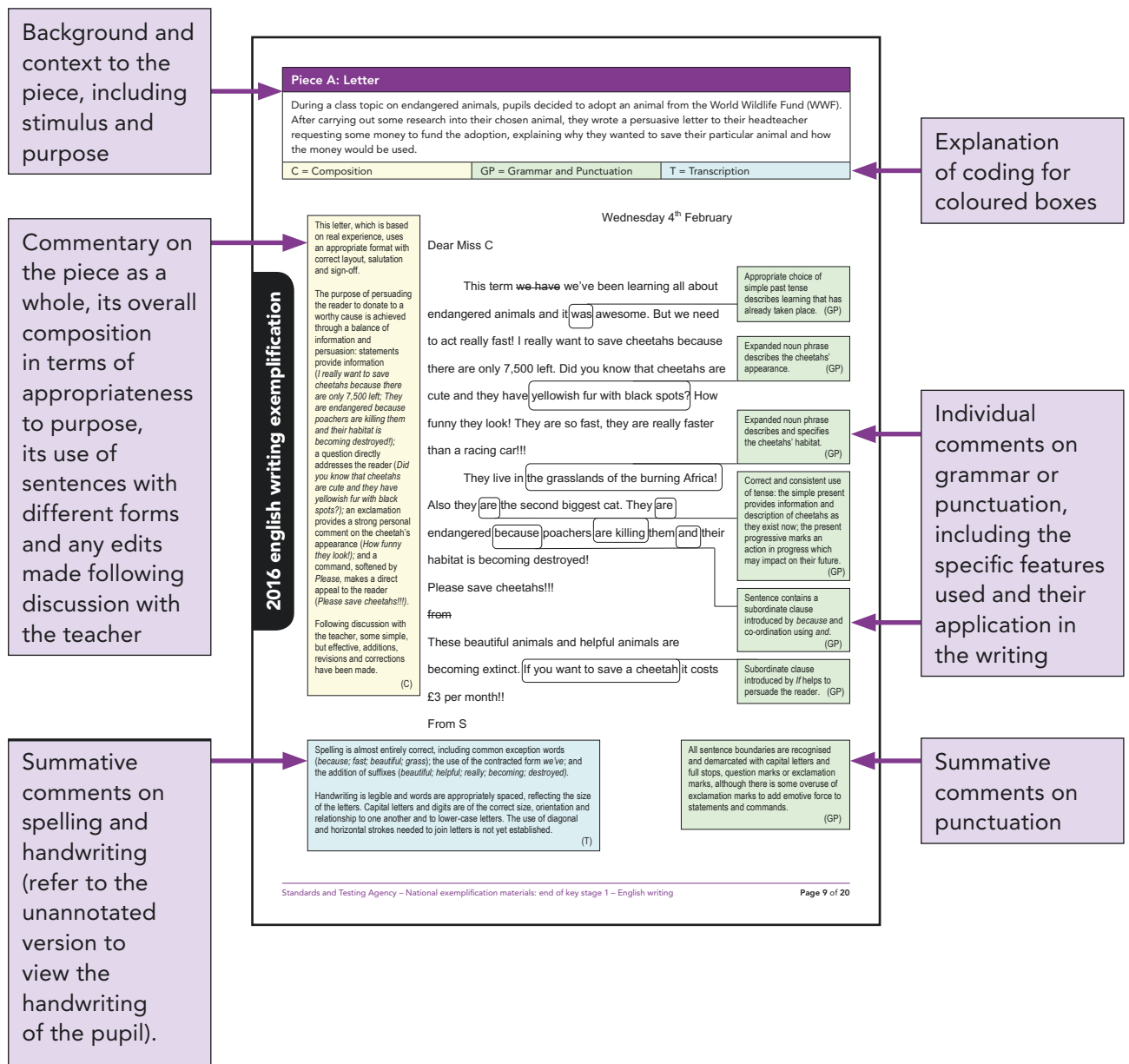
- working towards the expected standard
- working at the expected standard
- working at greater depth within the expected standard.

## Use of the exemplification materials

- Schools must use the interim TA frameworks to reach their TA judgements.
- If teachers are confident in their judgements, they do not need to refer to the exemplification materials. The exemplification materials are there to help teachers make their judgements where they want additional guidance.
- Local authorities (LAs) may find it useful to refer to exemplification materials to support external moderation visits.

# How the annotation is set out

The annotations in the exemplification materials are designed to help teachers interpret the statements from the interim TA frameworks accurately, and to apply them consistently, through use of the terminology required by the national curriculum 'English programmes of study: key stage 1 and 2'. Each annotated collection should be read in conjunction with its overall commentary and completed table.



Each collection consists of a sample of evidence (typically 6 pieces) drawn from a wider range of one pupil's writing. Teachers will draw from a broader range of evidence when making their judgments.

The frequency of evidence for the statements may vary across individual pieces within a collection. The exemplification materials illustrate how the statements containing qualifiers ('some', 'many', 'most') may be applied to a particular collection of work.

Supplementary detail is referenced in different ways, and the statements in the interim teacher assessment framework must be applied in accordance with the expectations of the NC English programme of study.

- There are italicised examples, such as the two statements about suffixes (KS1 'expected standard' and 'greater depth'), where acceptable evidence might include any of the suffixes referenced in the NC KS1 programme of study. (The asterisks refer teachers to the NC programme of study and related appendices.)
- There is bracketed detail, such as the conjunctions specified in the statement about co-ordination and subordination (KS1 'expected standard'), where the use of a forward slash to separate the conjunctions indicates that evidence must include some – but not necessarily all – of those given, across a range of writing.
- There is bracketed detail, such as in the statement about the use of sentences with different forms (KS1 'expected standard'), where the use of commas to separate the list of sentence forms indicates that evidence must include all of those given, as appropriate, across a range of writing.

## Interim teacher assessment framework at the end of key stage 1 – writing

### Working towards the expected standard

The pupil can write sentences that are sequenced to form a short narrative, after discussion with the teacher:

- demarcating some sentences with capital letters and full stops
- segmenting spoken words into phonemes and representing these by graphemes, spelling some correctly
- spelling some common exception words\*
- forming lower-case letters in the correct direction, starting and finishing in the right place
- forming lower-case letters of the correct size relative to one another in some of the writing
- using spacing between words.

### Working at the expected standard

The pupil can write a narrative about their own and others' experiences (real and fictional), after discussion with the teacher:

- demarcating most sentences with capital letters and full stops and with some use of question marks and exclamation marks
- using sentences with different forms in their writing (statements, questions, exclamations and commands)
- using some expanded noun phrases to describe and specify
- using present and past tense mostly correctly and consistently
- using co-ordination (or/and/but) and some subordination (when/if/that/because)
- segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly
- spelling many common exception words\*
- spelling some words with contracted forms\*
- adding suffixes to spell some words correctly in their writing, e.g. *-ment, -ness, -ful, -less, -ly*\*
- using the diagonal and horizontal strokes needed to join letters in some of their writing
- writing capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters
- using spacing between words that reflects the size of the letters.

### Working at greater depth within the expected standard

The pupil can write for different purposes, after discussion with the teacher:

- using the full range of punctuation taught at key stage 1 mostly correctly
- spelling most common exception words\*
- spelling most words with contracted forms\*
- adding suffixes to spell most words correctly in their writing, e.g. *-ment, -ness, -ful, -less, -ly*\*
- using the diagonal strokes needed to join letters in most of their writing.

# Key stage 1 writing teacher assessment: exemplification 2016

## Working towards the expected standard: Charlie

This collection demonstrates that the pupil consistently meets the requirements for 'working towards the expected standard'. Included in the collection is a short narrative, an information piece on plants, a recount of a science investigation of bugs and three short descriptive pieces, two of which relate to the work undertaken in science. All writing is independent, with composition having benefited from class discussion, group work, or opportunities to read and comment on a partner's work.

In addition to consistently meeting the requirements for 'working towards the expected standard', some of the statements required for 'working at the expected standard' are also met. In the piece about Jake and the bonsai tree, sentences are sequenced appropriately for a complete short narrative, and some basic narrative features and conventions are deployed. The science investigation and the information piece about plants demonstrate that the pupil is able to write for different purposes, whilst in the three brief character sketches there is an attempt to include descriptive detail to engage the reader. Writing is typically enhanced by the use of expanded noun phrases (*one of the tapion {champion} scatborders*), comparisons (*as lazy as a huge fat sloth*) and appropriate choices of vocabulary (*sparkling blew eyes*) to describe and specify.

Some sentences are demarcated with capital letters and full stops. Across the collection, most sentences are statements, but in 'Plants' the pupil incorporates questions (*Did you know that some plants grow very fast?*) and commands (*read this text to find out more*), which are appropriate to audience and purpose. Whilst exclamative phrases are used correctly (*What a amazing adventurer!*), exclamative sentences are not yet fully secure. The present and past tense are used correctly and consistently in all pieces, but only in the science investigation do both tenses feature within the same piece. Sentence structure shows very little co-ordination, but subordination is more frequent, is often successful and sometimes ambitious (*Befor we even got there I was envelept by the sond of birds singing one of the lovlyest songs ever*).

In spite of the errors, the spelling of many words is correct, demonstrating sufficient application of the rules and guidance for years 1 and 2. There is evidence of segmenting spoken words into phonemes and representing these with the correct graphemes, as well as spelling some common exception words. Suffixes are added to spell longer words correctly, e.g. for inflection of verb endings (*studied; singing*) and the formation of adjectives (*sparkling; glittery*). All of the statements relating to handwriting are met. While there is evidence of the diagonal strokes needed to join letters in some of the writing, the use of horizontal strokes is not yet established.

**This collection meets the requirements for 'working towards the expected standard'.**

# Exemplification

## Working towards the expected standard: Charlie

- A** Narrative
- B** Information
- C** Description
- D** Description
- E** Science investigation
- F** Description



## Piece A: Narrative

Following prior learning about recounts, and class discussion of story structure, pupils were asked to write a story of their own. Ideas and vocabulary from their discussions were available on the classroom wall and pupils also read and commented on their partner's work. The idea of the bonsai tree derived from paired discussion about unusual plants from around the world and how to make them do dramatic things.

C = Composition

GP = Grammar and Punctuation

T = Transcription

This short adventure story about Jake and a bonsai tree builds upon the writer's paired discussion about unusual plants.

The purpose of the writing is clear. Basic narrative features are swiftly established in the opening lines: a main character is introduced (*a boy called Jake*), the Japanese context for the story described (*on holiday... on a bullet train*) and a motive for the action is established (*He always wanted to see a bonsai*).

Subsequent events are clearly sequenced and appropriately signalled to the reader (*Then when; Suddenly; When; Then; Next*).

In keeping with the narrative purpose, sentences are all statements, with the exception of the concluding exclamative phrase (*What a amazing adventurer!*).

Some minor edits and corrections have been made at the point of writing as a result of interactive discussions with the teacher.

(C)

A long time ago a boy called Jake he will stay the for 2  
~~weekes~~ weeks. They were onuy gowing there on hollday.

Mostly correct and consistent use of the past tense throughout to narrate events.

(GP)

He always wanted to see a bonsai On the way they saw a forest.

They went on a bullet train. Then when they got off the train they went in the forest. Jake ~~fend~~-fownd a bonsai.

Subordination (introduced by *when*) makes the sequence of events more precise.

(GP)

Jake fownd a old house. he decided to live in it. Jake fownd it fery coftbel in it.

Expanded noun phrase describes the mysterious creature.

(GP)

Sudently Jake saw that a big huge scary bonsai monster.

The bonsai monster was chasing Jake. Jake was scard he didn't know what to do. When Jake was running he found a tree he cut it down.

Subordination (introduced by *When*) presents events that take place in quick succession.

(GP)

Then the monster fell down. ~~Then~~Next out of knowwere a man with an acs slict the bonsai. Next the bonsai came back to nomat. What a amazing adventurer!

Spelling of many words is correct, including some common exception words from year 1 (*the, was, there, were, house*) and one from year 2 (*old*). Suffixes (*-ed; -ing*) are added to spell some words correctly (*decided, called, chasing, running, amazing*). There is one attempt to use a contracted form (*didn't*) and, although the word is incorrectly spelt, the apostrophe is correctly placed.

Handwriting is legible and words are appropriately spaced, reflecting the size of the letters. Capital letters and digits are mostly of the correct size, orientation and relationship to one another and to lower-case letters. The diagonal strokes needed to join letters are used in some of the writing.

(T)

Some sentence boundaries are recognised and demarcated by capital letters and full stops, and an exclamation mark is used to punctuate the exclamative phrase at the end of the piece.

(GP)

## Piece B: Information

In their topic on plants, pupils carried out plant-labelling activities and researched what plants and animals need to be healthy. They spent time in the environmental area observing plants and animals (e.g. frogs in the pond) before writing an information text about plants.

C = Composition

GP = Grammar and Punctuation

T = Transcription

### Plants

This short piece effectively employs some of the layout features of information texts, organising material into sections with sub-headings to help the reader to access the information.

Different forms of sentence are used appropriately throughout the piece: statements convey information (*There are thousands of plants to explor*), directly addressed questions seek to engage the reader's interest (*Have you ever wonderd how seeds turn into plants?*), commands encourage the reader further (*Visit this websit*) and an exclamative phrase (*How fascinating!*) conveys the writer's enthusiasm for the subject.

(C)

Did you know that some plants grow very fast? Have you ever wonderd how seeds turn into plants? read this text to find out more

Correct and consistent use of the present tense throughout is appropriate to purpose.

(GP)

### Diffrent typis of Plants

There are thousands of plants to explor. There are

daises, cactas, trees, ghoumas, bushes, roses and

dafadils.

Commas used correctly to separate items in a list.

(GP)

### Plant around the wold

In ~~japan~~ Japan there is a huge blossom tree. In amricka

in the sandy dersert there are lots of captases (carful

there ponty).

Expanded noun phrases describe and specify the variety of plants and their habitat.

(GP)

Visit this websit (Plants com) so you can know more

about plants. How fascinating!

Subordination (introduced by so) explains the reason for the command.

(GP)

Spelling of many words is correct, including some year 2 common exception words (*plant, fast, find*) the -ing suffix is added to spell a word correctly (*fascinating*).

Handwriting is legible and the spacing between words is mostly appropriate. Lower-case letters are formed in the correct direction, mostly start and finish in the right place, and are of the correct size relative to one another in most of the writing. Capital letters are correct in orientation, but there is some inconsistency of size in relation to lower-case letters. There is some use of the diagonal strokes needed to join letters.

(T)

Most sentences are correctly demarcated with capital letters and full stops. Two questions are correctly punctuated and an exclamation mark is used to demarcate an exclamative phrase.

(GP)

## Piece C: Description

As part of their science work on insects, the class looked at the features of descriptive writing before jointly writing a character description of an insect, detailing its appearance, behaviour, character and desires. Using a similar format, pupils then worked with a talk partner to write their own character description of an insect of their choice.

C = Composition

GP = Grammar and Punctuation

T = Transcription

This short description is organised into 3 clear sections, which detail in turn the appearance, behaviour and temperament of Bob the butterfly.

Most of the sentences, as is appropriate to the descriptive purpose, are statements. There is some attempt to add variety through the use of exclamations, including an exclamative phrase (*How shiny!*). However, two of the attempted exclamations (*How nise is bob!*; *How happy is that!*), whilst demarcated with exclamation marks, use question syntax.

Descriptive detail is built up effectively through the use of comparisons (*as glittery as 100 stars in the sky*), expanded noun phrases (*one of the tapion scatborders*) and precise choice of vocabulary (*fire flys; sloth*).

(C)

### Bob the butterfly

Bob is as shiny as a thousand fire flys. On his wings he has huge gicantick spots. His wings are as glittery as 100 stars in the sky. When Bobs wing reflect off the sun they shine and glitter. How shiney shiny!

Correct and consistent use of the present tense throughout to describe Bob's appearance, behaviour and temperament.

(GP)

Subordination (introduced by *When*) adds detail and explanation to the description.

(GP)

Bob ~~lav~~ loves to make magic scaitbords when he bord So thats why he makes magic scaitbords. Bobs one of the tapion scatborders. Sometimes he makes diner for his family. ussally he makes some papper plans for his brother. How nise is bob!

Expanded noun phrases add descriptive detail.

(GP)

Bob is as happy as a smily child How happy is that! ~~B~~ as Bob is as lazy as a huge fat sloth.

Spelling of many words is correct, including some common exception words from year 1 (*one, the, loves, they, his*) and one from year 2 (*child*) and the -y suffix is added to spell words correctly (*shiny, glittery*).

Handwriting is legible and the spacing between words is mostly appropriate. Lower-case letters are formed in the correct direction, mostly start and finish in the right place, and are of a similar size to one another in most of the writing. Capital letters are correct in orientation and are of the correct size in relation to lower-case letters. There is some use of the diagonal strokes needed to join letters.

(T)

Most sentences are correctly demarcated with capital letters and full stops. An exclamation mark is used to demarcate an exclamative phrase.

(GP)

## Piece D: Description

Following earlier science work on insects and supported work on descriptive writing, pupils were asked, as an independent extension task, to choose a character to describe, detailing appearance, behaviour, character and desires. The pupil chose a character, Black Widow, from a film watched at home.

C = Composition

GP = Grammar and Punctuation

T = Transcription

This brief description gives some concrete details of Black Widow's physical appearance (*sparkling blew eyes*), behaviour (*runs very fast*) and character (*likes to save people*). However, her status as heroine or main protagonist in other narratives is only suggested (*if someone is chasing her; when someone is in trouble; always likes to save people*) rather than developed in any detail.

As is appropriate to the purpose, all sentences are statements.

(C)

### Black widow

Black widdow has black clothes all in her closet. She

has sparkling blew eyes. She always runs very fast if

someone is chasing her. Black widow always knows

whats best for the people. She knows when someone is

in troble. Black widdow has big huge shoes on her tiny

feet.

She always likes to save people. She has a car and she

likes it.

Correct and consistent use of the present tense throughout to describe the Black Widow.

(GP)

Subordination (introduced by *if* and *when*) develops and qualifies basic information.

(GP)

Expanded noun phrases add descriptive detail.

(GP)

Co-ordination (*and*) links the two pieces of information.

(GP)

Spelling is mostly correct, including some year 2 common exception words (*clothes, fast, eyes, people*). Some -ing suffixes are added to spell words correctly (*sparkling, chasing*).

Handwriting is legible and the spacing between words is mostly appropriate. Lower-case letters are formed in the correct direction, mostly start and finish in the right place, and are of the correct size relative to one another in most of the writing. Capital letters are correct in orientation, and are of the correct size in relation to lower-case letters. There is some use of the diagonal strokes needed to join letters.

(T)

All sentences are correctly demarcated with capital letters and full stops.

(GP)

## Piece E: Science investigation

After class discussion of notes they had written about an earlier science activity, pupils worked in groups to carry out an investigation of bugs. They then wrote an account of their investigation, working with a talk partner to rehearse and edit their ideas.

C = Composition

GP = Grammar and Punctuation

T = Transcription

This lively account of a practical science investigation clearly conveys the pupil's enthusiasm for the activity.

As is appropriate to the purpose, almost all the sentences are statements, apart from two attempts to use an exclamation (*How fun!*). Sentence length and structure is varied, from single clause sentences (*Last week 2C desind an experiment*) to more ambitious sentences with several clauses (*When we got there we did are rusults and packed away the aqment*).

Material is mostly correctly sequenced and organised in sections with signposts to guide the reader (*Last week, First, Next, After we did are prediction*).

Some minor edits and corrections have been made at the point of composition following discussion with the teacher.

(C)

First we Predicted about how many bugs there there were in the grass, woodchipes, and path. Next we went to the envilmentel area so we coud find some bugs. How fun!

Correct and consistent use of the past tense for events that have already taken place.

(GP)

Last week 2C desind an experiment. We went to the wildlife area to count bugs because we wanted to find the best habitat. How fun!

Subordination (introduced by *because*) explains the reason for going to the wildlife area.

(GP)

First we predicted what we thought might happen. I thought we would find most bugs in the long grass. Next we went to the wild life area (the wild life area is a great place). you can find lots of bugs in the Wild life area.

Appropriate shift from the past tense (*went*) to report what the pupils did, to the present tense (*is, can*) to describe what the wild life area is like.

(GP)

After we did are prediction we ragbue rabeled to the wild life area. Once we got there we placed the hula hoops in diffrent places. We studya studied the bugs.

Sentence incorporates subordination (*When*) and co-ordination (*and*).

(GP)

After a while we reterned to our classroom. When we got there we did are rusults and packed away the aqment. Befor we even got there I was envelept by the sond of birds singing one of the lovlyest songs ever.

Ambitious sentence with a subordinate clause (introduced by *Befor*).

(GP)

Expanded noun phrase describes and specifies what the pupil heard.

(GP)

Then we made are graph to see how many bugs where in

the wood chips, ~~long~~ long grass and the path.

A comma is used correctly to separate items in a list.

(GP)

Spelling is mostly correct, including many year 2 common exception words (*would, grass, find, After, because, even, many, path*). However, there is some insecurity in the spelling of *our* (*are*), rendering sentences ungrammatical. Some suffixes (*-ed, -ing, -ment*) are added to spell words correctly (*studied, placed, packed, singing, experiment*).

Handwriting is legible and the spacing between words is mostly appropriate. Lower-case letters are formed in the correct direction, mostly start and finish in the right place, and are of the correct size relative to one another in most of the writing. Capital letters are correct in orientation, and are of the correct size in relation to lower-case letters. There is some use of the diagonal strokes needed to join letters.

(T)

Most sentences are correctly demarcated with capital letters and full stops. A comma is used correctly to separate items in a list.

(GP)

## Piece F: Description

Following a guided reading activity, pupils were asked to speak about a character they had made up and then to write some sentences describing their invented character.

C = Composition

GP = Grammar and Punctuation

T = Transcription

Whether Lucky is a human or an animal remains unclear, but this brief description uses comparisons in the first few lines to indicate his essentially happy nature (*as lazy as a old man; as happy as a clown*) before describing his typical behaviour.

As is appropriate for a description, all the sentences are statements with the exception of one attempted exclamation (*How happy!*).

(C)

Lucky is as lazy as a old man when he has nothing to do

Lucky is as happy as a clown. How happy! Lucky is so

lucky because he gets to see the slow would go by.

Lucky always gos to visit the forest so he can see nater

When he is happy. When Lucky is bord he he gos to see

his insect friends for informaton for him.

Correct and consistent use of the present tense to describe Lucky. (GP)

Subordination (introduced by *because*) explains why he is lucky. (GP)

Subordination (introduced by *so*) explains the reason for Lucky's visits to the forest. (GP)

Fronted subordinate clause (introduced by *when*) establishes a contrast with Lucky's earlier behaviour when he is happy. (GP)

Spelling of many words is correct, including some year 1 common exception words (*the, he, has, his, go, do*) and some from year 2 (*old, because, friends*).

Handwriting is legible and the spacing between words is mostly appropriate. Lower-case letters are formed in the correct direction, mostly start and finish in the right place, and are of the correct size relative to one another in most of the writing. Capital letters are correct in orientation, and are of the correct size in relation to lower-case letters. There is some use of the diagonal strokes needed to join letters.

(T)

Some sentences are correctly demarcated with capital letters and full stops.

(GP)



The following tables contain the 'pupil can' statements for each standard from the interim TA framework. The tables provide a check-list to support teachers in understanding how we have reached the decision that the individual statements have been demonstrated across the collection of work. As stated in the framework, individual pieces of work should not be assessed against the framework. There is no requirement for teachers to produce similar tables to support moderation.

End of key stage 1 statutory assessment – Working towards the expected standard							
Name: Charlie	A	B	C	D	E	F	Collection
The pupil can write sentences that are sequenced to form a short narrative, after discussion with the teacher:	Narrative	Information	Description	Description	Science investigation	Description	
• demarcating some sentences with capital letters and full stops	✓	✓	✓	✓	✓	✓	✓
• segmenting spoken words into phonemes and representing these by graphemes, spelling some correctly	✓	✓	✓	✓	✓	✓	✓
• spelling some common exception words*	✓	✓	✓	✓	✓	✓	✓
• forming lower-case letters in the correct direction, starting and finishing in the right place	✓	✓	✓	✓	✓	✓	✓
• forming lower-case letters of the correct size relative to one another in some of the writing	✓	✓	✓	✓	✓	✓	✓
• using spacing between words.	✓	✓	✓	✓	✓	✓	✓



## End of key stage 1 statutory assessment – Working at the expected standard

Name: Charlie		A	B	C	D	E	F	Collection
The pupil can write a narrative about their own and others' experiences (real and fictional), after discussion with the teacher:		Narrative	Information	Description	Description	Science investigation	Description	
• demarcating most sentences with:	capital letters and full stops			✓	✓	✓		✓
and with some use of	question marks		✓					
	exclamation marks	✓	✓	✓				✓
• using sentences with different forms in their writing:	statements	✓	✓	✓	✓	✓	✓	✓
	questions		✓					
	exclamations							
	commands		✓					
• using some expanded noun phrases to describe and specify		✓	✓	✓	✓	✓		✓
• using present and past tense mostly correctly and consistently		✓	✓	✓	✓	✓	✓	✓
• using co-ordination (or / and / but)					✓	✓		
• using some subordination (when / if / that / because)		✓	✓	✓	✓	✓	✓	✓
• segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly		✓	✓	✓	✓	✓	✓	✓
• spelling many common exception words*						✓		
• spelling some words with contracted forms*								
• adding suffixes to spell some words correctly in their writing, e.g. <i>-ment, -ness, -ful, -less, -ly</i> *				✓	✓	✓		✓
• using the diagonal and horizontal strokes needed to join letters in some of their writing								
• writing capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters				✓	✓	✓	✓	✓
• using spacing between words that reflects the size of the letters.		✓	✓	✓	✓	✓	✓	✓

## End of key stage 1 statutory assessment – Working at greater depth within the expected standard

Name: Charlie		A	B	C	D	E	F	Collection
The pupil can write for different purposes, after discussion with the teacher:		Narrative	Information	Description	Description	Science investigation	Description	
<ul style="list-style-type: none"> <li>using the full range of punctuation taught at key stage 1 mostly correctly including:</li> </ul>	<ul style="list-style-type: none"> <li>commas to separate items in a list</li> </ul>		✓			✓		
	<ul style="list-style-type: none"> <li>apostrophes to mark singular possession in nouns</li> </ul>							
<ul style="list-style-type: none"> <li>spelling most common exception words*</li> </ul>								
<ul style="list-style-type: none"> <li>spelling most words with contracted forms*</li> </ul>								
<ul style="list-style-type: none"> <li>adding suffixes to spell most words correctly in their writing, e.g. <i>-ment, -ness, -ful, -less, -ly</i> *</li> </ul>								
<ul style="list-style-type: none"> <li>using the diagonal and horizontal strokes needed to join letters in most of their writing.</li> </ul>								



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