

2016 national curriculum assessments

Key stage 1

2016 teacher assessment exemplification: end of key stage 1

English writing

**Working at the
expected standard: Sam**

Without annotation

Revised March 2016



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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.

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
- note referring to the teacher assessment frameworks added on page 4

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2016 teacher assessment exemplification: end of key stage 1

End of key stage 1 (KS1) English 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 KS1 English writing TA. The full suite, including the interim teacher assessment framework, pupil scripts and annotated versions, can be found at <https://www.gov.uk/STA>.

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.

Each collection is available in annotated and unannotated versions. The annotated version demonstrates how the statements have been met across the collection of work.

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.

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.

Exemplification

Working at the expected standard: Sam

- A** Letter
- B** Narrative
- C** Book review
- D** Information
- E** Narrative
- F** Description

Piece A: Letter

During a class topic on endangered animals, pupils decided to adopt an animal from the World Wildlife Fund (WWF). After carrying out some research into their chosen animal, they wrote a persuasive letter to their headteacher requesting some money to fund the adoption, explaining why they wanted to save their particular animal and how the money would be used.

Wednesday 4th February

Dear Miss C

This term ~~we have~~ ^{we've} been learning all about endangered animals and it was awesome. But we need to act ^{really} fast! I really want to save cheetahs because there are only 7,500 left. Did you know that cheetahs are cute and they have yellowish fur with black spots? How funny they look! They are so fast, they are really faster than a racing car!!!

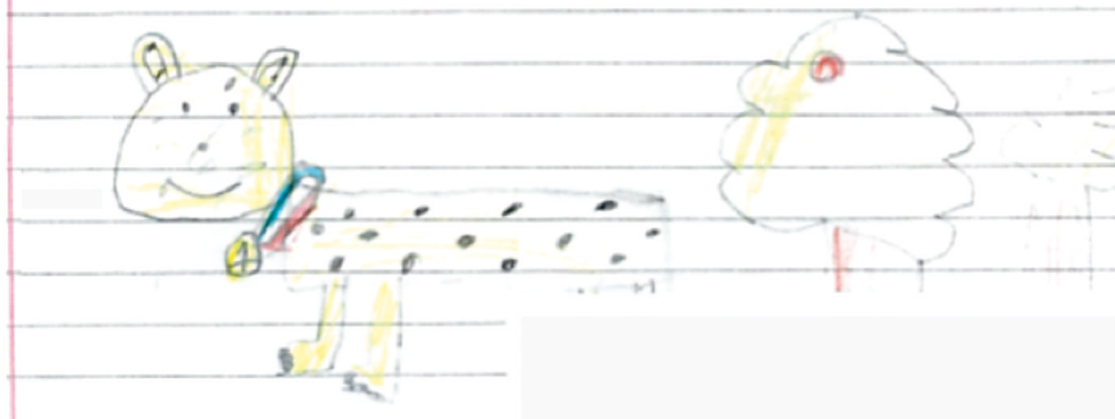
They live in the grasslands of the burning Africa! Also they are the second biggest cat. They are endangered because poachers are killing them and their habitat is becoming destroyed! Please save cheetahs!!! ~~These~~ beautiful ~~from~~ ^{from} animals and ~~from~~ ^{from} helpful animals are becoming extinct. If you ~~Want~~ ^{Want} to save a cheetah it costs £3 per month!!

From S

Piece B: Narrative

As part of a topic on endangered animals, pupils read some 'Just So' stories and watched video clips of 'Tinga Tinga Tales'. They then wrote their own version of a 'Just So' story, explaining how their chosen animal had come to be as it is.

How did the cheetah run fast?
 You see there was once a time when cheetah was the slowest animal in the whole wide world. All the animals laughed and laughed and laughed but cheetah was upset. Then cheetah said to lion please gather all the animals for an important meeting. So the lion announced "animals come to me!" Then all the animals came and lion said "lets have a training competition and that means who ever does the most training goes to the final race!" Who ever wins will get the biggest mid night feast in their life!" So all the animals done training and cheetah and rhino won. So lion said "cheetah vs rhino" and lion again said "on your marks, get set, go. Rhino was in the lead and every was cheering for rhino but cheetah ran past rhino. Cheetah won the race for the midnight feast so cheetah was happy and that's how he became the fastest in the world.



Piece C: Book review

After reading several stories by Julia Donaldson, pupils were asked to choose their particular favourite. They then read and explored some examples of successful book reviews before writing their own review, to encourage other children to read their chosen story.

My favorite book from Julia Donaldson is The Gruffalo's child. Because the description is very good. Also the characters are good because there are two good Gruffalo's and one small mouse. My favourite part is when the child tiptoes out in the cold forest and was brave.

The Gruffalo has shiny, sharp, white claws and has purple spikes. It has eyes like fire, has sharp teeth and has a green, gross sprout on his nose. The mouse is so strong and it has a scaly tail. His eyes are like pools of fire and also his whiskers are stronger than wire.

The story is about when the adult Gruffalo told his child that no Gruffalo should ever set foot in the deep dark wood. But one cold night the child tiptoes out in the snow. He was nervous because he saw a trail in the snow. He thought it was the trail of the big bad mouse but it was the snake trail.

Piece D: Information


As part of a class topic on endangered animals, pupils researched an animal of their choice, using a range of sources including books and websites. Drawing on prior learning about information texts, pupils then planned and wrote about their chosen endangered animal.

Endangered lions

Lions have lots of prombles.

Apperance

Lions have big furry manes but male lions have even bigger furry manes. They have lots of fur all around them and they have black hair underneath their tummys. All lions have long swishy tails and they have black hair at the end of their tail.



Habitat

Lions live in Africa and in Africa they live in lots of grasslands. The grasslands are very hot because it is near the Equator and it is in Africa.

Why is it Endangered

Lions are in Endangered because ~~because~~ people ~~are~~ keep on killing their habitats and killing them.

Diet

Lions eat other animals so that means the a carnivore. Lions favorite food is medium sized animals.

How we can help them

We can help them by saving them and not killing them if they are a bad preadator.

* Wow fact
Lions are great preadators and they can smell very good.

* The wwf finds about the animals and why their endangered.

Piece E: Narrative

Following prior learning about using descriptive language, pupils watched a clip from the start of the Disney animation film, 'Up', as a stimulus for writing. Then, using the opening provided, they were given complete freedom to plan and write their own narrative.

The balloons floated upwards, higher and higher, lifting the house above the clouds. Looking through their bedroom window, the children gasped in amazement as they sped over land and sea, wondering where this adventure might end. Suddenly, with a loud hissing noise, the floating house began to descend rapidly from the clear, blue sky...

They fell down and zoomed, zoomed and zoomed all the way to the bottom. The house crashed and there were two boys! One was Ali and another was Devin. Ali said "Where are we?" and Devin said "Look out of the window. We're in Africa! It was scorching, burning and hot. Devin was a bit nervous but Ali was excited! They were playing tag but suddenly we saw a strange looking button remote. Devin pressed the button but then we heard a lot angry and furious animals. They all surrounded us and we didn't know what to do. We tried to press the button but that didn't work so we tried to kill them with weapons and that didn't work. What a nightmare it was! Now Ali and Devin were really scared. We felt as we were in a dragon's cave with fire on top of it. Then we had a great idea. First Devin would do some karate while Ali will make a aeroplane out of sticks, stones and of course leaves. Then Ali made the aeroplane and they flew off.

Piece F: Description

After watching a clip from one of 'The Chronicles of Narnia' films, pupils engaged in a class discussion about the White Witch, including her character, appearance, behaviour and personality. They then wrote a story opening that introduced the witch by describing her character.

If you go into a snowy forest, you will see the most evil witch you have ever seen. She has a gold crown and it's sharp as shark teeth. She also has shimmering, silver clothes. How shiney she looks! Her heart is frozen ice because she lives in a freezing castle. Her palace is ice because she lives in the snowy forest. The White witch stomps because she is nasty and evil. Is the witch made out of ice? She talks very, very, very nicely but she is so evil, that she will break the whole city!





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