

2016 national curriculum assessments

Key stage 1

2016 teacher assessment exemplification: end of key stage 1

English writing

Working towards the expected standard: Charlie

Without annotation

Revised March 2016



**Standards
& Testing
Agency**

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 added referring to the TA frameworks on page 4

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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 TA frameworks, is statutory for 2016.

This document is part of a suite of materials that exemplifies the national standards for key stage 1 (KS1) 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 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.

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.

Note: you must also refer to the 'Interim teacher assessment frameworks at the end of key stage 1' on GOV.UK as they have not been fully duplicated here.

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

- 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; 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.

A long time ago a boy called Jake he will stay there for 2 ~~weeks~~ weeks. They were only going there on holiday. 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 ~~find~~ found a bonsai. Jake found a old house. he decided to live in it. Jake found it very comfy in it.

Suddenly Jake saw that a big huge scary bonsai monster. The bonsai monster was chasing Jake. Jake was scared he didn't know what to do. When Jake was running he found a tree he cut it down.

Then the monster fell down. ^{Next} ~~Then~~ out of nowhere a man with an axe sliced the bonsai. Next the bonsai came back to normal. What a amazing adventure!

Piece B: Information

In their topic on plants, pupils carried out plant-labelling activities and researched what plants and animals need in order 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.

Plants

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

Different types of plants
There are thousands of plants to explor. There are daises, cactas, trees, ghoumas, bushes, roses and dafadils.

Plant around the world
IN ~~Japan~~ Japan there is a huge blossom tree. In amricka in the sandy desert there are lots of captases (careful there Ponty).

Visit this websit (Plants.com) so you can know more about plants. How fascinating!

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.

Bob the butterfly

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

Bob ~~last~~ Loves to make magic scaitbords when he bored so thats why he makes magic scaitbords. Bobs one of the kapiion scaitborders. Sometimes he makes diner for his family. vssally he makes some papper plans for his brother. How nice is bob!

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

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.

Black widow

Black widow has black clothes all in her closet. She has sparkling blue eyes. She always runs very fast if someone is chasing her. Black widow always knows what's best for the people. She knows when someone is in trouble. Black widow has big huge shoes on her tiny feet.

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

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.

First we Predicted about how many bugs ~~there~~ there were in the grass, woodchips, and path. Next we went to the envimented area So we could find some bugs. How fun!

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!

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.

After we did are prediction we ~~labeled~~ labeled to the wild life area. Once we got there we placed the hula hoops in different places. We ~~studied~~ studied the bugs.

After a while we returned to our classroom. When we got there we did are results and packed away the agment. Befor we ever got there I was envelept by the sound of birds singing One of the louyest songs ever.

Then we made are graph to see how many bugs where in the wood chips, ~~long~~ long grass and the path.

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.

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 world go by. Lucky always
goes to visit the forest so he can see nature
When he is happy. When Lucky is bored he
he goes to see his insect friends for information
for him.



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