

English writing

Working towards the expected standard: Alex

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.

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.

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.

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.

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.

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.

2016 teacher assessment exemplification: end of key stage 2

English writing

**Working at the
expected standard: Morgan**

Piece A: Short story

Following a class reading of 'Tom's Midnight Garden', pupils were asked to write a story, incorporating a time slip between the present and the past, which links the main characters. The pupil uses a significant birthday gift of a photograph as the means by which her character, Anabeth, goes back in time, just as Tom used the clock in the novel.

Piece B: Recount

Pupils participated in a Viking workshop as part of a history topic. They experienced a number of Viking activities, listened to Viking stories and wore traditional Viking clothing. Pupils used photographs taken during the workshop to plan and write a recount, informing parents of the day's events.

Piece C: Letter

Pupils participated in a Viking workshop as part of a history topic. They experienced a number of Viking activities, listened to Viking stories, and wore traditional Viking clothing. Each pupil wrote a letter, thanking the workshop leader for the day, and making recommendations for future workshops. The school sent a selection of the letters to the workshop provider.

Piece D: Narrative

Pupils had become familiar with the main events of 'Macbeth' as part of their work on storytelling. They acted out the plot, and explored some features of the language used in the play. They then rewrote the story in their own way, using some of the language features discussed.

Piece E: Balanced argument

Pupils researched the topic of graffiti and explored different, often conflicting, views. They debated and wrote about the topic in various ways. Having learnt about the features of argument, they then wrote this piece to present their views to the local council.

Piece F: Science investigation

Pupils were asked to make predictions about whether different foods could be used to make a circuit. They then undertook a practical activity to investigate the capacity of three different foods to act as a cell and recorded their findings. Following class discussion, pupils wrote up their experiment in full.

2016 teacher assessment exemplification: end of key stage 2

English writing

Working at the expected standard: Leigh

Piece A: Short story

Pupils explored and acted out the five stages of a journey through a rainforest, in which weather was used to suggest a change in atmosphere or fortune. They then wrote their own five-stage story set in a different location, introducing a clue, which would be used later in the story, to help the narrator reach their destination.

Piece B: Procedural

Following a class visit to Highclere Castle as part of a topic on the Egyptians, staff re-enacted the mummification of a fish. Pupils made notes on each stage of the process and recorded technical vocabulary. Using photographs and diagrams, they then planned and wrote their own set of instructions that the family of a pharaoh could follow.

Piece C: Recount

During a tour of the Globe Theatre, as part of a project on Elizabethan England and Shakespeare's plays, pupils participated in a workshop based on 'Romeo and Juliet'. Later, pupils were asked to choose one of their school trips to write about for possible inclusion in the Year 6 leavers' assembly.

Piece D: Information

Following visits to the Kings Theatre and the Globe Theatre, pupils discussed which theatre they preferred. Taking on the role of a theatre expert, pupils were asked to write an article about famous theatres for a children's encyclopaedia.

Piece E: Short story

Working with a film production company, pupils story-boarded and wrote scripts for science-fiction versions of 4 different traditional tales, which they filmed and edited prior to their screening in a local cinema. They then wrote a science-fiction narrative as part of a presentational pack to accompany a DVD of their own film.

Piece F: Diary

During a project on Darwin's journey to the Galapagos Islands, pupils deconstructed descriptive passages from Gerald Durrell's 'My Family and other Animals', and role-played sections of historical diaries, including one written by Queen Victoria on the eve of her coronation. Pupils then planned and wrote the diary entry of an explorer from history, who had just discovered a new place and/or species.

**2016 teacher assessment
exemplification:
end of key stage 2**

English writing

**Working at greater depth within
the expected standard: Frankie**

Piece A: Narrative

Prior to writing a short story set during World War 1, pupils wrote these short pieces to practise their skills in developing suspense and building tension in a familiar, everyday situation.

Piece B: Description

As part of a focus on autobiography, pupils researched accounts of key moments in the lives of performers such as Olympic athletes and musicians. They then selected a particular performance or competition and described in detail the opening moments of their chosen event.

Piece C: Explanation

Following a science topic on health, during which pupils had written an explanation of how the heart works, they selected a topic about which they had both knowledge and personal experience in order to write their own explanatory text.

Piece D: Newspaper report

After reading 'The Giant's Necklace' by Michael Morpurgo, and drawing on prior learning about the features of newspaper reports, pupils assumed the role of a journalist to report the story in the style of a newspaper article.

Piece E: Diary

Following reading and class discussion of 'The Giant's Necklace' by Michael Morpurgo, pupils wrote the diary of the protagonist, Cherry, revealing their insight into her character and feelings.

Piece F: Letter

The pupil wrote a formal letter of acceptance for an invitation to the Red House Children's Book Award ceremony that was held in London, which the pupil attended on behalf of her school.