



BLC Year 5 joint writing moderations

Schools taking part: Stockwell Primary,
Loughborough Primary, Hill Mead
Primary, St Saviour's Primary, Jessop
Primary, St John's Angell Town Primary.

The process

- In June 2015, Year 5 teachers from Brixton Learning Collaborative schools met for an afternoon to jointly moderate writing from a case study child they judged to be 'at' age related expectation. The teachers worked with the New curriculum goals for writing, particularly focussing on the goals for Composition, with which to jointly moderate the case study examples. The case study work included examples both from literacy lessons and from other subject lessons. The following slides include examples of children's work together with teacher's explanations as to why they feel this work is at ARE. At the end of the presentation is a summary of the New Curriculum goals used in the moderation session.
- It is hoped that this bank of examples will be useful to other year 5 teachers who wish to look at other children's work judged by colleagues to be 'at' ARE.
- Many thanks to all the teachers who took part and in particular to Becky Lawrence from Hill Mead Primary for leading the session.

Case study 1 – Stockwell Primary Y 5

- This child is working at the level expected of a Year 5 child because she is writing in sufficient quantity. Her voice is appropriate to the task (note the turns of phrase used in the newspaper report, the ogre report, the diary entries and the narrative). Her choice of vocabulary is expanding, seen particularly in the narrative story with choice verbs and adjectives for effect. Her voice and viewpoint are maintained in each piece.
- She uses a range of sentence openers and connectives to ensure that her writing flows. She organises her writing into paragraphs correctly most of the time.
- Why she is not above Age Related Expectations:
- References need to be made between paragraphs
- More examples of vocabulary chosen for effect, using vocabulary not normally associated with children of her age.
- Writing is a little formulaic and lacks individual character/flair.
- Secure use of punctuation (occasional capitalisation errors and too few examples of parentheses, semi-colon and colon usage).

Romona was ^{carefully} creeping along down the ^{slippery} Slippy Mountain path, wondering whether she should have come or not. A sound in the bushes made her fall head over heels into a patch of mud. "ugh ^{ugh} I'm going to get whoever made me do that!" she yelled confidently, ^{although also with} a nervous ting to her voice. The enchanted forest echoed every single ^{step} foot-print that Romona made. Suddenly, the echo rose louder, almost teasing her for falling in the puddle. Before she could run and hide, the Man-Eating Unicorn That No Man Had Ever seen galloped out ^{from the bushes} in front of her. The gigantic unicorn ^{had} a shiny, skyblue horn sitting on top of its ^{there are no letters missing} chalk grey body. He she had scarlett eyes.

~~"I want to eat you!" Exclaimed the monster.~~

(P) "Are you the Man-Eating Unicorn?" ^{asked} ~~because~~ ^{Romona said}

"Yes, I am the Man-Eating Unicorn That No Man Had Ever seen!" She said proudly. ^{She was so}

Well She was so proud ^{that it} that's not very clever then is it, ~~It~~ ^{Romona could see her.}

"I can see you right now!" She pointed out

rudely. "ight Waa, Waa!" Wailed one unicorn

and she ~~for~~ ^{galloped} off. "I can continue with my

journey now!" And so she did now striding

down the slippery mountain path - confidently.

Date: 6 th February 2015	How I:	M	T
WALT: Write a biographical text	Used information from the notes I made?		
	Used adverbs of time to help link my information together so it doesn't sound like a list?		
I found this work: @ @ @	Written in the third person (he, Anthony, his)?		
Melt: ☐	Organised information in paragraphs?		

Write a biography about the writer Anthony Horowitz.

- Remember to organise your information into paragraphs.
- Recount his life chronologically.
- Use time adverbs and adverbial phrases to make your writing flow.





3

/ 20



48.6%



Tools

Fill & Sig

Anthony Horowitz

Anthony Horowitz is a well-known children's author.

Anthony was born on April

5th 1955 in Starnore, London.

He is the middle child,
with an older brother and
younger sister. Before

becoming a writer, he
was sent to Otley

Farm boarding school for boys at the
age of eight. Whilst he was there,
he discovered that he had a brutal
head teacher. Because of this, he had
an unhappy childhood. He also stated
that he had a 'truly evil' grandmother.

After finishing boarding school, he

started develop^{ing} as a writer.



Anthony
Horowitz, age
60.



4

/ 20



48.6%



Tools

Fill & Sign

He had always wanted to be a writer since the age of eight.

Following his dream, he became a writer and had his first book published, called 'Sinister Secret Of Fredrick. K. Bower' when he was 23. To write his books he travels to different places so he can feel what the characters are feeling in his books. Sometimes he uses people he knows in real life as characters.

Since ^{when?} then he has become one of the most successful writers, writing a whole series of teen spy books with many more like The Diamond brothers Series, Skeleton Key and Foyles War which has now been turned into a film. He also won some awards like The Red House Children

award in 2003 for Skeleton Key
and The Low Grade Audience
at BAFTA TV awards for Foyles
War; also in 2003.

His favourite singer is Adele and
he also likes James Bond and
Tintin. He likes Scuba-diving, going
to the cinema and travelling. His

This
info. belongs
in the
paragraph
about
his
childhood.

dad is a solicitor and never
talks about his job, ^{and} his mother
read him horror stories & when he
was a child, ^{so} ~~and~~ ^{he} was very close to ^{her} ~~his uncle was~~
a spy. He has ^a chocolate, & brown
Labrador as a pet and his name
is Lucky (probably not because he
got run over twice).

He married Jill Green in 1988 and

had two children Nick Mark and Cassian James born born in 1991.

Well done! You have included lots of information in your biography.

In next week's writing I would like to see the following connectives used:

- nevertheless
- despite

Date: 29 th February 2015	Have I:	M	T
WALT: Structure a story correctly	Introduced the story by creating sentences that the reader can use to infer information about characters?	✓	
	Used interesting vocabulary choices to create a setting description		✓
I found this work: ⭐⭐⭐			
Met: □			

Today we are going to focus on using wow vocabulary as well as sentences that allow the reader to infer information about the characters.

We are going to introduce the character of the Ogrs to the start of our story about Mai Ling.



worried + by
 Mai-ling worriedly glanced at the ogre through the thorny branches of her hiding place. His muscular arms looked as if they could crack a water-melon in one easy push. clench
 His greasy, olive-green skin was unpleasantly unpleasant.
 Is there a letter missing? no skin in s

Spattered
So ~~Spattered~~ with blood. He had a sharp, ~~and~~
~~Spiky~~ club in his right hand that was
gorged with blood as well.
His face had two thorn-like ears and
deep red eyes that ~~came~~ ^{came} ~~into~~ right down
to his his colossal mouth with two enormous
fangs sticking out. His bulky belly looked
like a giant balloon.
Everytime he took a footstep, the trees shook.
The ogre was sitting on a swing rock (all
though it looked like he was sitting in
mid-air because he was so bulky)
Whilst gobbling ^{on} ^{vicious} a ^{vicious} way.

add an adjective (is it dead?)

Make sure that your s is the correct
size.

S s Sharp (capital)
sharp (lower case)

Sharp
Sharp
Sharp
Sharp

- (p) Horrified, Mai-ling wanted to move from
the bushes but she couldn't. Her eyes
were drawn to the ogre's filthy hands,
which were holding the horrible club.
(c) Her heart thumped slowly. At last, as
quietly as a pair of pumoles, she jumped
silently out of the bush and crept away.

The muscular ogre ~~so~~ stomped into the village with a rumbling ~~too~~ belly. As it arrived at the village gates, all of the villagers ran, hugging their children. The terrified screams of all the people just made him cockleek, evil. The warty creature looked left and then right, searching for anything to eat. He grinned when he ~~so~~ saw some goats tied up on the gates. His ~~gripping~~ ^{Some Paragraph} hands reached down to untie the goats and gobble them up. Then there ~~was~~ ^{he let out a} a enormous burp. But when he turned again there was one last one. In one stomp (for us about 50 steps) he was by the gate where the goat was tied up. ~~He~~ ^{He} ripped the head off and chucked it away. Then he wrenched the legs off and threw them with the head. ~~Then~~

This sentence deserves an exclamation mark

Stuffing his face full ~~with~~ with the last piece of goat, he looked round in search for some more

food. There his eyes bulged as he found spotted

~~something~~ the villagers. He smirked. All the

Great short sentence

villagers ran when they heard the rhythmic

stomps of his feet. Yen Shang, Mai-Ling's best

friend, was too slow. She turned away. "Why

my best friend," Mai-ling thought to herself.

Remembering the old stranger's words:

~~the~~

Where there's a will, there's a way. Mai-

ling had an idea. Mai-ling sprinted ^{into} to

the Magical Music Shop where she

found a ~~violin~~ Pongu. Choosing her

favourite melody, she began blowing.

The music danced softly through the air.

until it reached the ogre's ears. It

wasn't long before the music reached

This sentence is a little repetitive

his ears. He danced with rhythm, tapping

his feet and clicking his fingers. She

sat down on the floor still playing, when

she noticed she had captivated him.

Her plan was working. Mai-ling blew &

blew her flute even quicker. The notes

flew through the air and with having
done that the ogre's arms swung
wildly and ~~beat~~ his belly jiggled like jelly. *great phrase*

The music sailed through the ogre's ~~brain~~ ^{broccoli} - like
ears so his arms swung much ~~more~~ ^{more wildly} wilder
and ^{his belly} ~~beat~~ jiggled & wobbled much more.

He was so distracted that he did not notice
the river bank. In one big splash he fell
in the river and drowned. Mai-ling just
gave a quiet giggle. *The village was saved.*

A wonderful piece of writing - well done!

*In next week's writing I would like to see
a range of synonyms used to avoid repetition
for example how many different ways can you
think of to describe Mai-ling?*

Case study 2: Loughborough year 5

- This pupil has shown that they are writing at ARE because they are already doing the following things:
- selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning. They have shown this in the difference in styles between the Sports description and the science prediction.
- Proof reading for spelling and punctuation errors. This is evident in the work on the Aztec God. They have read through and edited their work accurately.
- The pupil is beginning to:
- identify the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own. They have used examples modelled to them effectively.
- ensure the consistent and correct use of tense throughout a piece of writing. They are nearly there but need to be a little more careful with this, particularly in writing in subjects other than literacy.
- using a wide range of devices to build cohesion within and across paragraphs.
- These would be the targets I would set this pupil for next year.



1

/ 3



48.6%



Tools

Fi

Monday 11th May 2015
Wait create an Aztec God.

My Aztec god is called Catalina Gatl and she is the god^{of} nature. She looks like a ^{little} bunny. My God is very kind and loving to all the other gods and animals. She is short, temperd and she gets angry if someone tickles her. She lives in a palace because her dad is the god of the Sun. She lives with her mum, Dad and ^{her} two sisters, also her ^{2 year old} baby called Catlipoca. She loves playing the Aztec ball game with her bestfriends and she like swimming and diving in Lake Texcoco. If her sisters tease her she will freeze them with her ice and snow powers.

✓ Well done, try to make sure that your Aztec god sounds like an Aztec god from a Myth, not a Disney princess!



2

/ 3



66.7%



Tools

Fill & S

Friday 19th June 2015

will describe sports action in detail.

Welcome I'm Tashana Davis and we are live from the BBC studio. Now let's talk about these lovely goals. It was half way through the first half when Montoya scored a fantastic goal. Now let's talk about U.S.A. vs Mexico. Have we ever seen a volley before. NO! But now we have. A wonderful left foot volley scored by Tanya Wornack. She slowly tackled and swirled then vollied the ball in the goal and the goalkeeper didn't have a chance to save that spectacular goal. The goal was as hot as an erupting volcano!

Friday 13th March 2015

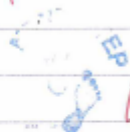
Walt: write a formal prediction

I think that my seeds will grow into a successful plant with all the care we've gave. My plant has everything it needs such as light, 10ml of water a day and nutrients.

I think the group that has seeds that won't get light will not grow successfully enough. The reason why the seeds won't grow is ~~because~~ because the 3 main things that a plant needs is light, water and substrate.

I think my green grass will grow up to 40 cm tall in 7 days / 1 week. Our plant will not fail to grow.

Good prediction



Let's see what happens.

Case Study 3: St Saviours year 5

- The work was judged to be at expected for Year 5 because of the clear sense of writing for purpose and well chosen vocabulary. Sentences are of varied construction and sentence punctuation is mainly accurate. Tense is consistent and a range of conjunctions are used.
- It is not above expected because use of paragraphing is not yet consistent.

I can create a recount about one of the visits Year 5 went on this week. I will include my time connectives and my recount will be in chronological order. ~~11.06.15~~ 11.06.15

Fri Firstly, the class left school, and followed year 1³ onto the bus. It was a very short bus ride to the Dulwich Picture Gallery^{where}. We were greeted by some ladies and got split up into groups. I was put into a group of girls which wasn't an ideal thing to happen, however Joshua got put into my group, so from then on, I was fine. Secondly, we walked into the gallery after a quick play. The gallery was absolutely stunning. The first thing that met my eyes was a peculiar machine with light bulbs attached to the end. The contraption was spinning ~~at~~ around and it illuminated the floor and walls. Then our teacher, Nikki led us into a room with a picture painting of the victory of

David from ~~at~~ David and Goliath and we talked for
at least half an hour about this painting and about
using the two colours that go well together in
paintings. In the middle of all of this talk, a random
French guy came up to me Joshua ^{and I} and ~~me~~ and
told us that Koesan (the painter) meant chicken in
French. Me and Josh ~~to~~ just looked at each other and laughed.
Next we went to look at another painting
and then another. By that time I ~~was~~ extremely
hungry, so it was lucky a few minutes later
was lunchtime. After about five minutes everyone had
already scoffed up all of their food and was
now playing. After that eventful morning, we went
into the education centre. We had apparently booked
a session about textiles, (which we knew nothing
about), so we just went along with it and
did a lesson about textiles. We made a little
~~book~~ book of drawings using different kinds of

mediums

marking the paper. Finally it was time to go. It all

please don't do this

went so quickly. well, time flies, I guess. (+) As soon as

we stepped outside of the gate, the bus was right there, so we got on it and went back to school.

Effort: 10/10 ✓ Great to see.

Joe you have a lovely writing style, what a great recount of our visit.

I really like that you have added your thoughts on things that are happening.

please

very

I'm

I am

I

I can write a letter to Fa in role as Torak. Monday 9th March
2015.

Dear Fa,

I am just writing this letter to express my feelings and just let it all out. Recently I've been trying to act brave and strong but inside I have been feeling devastated and I just can't stop thinking about that (l's) horrifying night when the grizzly bear came back and ended your life. Ever since you got attacked, I have been trying to survive (w's) using your (magnificent &) magnificent tips. On my (journey's) journey, I have been faced with many, many challanges. I know this is silly but I just want to write to you just to let it go.

My first ^{challenge} chalange was obviously running away from the bear and into the deep, dark forrest and to find (s) essentials; like food, water, shelter and all of that other

searching for a while until I heard a sort of mew
and (howl) howl combined. I went to find this (also) strange
animal and kill it. When I had found the source of the noise
I realised that the animal was a (5-6) minute cub. It looked up
at me with its painfully red eyes. (For as) I couldn't
find the heart to kill it, so I made friends with it and
named it: wolf, because I reasoned it didn't have a name
already. So I camped in the deep, green woods for a few
nights until something amazing (happened) happened, it was about
mid day when a group of older, and much more well built,
people came along. They weirdly accused me of stealing and
took me to their camp, with wolf stuck in one of the newcomers'
bags. At that time I was feeling quite shocked and didn't
speak for a while. There were (much) much more people than I
had expected. There were mixes of giggling girls, men working out,
boys playing games, ladies washing and old people not really
doing anything. (All) Every one was just staring at me. At first,

they wanted me to be sent down the lake to my almost certain death or I could fight another boy called Hord, who looked like he could pull a bus with his little finger, he was that strong. (He had two.) I had two choices, I could either be murdered or have a fight with a boy who looked like he could merely touch me and I would fall down, but I chose that option of having a fight. I would rather die trying to live rather than just being killed.

Effort: 10/10

On this piece of writing I tried harder than I have ever tried to produce a good piece of writing. I feel (H.L.) like I have done what was on my target card.

Ⓐ ✓ This is a very thoughtful and perceptive piece of writing.

devastated
challenge
midday

devastated
challenge
midday

devastated
challenge
midday

Case study 4: St John's Angell Town

- This child is able to write her ideas down quickly. Her grammar, punctuation and spelling are mostly accurate. She has a good vocabulary and is able to use this to good effect, demonstrating understanding and enjoyment in her use of language. She is able to plan, draft and edit her writing across a range of genres and has a 'writer voice' evident in her work.

Week 4
sum/
election
focus

Thursday 7th May 2015

Class president Marigesto

Hey there, I am going for the role as class president.

- If you don't vote want to vote for me maybe this will change your mind.

I believe I am suitable for this job because I will keep my promises (if they are something that I'm allowed to do) and if you need anything your voice will be heard. I will also help with any activities you desire. I will develop as a class leader president as long as you support me. In my opinion I believe that we can make this class a happy one. I know what it's like when everyone is depending or relying on you. I have decided to put myself forward as a candidate for the position of class president even though I'm scared but I really think that I would be good for the job because not everyone is perfect. The qualities that make me suitable are I'm a great listener, I am great at communicating with other people, and I'm responsible, and I have the knowledge to know what's best for the class. II

I am dedicated and ~~committed~~ committed to this job you can rely on me for this job. If you vote me class president you won't regret it!

elle Tuesday 23rd June 2015

The Iron hand

We ran.

We sprinted ~~fast~~ ^{hurrying} and ~~hurried~~ as fast as our little trotters would carry us. Our lives were in danger, REAL danger.

Oh no! A dead end

we're gonnas ^{going to} never ~~gonna~~ see our family again. Just then we heard an eerie noise coming from the dust bin behind us.

What would we do?

"Should we see what is in the dust bin?"

"after all you never know there might be cute adorable bunnies in there," Lydia said curiously

"Oh seriously, when have you seen a bunny in a dust bin and plus my nails will get ruined" said Nancy.

"Number one, I've I've seen a bunny in Peter Rabbit. Number two nobody cares about your nails" said Lydia as bursting out with laughter

"Hello people, weird dust bin making a noise" I snapped

"yeah guys come on" said Nikki

Beep Bop Boop Beep

Woah! we all said well, Lydia kept screaming.

"My nails are going to get ruined!" Nancy waited

There was a bright light shining above us,

We were flying at least we thought we were

"ouch!" said everyone except Nancy she was too

busy staring at her nails. "Nooo!" Nancy

Spring 2

* Tuesday 10th March 2015

City Cruises
Cherry Garden pier
London
SE16 4TU

St John's Angell Town
2 Somerleyton road
Brixton
London
SW9 8ND

Dear Mr. Jones,

Hello, my name is Janyelle I am writing to you because I have heard that you want feedback after our trip. I am 9 years old as you would probably know because I am in year 5. My class (year 5) were on your boat because our topic is rivers and seas and we had a rocking time on your boat. The ~~tour~~ tour that we had was really interesting and I learnt so many new things.

I really enjoyed myself. The view at the top of the boat was extraordinary although, when I got home I felt a little sick but other than that, I'm fine. I also felt wonderful because the boat was job-smaking it has good looks. After, when we got to Greenwhich, which was the place we were going, we got about 7 minutes to run around on the grass it was near a collage or university. As we were going back to the first pier we started from, some of us went on the upper deck and everytime we went underneath a bridge everyone would scream, shout and dance. It was a blast!

JONATHAN

JONATHAN

project

Final draft

Summer 1

~~Monday~~ Friday 22nd May 20~~th~~ 2015

Sophie and Sofia the twins

Introduction

Sophie and Sofia are inseparable twins, they did everything together. Their mother gave them both a precious gleaming necklace. When they both wore it and they were in the same room, it will protect them and their family from evil. But what they don't know is that their long lost father gave it to them before he left.....

We were alone in ~~their~~ house one morning, me and my sister Sofia (my name is Sophie if you could guess). It was a very peaceful morning, the birds singing, the air making me cold and me and my wonderful sister. Let's go all the way back 15 years ago (harp playing)

Sofia and I were only 3 years old when we started school. At school when the teacher tried to let us go apart (they said it was to remember our names) we'd cry and cry and all the teachers from different classes would try to shut us up eventually they gave in and gave us what we wanted ever since then all the teachers were scared off that we were going to cry again.

I'm 2 minutes older than Sofia but she and I didn't don't mind. At this age mum gave us a necklace it is so magnificent and sparkly we would never take it off. 3 years later we asked mum why we didn't have a dad and she said "because we don't need one."

Case study 5 Hill Mead Primary

- This writing is at ARE because the child is:
- - Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning
- - in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action
- - Beginning to demonstrate a secure understanding of cohesion between paragraphs
- - able to assess the effectiveness of their own and others' writing e.g. identifying and correcting repetition
- - using mostly accurate spellings and precision in word choices
- - able to recognise different registers in writing and produce formal and informal texts
- - using variation of sentence structures
- The writing is lively and engaging to the reader. There is a clear sense of audience and understanding of purpose.

L.O. I can write a Victorian diary	18/06/15	ME	CI
I could engage the reader			
I should use verbs using descriptive phrases			
I must make selective vocabulary choices			

Dear diary,

I am exhausted. I thought working down the mines was hard, but so nothing compared to school. One, because

I could earn money for my family but now I can't, I just have to learn. Huh, at least I am safer here, then down in the mines. Comparing school to the mines, the best one to do is down in the mines working for my family but sometimes it has to be like this. Down there I wish my life every day. Nothing bad can happen

to me here.

Thank you to lines and went up into the class room and our teacher was there miss. and today she was stricter than the other day. I know that I

have only been in this school for two days but she is stricter. Then there entered a new boy and miss pulled him next to me.

While miss was writing on the board she told us to copy it. Then the new boys chalk fell on the floor and then the teacher came and pulled the finger stocks on him for the hole day. You have used and then too much. You are just listing events. I am

Then we went down stairs to play, it was so warm going so we asked miss to put it a little colder but it was to change freezing. We called help so our teacher some. could take us up stairs and sit as quiet as a mouse. After a few minutes of shouting help, the teacher came and took us up stairs to sit as a mouse. We done a little bit of praying until we done it 100 times, 100 can you to adam and eve it.

Then after praying we done hand wrighting. I am not very good but I tried to copy A B C D. I slowly got better at doing it but she told me to start all over again. I filled up my board but she told me to start again. She also said for the second time it was good. My friend next to did the same thing to as me but at least we tried. You are listing events.

After wrighting we done drills and we went down stairs to do it. The good thing is that it was warm out side and the wright time to do it. The bad thing is that the teacher is even stricter then the other one. Our teacher up stairs is better then our drill teacher. You have said this 3 times already.

Huh, after a few minutes it felt like for ever but it was only a few minutes. I really want to go home but only a few more hours left until it's finished. Why does this life have to be like this if I don't want.

exact same paragraph opener.

After a few minutes doing more drills but then after drills it is lunch. By doing drills we get hungry and bored so fast. Then we went to lunch in the basement but it was cold so good.

After that we got changed so then we could do maths after it and it was so easy. Then as it was so easy the teacher letted the hole class draw a geometrical picture.

L.O. I can use interesting vocabulary	04/08/15	MR	CI
I could engage the reader using literary devices			
I should provide opinions about the trip			
I must select the appropriate vocabulary to describe			

On a sunny sunny Wednesday morning we were walking through the park to get to the Ragged school museum. We all had a fresh idea of what it was going to be like. I imagined the ragged school museum to be a huge school like ours because it is also a victorian building.

Ragged museum

When I arrived at the Ragged school museum it looked abandoned because the building had cobwebs on the window. The steps on the side of the building the corner was fading away. Then a lady came out and she was going to show us around the museum. Her name was ~~Dani~~ ^{Dani} and she took us to the basement so we could put ^{away} our coats and bags. While we were doing that she was talking to Miss Paul. Then she took us back in time as ^{basically} ~~basically~~ to the second floor. We lined up in two different lines one for girls and the other one was for boys.

How

did that make you feel? A little annoyed.

How

did

sitting

straight

make you

feel? It

made

me feel

annoyed

as I

couldn't

We entered the class room and we sat on different ~~different~~ sides of the room. The class teacher was called Miss Paul. Can you believe that we couldn't lean on the table so we had to sit up straight and hands on our lap. We all had to behave amazing as Miss Paul was very strict. All of us had to sit right on our right hand as they thought that the devil was on their left hand. Miss Paul told us the ^{rules} ~~rules~~. As I managed to peak around I saw Gavin and Jayshon: struggling with their right hand as they were as wright with their left hand. I couldn't sit and look back.

After being there for half an hour it finished and then she told us why we had to stand up when we talk and it was because it was good manners. They had monitors because they needed three boys and three girls as they couldn't mix. Miss Paul told us not to rub of the date and Nusayba kept on rubbing it out. She gasped and then Nusayba got in trouble. After the lesson we went down stairs to have lunch.

How did you feel while Nusayba was getting in trouble? Scared. When we got to the lunch basement to eat, as it can you believe that miss Paul does not like carrots!

of happy to me.

Then a man called Colin gave us a tour of the kitchen and it was so small.

Good work Enca. Try not to list ideas but describe and explain using connectives to expand your ideas. Yes Miss

eg- Nusayba was not thinking and accidentally rubbed off the date. My heart pounded as Miss Paul began telling her off. Okay thank you miss.

L.O. I can write a letter	13/05/15	Me	CT
I could include relevant detail to interest the reader			
I should consider my use of language for effect			
I must use the correct style of writing			

172a Terrace Lane
Basement Flat
London

67b workhouse E
Perry Lane
London

13th May 1969

Dear Jim,

We were so delighted to receive your letter, but we couldn't admit and are it what you said. Is our ma really dead? Smartly she has to be better, she's only 35! I can't even admit and see it. Hub's life is hard on some days but this is all normal now. Some of the other days are just horrible. We miss you so much, if you were here then we would have more confidence next to us.

If you were here then you could see all of the new things on the streets. Remember does crosses and carriest on the street, well they walk on the street any more. Just these huge things that have gone wrong. Rosa (our boss) is scared that we might die if one of them hits us. They only good thing about it is that there isn't any gas on the floor. I also have to tell you about the gipsies' snack that makes ambrosia. The people were so happy that they have this now as they can arrive to work quickly. I think it goes about 25mph!

What do you mean?
Remember Jim said likely to
know what that is

I forgot

that Jim did not know that.

Before I forget, there is this new thing called a "canal" and it can transport things all over the world. Even the law has changed with only a little bit. Life is getting harder every minute or everyday.

How are you doing in the work house by the way.

Love

Emily and Lizzy

Good job you have tried really hard to paint a picture in Jim's mind. Next time make sure it is clear all the way through. Okay miss Ft Blair.

Case study 6 Jessop Primary

- This child is working at the level expected of a Year 5 child because of the clear sense of writing for purpose. Her grammar, punctuation and spelling are mostly accurate. She has a good vocabulary and is able to use this to good effect. The piece of writing has a very clear introduction and examples of persuasive techniques are evident throughout the text. Her work is not above expected because she still needs to develop using formal tone.

Friday 22nd May 2013
10: write a letter.

Mr Colin Scrption
Gouverment war office
Whitehall
London

Mr A Dobson
Jam Factory road
Glaveston

1st October 1917,

Dear Mr Scrption,

My name is Archie Dobson, Son
of Edward Dobson. We live in
Glaveston a very small town
with the population of men
going down because they have
gone to war. I am writing
this letter for me to object
my father from being conscripted.
It is clear that he is
the best dad in the world
and he means the world to

me and I'm sure you know
that. And if you take him you
have to take me as well
because we're never apart. I
know that the rules surely
said married men cannot go
to war and I think it was
quite cruel to change the
rules, if you send more men,
more men are going to die
and if you are so eager
why can't the government
war office go to war? How
would you feel if you were
forced to go to war?

Anyway thanks for your time.

Yours Sincerely, Archie Dobson

WNW - examples of persuasive
techniques.
good intro

EBI - develop formal tone.

Friday 5th June 2015

Q Can I write a balanced Argument using the impersonal voice.

The government is considering to ~~make~~ make school days longer. Here are reasons for and against longer school days. Firstly children will have less time at home, this will mean that they won't have much time to do the things children need to do at home. Furthermore they might lose their concentration and they might really get tired. It is also important to consider that they might not get up in the morning and they will want to sleep for longer.

On the other hand, moreover we have ~~sometimes~~

more time to learn, this will mean that the children will get smart very quickly if they learn for longer.

www - use of key vocabulary

EBJ - more detail on both sides of the argument

Progression in Writing – National Curriculum 2015

The programmes of study for writing at key stages 1 and 2 are constructed similarly to those for reading:

- transcription (spelling and handwriting)
- composition (articulating ideas and structuring them in speech and writing).

It is essential that teaching develops pupils' competence in these two dimensions. In addition, pupils should be taught how to plan, revise and evaluate their writing. These aspects of writing have been incorporated into the programmes of study for composition.

Writing down ideas fluently depends on effective transcription: that is, on spelling quickly and accurately through knowing the relationship between sounds and letters (phonics) and understanding the morphology (word structure) and orthography (spelling structure) of words. Effective composition involves forming, articulating and communicating ideas, and then organising them coherently for a reader. This requires clarity, awareness of the audience, purpose and context, and an increasingly wide knowledge of vocabulary and grammar. Writing also depends on fluent, legible and, eventually, speedy handwriting.

Year 1	Year 2	Year 3 & 4	Year 5 & 6
Pupils' writing during year 1 will generally develop at a slower pace than their reading. This is because they need to encode the sounds they hear in words (spelling skills), develop the physical skill needed for handwriting, and learn how to organise their ideas in writing.	In writing, pupils at the beginning of year 2 should be able to compose individual sentences orally and then write them down. They should be able to spell correctly many of the words covered in year 1. They should also be able to make phonically plausible attempts to spell words they have not yet learnt. Finally, they should be able to form individual letters correctly, so establishing good handwriting habits from the beginning.	Pupils should be able to write down their ideas with a reasonable degree of accuracy and with good sentence punctuation. Teachers should therefore be consolidating pupils' writing skills, their vocabulary, their grasp of sentence structure and their knowledge of linguistic terminology. Teaching them to develop as writers involves teaching them to enhance the effectiveness of what they write as well as increasing their competence. Teachers should make sure that pupils build on what they have learnt, particularly in terms of the range of their writing and the more varied grammar, vocabulary and narrative structures from which they can draw to express their ideas. Pupils should be beginning to understand how writing can be different from speech. Joined handwriting should be the norm; pupils should be able to use it fast enough to keep pace with what they want to say.	Pupils should be able to write down their ideas quickly. Their grammar and punctuation should be broadly accurate. Pupils' spelling of most words taught so far should be accurate and they should be able to spell words that they have not yet been taught by using what they have learnt about how spelling works in English. <i>During years 5 and 6, teachers should continue to emphasise pupils' enjoyment and understanding of language, especially vocabulary, to support their reading and writing. Pupils' knowledge of language, gained from stories, plays, poetry, non-fiction and textbooks, will support their increasing fluency as readers, their facility as writers, and their comprehension. As in years 3 and 4, pupils should be taught to enhance the effectiveness of their writing as well as their competence.</i>

Progression in Writing - Transcription

Year 1	Year 2	Year 3 & 4	Year 5 & 6
<p>Pupils should be taught to:</p> <p>spell:</p> <ul style="list-style-type: none"> words containing each of the 40+ phonemes already taught common exception words the days of the week name the letters of the alphabet: naming the letters of the alphabet in order using letter names to distinguish between alternative spellings of the same sound add prefixes and suffixes: using the spelling rule for adding -s or -es as the plural marker for nouns and the third person singular marker for verbs using the prefix un- using -ing, -ed, -er and -est where no change is needed in the spelling of root words [for example, helping, helped, helper, eating, quicker, quickest] apply simple spelling rules and guidance, as listed in English Appendix 1 write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far. 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> spell by: segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones learning to spell common exception words learning to spell more words with contracted forms learning the possessive apostrophe (singular) [for example, the girl's book] distinguishing between homophones and near-homophones add suffixes to spell longer words, including -ment, -ness, -ful, -less, -ly apply spelling rules and guidance, as listed in English Appendix 1 write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far. 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> use further prefixes and suffixes and understand how to add them (English Appendix 1) spell further homophones spell words that are often misspelt (English Appendix 1) place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's] use the first two or three letters of a word to check its spelling in a dictionary write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far. 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> use further prefixes and suffixes and understand the guidance for adding them spell some words with 'silent' letters. [for example, knight, psalm, solemn] continue to distinguish between homophones and other words which are often confused use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1 use dictionaries to check the spelling and meaning of words use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary use a thesaurus.

Progression in Writing – Handwriting

Year 1	Year 2	Year 3 & 4	Year 5 & 6
<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> ▪ sit correctly at a table, holding a pencil comfortably and correctly ▪ begin to form lower-case letters in the correct direction, starting and finishing in the right place ▪ form capital letters ▪ form digits 0-9 ▪ understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these. 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> ▪ form lower-case letters of the correct size relative to one another ▪ start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined ▪ write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters ▪ use spacing between words that reflects the size of the letters. 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> ▪ use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined ▪ increase the legibility, consistency and quality of their handwriting (for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch). 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> ▪ write legibly, fluently and with increasing speed by: ▪ choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters ▪ choosing the writing implement that is best suited for a task.

Progression in writing - Composition

Year 1	Year 2	Year 3 & 4	Year 5 & 6
<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> write sentences by: saying out loud what they are going to write about composing a sentence orally before writing it sequencing sentences to form short narratives re-reading what they have written to check that it makes sense discuss what they have written with the teacher or other pupils read aloud their writing clearly enough to be heard by their peers and the teacher. 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> develop positive attitudes towards and stamina for writing by: writing narratives about personal experiences and those of others (real and fictional) writing about real events writing poetry writing for different purposes consider what they are going to write before beginning by: planning or saying out loud what they are going to write about writing down ideas and/or key words, including new vocabulary encapsulating what they want to say, sentence by sentence make simple additions, revisions and corrections to their own writing by: evaluating their writing with the teacher and other pupils re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly] read aloud what they have written with appropriate intonation to make the meaning clear. 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> plan their writing by: discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar discussing and recording ideas draft and write by: composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2) organising paragraphs around a theme in narratives, creating settings, characters and plot in non-narrative material, using simple organisational devices [for example, headings and sub-headings] evaluate and edit by: assessing the effectiveness of their own and others' writing and suggesting improvements proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences proof-read for spelling and punctuation errors read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear. 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> plan their writing by: identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own noting and developing initial ideas, drawing on reading and research where necessary in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed draft and write by: selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action precising longer passages using a wide range of devices to build cohesion within and across paragraphs using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining] evaluate and edit by: assessing the effectiveness of their own and others' writing proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning ensuring the consistent and correct use of tense throughout a piece of writing ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register proof-read for spelling and punctuation errors perform their own compositions, using appropriate intonation, volume, and movement so

Progression in Writing – Vocabulary, Grammar & Punctuation

Year 1	Year 2	Year 3 & 4	Year 5 & 6
<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> develop their understanding of the concepts set out in English Appendix 2 by: leaving spaces between words joining words and joining clauses using and beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I' learning the grammar for year 1 in English Appendix 2 use the grammatical terminology in English Appendix 2 in discussing their writing. 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> develop their understanding of the concepts set out in English Appendix 2 by: learning how to use both familiar and new punctuation correctly (see English Appendix 2), including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular) learn how to use sentences with different forms: statement, question, exclamation, command expanded noun phrases to describe and specify [for example, the blue butterfly] the present and past tenses correctly and consistently including the progressive form subordination (using when, if, that, or because) and co-ordination (using or, and, or but) the grammar for year 2 in English Appendix 2 some features of written Standard English use and understand the grammatical terminology in English Appendix 2 in discussing their writing. 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> develop their understanding of the concepts set out in English Appendix 2 by: extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although using the present perfect form of verbs in contrast to the past tense choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition using conjunctions, adverbs and prepositions to express time and cause using fronted adverbials learning the grammar for years 3 and 4 in English Appendix 2 indicate grammatical and other features by: using commas after fronted adverbials indicating possession by using the possessive apostrophe with plural nouns using and punctuating direct speech use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading. 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> develop their understanding of the concepts set out in English Appendix 2 by: recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms using passive verbs to affect the presentation of information in a sentence using the perfect form of verbs to mark relationships of time and cause using expanded noun phrases to convey complicated information concisely using modal verbs or adverbs to indicate degrees of possibility using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun learning the grammar for years 5 and 6 in English Appendix 2 indicate grammatical and other features by: using commas to clarify meaning or avoid ambiguity in writing using hyphens to avoid ambiguity using brackets, dashes or commas to indicate parenthesis using semi-colons, colons or dashes to mark boundaries between independent clauses using a colon to introduce a list punctuating bullet points consistently use and understand the grammatical terminology in English Appendix 2 accurately and appropriately in discussing their writing and reading.