



Southampton Inclusion Partnership

A teaching school who aim to develop education practice for pupils with SEND

2018 teacher assessment exemplification

Pupils working below the test standard
(Pre-Key Stage 2)

English writing: James

**Early Development of the expected
standard in writing**

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2018 teacher assessment exemplification:

End of key Stage 1 and key stage 2 writing teacher assessment (TA), using the interim key stage and pre-key Stage TA assessment frameworks, is statutory for 2018.

In the absence of national exemplification materials for pupils working at the level of the pre-key stage standards, the Southampton Inclusion Partnership (SIP) has collaborated to produce exemplification materials for use in Southampton schools.

This document is part of a suite of materials that exemplifies standards for writing.

Each collection exemplifies one pupil's writing that meets all the statements within the pre-key stage TA framework for one of the following standards:

- Foundations for the expected standard (KS1 and KS2)
- Early development of the expected standard (KS2 only)
- Growing development of the expected standard (KS2 only)

Purpose of the SIP exemplification materials

- Schools **must** use the pre-key stage TA frameworks to ensure that their TA judgements are accurate.
- The SIP exemplification materials support a secure, cross-school understanding of national standards, as a point of reference for teachers when making TA judgements and to validate judgements across their school.
- It is not a requirement that Local Authorities (LA) moderate pupils against the pre-key stage standards, therefore these materials are intended to add rigour and reliability to the assessment of pupils working at pre-key stage.

How to use the exemplification materials

To meet a particular standard within the pre- key stage TA framework, a pupil must demonstrate attainment of **all** the statements within the standard **and all** the statements in the preceding standard(s). The judgement as to whether a pupil meets a statement is made across a collection of evidence and not on individual pieces. However, there needs to be sufficient evidence of consistent performance across several pieces, in order to demonstrate the pupil's understanding and application of the statement.

The annotations in these exemplification materials are designed to help teachers interpret the statements of the pre- key stage TA frameworks correctly and to apply them consistently.

Each collection contains the six pieces of writing evidence (handwritten originals with typed, annotated pieces to accompany).

Interim Pre-Key Stage 2 standards for English writing

Main principles

The interim pre-key stage 2 standards for English writing are called:

- Foundations for the expected standard in writing
- Early Development of the expected standard in writing
- Growing development of the expected standard in writing

These standards are to be used to make a teacher assessment judgement when a pupil has reached the chronological age where an outcome must be reported for school accountability, but when the pupil is deemed not to have completed the key stage 2 programme of study in English writing.

These additional standards supplement the interim framework for teacher assessment in English writing. They are not intended to be used to track progress throughout the key stage.

In most cases, the pupils assessed against this standard will not have taken the key stage 2 English grammar, punctuation and spelling test. However, having administered the test to a particular pupil, the school may feel that it is more appropriate to assess the pupil against this standard rather than the interim framework for teacher assessment in English writing. The decision to enter a pupil for national curriculum tests remains the responsibility of the headteacher. Sample test materials and test frameworks have been made available to support schools in making those judgements.

If a school decides not to enter a pupil for the tests, or if a teacher does not have evidence that a pupil consistently meets all the statements in the 'working towards' standard in the interim framework for teacher assessment in English writing, the interim pre-key stage standard should be used to provide a statutory assessment outcome for the pupil unless their attainment is being reported using P scales.

As with the interim framework, the interim pre-key stage standards do not include full coverage of the content of the national curriculum and focus on key aspects for assessment. These standards should not guide individual programmes of study, classroom practice or methodology.

Teachers must base their teacher assessment judgement on a broad range of evidence from across the curriculum for each pupil. Individual pieces of work should be assessed according to a school's assessment policy and not against these interim pre-key stage standards.

The standards contain a number of 'pupil can' statements. To demonstrate that pupils have met a standard, teachers will need to have evidence that a pupil demonstrates attainment of all of the statements within the standard and the preceding standards.

Some of the statements contain qualifiers (e.g. some, many and most) to indicate that pupils will not always consistently demonstrate the skill required. However, where qualifiers have been used, they have consistent meaning with 'most' indicating that the statement is generally met with only occasional errors and 'some' indicating that the skill/ knowledge is starting to be acquired, and is demonstrated correctly on occasion, but is not consistent or frequent.

Teachers should refer to the key stage 1 national curriculum programmes of study for items marked * (e.g. to exemplify the words that pupils should be able to spell).

Where pupils have a physical disability that prevents them from being able to write, the statement(s) relating to handwriting can be excluded from the teacher assessment. It is expected that schools will be making reasonable adjustments as part of normal classroom practice.

This interim pre-key stage standard is for the 2017 to 2018 academic year only. P scales will continue to be used as the reporting framework for those pupils with SEND working below this standard in 2017 to 2018.

Foundations for the expected standard in writing

The pupil can:

- write words, phrases and short sentences that convey meaning (the teacher may help the pupil to build sentences through questioning)
- write the correct letter in response to hearing each sound of the alphabet
- segment simple¹ spoken words into phonemes and write the graphemes corresponding to those phonemes
- form most lower-case letters in the correct direction, starting and finishing in the right place
- use spacing between words (the teacher may remind the pupil to do this)
- spell correctly some familiar words, such as own name.

Early Development of the expected standard in writing

The pupil can, after discussion with the teacher:

- write a sentence to convey ideas without the support of the teacher
- use capital letters and full stops correctly in some sentences
- segment spoken words into phonemes and representing these by graphemes, spelling some correctly and making phonically-plausible attempts on others
- spelling some common exception words*
- form lower-case letters of the correct size relative to one another in most of their writing.

¹ CVC, CCVC, CVCC words containing sounds represented by single letters (e.g. cat, frog, jump)

* These are detailed in the word lists within the spelling appendix of the national curriculum (English Appendix 1). Teachers should refer to these to exemplify the words that pupils should be able to spell.

Early Development of the expected standard in writing: James

This collection demonstrates that the pupil is consistently able to produce writing that meets all statements for 'early development for the expected standard'. The range of tasks is limited as the pupil is at the early stages of writing.

The work in this collection represents a pupil who meets **all** of the Foundations standards and **all** of the Early development standards, writing independently. The pupil's spelling could meet the Growing standard for writing.

The pupil has complex learning needs and needs frames and motivators to support writing.

This collection meets the requirements for 'Early development of the expected standard'.

Exemplification

Early Development of the expected standard: James

- A** Recount
- B** Poster
- C** Description
- D** Recount 2
- E** Instructions
- F** Letter

Piece A: Recount

Context:

During a class topic, pupils went on a treasure hunt. The pupils wrote about what they found. The pupil discussed what he wanted to write.

Kade fand some sticks.

I told everyone look.

Why this evidence meets the Early development standard

- The pupil is able to plan and discuss what he wants to write with the teacher.
- Both sentences have capital letters and full stops
- Y1 Common exception word *some* is spelt correctly
- Y2 Common exception word is everybody, pupil has spelt *everyone*
- Words segmented to spell, for example, *sticks, told*
- Lower case letters are relatively sized

Piece A: Recount



Kade found some
sticks. I told
everyone look.

Piece B: Wanted poster

Context:

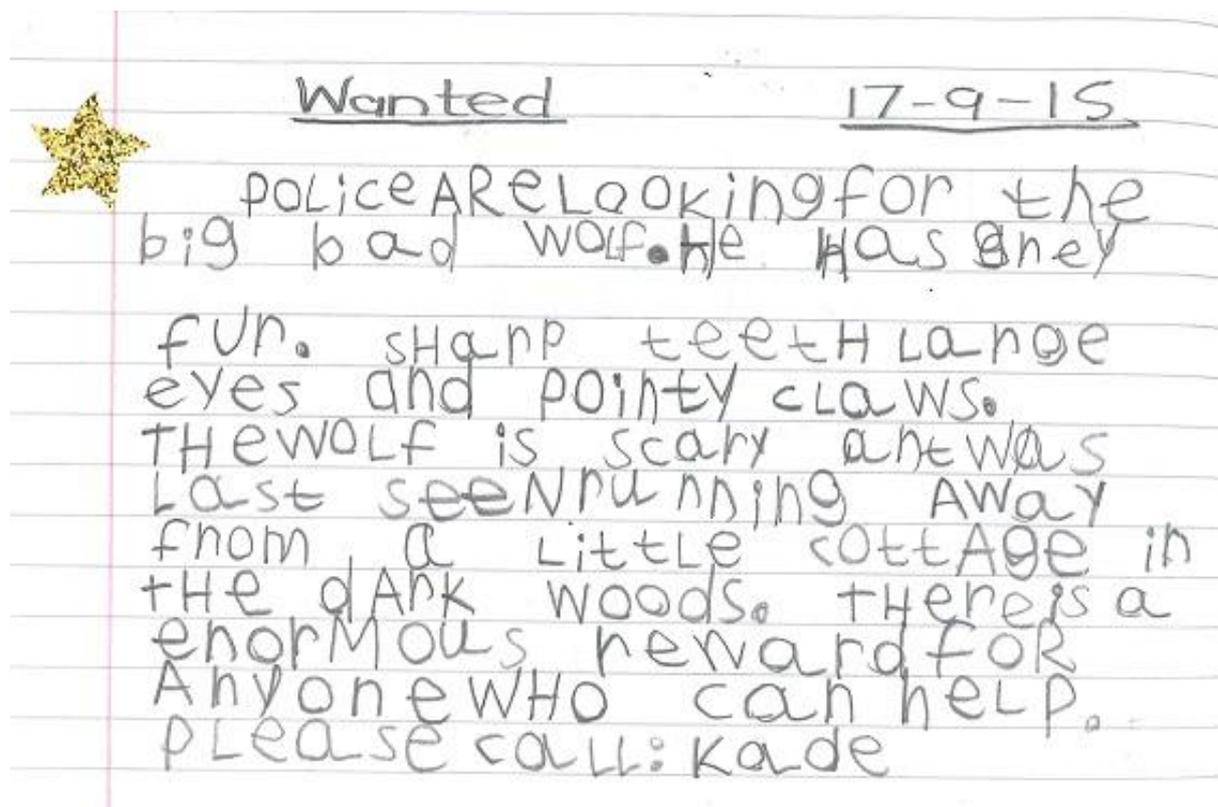
The class had been reading Little Red Riding Hood. Pupils had sequenced pictures from the story, drawn and discussed characters. This piece of work is independent with the pupil using a word bank.

Police are looking for the big bad wolf. He has grey fur. sHarp teeth large eyes and pointy claws. The wolf is scary ant was last seen running Away from a little cottage in tHe dark words. There is a enormous reward for Anyone who can help. Please call: Kade

Why this evidence meets the Early development standard

- The pupil is able to plan and discuss what he wants to write with the teacher.
- Pupil has written five sentences with adjectives, verbs and conjunctions.
- Most sentences have capital letters and full stops.
- Y2 Common exception word *eye* is spelt correctly.
- Words segmented to spell, for example, *running, wolf, claws*.
- Lower case letters are relatively sized.

Piece B: Poster



Piece C: Description

Context:

The new class book was *The Three Billy Goats Gruff*. The pupils wrote about the troll.

The troll likes to eat Goats.

The trole is angrey.

He is green. Pointey teeth.

Why this evidence meets the Early development standard

- The pupil is able to plan and discuss what he wants to write.
- Pupil has written four sentences, most with adjectives and verbs.
- Most sentences have capital letters and full stops.
- Y1 Common exception word *the, is* are spelt correctly.
- Words segmented to spell, for example, *green, goats*.
- Lower case letters are relatively sized.

Piece C: Description



Description of the troll Billy goats gruff

11/11/15



THE TROLL LIKES
TO EAT GOATS.
THE TROLL IS ANGRY.
HE IS GREEN.
POINTY TEETH.

Piece D: Recount 2

Context:

Pupils discussed and then wrote about their Christmas

i got a present for Christmas it was Ben 10
and tornado with water and minecraft
figuer and lego minecraft and moperley
empire

Why this evidence meets the Early development standard

- The pupil wrote a number of ideas in a list.
- Y1 Common exception word *i* is spelt correctly.
- Y2 Common exception word *water* is spelt correctly.
- Words segmented to spell, for example, *got*, *with*, *was*, *Ben*.
- Lower case letters are relatively sized.

Piece D: Recount 2

Christmas 4.1.16

I got a present for
Christmas it was behind
a door had with water
and a Minecraft figure
and Lego Minecraft
and paper leye empire

Piece E: Instructions

Context:

Pupils had completed previous work on instructions and made pancakes themselves. Pupil used a word mat.

- 1 add flour egg and milk to a bowl.
- 2 Whisk together ingredients.
- 3 Cook tHe mixture in a frying pan.
- 4 Ser with lemon And suger

Why this evidence meets the Early development standard

- The pupil wrote an understandable list of instructions without the support of the teacher.
- Y1 Common exception word *the* spelt correctly.
- Words segmented to spell, for example, *egg, and*.
- Lower case letters are relatively sized.

Piece E: Instructions

10.2.16



1 add a FLOUR
e gg and MILK
to a BOWL.

2 Whisk together
ingredients.

3 cook the
MIXTURE in a
frying pan.

4 set with
LEMON
AND SUGAR

✓ (E)

Piece F: Letter

Context:

Pupils had worked on letter writing and visited the post office.

Name removed
Springwell School

Dear giant

Say Hello to postmam. Yes can i come for
dinner?

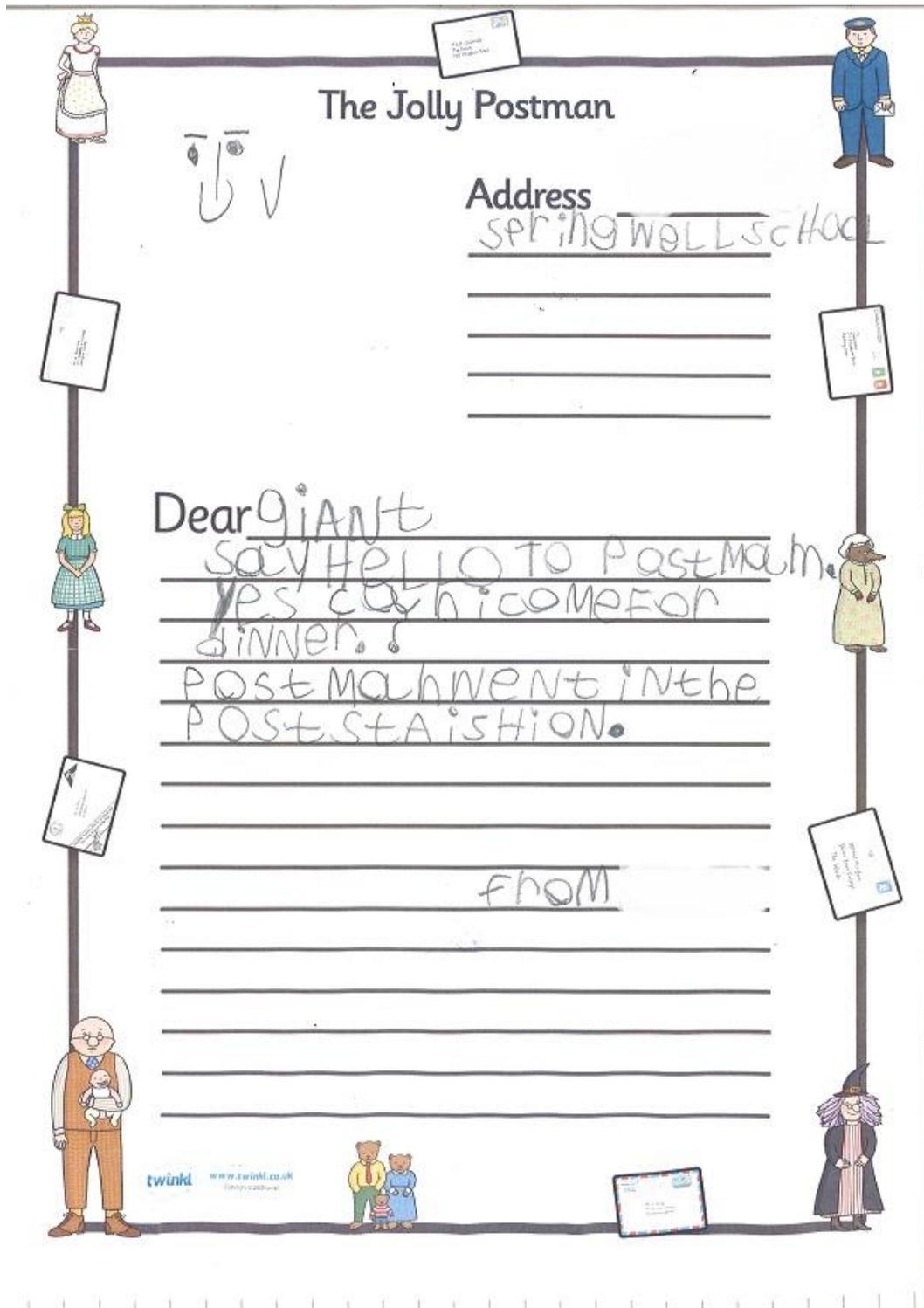
Post man went in the post staishion.

From *Name removed*

Why this evidence meets the Early development standard

- The pupil has set out his letter on a frame, starting and ending correctly.
- The pupils uses capital letters and attempts to use a question mark.
- Y1 Common exception word *come* spelt correctly.
- Words segmented to spell, for example: *dinner*.
- Lower case letters are relatively sized.

Piece F: Letter



The Jolly Postman



Address
Springwells School

Dear Giant
Say hello to Postman.
Yes, can I come for
dinner?
Postman went in the
post station.

FROM

twinkl www.twinkl.co.uk
020 370 2200

Copyright and authorial information

This suite of materials (five exemplifications) has been produced by the Southampton Inclusion Partnership, a teaching school who aim to develop education practice for pupils with SEND.

The materials are available to download from:

<http://www.southamptoninclusion.net/>

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