



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 1 and 2)

English writing: Jason

**Foundations for 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 1 standard for English writing

Main principles

The interim pre-key stage 1 standard for English writing is called “foundations for the expected standard in writing”. This standard is 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 1 programme of study in English writing.

This additional standard supplements the interim framework for teacher assessment in English writing. It is not intended to be used to track progress throughout the key stage.

In most cases, pupils assessed against this standard will not have taken the key stage 1 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 standard does not include full coverage of the content of the national curriculum and focuses on key aspects for assessment. This standard should not guide individual programmes of study, classroom practice or methodology.

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

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

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.

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.

Key stage 1 writing: Foundations for the expected standard KS1

The pupil can, with the support of the teacher:

- 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.

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

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 KS2

The pupil can, with the support of the teacher:

- 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.

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

Foundations for the expected standard in writing: Jason

This collection demonstrates that the pupil is consistently able to produce writing that meets all statements for 'foundations for the expected standard'. The range of tasks is limited as the pupil is at the early stages of writing. This collection can be used for key stage 1 and key stage 2 moderation.

The work in this collection represents a pupil who meets **all** of the Foundation standards writing independently or with support (as detailed in the standards).

The pupil has complex learning needs and prefers to communicate without detail verbally and in his written work. He has good spelling skills but has yet to achieve consistency in punctuation. He is beginning to work to the level of the Early Development standards.

This collection meets the requirements for 'Foundations for the expected standard'.

Exemplification

Foundations for the expected standard:

Jason

- A Description
- B Recount
- C Story sentence
- D Letter
- E Retell
- F Retell 2

Piece A: Description

Context:

The pupil had written about a photograph of himself playing with his TA, Aliss. (Original identifying photograph substituted)

I'm PlayinG a
games wITh
Alss. (Aliss)

Why this evidence meets the Foundations standard

- The pupil has written words that convey meaning.
- There is spacing between words.
- Most lower case letters are in the right direction and place, though there is misuse of capital letters.
- The pupil can segment words into phonemes and write the corresponding graphemes according to those sounds.

Piece A: Description



I'm playing a
game with
ALSS:-

Piece B: Recount

Context:

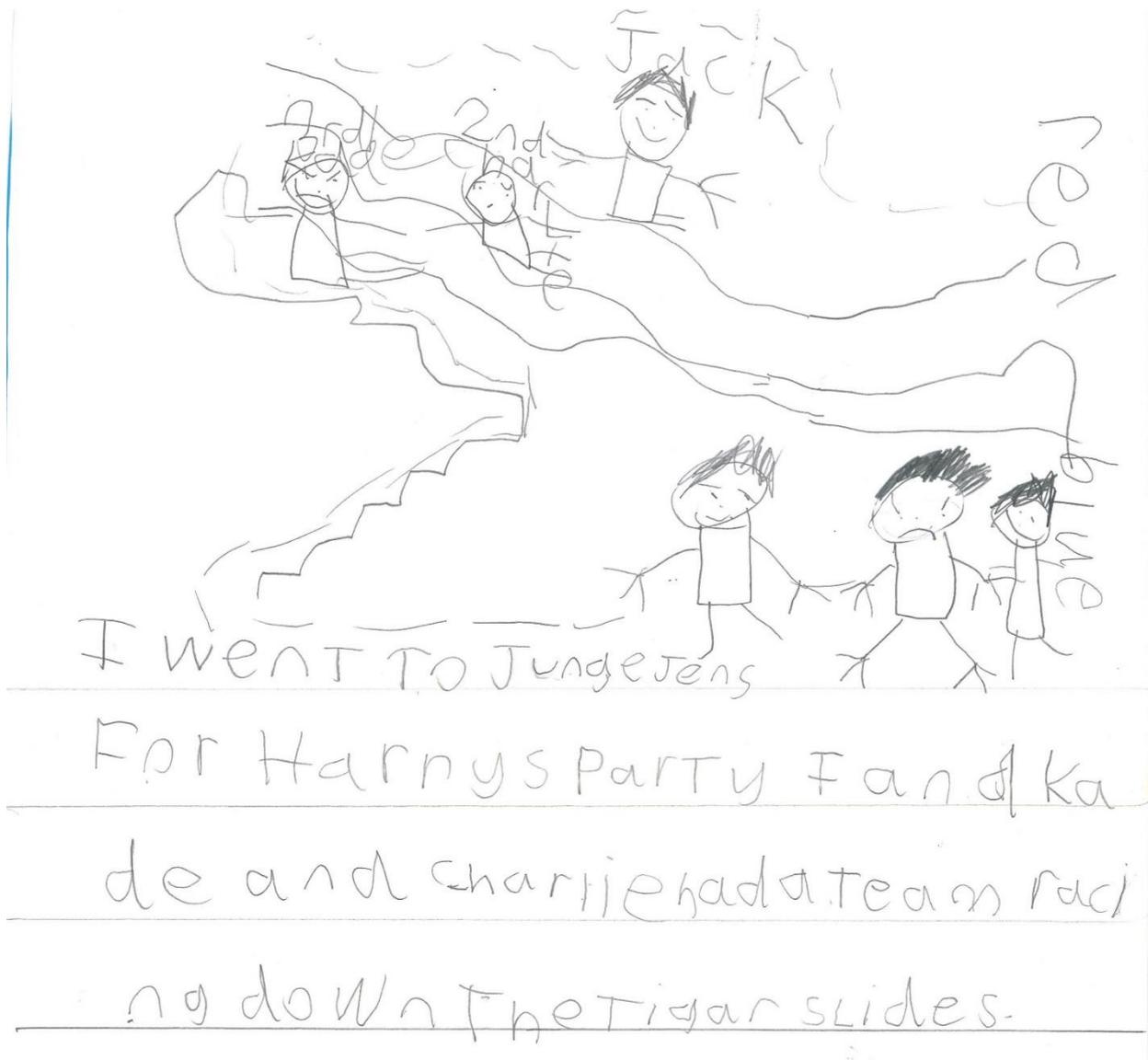
The pupil wrote about a birthday party.

I wenT To Junge Jens
For Harrys ParTy I and Ka
de (Kade) and charlie had a Team raci
ng down The Tigar sLides.

Why this evidence meets the Foundations standard

- Most lower case letters are correctly formed and start and finish in the correct place.
- The pupil can compose short sentences appropriate to the non-fiction genre and conveys meaning.
- Pupil can segment short words (team, racing, went) and write the corresponding graphemes to these phonemes.
- There is one full stop and some capital letters used inconsistently. This is not enough evidence to meet the Early Development standard **some sentences have full stops and capital letters.**

Piece B: Recount



Piece C: Story sentence

Context:

The class topic was recycling. The pupils had read Michael Recycle and gone on a recycling trip.

The sTrees wo rubbesh
an are sicycl. Mickl
resicl Tidy up.

Why this evidence meets the Foundations standard

- The pupil has composed short sentences. The sentences are correctly related to the topic. The pupil has been able to convey meaning with support.
- The pupil knows how to sequence words and knows to put spaces between words.
- He can segment words into phonemes and write the graphemes: *the, tidy, up, are*.
- Most lower case letters are formed correctly.

Piece C: Story sentence



The streets wo rubbish
and RECYCLE. Mick
RECYCLE tidy up.

Piece D: Letter

Context:

The pupils wrote to the head teacher to say thank you for a visit.

Dear Jackie
thank you For comeing to
see us in purple class
We have done lots of
Work with Shay and Kira
and alex
From *Name removed*

Why this evidence meets the Foundations standard

- The pupil has composed short sentences and the sentences are correctly related to the topic. The pupil has been able to convey meaning with support.
- The pupil can write the correct letter in response to hearing the sound.
- The pupil has used the correct layout for a letter.
- The pupil knows how to sequence words and knows to put spaces between words.
- He can segments words into phonemes and write the graphemes thank, purple, class, work.
- The pupil spells familiar words correctly.
- Most lower case letters are formed correctly although there is inconsistency with capital letters.

Piece D: Letter

Dear Jackie

Thank you for coming to

see us in purple class.

We have done lots of

work with Shay and Kira
and Alex

From

Piece E: Retell

Context:

The pupils had been reading and learning about *The Gruffalo* during book week. The pupils retold the story.

The Gruffalo. He is
mean and eats Things.
He has prickls an big
Teeth.
Look our it's the Gruffalo.

Why this evidence meets the Foundations standard

- The pupil has composed short sentences. The sentences are correctly related to the topic. The pupil has been able to convey meaning with support.
- The pupil can write the correct letter in response to hearing the sound.
- The pupil knows how to sequence words and knows to put spaces between words.
- He can segments words into phonemes and write the graphemes: *mean, teeth, look*.
- Most lower case letters are formed correctly although there is inconsistency with capital letters.

Piece E: Retell



The Gruffalo. He is

mean and eats things.

He has prickles and big

teeth.

Look out it's The Gruffalo.

Piece F: Retell 2

Context:

The pupil used a sequence frame to retell the *Tortoise and the Hare* fable.

The hare Jump over The Tortse.

The Fell a asleep by the tree.

It was to late The tortse had a caryt. (carrot)

Why this evidence meets the Foundations standard

- The pupil has composed short sentences, communicated orally. The sentences are correctly related to the topic. The pupil has been able to convey meaning with support.
- The pupil can write the correct letter in response to hearing the sound.
- The pupil knows how to sequence words and knows to put spaces between words.
- He can segments words into phonemes and write the graphemes: *jump, fell, asleep*.
- Most lower case letters are formed correctly although there is inconsistency with capital letters.

Piece F: Retell 2



The hare
Jump over
The tortoise.



The hare
fell a
sleep by
the tree.



It was
too late.
The tortoise
had a carrot.

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:

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