Teacher's Moderation Toolkit

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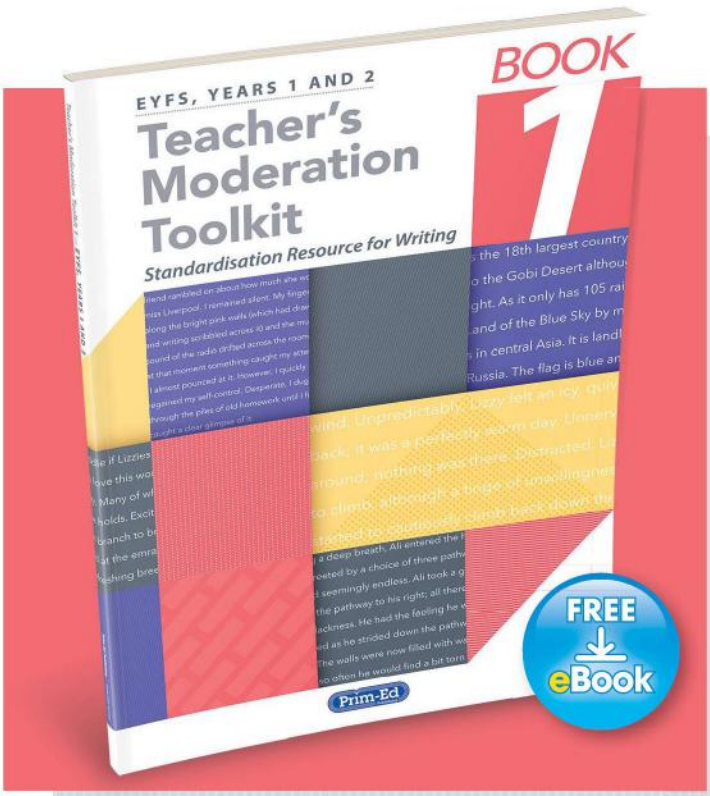
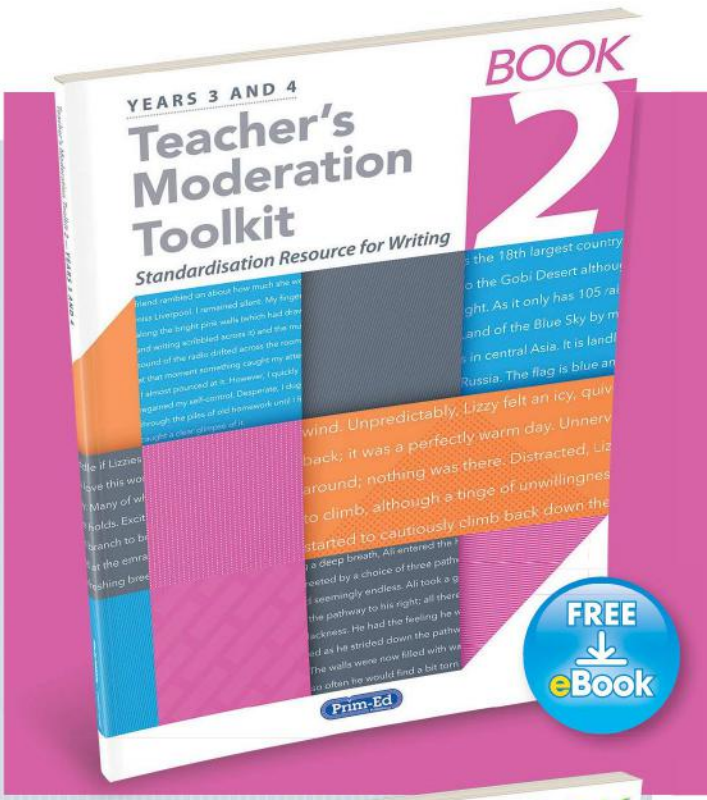
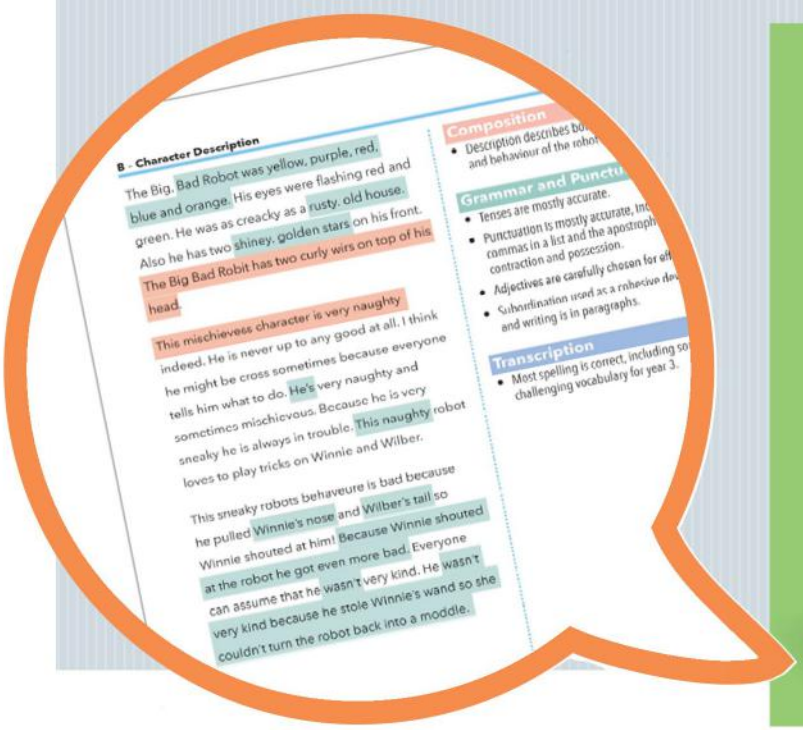
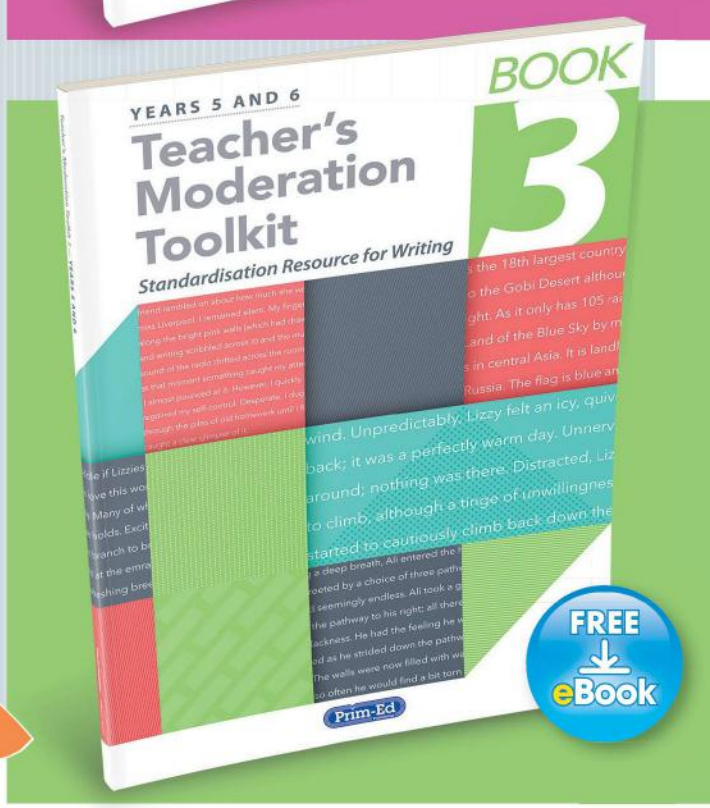
Standardisation Resource for Writing









Summer Term

B: Formal Letter

Original:

Dear Mary, in scool we have been lerning abawt you and your caces. I love your caks I wach you on TV you are in the British bake of in scool It is a comatison who dos the best cake wins you have five grand children don't you. We are trighing to figer out how old are you. Lets do some Questens now What was the first cake you made because I love all cakes?

Transcript:

Dear Mary,

In school we have been learning about you and your cakes. I love your cakes. I watch you on TV; you are in the British Bake Off at school. It is a competition – who does the best cake wins. You have five grandchildren, don't you? We are trying to figure out how old you are. Let's do some questions now: What was the first cake you made because I love all cakes.

Composition

- Sentences sequenced to form a short letter.
- Some letter language (salutation) used; e.g. 'Dear'.

Grammar and Punctuation

- Spaces between words.
- Most sentences correctly punctuated, including the attempted use of a question mark.
- Correct use of capitals for 'Mary', 'British' and the pronoun 'I'.
- Correct use of 'because' and 'and'.

Transcription

- Some spelling is correct, including spelling some common exception words.
- Evidence that pupil is using their understanding of phonics to spell.

Appendix B

Year 1 - Original Work Samples

B

Year 1 Y1- Summer

Leaving finger spaces.

Joining words and clauses with 'and'

Name: Lauren Date: 4.2.16

Can I write a letter to a famous person?

Dear Mary, in Scool We have
been lerning about you and your
cacs. I love your caks I
Wach you on tv. You are
in the British bake of We
are haveing a british bake of
in Scool It is a comatition
Who dos the best cake
Wins. You have five and
children don't you. We are you
trighing to figer how old
are you. Lets do some
questions now What was the
first cake you made
because I love all cakes?

Capital letter for the pesonal pronoun I.

Edited writing- Re-reading what they have written to check that it makes sense.

Use of question mark and full stops.

Beginning to use question marks.
Accurate sentence punctuation.
Joining clauses with and / because.

UNANNOTATED
Summer Term 2

B: Recount

Yaesterday me and all of class 8 went on a wonderful school trip to Liverpool. What a beautiful time that was!

First we went on a big, bueatiful ferry across the River Mersey with class 7 and 9. We saw ather people on the ferry aswel and birds fliying arownd there aswel and we saw the tall Liver bilding and other bildings.

Next we got of the ferry and had our lunch by the River Mersey as we lunch seagulls were flying around us. What a great lunch that was!

After that we went to the Liverpool Museum and saw models, dummies, steam train and a Liverbird. Did you know there were old fashin braz dolls? There was also bug painting of the hole of Liverpoo Finally the hole of year 2 got there photo taken infront of the Liverbilding. What a lovely photo that was!

ANNOTATED
Summer Term 2

B: Recount

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Finally the hole of year 2 got there photo taken infront of the Liverbilding. What a lovely photo that was!

Composition

- Shows stamina for writing by creating a recount of a personal experience.
- Encapsulates what wants to say, sentence by sentence.
- Verbs used indicate time correctly and consistently.

Grammar and Punctuation

- Most sentences correctly demarcated, including capital letters for proper nouns.
- Adverbs used to start sentences.
- The conjunction 'and' is used.
- Adjectives used to create expanded noun phrases.
- Commas in a list.
- Range of sentences used – statements, exclamations and questions.

Transcription

- Most spelling is correct, including spelling some common exception words.
- Evidence that pupil is segmenting to spell.

UNANNOTATED
Summer Term 3

B – Character Description

The Big, Bad Robot was yellow, purple, red, blue and orange. His eyes were flashing red and green. He was as creacky as a rusty, old house. Also he has two shiney, golden stars on his front. The Big Bad Robit has two curly wirs on top of his head.

This mischievess character is very naughty indeed. He is never up to any good at all. I think he might be cross sometimes because everyone tells him what to do. He's very naughty and sometimes mischievous. Because he is very sneaky he is always in trouble. This naughty robot loves to play tricks on Winnie and Wilber.

This sneaky robots behaveure is bad because he pulled Winnie's nose and Wilber's tail so Winnie shouted at him! Because Winnie shouted at the robot he got even more bad. Everyone can assume that he wasn't very kind. He wasn't very kind because he stole Winnie's wand so she couldn't turn the robot back into a moddle.

ANNOTATED
Summer Term 3

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Composition

- Description describes both the appearance and behaviour of the robot.

Grammar and Punctuation

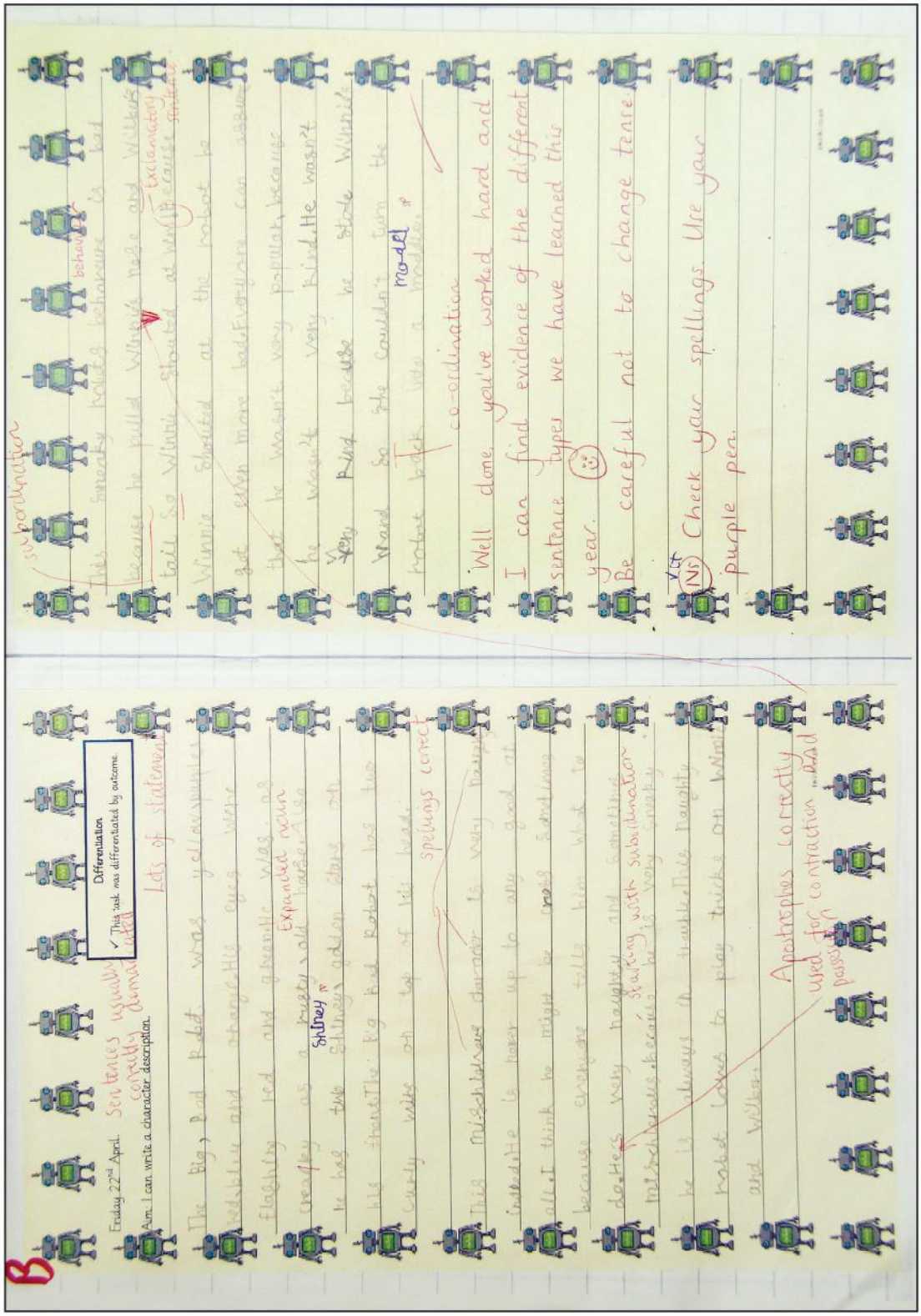
- Tenses are mostly accurate.
- Punctuation is mostly accurate, including commas in a list and the apostrophe for contraction and possession.
- Adjectives are carefully chosen for effect.
- Subordination used as a cohesive device and writing is in paragraphs.

Transcription

- Most spelling is correct, including some challenging vocabulary for year 3.

Appendix B

Year 3 – Original Work Samples



Differentiation
✓ This task was differentiated by outcome.

Friday 22nd April.
Aim: I can write a character description.

B

Sentences usually correctly demarcated

Lots of statements

The Big, Bad Robot was a clever, mischievous and strange His eyes were flashing red and a bennile was an expanded noun

Shiney

Crosby as a bushy old horse Also he had two shiney golden eyes on the front The big bad Robot has two big ears Crosby wore on top of his head.

spellings correct

This mischievous character is very naughty

interesting is never up to any good at all. I think he might be a sometimes because everyone tells him what to do. He's very naughty and sometimes mischievous, because he is very sneaky

strong with subordination

he is always in trouble. This naughty robot loves to play tricks on Winnie and Wilkes.

Apostrophes correctly used for contraction ...and passes

subordination

This sneaky robot's behaviour is bad because he pulled Winnie's pigtail So Winnie shouted at the robot behaviour

exclamation

at which causes Winnie and Wilkes

Winnie shouted at the robot be but even more bad. Everyone can agree that he wasn't very popular, because he wasn't very kind. He wasn't very Bad because he stole Winnie's hand so she couldn't turn the robot back into a woman.

model

co-ordination

Well done, you've worked hard and I can find evidence of the different sentence types we have learned this year.

Be careful not to change tense

Check your spellings. Use your purple pen.

UNANNOTATED

4 Summer Term

C – Recount – Story

Last Sunday, I was walking home from my friends and I saw a group of birds. Somebody spotted a name tag on a bird. It said "Superbird" on the blue and red name tag. Carefully I picked that bird up, it looked like it was injured.

Obviously I took it home to my Grandpa, (he's a vet), he said that he had a broken leg … 2 days later I went back to the tree that I found Superbird in and there was a group of birds looking around. I saw another name tag (purple and black) that had the name Banana written all over it.

With the corner of my eye, I saw a voice simulatoe. I thought it was to make my voice go funny but it wasn't It was a device to make me know what the birds are saying. I listened closely and I could just about say what the birds were saying. Banana was asking "Where is Superbird, Superbird, where are you?" I went up the tree and started cheeping like a bird …

I looked down and my feet and they weren't my normal feet. They were bird feet! I looked in my tiny mirror … "Ahhh, I'm a bird!" I exclaimed.

And that was the last people heard from me and now I'm living in Bird Land!...

ANNOTATED
Summer Term 4

C - Recount - Story

Last Sunday, I was walking home from my friends and I saw a group of birds. Somebody spotted a name tag on a bird. It said "Superbird" on the blue and red name tag. Carefully I picked that bird up, it looked like it was injured.

Obviously I took it home to my Grandpa, (he's a vet), he said that he had a broken leg … 2 days later I went back to the tree that I found Superbird in and there was a group of birds looking around. I saw another name tag (purple and black) that had the name Banana written all over it.

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I looked down and my feet and they weren't my normal feet. They were bird feet! I looked in my tiny mirror … "Ahhh, I'm a bird!" I exclaimed.

And that was the last people heard from me and now I'm living in Bird Land!...

Composition

- Character and plot have been developed.
- Paragraphs organised around a theme.

Grammar and Punctuation

- Fronted adverbials used.
- Subordinate clauses mostly correct.
- Direct speech used and correctly punctuated.
- Variety of determiners used; for example, the, a, that.
- Capital letters, full stops, commas, brackets, exclamation marks and a question mark are used correctly.
- Apostrophes used for contractions.
- Nouns and pronouns chosen appropriately.
- Adverbs and propositions used to show time and effect.

Transcription

- Spelling mostly correct with very few errors; for example, simulatoe.

Appendix B Year 4 - Original Work Samples

C

Adverbial of time

fronted adverbial

Adverbials of time

Brackets for parenthesis

* Paragraphs organised around a theme.

evidence of conjunctions adverb

Tuesday 17th November 2015

- Last Sunday, I was walking home from my friends house and I saw a grou of birds. Somebody spotted a name tag on a bird. It said, 'Super bird' on the blue ~~col br~~ and red nam tag. Carefully I picked that bird up, it looked like it was injured.

- Obviously I took it home to my Grandpa (he's a vet), he said that he had a broke leg... 2 days later I went bac to the tree that I found Superbird in (and) there was a group of birds looking around. I saw another nametag (purple and black) that had the name Banana writen all over it.

- With the corner of my eye, I saw a voice ~~sim~~simulator. I thaught it was to make my voice go funny (but) it wasn't It was a device to make me know what the birds are saying. I listend ~~closely and c~~ closely and I could just about say what the birds were saying: ~~the~~ Banna was asking "Where is Superbird, Superbird, where are you?" I we ~~to see~~ up the tree and started cheeping like a bird...

- I looked down and my feet and they weren't my normal feet. They were bird feet! I looked in my tiny mirror... (~~"Ah~~) "Ahhh, I'm a bird!" I exclaim. And that was the last people heard from me and now I'm living in Bird Land!...

wrong word

UNANNOTATED
Summer Term 5

D – Narrative

Glancing at the rolling, churning waves whose white spray roamed like a horses glossy, enviable mane, Lizzy felt a surge of warmness envelop her fragile body, since this was her home village, where she had been born and bread. This was Charmouth. It was a welcoming, friendly environment, in which, a wide variety of immunities were accessible, such as petite, bustling cafes and unique, original gift shop. Lizzy loved it here. She lived in a small, 1-floored bungalow, which was set back from the centre of the village (in Dorset) and encompassed many different pleasures and delights. One of these delights was the fact that her back garden was a gargantuan, oasis of pale, brown, coconut coloured trees, some of which its large, bony, finger like branches reached out to protect you from the beating sun. Lizzy – who was 9 years old, and had flowing ginger hair, which shone in the dazzling light – particually loved a tall beech tree that stood proudly in the centre of the garden, for it was one that she could climb up easily, and get an outstanding, breath taking scene across the quaint, picturesque community of Charmouth. She adored it.

Scaling the smooth beech trees trunk, like a gorilla, Lizzy had a face screwed up with concentration, and was evidently determined to eventually reach the bony fingers that sometimes ominously swayed when there was a howling wind. Unpredictably, Lizzy felt an icy, quivering chill swoop up her back; it was a perfectly warm day. Unnerved, Lizzy anxiously swung around; nothing was there. Distracted, Lizzy courageously continued to climb, although a tinge of unwillingness overwhelmed her, and she started to cautiously climb back down the tree. Until …

Later on that evening, when a golden sunset dominated the horizon of the English Channel, something else (that was still equivocal in terms of magic) happened that was quite phenominal, and spectacular. A small, injured bird hobbled a long the branch of the tree – like a wounded soldier – and desperately persuaded Lizzy to help him. Elated, Lizzy accepted graciously, hoping that she could sincerely help the bird. However what the bird said next was unbelievable …

5 ANNOTATED Summer Term

D – Narrative

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Scaling the smooth beech trees trunk, like a gorilla, Lizzy had a face screwed up with concentration, and was evidently determined to eventually reach the bony fingers that sometimes ominously swayed when there was a howling

Composition

- The narrative opens with an array of noun phrases to give a vivid description; e.g. the rolling, churning waves whose white spray roamed like a horses glossy, enviable mane; bustling cafes; large, bony, finger like branches; smooth beech trees; small, injured bird.
- Powerful word choices, similes and personification are used to give vivid images and to create atmosphere; e.g. surge of warmness envelope her fragile body, like a wounded soldier, like a gorilla.

Grammar and Punctuation

- Single-clause sentence contrasted with a multi-clause sentence for emphasis; e.g. This was Charmouth., Lizzie loved it here.
- Relative clauses; e.g. which was set back from the centre of the village, who was nine years old.
- Brackets, dashes and commas are used effectively for parenthesis. Semicolon used. Commas to clarify meaning and fronted adverbials are present throughout the piece.
- This piece has a controlled use of single-clause and multi–clause sentences.

Transcription

- Spelling is mostly correct with only a few errors; e.g. immunities, particually.

Appendix B Year 5 – Original Work Samples

without getting cold.

What do they eat?

Snakes have an appetite of other snakes, rats, mice and they also eat eggs whole ! Snakes use there camouflage colour to hunt down their prey. Snakes are vicious, meat eating animals : they mostly swallow theire food whole. because they do this because they only use their fangs to grip on they're prey to kill what it want's to eat.

Interesting facts !

Snakes have many facts, but there's some which are really interesting like if a snake is cold-blooded when it goes to sleep it turns into a torpor position to help them get to sleep without them getting colds. Did you know a snake has pits bellow there eyes to sense the heat their prey ? ~~Ther~~ snakes kill their prey by suffocating it's prey and it swallows it whole !

Conclusion

Snakes are an endanged species because people kill venomous snakes so they could use there're poison to turn there venom into medicine for other people.

Well done, this is a super non-chronological report

Snakes are really dangerous and poisonous

Exclamation

Colon

Tense

Modal verbs

Different tense

Appendix A

This artwork was used to inspire some of the 'Lizzie' writing that is included in the collection of writing.

Lizzie loved the silver birch tree in her garden. She would spend hours perched high up in its branches, chatting with the birds who nested there.

Illustration by Mick Robertson
itjustdawnedonme@ntlworld.com