2014 Key stage 2 writing - moderation

Exemplification materials for teacher assessment

Level 2 (without annotation)
Key stage 2 writing teacher assessment 2014 - Level 2 exemplification.

This document is part of a suite of exemplification for key stage 2 writing teacher assessment which covers level 2 to level 6.

2014 Key stage 2 writing guidance and the full range of exemplification materials, including annotated versions, are on the Department for Education’s (DfE) website at www.education.gov.uk/ks2.

Purpose of the exemplification materials

Key stage 2 writing teacher assessment (levels 2 – 6) is statutory for 2014. These materials exemplify the national standards for key stage 2 writing at levels 2 – 6.

How the materials should be used

Teachers should use this exemplification for standardisation, as a point of reference when making their own level judgements, and / or agreeing levels during the moderation process.

Local authorities (LAs) will also find this exemplification useful when training teachers and LA moderation teams as the materials exist in two versions, with and without annotations.

This document contains the assessment focuses and the revised criteria to support statutory assessment, together with the national curriculum level descriptions upon which they are based.

If you have any queries regarding the arrangements for key stage 2 writing or this document, please contact assessments@education.gov.uk.
Assessment strands

For the purpose of assessing the collections of writing, related assessment focuses have been drawn together into three strands:

- sentence structure and punctuation (SSP)
- text structure and organisation (TSO)
- composition and effect (CE)

<table>
<thead>
<tr>
<th>Assessment focuses</th>
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<tbody>
<tr>
<td>sentence structure and punctuation</td>
<td>- vary sentences for clarity, purpose and effect</td>
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<tr>
<td></td>
<td>- write with technical accuracy of syntax and punctuation in phrases, clauses and sentences</td>
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<tr>
<td>text structure and organisation</td>
<td>- organise and present whole texts effectively</td>
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<td></td>
<td>- sequence and structure information, ideas and events</td>
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<td></td>
<td>- construct paragraphs and use cohesion within and between paragraphs</td>
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<tr>
<td>composition and effect</td>
<td>- write imaginative, interesting and thoughtful texts</td>
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<td>- produce texts which are appropriate to task, reader and purpose</td>
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The criteria encourage positive recognition of achievement in writing. Children do not necessarily develop uniformly across these categories, and the strands allow candidates to consider the relative strengths and weaknesses of a child’s work. When making an overall level judgement, teachers should consider the ‘best fit’ for each collection of writing, taking all of the strands into consideration.

When assessing spelling and handwriting, reference should be made to the national curriculum level descriptions. When assessing a collection of work, spelling and handwriting should be considered and used to refine judgements but should not be given such weight as to change or define the overall level judgement.
## English Writing Levels 2-4 ~ Revised Criteria to support statutory assessment

<table>
<thead>
<tr>
<th>Assessment focuses</th>
<th>Level 2</th>
<th>Level 3</th>
<th>Level 4</th>
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<tbody>
<tr>
<td><strong>SENTENCE STRUCTURE AND PUNCTUATION</strong></td>
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<tr>
<td><strong>AF2</strong></td>
<td>Very sentences for clarity, purpose &amp; effect.</td>
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<tr>
<td><strong>AF3</strong></td>
<td>Write with technical accuracy of syntax and punctuation in phrases, clauses and sentences.</td>
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<tr>
<td><strong>AF4</strong></td>
<td>Primarily simple and compound sentences working towards grammatical accuracy.</td>
<td>Present simple and compound sentences with some variation in structure, e.g. through use of adverbs/simple noun phrases.</td>
<td>Mostly complex and compound sentences with a range of structures used, e.g. through use of subordinating (when, because, although, etc.) and coordinating (and, but, so).</td>
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<tr>
<td><strong>AF5</strong></td>
<td>Sentences often brief, starting with simple subject/verb (I sat, Dad went).</td>
<td>Sentences mostly linked with simple connectives and, but, so.</td>
<td>Sentences are mostly grammatically sound, e.g. correct subject/verb agreement; security of tense and person; correct use of subordination.</td>
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<tr>
<td><strong>AF6</strong></td>
<td>May include some simple variation in structure, e.g. through use of adverbs/simple noun phrases (Today was exciting... Yesterday we went... red shoes.).</td>
<td>May include some complex sentences. Use of when, because or if may be repetitive.</td>
<td>Some variation in sentence structure through a range of openings, e.g. adverbials (some time later, as we sat, once we had arrived...), subject reference (they, the boys, our gang...), speech.</td>
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<tr>
<td><strong>AF7</strong></td>
<td>Clauses mostly joined with and, but, and, so.</td>
<td>Subjects and verbs often simple and frequently repeated (We played, dogs are).</td>
<td>Some variety in subordinating connectives, e.g. because, if, which (because the rain can damage the skin... which was strange... if she could...).</td>
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<tr>
<td><strong>AF8</strong></td>
<td>Past and present tense generally consistent.</td>
<td>Tense choice generally consistent and appropriate to task including some use of tenses (can, will).</td>
<td>Tense choice appropriate with verb forms varied and generally accurate, including the use of modes to express prediction, possibility, permission, e.g. should, might, could.</td>
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<tr>
<td><strong>AF9</strong></td>
<td>Sentences sometimes demarcated by capital letters and full stops. Some use of question and exclamation marks and commas in a list.</td>
<td>Some attempt to sequence ideas or events, e.g. by use of time related words; numbered points; headings, line breaks; use of pictures.</td>
<td>Simple modifiers may create shades of meaning, e.g. to intensify or emphasise (very, large, quite slowly).</td>
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<tr>
<td><strong>AF10</strong></td>
<td>A brief introduction (opening) and/or ending usually signalled.</td>
<td>Some linking of ideas/events – flow may be disjointed or abrupt.</td>
<td>Most sentences correctly demarcated, e.g. some commas mark phrases or clauses; apostrophes mark contractions. If used, inverted commas demarcate the beginning and end of direct speech, correctly on most occasions.</td>
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<tr>
<td><strong>TEXT STRUCTURE AND ORGANISATION</strong></td>
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<td><strong>AF3</strong></td>
<td>Organise and present whole texts effectively, sequencing and structuring information, ideas and events</td>
<td>Some awareness of purpose with ideas and content generally relevant to the task, e.g. informative points in a report, memories in a recount; sequence of events in a story – possibly repetitive or sparse with limited awareness of the reader.</td>
<td>Some awareness of purpose through selection of relevant content and an attempt to interest the reader. Features of writing generally appropriate to the selected task, e.g. use of dialogue in a story; use of first person for a letter; use of imperative in instructions.</td>
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<td><strong>AF4</strong></td>
<td>Construct paragraphs and use cohesion within and between paragraphs</td>
<td>Some detail included through adventurous word choice appropriate to task (a big, hairy, carapace; Mr. Jones looked cross; bears are fierce...).</td>
<td>Some awareness of purpose through selection of relevant content and an attempt to interest the reader. Features of writing generally appropriate to the selected task, e.g. use of dialogue in a story; use of first person for a letter; use of imperative in instructions.</td>
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<td><strong>COMPOSITION AND EFFECT</strong></td>
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<tr>
<td><strong>AF1</strong></td>
<td>Write imaginative, interesting and thoughtful texts</td>
<td>Content may be imbalanced, e.g. led predominantly by dialogue.</td>
<td>Content is balanced, e.g. between action and dialogue; fact and comment.</td>
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<tr>
<td><strong>AF2</strong></td>
<td>Produce texts which are appropriate to task, reader and purpose.</td>
<td>Viewpoint may be indicated by simple comments or actions (The teacher was nice... apples are good for you...).</td>
<td>Viewpoint (opinion, attitude, position) is expressed, but may not be maintained.</td>
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<td><strong>AF7</strong></td>
<td>Select appropriate and effective vocabulary</td>
<td>Some detail included through adventurous word choice appropriate to task (a big, hairy, carapace; Mr. Jones looked cross; bears are fierce...).</td>
<td>Some detail / description of events or ideas expanded through vocabulary (simple adverbs, adjectives) or explanation. Some vocabulary selected for effect or appropriateness to task.</td>
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<td>Writing is clear in purpose and incorporates relevant content to inform/engage the reader. Features of text type/genre are appropriate to the task, e.g. choice of tense/verb form; layout; formality. Ideas may be adapted, e.g. inclusion of contextual information on a fictitious character or the use of quotes within a report.</td>
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<td>Content is balanced, e.g. between action and dialogue; fact and comment. Viewpoint is established and generally maintained. Contrasting attitudes/opinions may be presented. Some use of expert comment may be used to suggest credibility (rabbits are popular pets because they can live outdoors in all weather).</td>
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<td>Ideas and events developed through some deliberate selection of phrases and vocabulary, e.g. technical terminology; vivid language; word choice for effect or emphasis. Some use of stylistic features support purpose, e.g. formal/informal vocabulary; appropriate use of smileys.</td>
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</table>
English Writing Levels 4 - 6 ~ Revised Criteria to support statutory assessment

Assessment focuses

<table>
<thead>
<tr>
<th>Level 4</th>
<th>Level 5</th>
<th>Level 6</th>
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</table>


**SENTENCE STRUCTURE AND PUNCTUATION**

- Some sentences are controlled and written to convey precision of meaning, e.g. direct speech, commands ('It would be helpful if you could let me know, as this will enable...').
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- Some sentences are controlled and written to convey precision of meaning, e.g. direct speech, commands ('It would be helpful if you could let me know, as this will enable...').

**TEXT STRUCTURE AND ORGANISATION**

- Overall organisation of the text is supported by paragraphs or sections which enable coherent development and control of content across the text.
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**COMPOSITION AND EFFECT**

- Purpose of writing is clear and generally maintained with some effective selection and placing of content to engage the reader.
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**AF1**

- Purpose of writing is clear and generally maintained with some effective selection and placing of content to engage the reader.
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**AF2**

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**AF3**

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**AF4**

- Purpose of writing is clear and generally maintained with some effective selection and placing of content to engage the reader.
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**AF5**

- Purpose of writing is clear and generally maintained with some effective selection and placing of content to engage the reader.
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**AF6**

- Purpose of writing is clear and generally maintained with some effective selection and placing of content to engage the reader.
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**AF7**

- Purpose of writing is clear and generally maintained with some effective selection and placing of content to engage the reader.
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- Purpose of writing is clear and generally maintained with some effective selection and placing of content to engage the reader.
### National curriculum level descriptions

National curriculum level descriptions are available from the Department for Education’s (DfE’s) website at http://www.education.gov.uk/schools/teachingandlearning/curriculum/primary/b00198874/english/attainment/en3

<table>
<thead>
<tr>
<th>Level 2</th>
<th>Pupils' writing communicates meaning in both narrative and non-narrative forms, using appropriate and interesting vocabulary, and showing some awareness of the reader. Ideas are developed in a sequence of sentences, sometimes demarcated by capital letters and full stops. Simple, monosyllabic words are usually spelt correctly, and where there are inaccuracies the alternative is phonetically plausible. In handwriting, letters are accurately formed and consistent in size.</th>
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<tr>
<td>Level 3</td>
<td>Pupils' writing is often organised, imaginative and clear. The main features of different forms of writing are used appropriately, beginning to be adapted to different readers. Sequences of sentences extend ideas logically and words are chosen for variety and interest. The basic grammatical structure of sentences is usually correct. Spelling is usually accurate, including that of common, polysyllabic words. Punctuation to mark sentences - full stops, capital letters and question marks - is used accurately. Handwriting is joined and legible.</td>
</tr>
<tr>
<td>Level 4</td>
<td>Pupils' writing in a range of forms is lively and thoughtful. Ideas are often sustained and developed in interesting ways and organised appropriately for the purpose of the reader. Vocabulary choices are often adventurous and words are used for effect. Pupils are beginning to use grammatically complex sentences, extending meaning. Spelling, including that of polysyllabic words that conform to regular patterns, is generally accurate. Full stops, capital letters and question marks are used correctly, and pupils are beginning to use punctuation within the sentence. Handwriting style is fluent, joined and legible.</td>
</tr>
<tr>
<td>Level 5</td>
<td>Pupils' writing is varied and interesting, conveying meaning clearly in a range of forms for different readers, using a more formal style where appropriate. Vocabulary choices are imaginative and words are used precisely. Simple and complex sentences are organised into paragraphs. Words with complex regular patterns are usually spelt correctly. A range of punctuation, including commas, apostrophes and inverted commas, is usually used accurately. Handwriting is joined, clear and fluent and, where appropriate, is adapted to a range of tasks.</td>
</tr>
<tr>
<td>Level 6</td>
<td>Pupils' writing often engages and sustains the reader's interest, showing some adaptation of style and register to different forms, including using an impersonal style where appropriate. Pupils use a range of sentence structures and varied vocabulary to create effects. Spelling is generally accurate, including that of irregular words. Handwriting is neat and legible. A range of punctuation is usually used correctly to clarify meaning, and ideas are organised into paragraphs.</td>
</tr>
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</table>
Collection 1

1. Leaflet
2. Myth
3. Narrative
4. Recount
As part of a cross-curricular project on the Second World War, children learnt about the 1939 evacuation programme. They were asked to produce an official government leaflet for parents, explaining the purpose of evacuation, and any essential information about their children's welfare. The leaflet was planned and self-edited over two sessions. Key topic words were provided but all writing represents the child's independent work.
Collection 1 Piece 1

Evacuation is starting your child to go to the country side to be safe from the German bombs and to protect your child. Your child will have a new family and friends and will be safe at there home.

This is so dangerous for your child to go to the country side and to be safe. Your child had to be evacuated by the German families.
Your child will travel by train to their destination. Under 5's will be taken care of by our adult staff. All siblings will be placed together and your child will be seated next to your sibling. You must sit next to your child. Please kiss your child goodbye on the head before they board the train.

What clothes and toiletries will you take with you?

Their name, table number, clothes, bedding, glasses, photo memories with them to there now.

Transport to the destination with a friend.
As part of a cross-curricular topic on Ancient Egypt, the class explored the story of Osiris and Isis. They wrote their own version of the myth using a planning prompt given to support the sequencing of events. The narrative was planned and written over three sessions. Writing is completely independent and self edited.

The Murder of Osiris

In Egypt it was like the hot desert land where the Pharaoh and his wife called Osiris and Isis. But Seth Osiris meant brother is jealous of him because Seth was to be king.

One morning Osiris took a long kind walk until he reached the River Nile. Then Seth crept up on him and grabbed him and tore the picture of Osiris and scatter the pieces everywhere. But Isis said to Nephtys Isis "Where is Osiris?"

Isis and Nephtys went to find Osiris but when they found Osiris he was dead! And Isis and Nephtys was shocking and unhappy, they carried him to Anubis and  Anubis helped to bring Osiris back to life. After that Isis and Nephtys was amazed to see he and she took Osiris in her arms for the very last time. Later they had a son called Hosre and he ruled Egypt.
As part of a cross-curricular topic on mountains, children used role play and drama to explore what it might feel like to be stranded on a climb. They wrote their ideas in note form and used them to write a story.

A scaffolded planning sheet was provided to support the sequencing of events. Teacher modelling of correct speech punctuation formed part of a guided group session and a title was given.

The narrative was planned and written over three sessions. Writing is independent, however, there was some adult support during the planning stage.

"What are we doing?" snapped James in an angry voice. "I’m climbing up a mountain today!" replied Ellie excitedly. "Oh why?!" shouted James tiredly. "I’m waiting to get there."

"It will be fun!" exclaimed Ellie in a happy tone. Ellie and James were waiting nervously in the big vacuum. They looked out the window and saw the amazing landscape of the mountains. "This place is amazing!" cried Ellie loudly. "What is this place?" asked James. The mountain was full of snow and lots of rocks tumbling down easily. "The water you take and there was a weaving path part every way but there then James went the wrong way and Ellie got trapped in a cave. He shouted ‘Ellie’ but Ellie did hear him."

James went to find help and called the mountain rescue. "Hello, I need help please. My friend is trapped in a cave!" "I will come now!"

Ellie was trapped in a cave. Scared and wanted to get out. She needed help. She was trapped inside a dark cave with lots of rocks everywhere.
The mountion rescue arrive in a bright orange jacket and save Ellie from the cave.

Ellie is in hospital and in a lot of pain. James asked, "Will you be ok?"

"Yes!" cried Ellie.

"I am afraid that your leg is in a lot of pain you have to stay in for 3 months."
After a ‘Values’ assembly, the class explored the concept of happiness and what it might mean to different people. Children listed happy events associated with their time in school, before voting on one to be used as the subject of a recount.

The most popular choice was the school governor carrying the Olympic torch. Writing was planned and completed in a single extended session; the title was provided.

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Mr. Xxxxx’s Moment to shine

On Thursday 24th May 2012 Mr Xxxxx’s is a school governor and he race a fastest mile under the age of 16 he have Parkinson disease and he was a Dental Surgeon and he must be self confident and proud. In the morning on Thursday we went to our guided read group and then we went into groups for the special moment and we walk down the Xxxxxx road we got into our places and we waved and screamed and we saw the Cold van and lots of Police men and then Mr Xxxxx’s was carrying the Shiny gold torch it was amazing to see the torch and we were wave and screamed “Mr Xxxxx’s!” Then Mr Xxxx shook his hand.

Mr Xxxxx’s Self counsel and proud of himself he wearing white top and white hoves pleased as what he is doing from our school.

When Mr Xxxxx’s carry the torch I felt happy got butterflies in my tummy and excited it was a really life changing element to pass onto are children and it was wonderful to see the golden torch in Xxxxxx OS the last time ever in my life.